



LCFF Budget Overview for Parents

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

CDS Code: 56724620000000

School Year: 2024-25

LEA contact information:

Dr. Christine Walker

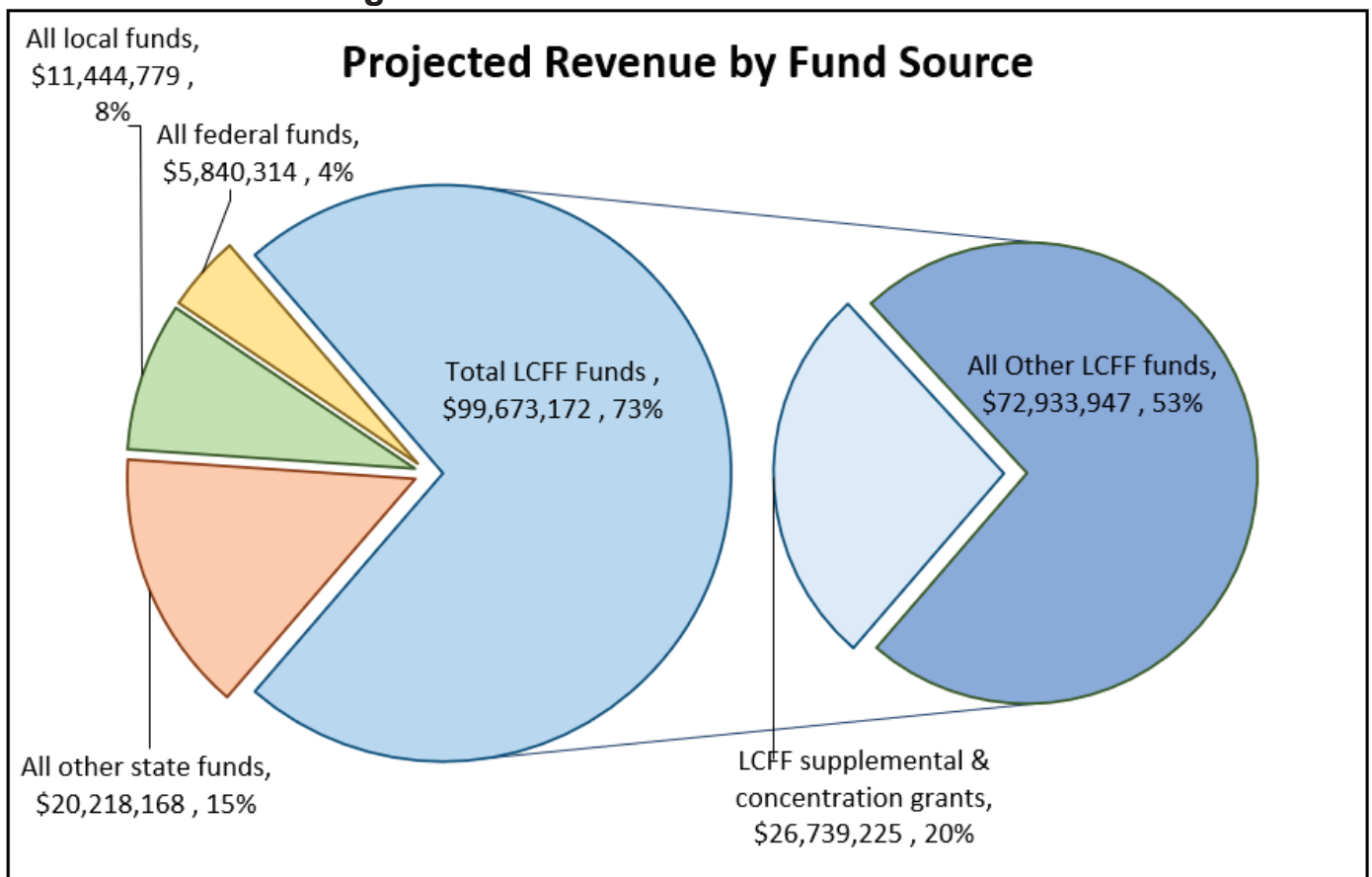
Superintendent

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 2024-25 School Year

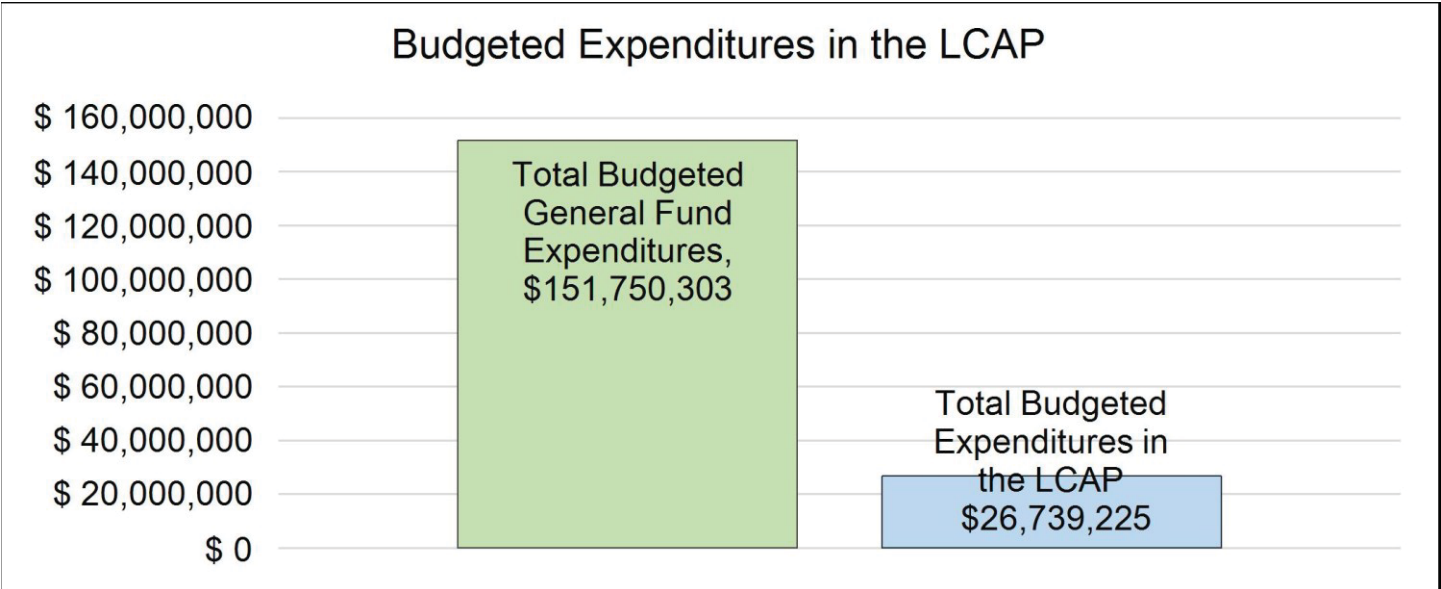


This chart shows the total general purpose revenue Hueneme Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hueneme Elementary School District is \$137,176,433, of which \$99,673,172.00 is Local Control Funding Formula (LCFF), \$20,218,168.00 is other state funds, \$11,444,779.00 is local funds, and \$5,840,314.00 is federal funds. Of the \$99,673,172.00 in LCFF Funds, \$26,739,225.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hueneme Elementary School District plans to spend for 2024-25. 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 \$151,750,303.00 for the 2024-25 school year. Of that amount, \$26,739,225.00 is tied to actions/services in the LCAP and \$125,011,078 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for Hueneme Elementary School District is \$137,176,433, of which \$99,673,172 is Local Control Funding Formula (LCFF), \$20,218,168 is other state funds, \$11,444,779 is local funds, and \$5,840,314 is federal funds. Of the \$99,673,172 in LCFF Funds, \$26,739,225 is generated based on the enrollment of high-needs students (foster youth, English learners, and low-income students).

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

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

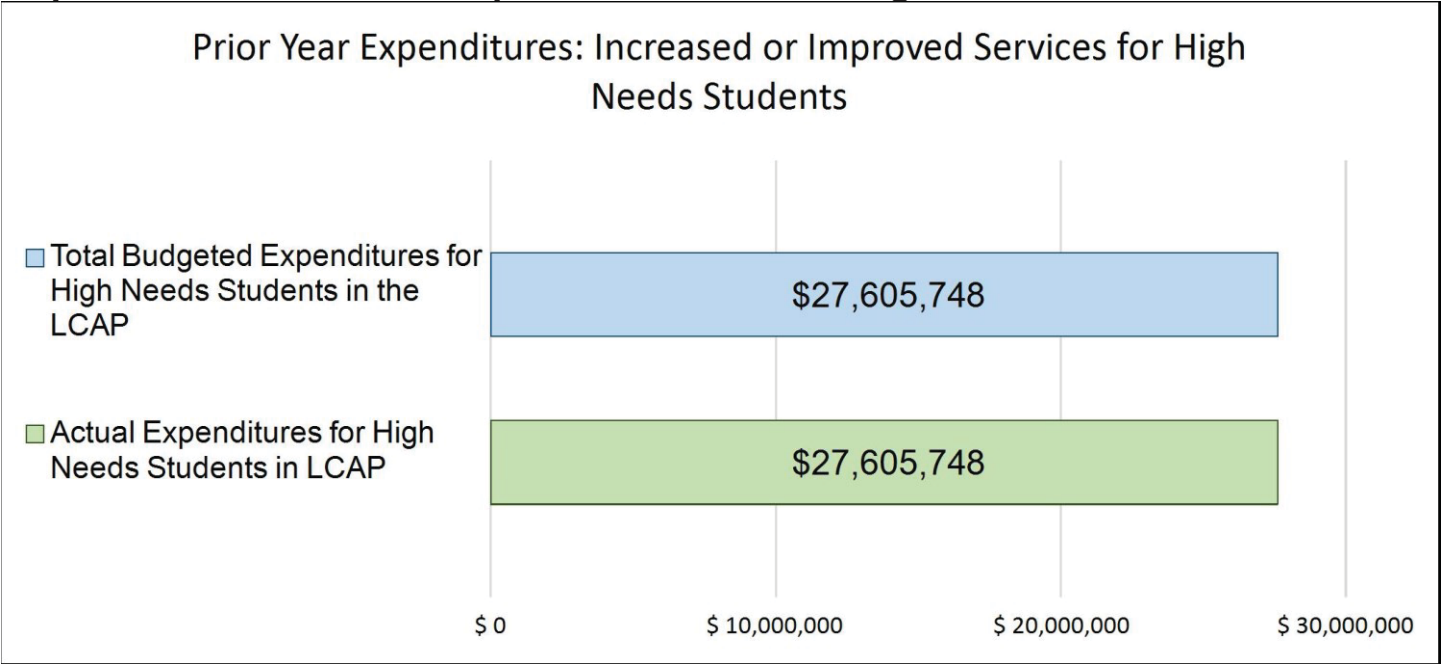
In 2023-24, Hueneme Elementary School District's LCAP budgeted \$27,605,748 for planned actions to increase or improve services for high-needs students. Hueneme Elementary School District spent \$27,605,748 on these actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hueneme Elementary School District is projecting it will receive \$26,739,225.00 based on the enrollment of foster youth, English learner, and low-income students. Hueneme Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hueneme Elementary School District plans to spend \$26,739,225.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Hueneme Elementary School District's LCAP budgeted \$27,605,748.00 for planned actions to increase or improve services for high needs students. Hueneme Elementary School District actually spent \$27,605,748.00 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	<p>Broad Goal: Outcomes</p> <p>Provide all students a standards-aligned instructional program with fidelity to district curriculum and rigorous learning experiences so all students can meet or exceed state standards.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts (ELA) Assessment	2019 (Reporting points below standard met.)	2020 Due to the COVID19 pandemic, the CAASPP was not administered in California.	2022 (Reporting points below standard met.)	2023 (Reporting points below standard met.)	All students Distance from "Standard Met" = -25
Distance points from "Standard Met" on English Language Arts (ELA)	All Students 49.3		All Students HESD: Low (64.3 points below standard)	All Students HESD: Low (-68.1 points below standard)	District overall and all student groups in yellow, blue, or green. Student groups will be 25 distance points from standard met.
Smarter Balanced Summative Assessment for Grades 3-8	English Learner 70	2021 Districts in California were given the following directive from the California Department of Education:	African American (42 students): Very Low - 62.6 points below standard	African American (42 students): Medium - 62.6 points below standard	District overall and all student groups in yellow, blue, or green as indicated on the California School Dashboard.
Source: California School Dashboard	Foster Youth 85.3	If it is not viable for LEA to administer the ELA and mathematics in person or remotely, districts may use a locally administered	English Learners (2,745 students): Very Low - 87.7 points below standard	English Learners (2,455 students): Very Low -94.4 points below standard	Note: Performance on the state measures is
	Homeless Youth 97		Hispanic (3,970 students): Very Low - 70.2 points below standard	Hispanic (3,904 students): Very Low -74.7 points below standard	
	Socioeconomically disadvantaged 56.9				
	Students with disabilities 113				
	African American 32.4				
	American Indian 60.4				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian 12.7 Filipino +13.5 above standard met Hispanic 55.3 Pacific Islander 2 Two or more +19.5 above standard met White 37.2</p>	<p>assessment that meet the following criteria:</p> <ul style="list-style-type: none"> Must be aligned with California Common Core State Standards (CA CCSS) for ELA and mathematics Must be available to students in grades 3–8, and grade 11 Must be uniformly administered <p>HESD selected (CDE approved) the STAR Reading and Math Assessments. Individual student reports were generated in the summer of 2021 and mailed home to parents.</p> <p>2020-2021 DataQuest indicates “In order to protect student</p>	<p>Homeless (363 students): Very Low - 85.7 points below standard</p> <p>Socioeconomically Disadvantaged (4,062 students): Very Low - 71.8 points below standard</p> <p>Students with Disabilities (612 students): Very Low - 128.8 points below standard</p> <p>Filipino (121 students): Medium - 3 points above standard</p> <p>Two or More Races (93 students): Medium - 17.2 points below standard</p> <p>White (496 students): Medium - 46 points below standard</p>	<p>Homeless (687 students): Very Low - 83.2 points below standard</p> <p>Socioeconomically Disadvantaged (3,963 students): Very Low -75.4 points below standard</p> <p>Students with Disabilities (704 students): Very Low -131.8 points below standard</p> <p>Filipino (115 students): Medium +3 points above standard</p> <p>Two or More Races (88 students): Medium -15.8 points below standard</p> <p>White (442 students): Medium -44 points below standard</p>	<p>based on data from both the current and prior years. Any district, school, or student group with at least 30 students in both the current and prior year receives a performance level for each applicable state measure. There are five performance levels, and 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.</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		privacy, data is suppressed because 10 or fewer students tested." 2021-2022 CAASPP data available in fall 2022.			skills necessary for students to be on track for college and career readiness at their grade level.
CAASPP Mathematics Assessment Distance points from "Standard Met" on Mathematics Smarter Balanced Summative Assessment for Grades 3-8 Source: California School Dashboard	2019 (Reporting points below standard met.) All Students 81.6 English Learner 97.9 Foster Youth 98.8 Homeless Youth 123.8 Socioeconomically disadvantaged 89.3 Students with disabilities 147.3 African American 59.2 American Indian 93.7 Asian 32.2 Filipino 23.9 Hispanic	2020 Due to the COVID19 pandemic, the CAASPP was not administered in California. 2021 Districts in California were given the following directive from the California Department of Education: If it is not viable for LEA to administer the ELA and mathematics in person or remotely, districts may use a locally administered assessment that meet the following criteria: <ul style="list-style-type: none"> Must be aligned with California Common 	2022 (Reporting points below standard met.) All Students HESD: Very Low (98.7 points below standard) African American (46 students): Low - 89.7 points below standard English Learners (2,746 students): Very Low - 117.1 points below standard Hispanic (3,970 students): Very Low - 105 points below standard Homeless (364 students): Very Low - 119.2 points below standard	2023 (Reporting points below standard met.) All Students HESD: Very Low (-99.8 points below standard) African American (42 students): Low -90.3 points below standard English Learners (2,452 students): Very Low -119.5 points below standard Hispanic (3,902 students): Very Low -105 points below standard Homeless (686 students): Low -107.8 points below standard	All students Distance from "Standard Met" = -40 District overall and all student groups in yellow, blue, or green. Student groups will be 40 distance points from standard met. District overall and all student groups in yellow, blue, or green as indicated on the California School Dashboard. Note: Performance on the state measures is based on data from both the current and prior years. Any district, school, or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>88.9 Pacific Islander 61.4 Two or more 26 White 50.9</p> <p>2020: Due to the COVID-19 pandemic, the CAASPP was not administered in California.</p> <p>2021: Districts in California were given the following directive from the California Department of Education:</p> <p>If it is not viable for LEA to administer the ELA and mathematics in person or remotely, districts may use a locally administered assessment that meet the following criteria:</p> <ul style="list-style-type: none"> Must be aligned with California Common 	<p>Core State Standards (CA CCSS) for ELA and mathematics</p> <ul style="list-style-type: none"> Must be available to students in grades 3–8, and grade 11 Must be uniformly administered <p>HESD selected (CDE approved) the STAR Reading and Math Assessments. Individual student reports were generated in the summer of 2021 and mailed home to parents.</p> <p>2020-2021 DataQuest indicates “In order to protect student privacy, data is suppressed because 10 or fewer students tested.” 2021-2022 CAASPP data</p>	<p>Socioeconomically Disadvantaged (4,064 students): Very Low - 105.9 points below standard</p> <p>Students with Disabilities (610 students): Very Low - 156.9 points below standard</p> <p>Filipino (121 students): Low - 35.8 points below standard</p> <p>Two or More Races (93 students): Low - 40.5 points below standard</p> <p>White (497 students): Low - 80.1 points below standard</p>	<p>Socioeconomically Disadvantaged (3,961 students): Very Low -106.6 points below standard</p> <p>Students with Disabilities (705 students): Very Low -155.1 points below standard</p> <p>Filipino (115 students): Low -35.2 points below standard</p> <p>Two or More Races (89 students): Low -41 points below standard</p> <p>White (441 students): Low -89.3 points below standard</p>	<p>student group with at least 30 students in both the current and prior year receives a performance level for each applicable state measure. There are five performance levels, and 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.</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Core State Standards (CA CCSS) for ELA and mathematics</p> <ul style="list-style-type: none"> • Must be available to students in grades 3–8, and grade 11 • Must be uniformly administered across a grade, grade span, school, or district to all eligible students 	available in fall 2022.			career readiness at their grade level.
<p>California Science Test (CAST)</p> <p>Percentage of students meeting or exceeding standards on CAST (Grades 5 and 8)</p> <p>Source: California School Dashboard</p>	<p>Grade 5 - 2019</p> <p>All Students 18.76%</p> <p>English Learner 0 %</p> <p>Foster Youth Not reported</p> <p>Homeless Youth* Socioeconomically disadvantaged 15.63%</p> <p>Students with disabilities</p>	<p>Grades 5 and 8 - 2020</p> <p>Due to the COVID-19 pandemic, the CAASPP was not administered in California.</p> <p>Grades 5 and 8 - 2021</p> <p>Districts in California were given the following directive from the California</p>	<p>Grade 5 - 2022</p> <p>All Students 14.60%</p> <p>English Learner .78%</p> <p>Foster Youth Not reported</p> <p>Homeless Youth* Socioeconomically disadvantaged 10.82%</p> <p>Students with disabilities</p>	<p>Grade 5 - 2023</p> <p>All Students 13.96%</p> <p>English Learner .82%</p> <p>Foster Youth Not reported</p> <p>Homeless Youth* Socioeconomically disadvantaged 12.59%</p> <p>Students with disabilities</p>	<p>Grade 5</p> <p>Percentage of students meeting or exceeding standards on CAST = 75%</p> <p>Grade 8</p> <p>Percentage of students meeting or exceeding standards on CAST = 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6.8% African American* American Indian 4.76% Asian* Filipino 55.55% Hispanic 16.17% Pacific Islander* Two or more 39.13% White 26.785% Grade 8 - 2019 All Students 14.93% English Learner 0% Foster Youth Not reported Homeless Youth* Socioeconomically disadvantaged 12.08% Students with disabilities .94% African American* American Indian*	Department of Education: If it is not viable for LEA to administer the CAST, do not give the test. There are no other assessment options available. It was not viable for HESD to administer the CAST in the Spring of 2021.	3.45% African American* Not reported American Indian Not reported Asian* Not reported Filipino 28.57% Hispanic 11.71% Pacific Islander* Not reported Two or more 45% White 23.16% Grade 8 - 2022 All Students 13.09% English Learner 0% Foster Youth* Not reported Homeless Youth 17.24% Socioeconomically disadvantaged 11.97% Students with	1.03% African American* Not reported American Indian Not reported Asian* Not reported Filipino 47.37% Hispanic 11.84% Pacific Islander* Not reported Two or more 25% White 18.35% Grade 8 - 2023 All Students 12.58% English Learner .82% Foster Youth* Not reported Homeless Youth 17.24% Socioeconomically disadvantaged 11.97% Students with	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian* Filipino 39.13% Hispanic 11.56% Pacific Islander* Two or more 36.84% White 41.47% * Fewer than 10 students		disabilities 3.95% African American* Not reported American Indian* Not reported Asian* Not reported Filipino 35.71% Hispanic 12.30% Pacific Islander* Not reported Two or more 27.27% White 10.34% * Fewer than 10 students	disabilities 2.46% African American* Not reported American Indian* Not reported Asian* Not reported Filipino 36.36% Hispanic 10.77% Pacific Islander* Not reported Two or more 41.67% White 14.9% * Fewer than 10 students	
English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2019 17.3 % of ELs decreasing at least 1 ELPI level 33% of ELs maintained ELPI Level of 1-3	2021/22 13.2% of ELs decreasing at least 1 ELPI level 31.3% of ELs maintained ELPI Level of 1-3	2022/23 13.2% of ELs decreasing at least 1 ELPI level 31.3% of ELs maintained ELPI Level of 1-3	2023/24 Not available until the 2024/25 Ca. Dashboard is released	Percentage of English learners progressing at least 1 ELPI Level = 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: California School Dashboard	.8% of ELs maintained ELPI Level 4 48.7 % of ELs progressed at least 1 ELPI Level 2020 - No indicator	0.1% of ELs maintained ELPI Level 4 55.4% of ELs progressed at least 1 ELPI Level	0.1% of ELs maintained ELPI Level 4 55.4% of ELs progressed at least 1 ELPI Level		
Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2019: 15.7% 2020: 20.2%	2021/22: 5%	2022/23: 22%	2023/24: 31.9%	Percentage of English learners reclassified to Fluent English Proficient (RFEP) = 30%
Long Term English Learners (LTELs) Percentage of English Learners that have been classified as ELs for 6+ years Source: CDE Dataquest Reporting	2019 Grade 6 46.6% Grade 7 36.4% Grade 8 29.3% 2020 - No testing	2021/22 Grade 6 42.5% Grade 7 38.9% Grade 8 33.0%	2022/23 Grade 6 38.3% Grade 7 29.2% Grade 8 29.1%	2023/24 Grade 6 19.5% Grade 7 13.9% Grade 8 12.1%	Percentage of English Learners that have been classified as English learners for 6+ years = 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator for State Priority 1: Standards-aligned instructional materials for every student.	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Maintain
Local Indicator for State Priority 1: Teachers are fully credentialed and appropriately assigned.	Standard Met on the California School Dashboard 100%	Standard Met on the California School Dashboard 100%	Standard Met on the California School Dashboard 100%	Standard Met on the California School Dashboard 100%	Standard Met on the California School Dashboard Maintain
K-8 District: High School dropout rate, graduation rate, UC-AG requirements, CTE Pathways and AP do not apply	N/A	N/A	N/A	N/A	N/A
Local Indicator for State Priority 7: Students have access and are enrolled in a broad course of study Source: California School Dashboard	Standard Met on the California School Dashboard Student schedules indicate access.	Standard Met on the California School Dashboard Student schedules indicate access.	Standard Met on the California School Dashboard Student schedules indicate access.	Standard Met on the California School Dashboard Student schedules indicate access.	Standard Met on the California School Dashboard Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator for State Priority 2: Implementation of all California Common Core State Standards (CCSS), including how English learners will access the CCSS and ELD standards Source: California School Dashboard	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Met	Standard Met on the California School Dashboard Maintain

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Description of the overall implementation process (including relevant challenges and successes) of the actions to achieve LCAP Goal #1:

* Initial Planning and Goal Articulation: The implementation began with developing the current LCAP during the 2019/20 school year. With the input of all educational partners, four LCAP goals were set, actions to achieve those goals were identified, and resources were allocated accordingly. The HESD LCAP is reviewed and updated annually.

* Resource Allocation: HESD faced no significant constraints regarding funding, personnel, or other resources needed to effectively carry out the planned actions for 2023/24. This success can be attributed to careful prioritization and creative problem-solving to maximize the impact of available resources.

* Educational Partner Engagement: Engaging our educational partners, including students, parents, teachers, administrators, classified staff, and community members, remained crucial throughout the implementation process. Success in this area involved fostering open communication channels, soliciting feedback, and ensuring that diverse perspectives were considered in decision-making. This year's success was the increase in educational partner meetings and the addition of student representation to our group.

* Monitoring and Adjustment: Continuous progress monitoring was essential to tracking the effectiveness of implemented actions and making necessary adjustments. One challenge was inadequate data collection and analysis systems, which prevented access to relevant data. The

district contracted with Panorama's Student Success Platform to establish more robust monitoring mechanisms and use data-driven insights to inform decision-making.

* Addressing Challenges: Throughout the implementation process of the LCAP this school year, HESD has encountered challenges in staffing, especially in actions involving hiring special education and early education para-educators. This was addressed by working with our classified union to develop creative solutions involving coverage and employee contracting.

* Celebrating Successes: This year, HESD used a part of each educational partner meeting and specific governing board meetings to recognize and celebrate LCAP successes. This involved acknowledging milestones achieved, sharing success stories with educational partners, and highlighting the positive impact of implemented actions. Examples include a percentage of English Learners progressing towards proficiency on the English Language Proficiency Assessments for California (55.4%) and meeting our goal of the percentage of English Learners reclassified to Fluent English Proficient (31.9%). Also, HESD celebrated the meeting of all local indicators as prioritized by the state of California.

Overall, the successful implementation of actions outlined in the HESD LCAP required strategic planning, effective resource management, educational partner engagement, continuous monitoring, and adaptability in the face of challenges. By navigating these elements thoughtfully, HESD continually works towards achieving articulated goals and fulfilling our commitment to improving educational outcomes for all students.

There were no instances where HESD did not implement a planned action in a manner that differed 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.

There were no major material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In responding to this prompt, HESD is grouping actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that apply to the action(s).

Actions identified as currently "effective," meaning that the actions were successful in producing the desired result:

Actions to Support English Learners

* 1.5: Professional Learning

- * 1.7: Support for English Learner Programs - Supplemental clerical support for English learner programs.
- * 1.10: English Learner Support Teachers - assist in the planning, development, implementation, and evaluation of the school's English learner program. They ensure quality English Language Development (ELD) instruction daily and support the academic language achievement of English learners.).
- * 1.11: Instructional Assistants for English Learners - Instructional assistants to provide supplemental support to English learners
- * 1.15: Site-based allocations are to be aligned with actions and services in LCAP goals 1-3. An accounting technician will support the LCAP's budget and expenditures.

Evidence of "Effectiveness":

- * Decrease in Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as English Learners for 6+ years
- * Increase in Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP)
- * Increase in English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)

Actions identified as currently "ineffective," meaning that the actions did not produce any significant or desired result:

Actions to Support Special Education

- * 1.5: Professional Learning
- * 1.8: School Psychologists (The school psychologist's role is an educational consultant and diagnostician.)
- * 1.13: Intervention by Specialized Academic Instruction Teacher
- * 1.14: Program Specialists (Under the direction of the Senior Director of Special Education, acts as a special education specialist to teachers, support services staff, and administrators to facilitate instructional programs and support for students with disabilities and their families.)
- * 1.15: Site-based allocations are to be aligned with actions and services in LCAP goals 1-3. An accounting technician will support the LCAP's budget and expenditures.

Evidence of "Ineffectiveness":

HESD continues to identify a high percentage of special education students. Many students who are moved through our multi-tiered systems of support and then tested for special education do not qualify for special education services. This indicates the need to strengthen the effectiveness of our professional learning around struggling learners and our Multi-Tiered Systems of Support process.

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

HESD involved representatives from all educational partner groups to update this goal for the 2024-25 LCAP:

Current goal:

Provide all students with a standards-aligned instructional program that is fidelity to the district curriculum and has rigorous learning experiences so all students can meet or exceed state standards.

New goal:

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

Changes to actions that have not proven effective over three years:

Ineffective Action: Professional Learning

Reflections on prior practices in this area indicated an increased need to provide research-based targeted professional learning closely aligned with student and teacher needs. Our academic metrics for most of our student groups fall well below the "standard met" on the CAASPP in language arts, mathematics, and science.

Changes to this action on the 2024-25 LCAP will include a refocus of a percentage of our professional learning monies:

1. Improving literacy instruction. Specifically, it is essential to provide comprehensive and dynamic professional learning for all staff that aligns with the science of reading research, structured literacy, and research-based best practices for English learners. To include

* LETRS® (Language Essentials for Teachers of Reading and Spelling) (<https://www.lexialearning.com/letrs>)

- Professional learning for teachers (TK-8) and administrators

* California Reading and Literature Project (CRLP) (<https://www.callutheran.edu/education/crlp/>)

- RESULTS Word Recognition
- RESULTS Reading Comprehension
- Content Area Language and Literacy (CALL)

2. Improving esignated and Integrated English language development (ELD) and Dual Immersion Programs. Designated ELD is defined as instruction provided during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language skills necessary for academic content learning in English. Integrated ELD is an instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Dual language programs use two languages for literacy and content instruction for all students. The HESD program uses English and Spanish. The program provides the same academic content and addresses the same standards as other educational programs. They provide instruction in the two languages over an extended period. Professional learning includes:

* Sobrato Early Academic Language (SEAL) (<https://seal.org/>)

* Project GLAD (Guided Language Acquisition Design) (<https://ntcprojectglad.com/>)

3. Improving mathematics instruction and professional learning to include partnerships with:

* UCLA Math Project—The UCLA Mathematics Project (UCLAMP) (<https://centerx.gseis.ucla.edu/math-project/about/>) is part of a statewide program that strives to make a positive impact on TK-12 educators, students, communities, and school districts. They partner with districts to provide urban schools with rich and transformative mathematical experiences. Based on thirty-six years of research and expertise, UCLAMP has developed programs that help prepare equity-focused, reflective, and responsive leaders in Mathematics.

* UCSB Math Project (<https://ucsbmathproject.education.ucsb.edu/>) - The UCSB Mathematics Project is a professional development program for K-12 mathematics teachers and specialists.

4. Improving Multi-Tiered Systems of Support. HESD uses a multi-tiered system of support (MTSS) framework to create systems of care that ensure students get what they need academically, behaviorally, socially, and emotionally. MTSS, an acronym for "multi-tiered system of support," is an organizational framework used in education settings to ensure that all students' needs are met through increasingly targeted interventions across three levels of support. As HESD educators build intervention plans, they use data to help them make well-informed decisions to produce the best student outcomes. Professio I learning to include:

* Panorama Education/Student Success and Consultants (<https://www.panoramaed.com/solutions/mtss-software-platform>)

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.

Goals and Actions

Goal

Goal #	Description
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Goal #	Description
2	<p data-bbox="321 154 682 186">Focus Goal: Engagement</p> <p data-bbox="321 227 1990 370">Provide every student the specific academic, behavioral, and social/emotional support to meet their individual needs, especially English learners, students with disabilities, foster youth, homeless youth, socioeconomically disadvantaged youth, African American youth, and other student groups whose outcomes indicate the most significant need so that all students can remain fully engaged in their education and access core instruction.</p> <p data-bbox="321 410 1808 443">This goal will be met by May 2023/24 school year. The goal is to be measured using the following metrics:</p> <ul style="list-style-type: none"> <li data-bbox="321 448 1921 516">* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) <li data-bbox="321 521 1915 589">* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days <li data-bbox="321 594 1688 626">* Middle School Drop-out Rate - Percentage of students in grades 7 and 8 who drop out of school <li data-bbox="321 631 1478 664">* Percent on all indicators in grades 5 and 7 on the California Healthy Kids Survey: <ul style="list-style-type: none"> <li data-bbox="373 704 816 737">• School Connectedness (SC) <li data-bbox="373 742 785 774">• Academic Motivation (AM) <li data-bbox="373 779 886 812">• Caring Adult Relationships (CAR) <li data-bbox="373 816 743 849">• High Expectations (HE) <li data-bbox="373 854 831 886">• Meaningful Participation (MP) <li data-bbox="373 891 968 924">• School Safety (feel safe at school) (SS) <li data-bbox="321 964 1913 1032">* Percent of students in grades 3-8 reporting "favorable" on common competencies on the Panoramae Social and Emotional Learning Survey <ul style="list-style-type: none"> <li data-bbox="373 1073 892 1105">• Student Competencies Measures: <ul style="list-style-type: none"> <li data-bbox="321 1110 669 1143">* Self-Management (SM) <li data-bbox="321 1148 447 1180">* Grit (G) <li data-bbox="321 1185 590 1218">* Self-Efficacy (SE) <li data-bbox="373 1258 919 1291">• Student Supports and Environment: <ul style="list-style-type: none"> <li data-bbox="321 1295 630 1328">* School Climate (SC) <li data-bbox="321 1333 871 1365">* Teacher-Student Relationships (TSR) <li data-bbox="321 1370 688 1403">* Sense of Belonging (SB) <li data-bbox="321 1476 1688 1508">* Suspension Rate - Percentage of students suspended one or more times during the school year

Goal #	Description
	* Expulsion Rate - Percentage of students expelled during the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019	2020/21 Not reported	2022/23	2023/24	Percentage of district overall and student groups who attended school 97% of the time or more as measured at second principal apportionment (P-2) = 75%
Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2)	All Students	2021/2022	All Students	All Students	
	53%		33%	36.64%	
	English Learner		English Learner	English Learner	
	62%	All Students	38%	40.97%	
	Foster Youth	24%	Foster Youth	Foster Youth	
	24%	English Learner	17%	25%	
	Homeless Youth	28%	Homeless Youth	Homeless Youth	
	33%	Foster Youth	37%	42.66%	
	Socioeconomically Disadvantaged	38%	Socioeconomically Disadvantaged	Socioeconomically Disadvantaged	
	55%	Homeless Youth	34%	35.38%	
	Students with Disabilities	Socioeconomically Disadvantaged	Students with Disabilities	Students with Disabilities	
	45%	25%	22%	28.92%	
	African American	Students with Disabilities	African American	African American	
	39%	18%	21%	27.68%	
Source: District Attendance Report	American Indian	African American	American Indian	American Indian	
	57%	21%	38%	40.33%	
	Asian	American Indian	Asian	Asian	
	55%	26%	35%	36.67%	
	Filipino	Asian	Filipino	Filipino	
	59%	23%	32%	38.25%	
	Hispanic	Filipino	Hispanic	Hispanic	
	54%	29%	33%	36.09%	
	Pacific Islander	Hispanic	Pacific Islander	Pacific Islander	
	28%		17%	22.58%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or more 45% White 53%	23% Pacific Islander 8% Two or more 25% White 28%	Two or more 31% White 34%	Two or more 35.21% White 35.01%	
Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days Source: California School Dashboard	2019 All Students 7.3% English Learner 5.5% Foster Youth 10.5% Homeless Youth 46.4% Socioeconomically disadvantaged 7.5% Students with disabilities 11.1% African American 9.4% American Indian 5.6% Asian 7% Filipino 2.3% Hispanic 7.4%	2020/2021 • -Not reported- - 2021/2022 All Students 34% English Learner 32% Foster Youth 38% Homeless Youth 30% Socioeconomically disadvantaged 34% Students with disabilities 43% African American 37% American Indian 32% Asian 31%	2022/23 All Students 25% English Learner 20% Foster Youth 42% Homeless Youth 23% Socioeconomically disadvantaged 25% Students with disabilities 27% African American 32% American Indian 21% Asian 22% Filipino 23% Hispanic 25%	2023/24 All Students 18.17% English Learner 15.29% Foster Youth 0.00% Homeless Youth 17.86% Socioeconomically disadvantaged 19.06% Students with disabilities 25.47% African American 27.91% American Indian 17.41% Asian 16.87% Filipino 17.99% Hispanic 18.55%	Percentage of district overall and students groups in grades K-8 who are absent for 10% or more of the total instructional days = 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander 5% Two or more 8.6% White 7.4%	Filipino 26% Hispanic 35% Pacific Islander 43% Two or more 35% White 31%	Pacific Islander 36% Two or more 25% White 24%	Pacific Islander 16.67% Two or more 18.60% White 23.34%	
Middle School Drop-out Rate Percentage of students in grades 7 and 8 who drop out of school Source: California School Dashboard & DataQuest	2019 All Students 0% English Learner 0% Foster Youth 0% Homeless Youth 0% Socioeconomically disadvantaged 0% Students with disabilities 0% African American 0% American Indian 0% Asian 0% Filipino	2020/2021 Not reported 2022 All Students 0% English Learner 0% Foster Youth 0% Homeless Youth 0% Socioeconomically disadvantaged 0% Students with disabilities 0% Students with disabilities 0% African American 0% American Indian 0% Asian 0%	2022/23 All Students 0% English Learner 0% Foster Youth 0% Homeless Youth 0% Socioeconomically disadvantaged 0% Students with disabilities 0% African American 0% American Indian 0% Asian 0% Filipino	2023/24 All Students 0% English Learner 0% Foster Youth 0% Homeless Youth 0% Socioeconomically disadvantaged 0% Students with disabilities 0% African American 0% American Indian 0% Asian 0% Filipino	Percentage of district overall and student groups in grades 7 and 8 who drop out of school = 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% Hispanic 0% Pacific Islander 0% Two or more 0% White 0%	Asian 0% Filipino 0% Hispanic 0% Pacific Islander 0% Two or more 0% White 0%	0% Hispanic 0% Pacific Islander 0% Two or more 0% White 0%	0% Hispanic 0% Pacific Islander 0% Two or more 0% White 0%	
Percent on all indicators in grades 5 and 7: * School Connectedness (SC) * Academic Motivation (AM) * Caring Adult Relationships (CAR) * High Expectations (HE) * Meaningful Participation (MP) * School Safety (feel safe at school) (SS) Source: California Healthy Kids Survey	Grade 5 2019 SC 69% AM 75% CAR 77% HE 86% MP 49% SS 83% Grade 7 2019 SC 57% AM	2020/21 Not reported Grade 5 2022 SC 68% AM 80% CAR 67% HE 83% MP 43% SS 72% Grade 7 2022	Grade 5 2022/23 SC 73% AM 80% CAR 71% HE 84% MP 45% SS 78% Grade 7 2022/23 SC 57% AM	Grade 5 2023/24 SC 70% AM 80% CAR 67% HE 84% MP 41% SS 72% Grade 7 2023/24 SC 44% AM	Grade 5: SC 0% AM 90% CAR 90% HE 95% MP 80% SS 95% Grade 7: SC 75% AM 80% CAR 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	64% CAR 62% HE 75% MP 32% SS 63%	SC 51% AM 67% CAR 54% HE 70% MP 23% SS 49%	64% CAR 58% HE 69% MP 27% SS 44%	59% CAR 55% HE 69% MP 22% SS 44%	HE 90% MP 50% SS 80%
Percent of students in grades 3-8 reporting "favorable" on common competencies.	2019/20 Grade 3 %Favorable SM 68% G 66% SE 61% SC 78% TSR 78% SB 77%	2020/21 Not reported 2021/22 Grade 3 % Favorable SM 66% G 59% SE 57% SC 73% TSR 80% SB 72%	2022/23 Grade 3 % Favorable SM 67% G 61% SE 54% SC 73% TSR 82% SB 73%	2023/24 Grade 3rd Grade % Favorable SM 69% G 63% SE 54% TSR 78% SB 69% SC 66%	Grade 3: SM 85% G 80% SE 75% SC 90% TSR 90% SB 90% Grade 4: SM 85% G 80% SE 75%
Student Competencies Measures: * Self-Management (SM) * Grit (G) * Self-Efficacy (SE) Student Supports and Environment: * School Climate (SC) * Teacher-Student Relationships (TSR) * Sense of Belonging (SB)	Grade 4 % Favorable SM		Grade 4 % Favorable SM	Grade 4th Grade % Favorable SM	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Panorama Social and Emotional Learning Survey	68% G 62% SE 55% SC 78% TSR 76% SB 74%	Grade 4 % Favorable SM 67% G 60% SE 52% SC 69% TSR 79% SB 68%	69% G 61% SE 52% SC 68% TSR 79% SB 72%	68% G 57% SE 51% TSR 78% SB 69% SC 66%	SC 90% TSR 90% SB 90% Grade 5: SM 85% G 80% SE 75% SC 90% TSR 90% SB 85%
	Grade 5 % Favorable SM 72% G 62% SE 51% SC 76% TSR 77% SB 72%	Grade 5 % Favorable SM 71% G 58% SE 51% SC 66% TSR 75% SB 66%	Grade 5 % Favorable SM 68% G 55% SE 49% SC 60% TSR 74% SB 62%	Grade 5th Grade % Favorable SM 71% G 59% SE 54% TSR 78% SB 69% SC 66%	Grade 6: SM 90% G 80% SE 75% SC 90% TSR 90% SB 80%
	Grade 6 % Favorable SM 75% G 61%	Grade 6 % Favorable SM	Grade 6 % Favorable SM 71% G 54%	Grade 6th Grade % Favorable SM 69 % G	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SE 54% SC 77% TSR 82% SB 61% Grade 7 % Favorable SM 74% G 57% SE 46% SC 66% TSR 74% SB 52% Grade 8 % Favorable SM 73% G 55% SE 44% SC	68% G 54% SE 46% SC 60% TSR 75% SB 52% Grade 7 % Favorable SM 69% G 52% SE 45% SC 45% TSR 55% SB 41% Grade 8 % Favorable SM 71% G 49%	SE 46% SC 59% TSR 74% SB 51% Grade 7 % Favorable SM 67% G 47% SE 37% SC 42% TSR 55% SB 40% Grade 8 % Favorable SM 68% G 50% SE 40% SC 35%	54 % SE 48 % TSR 69% SB 49 % SC 54 % Grade 7th Grade % Favorable SM 67% G 51% SE 42% TSR 54% SB 40% SC 43% Grade 8th Grade % Favorable SM 67% G 48% SE 38% TSR 50%	Grade 7: SM 90% G 80% SE 70% SC 80% TSR 90% SB 75% Grade 8: SM 90% G 75% SE 75% SC 75% TSR 85% SB 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	60% TSR 67% SB 44%	SE 38% SC 47% TSR 55% SB 42%	TSR 49% SB 33%	SB 35% SC 37%	
Suspension Rate	2019	2020/21 Not reported	2022/23	2023/24	Percentage of district overall and student groups suspended one or more times during the school year = 1%
Percentage of students suspended one or more times during the school year Source: District Data Base	All Students 1.7% English Learner 1.3% Foster Youth 5% Homeless Youth 0% Socioeconomically disadvantaged 1.9% Students with disabilities 2.3% African American 2.3% American Indian 0% Asian 0% Filipino 7% Hispanic	2021/2022 All Students .90% English Learner 1.03% Foster Youth 7.69% Homeless Youth 1.72% Socioeconomically disadvantaged .91% Students with disabilities .84% African American 1.09% American Indian .46% Asian 2.15% Filipino	All Students 1.75% English Learner 1.61% Foster Youth 0% Homeless Youth 1.47% Socioeconomically disadvantaged 1.97% Students with disabilities 1.88% African American 2.15% American Indian 2.67% Asian 1.08% Filipino .72% Hispanic	All Students 2.23% English Learner 1.60% Foster Youth 0% Homeless Youth 2.34% Socioeconomically disadvantaged 2.42% Students with disabilities 2.91% African American 1.16% American Indian 2.79% Asian 1.20% Filipino 0.36% Hispanic	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.9% Pacific Islander 0% Two or more 5% White 1.1%	.68% Hispanic .86% Pacific Islander 1.39% Two or more 1.04% White 1.13%	1.67% Pacific Islander 1.43% Two or more 1.29% White 2.78%	2.15% Pacific Islander 0% Two or more 0.93% White 4.36%	
Expulsion Rate Percentage of students expelled during the school year. Source: District Data Base	0% Expulsion Rate	0 % Expulsion Rate	0 % Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Description of the overall implementation process (including relevant challenges and successes) of the actions to achieve LCAP Goal #2:

* Initial Planning and Goal Articulation: The implementation process began with the development of the current LCAP during the 2019/20 school year. With the input of all educational partners, four LCAP goals were set, actions to achieve those goals were identified, and resources were allocated accordingly. The HESD LCAP is reviewed and updated annually.

* Resource Allocation: HESD faced no major constraints regarding funding, personnel, or other resources needed to effectively carry out the planned actions for 2023/24. This success can be attributed to careful prioritization and creative problem-solving to maximize the impact of

available resources.

* Educational Partner Engagement: Engaging our educational partners, including students, parents, teachers, administrators, classified staff, and community members, remained crucial throughout the implementation process. Success in this area involved fostering open communication channels, soliciting feedback, and ensuring that diverse perspectives were considered in decision-making. This year's success was the increase in educational partner meetings and the addition of student representation to our group.

* Monitoring and Adjustment: Continuous progress monitoring was essential to tracking the effectiveness of implemented actions and making necessary adjustments. One challenge was inadequate data collection and analysis systems, which prevented access to relevant data. The district contracted with Panorama's Student Success Platform to establish more robust monitoring mechanisms and use data-driven insights to inform decision-making.

* Addressing Challenges: Throughout the implementation process of the LCAP this school year, HESD has encountered challenges in staffing, especially in actions involving hiring special education and early education para-educators. This was addressed by working with our classified union to develop creative solutions involving coverage and employee contracting.

* Celebrating Successes: This year, HESD used a part of each educational partner meeting and specific governing board meetings to recognize and celebrate LCAP successes. This involved acknowledging milestones achieved, sharing success stories with educational partners, and highlighting the positive impact of implemented actions. Examples include the district counseling program, the Hatching Results initiative (<https://www.hatchingresults.com/>), the Second Step Curriculum (<https://www.secondstep.org/elementary-school-curriculum>), and Arts Education.

Overall, the successful implementation of actions outlined in the HESD LCAP required strategic planning, effective resource management, educational partner engagement, continuous monitoring, and adaptability in the face of challenges. By navigating these elements thoughtfully, HESD continually works towards achieving articulated goals and fulfilling our commitment to improving all students' academic, behavioral, and social/emotional outcomes.

There were no instances where HESD did not implement a planned action in a manner that differed substantively from how it was described in the adopted LCAP. HESD involved representatives from all educational partner groups to update this 2024-25 LCAP goal.

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.

There were no major material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In responding to this prompt, HESD is grouping actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that apply to the action(s).

Actions identified as currently "effective," meaning that the actions were successful in producing the desired result:

Actions to Support Attendance, Social, Emotional, and Behavioral Health

- * 2.1 Social and Emotional Services(Counselors provide counseling services to students, families, and staff who assist students in making healthy decisions relative to school programs and relationships with staff and peers)
- * 2.2 Behavioral Support Specialist (Assist in implementing behavior intervention plans - implementing instructional and behavior strategies, evaluating student progress through data collection for regular education teachers, special education teachers, and others serving students with disabilities.)
- * 2.3 Health Staff
 - 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
- * 2.4 Professional Learning
- * 2.5 Assistant Principals
- * 2.8 Campus Security and Safety
- * 2.12: Site-based allocations are to be aligned with actions and services in LCAP goals 1-3. An accounting technician will support the LCAP's budget and expenditures.

Evidence of "Effectiveness":

- * Increase in Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2)
- * Decrease in Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days
- * Maintained Middle School Drop-out Rate - Percentage of students in grades 7 and 8 who drop out of school
- * Maintained Expulsion Rate - Percentage of students expelled during the school year.

Actions identified as currently "ineffective," meaning that the actions did not produce any significant or desired result for identified metrics:

Actions to Support Outcomes on Student Indicators on Panorama Social-Emotional Survey and California Healthy Kids Survey

- * 2.1 Social and Emotional Services(Counselors provide counseling services to students, families, and staff who assist students in making healthy decisions relative to school programs and relationships with staff and peers)
- * 2.2 Behavioral Support Specialist (Assist in implementing behavior intervention plans - implementing instructional and behavior strategies, evaluating student progress through data collection for regular education teachers, special education teachers, and others serving students with disabilities.)
- * 2.3 Health Staff
 - 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

- * 2.4 Professional Learning
- * 2.5 Assistant Principals
- * 2.8 Campus Security and Safety
- * 2.12: Site-based allocations are to be aligned with actions and services in LCAP goals 1-3. An accounting technician will support the LCAP's budget and expenditures.

Evidence of "Ineffectiveness":

- * 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 (feel safe at school)

- * Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common measures.

Student Competencies Measures:

- Self-Management
- Grit
- Self-Efficacy

Student Supports and Environment:

- School Climate
- Teacher-Student Relationships
- Sense of Belonging

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

HESD involved representatives from all educational partner groups to update this goal for the 2024-25 LCAP:

Current goal:

Provide every student the specific academic, behavioral, and social/emotional support to meet their individual needs, especially English

learners, students with disabilities, foster youth, homeless youth, socioeconomically disadvantaged youth, African American youth, and other student groups whose outcomes indicate the most significant need so that all students can remain fully engaged in their education and access core instruction.

New goal:

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

Changes to actions that have not proven effective over three years:

Ineffective Action: Professional Learning

Reflections on prior practices in this area indicated an increased need to provide research-based targeted professional learning closely aligned with student and teacher needs. Changes to this action on the 2024-25 LCAP will include a refocus of a percentage of our professional learning monies:

1. Improving staff efficacy in handling students with high-risk behaviors: providing comprehensive and dynamic professional learning for all staff that aligns with the Multi-Tiered Systems of Support (MTSS) and Positive Behavior and Intervention Supports (PBIS) is essential.

Professional learning to include:

* Multi-Tiered Systems of Support (MTSS) (<https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>)

* Positive Behavior and Intervention Support (PBIS) (<https://www.pbis.org/>)

* Crisis Prevention Institute Programs (<https://www.crisisprevention.com/>)

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.

Goals and Actions

Goal

Goal #	Description
3	<p>Focus Goal: Engagement</p> <p>Parents, families, and the community will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.</p> <p>This goal will be met by May 2023/24 school year. The goal is to be measured using the following metrics:</p> <ul style="list-style-type: none"> * California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8: Meaningful participation at school (MP) * HESD Educational Partner LCAP Survey - Increase the number of educational partners participating in the annual survey. * Number of Family Engagement Opportunities - Increase the number of family engagement activities (FEO). * Effectiveness and Quality of Family - Engagement Opportunities <p>Based on educational partner input and evidence -based research, including John Hattie's Visible Learning, our district will increase the number of family engagement activities and events with the intent to:</p> <ul style="list-style-type: none"> 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey	5th - 2019 MP 49%	5th - 2021/22 MP 43%	5th - 2022/23 MP 45%	5th - 2023/24 MP 41%	5th MP 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent on the following indicator in grades 5 and 8:</p> <p>* Meaningful participation at school (MP)</p> <p>Source: California Healthy Kids Survey</p>	<p>8th - 2019</p> <p>MP 32%</p> <p>2020 Not reported</p>	<p>8th - 2021/22</p> <p>MP 23%</p>	<p>8th - 2022/23</p> <p>MP 27%</p>	<p>8th - 2023/24</p> <p>MP 22%</p>	<p>8th</p> <p>MP 60%</p>
<p>HESD Educational Partner LCAP Survey</p> <p>Increase the number of educational partners participating in the annual survey.</p> <p>Source: HESD LCAP Survey</p>	<p># of Educational Partners</p> <p>2019/20</p> <p>Parents 2531 Certificated 229 Classified 131 Admin. 14 Community 20 Students 72</p> <p>2020/21 Not reported</p>	<p># of Educational Partners</p> <p>2021/22</p> <p>Parents 1052 Certificated 356 Classified 146 Admin. 30 Community 12 Students 135</p>	<p># of Educational Partners</p> <p>2022/23</p> <p>Parents 1,354 Certificated 136 Classified 50 Admin. 20 Community 5 Students 112</p>	<p># of Educational Partners</p> <p>2023/24</p> <p>Parents 991 Certificated 251 Classified 100 Admin. 28 Community 13 Students 1,518</p>	<p># of Educational Partners</p> <p>Parents 3,000 Certificated 400 Classified 400 Admin 40 Community 100 Students 300</p> <p>Families of Individuals with Exceptional Needs: Baseline to be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					determined using year three data Families of Unduplicated Students: Baseline to be determined using year three data
<p>Number of Family Engagement Opportunities</p> <p>Increase the number of family engagement activities (FEO).</p> <p>Source: Family Engagement Logs</p>	<p>2019</p> <p>FEO 738</p> <p>2020</p> <p>Not reported</p>	<p>2021/22</p> <p>FEO 1,331</p>	<p>2022/2023</p> <p>FEO 7,572</p>	<p>2023/2024</p> <p>(Aug 2023 - Jan 2024)</p> <p>FEO 6,209</p>	<p>Overall FEO 7,600</p> <p>Families of Individuals with Exceptional Needs: Baseline to be determined using year three data</p> <p>Families of Unduplicated Students: Baseline to be determined using year three data</p>
<p>Effectiveness and Quality of Family Engagement Opportunities</p> <p>Based on educational partner input and evidence -based research, including</p>	<p>2019/20</p> <p>Number of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning.</p>	<p>2021/22</p> <p>Number of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning.</p>	<p>2022/23</p> <p>Number of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning.</p>	<p>2023/24</p> <p>(Aug 2023 - Jan 2024)</p> <p>Number of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the</p>	<p>Number of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning.</p> <p>2023/24 = 2,200</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>John Hattie’s Visible Learning, our district will increase the number of family engagement activities and events with the intent to:</p> <p>A. Assist parents in understanding the language of schools and learning.</p> <p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children.</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home.</p> <p>Source: Family Engagement Logs</p>	<p>2020 Number = 221</p> <p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>2020 Number = 56</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>2020 Number = 90</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children.</p> <p>2020 Number = 182</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home.</p>	<p>2022 Number = 461</p> <p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>2022 Number = 303</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>2022 Number = 192</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children.</p> <p>2022 Number = 154</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home.</p>	<p>2023 Number = 2,089</p> <p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>2023 Number = 2,161</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>2023 Number = 830</p> <p>D. Engage parents as partners in education, empowerment and advocacy for their children.</p> <p>2023 Number = 762</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home.</p>	<p>language of schools and learning.</p> <p>2024 Number = 2,229</p> <p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>2024 Number = 1,677</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>2024 Number = 189</p> <p>D. Engage parents as partners in education, empowerment and advocacy for their children.</p> <p>2024 Number = 397</p> <p>E. Promote community building, cultural responsiveness, and</p>	<p>B. Assist parents in learning how to establish structure and discipline at home.</p> <p>2023/24 = 2,200</p> <p>C. Educate parents on topics that assist them and their families.</p> <p>2023/24 = 900</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children.</p> <p>2023/24 - 800</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home.</p> <p>2023/24 - 1,900</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020 Number = 189 2020 - Not reported	2022 Number = 207	2023 Total Number = 7,572	connections between schools and home. 2024 Total Number = 6,209	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Description of the overall implementation process (including relevant challenges and successes) of the actions to achieve LCAP Goal #3:

* Initial Planning and Goal Articulation: The implementation began with developing the current LCAP during the 2019/20 school year. With the input of all educational partners, four LCAP goals were set, actions to achieve those goals were identified, and resources were allocated accordingly. The HESD LCAP is reviewed and updated annually.

* Resource Allocation: HESD faced no significant constraints regarding funding, personnel, or other resources needed to effectively carry out the planned actions for 2023/24. This success can be attributed to careful prioritization and creative problem-solving to maximize the impact of available resources.

* Educational Partner Engagement: Engaging our educational partners, including students, parents, teachers, administrators, classified staff, and community members, remained crucial throughout the implementation process. Success in this area involved fostering open communication channels, soliciting feedback, and ensuring that diverse perspectives were considered in decision-making. This year's success was the increase in educational partner meetings and the addition of student representation to our group.

* Monitoring and Adjustment: Continuous progress monitoring was essential to tracking the effectiveness of implemented actions and making necessary adjustments. One challenge was inadequate data collection and analysis systems, which prevented access to relevant data. The district contracted with Panorama's Student Success Platform to establish more robust monitoring mechanisms and use data-driven insights to inform decision-making.

* Addressing Challenges: Throughout the implementation process of the LCAP this school year, HESD has encountered challenges in staffing, especially in actions involving hiring special education and early education para-educators. This was addressed by working with our classified union to develop creative solutions involving coverage and employee contracting.

* Celebrating Successes: This year, HESD used a part of each educational partner meeting and specific governing board meetings to recognize and celebrate CAP successes. This involved acknowledging milestones achieved, sharing success stories with academic

partners, and highlighting the positive impact of implemented actions. Examples include the results from our Educational Partner Surveys and our increased opportunities for family engagement.

Overall, the successful implementation of actions outlined in the HESD LCAP required strategic planning, effective resource management, educational partner engagement, continuous monitoring, and adaptability in the face of challenges. By navigating these elements thoughtfully, HESD continually works towards achieving articulated goals and fulfilling our commitment to improving all students' academic, behavioral, and social/emotional outcomes.

There were no instances where HESD did not implement a planned action in a manner that differed substantively from how it was described in the adopted LCAP. HESD involved representatives from all educational partner groups to update this 2024-25 LCAP goal.

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.

There were no major material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions identified as currently "effective," meaning that the actions were successful in producing the desired result:

* Opportunities for Family Engagement

3.1 Parent Support Personnel (Performs a wide range of functions related to parent support services and clerical assistance to the district)

3.2 Family Engagement Programs

3.3 District Translation Services

3.4 Site-based allocations to be used in alignment with actions and services in LCAP goals 1-3

Evidence of "Effectiveness":

* Number of Family Engagement Opportunities - Source: Family Engagement Logs = 5,138

* Effectiveness and Quality of Family Engagement Opportunities - Source: Family Engagement Logs

Based on educational partner input and evidence -based research, including

John Hattie's Visible Learning, our district will increase the number of family engagement activities and events with the intent to:

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

Actions identified as currently "ineffective," meaning that the actions did not produce any significant or desired result for identified metrics:

* There are no specific actions to Support Outcomes on Student Indicators on the Panorama Social-Emotional Survey and California Healthy Kids Survey in "meaningful participation at school."

Evidence of "Ineffectiveness":

California Healthy Kids Survey - Percent on the following indicator in grades 5 and 8 - Meaningful participation at school

Grade 5: 41%

Grade 8: 22%

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

HESD involved representatives from all educational partner groups to update this goal for the 2024-25 LCAP:

Current goal:

Parents, families and the community will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

New goal:

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

Changes to actions that have not proven effective over three years:

Ineffective Action: Family Engagement

Reflections on prior practices in this area indicated an increased focus and research-based strategies are needed to increase family engagement - especially among our students. HESD identified "meaningful participation at school," as measured in the California Healthy Kids Survey, as an indicator of student engagement. Over the past three years, the district has not shown growth in this metric. Only 41% of fifth-grade and 22% of grade-eight students indicate on the California Healthy Kids survey that they engage in "meaningful participation" in school.

Changes to this action on the 2024-25 LCAP will include refocusing a percentage of our LCFF monies to expand actions in this area. The HESD Educational Partner Committee will focus on engagement next year by including a related action item on each meeting agenda. The committee will use results from our Spring 2024 surveys to formulate specific actions and effective monitoring systems in this area.

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.

Goals and Actions

Goal

Goal #	Description
4	<p>Maintenance Goal - Conditions of Learning</p> <p>Maintain sufficient instructional materials, safe and clean facilities, classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Facilities Condition</p> <p>Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT)</p> <p>Source: FOT Department</p>	<p>2019/20 Number of Schools 0/11</p> <p>2020 Number of Schools Not reported</p>	<p>2021/22 Number of Schools 0/11</p>	<p>2022/23 Number of Schools 0/11</p>	<p>2023/24 Number of Schools 0/11</p>	<p>Number of Schools 0/11</p>
<p>Instructional Materials Sufficiency</p> <p>Percentage of students with access to board-adopted instructional materials</p>	<p>2019/20 100% of Students</p> <p>2020 100% of Students</p>	<p>2021/22 100% of Students</p>	<p>2022/23 100% of Students</p>	<p>2023/24 100% of Students</p>	<p>100% of Students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Board of Education Resolution certifying sufficiency					
Teacher Credentialing Status	Percentage of Teachers	Percentage of Teachers	Percentage of Teachers	Percentage of Teachers	100% of Teachers
Percentage of teachers fully credentialed	2019/20 100%	2021/22 100%	2022/23 100%	2023/24 100%	
Source: School Accountability Report Card (SARC) / Human Resources Department					
Teacher Vacancies	Number of Classroom Teacher Vacancies	Number of Classroom Teacher Vacancies	Number of Classroom Teacher Vacancies	Number of Classroom Teacher Vacancies	Number of Classroom Teacher Vacancies = 0
Number of classroom teacher vacancies	2019/20 0	2021/22 0	2022/23 0	2023/24 0	
Source: School Accountability Report Card (SARC) / Human Resources Department					

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Description of the overall implementation process (including relevant challenges and successes) of the actions to achieve LCAP Goal #4:

* Initial Planning and Goal Articulation: The implementation process began with the development of the current LCAP during the 2019/20 school year. With the input of all educational partners, four LCAP goals were set, actions to achieve those goals were identified, and resources were allocated accordingly. The HESD LCAP is reviewed and updated annually.

* Resource Allocation: HESD faced no significant constraints regarding funding, personnel, or other resources needed to effectively carry out the planned actions for 2023/24. This success can be attributed to careful prioritization and creative problem-solving to maximize the impact of available resources.

* Educational Partner Engagement: Engaging our educational partners, including students, parents, teachers, administrators, classified staff, and community members, remained crucial throughout the implementation process. Success in this area involved fostering open communication channels, soliciting feedback, and ensuring that diverse perspectives were considered during the decision-making process. This year's success was the increase in educational partner meetings and the addition of student representation to our group.

* Monitoring and Adjustment: Continuous progress monitoring was essential to tracking the effectiveness of implemented actions and making necessary adjustments. One challenge was inadequate data collection and analysis systems, which prevented access to relevant data. The district cPanorama's with Panorama's Student Success Platform to establish more robust monitoring mechanisms and use data-driven insights to inform decision-making.

* Addressing Challenges: Throughout the implementation process of the LCAP this school year, HESD has encountered challenges in staffing, especially in actions involving hiring special education and early education para-educators. This was addressed by working with our classified union to develop creative solutions involving coverage and employee contracting.

* Celebrating Successes: This year, HESD used a part of each educational partner meeting and specific governing board meetings to recognize and celebrate LCAP successes. This involved acknowledging milestones achieved, sharing success stories with educational partners, and highlighting the positive impact of implemented actions. Examples include:

- Facilities Condition - Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) = 0/11
- Instructional Materials Sufficiency - Percentage of students with access to board-adopted instructional materials = 100%
- Teacher Credentialing Status - Percentage of teachers fully credentialed = 100%
- Teacher Vacancies - Number of classroom teacher vacancies = 0

Overall, the successful implementation of actions outlined in the HESD LCAP required strategic planning, effective resource management, educational partner engagement, continuous monitoring, and adaptability in the face of challenges. By navigating these elements thoughtfully, HESD continually works towards achieving articulated goals and fulfilling our commitment to students' academic, behavioral, and social/emotional outcomes.

There were no instances where HESD did not implement a planned action in a manner that differed substantively from how it was described in the adopted LCAP. HESD involved representatives from all educational partner groups to update this 2024-25 LCAP goal.

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.

There were no major material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In responding to this prompt, HESD is grouping actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that apply to the action(s).

Actions identified as currently "effective," meaning that the actions were successful in producing the desired result:

Actions to Support with Evidence of "Effectiveness":

- Facilities Condition - Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) = 0/11
- Instructional Materials Sufficiency - Percentage of students with access to board-adopted instructional materials = 100%
- Teacher Credentialing Status - Percentage of teachers fully credentialed = 100%
- Teacher Vacancies - Number of classroom teacher vacancies = 0

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

HESD involved representatives from all educational partner groups to update this goal for the 2024-25 LCAP:

Current goal:

Maintain sufficient instructional materials, safe and clean facilities, classroom staffing, and other essential conditions necessary to implement actions across all LCAP goals effectively.

New goal:

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

Major components of this goal include:

- Implementation of state academic standards
- Parent and family engagement
- School climate
- Access to a broad course of study

No changes were made to the planned metrics, desired outcomes, or actions for the coming year resulting from reflections on prior practice.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 "half-way" or "resting place." It is believed that central California's original inhabitants, the Canalinos Indians (part of the Chumash nation), used this coastal point of land (approximately half-way 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 1874 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. 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. Throughout its history, the Hueneme Elementary School District has experienced various changes and developments in response to demographic shifts, educational trends, and

community needs. The district has continually evolved to meet the changing needs of its students, families, and staff while remaining committed to providing high-quality education to all children.

Our students attend nine elementary schools and two junior high schools. HESD's current enrollment is 7,140 students.

District - Enrollment by Ethnicity:

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

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

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

- Hollywood Beach Elementary School
- Enrollment - 303 students
- African American - (2.0%)
- American Indian or Alaska Native - (0.0%)
- Asian - (2.3%)
- Filipino - (2.6%)
- Hispanic or Latino - (40.6%)

Pacific Islander - (0.0%)
White - (43.6%)
Two or More Races - (8.9%)

Julien Hathaway Elementary School:

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

Hueneme Elementary School:

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

Art Haycox Elementary School:

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

Ansgar Larsen Elementary School:

Enrollment: 579 students
African American - (0.2%)

American Indian or Alaska Native - (0.0%)
Asian - (0.3%)
Filipino - (0.7%)
Hispanic or Latino - (93.3%)
Pacific Islander - (0.2%)
White - (4.8%)
Two or More Races - (0.5%)

Parkview Elementary School:

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

Sunkist Elementary School:

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

Fred L. Williams Elementary School:

Enrollment: 583 students
African American - (0.3%)
American Indian or Alaska Native - (0.0%)
Asian - (0.5%)
Filipino - (8.4%)
Hispanic or Latino - (87.3%)
Pacific Islander - (0.3%)
White - (2.1%)
Two or More Races - (1.0%)

Charles F. Blackstock Junior High:

Enrollment: 1,317 students

African American -(0.6%)

American Indian or Alaska Native - (0.1%)

Asian - (0.2%)

Filipino - (3.5%)

Hispanic or Latino - (76.8%)

Pacific Islander - (0.0%)

White - (16.7%)

Two or More Races -(2.1%)

E.O. Green Junior High:

Enrollment: 1,041 students

African American - (1.2%)

American Indian or Alaska Native - (0.1%)

Asian - (0.4%)

Filipino - (1.8%)

Hispanic or Latino - (88.9%)

Pacific Islander - (0.2%)

White - (5.6%)

Two or More Races -(1.9%)

* The district also offers an independent study program- Hueneme at Home Digital Learning Academy.

* Dual language programs are now offered at five schools - Richard Bard Elementary, Parkview Elementary, Ansgar Larsen Elementary, Sunkist Elementary, and E.O. Green Junior High School.

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

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

District Enrollment by English Language Acquisition:

English Only - 33.4%

Initial English Proficient - 3.0%

English Learner - 43.1 %

Reclassified Fluent English Proficient - 20.4%

SOURCE: DataQuest

HESD'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.

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 Learner Progress Indicator (percentage of English learner students making progress towards English language proficiency or maintaining the highest level)

HESD earned a "YELLOW" performance level on this indicator, with 55% progressing toward English language proficiency. The English Language Proficiency Assessments for California (ELPAC) test measures how well kindergarten through grade twelve students understand English when it is not their primary language. The guide to understanding the ELPAC is available at [cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf](https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf).

Success 2: 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 2023 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.

Success 3: HESD earned a "YELLOW" performance level on this indicator, with a 6.1% decrease in chronically absent students. HESD has 7,386 students, with 23.2% chronically absent. Our special education group (1,146 students) improved by 10%, with 31.3% chronically absent. We will continue to decrease our chronic absenteeism rate as we combat the pandemic's effects on attendance.

Success 4: Improvement by African American Student Group in English Language Arts

Our African American student group (42 students) increased their performance (distance from standard) on the test by 17.8 points.

Success 5: Highest Rating of Blue - Suspension Rate (the percentage of kindergarten through grade 8 students suspended for at least one day in a given school year. Students suspended multiple times or for multiple days are only counted once.)

The following schools earned the highest rating of "BLUE" for their low suspension rates: Larsen Elementary, Haycox Elementary, Williams Elementary, Hathaway Elementary, and Hueneme Elementary.

Success 6: Highest Rating of Blue - English Learner Progress Indicator (percentage of English learner students making progress towards English language proficiency or maintaining the highest level)

The following schools earned the highest rating of "BLUE" on the English Learner Progress Indicator: Williams Elementary, Parkview Elementary, and Hathaway Elementary.

Success 7: Improvement by Beach Elementary in Mathematics

Beach Elementary earned the second-highest rating of "GREEN" in mathematics. They increased by 8.8 points and are now 8.2 points below standard.

Success 8: Increase on California School Dashboard - Math Indicator

The following schools increased their performance in mathematics from the prior testing year: Beach Elementary, Williams Elementary, and Bard Elementary.

Success 9: Increase on California School Dashboard - English Language Arts Indicator

The following school increased their performance in English Language Arts from the prior testing year: Larsen Elementary and Bard Elementary.

Success 10: Significant Increase on California School Dashboard - English Learner Progress Indicator (percentage of English learner students making progress towards English language proficiency or maintaining the highest level)

The following schools significantly increased their performance on the English Learner Progress Indicator from the prior testing year: Hathaway Elementary, Williams Elementary, and Parkview Elementary.

Success 11: Significant Decrease on California School Dashboard - Chronic Absenteeism Placement Report

The following schools significantly decreased their chronic absenteeism rate from the prior year: Hathaway Elementary, Williams Elementary, Parkview Elementary, Sunkist Elementary, Bard Elementary, Haycox Elementary, Hueneme Elementary, and Blackstock Junior High.

Success 12: CAASSP Participation Rate

HESD tested 99% of all students included in the participation rate denominator.

Mathematics: 4,789 out of 4,838 students tested

English Language Arts: 4,736 out of 4,783 students tested

(Note: Performance Levels for Indicators on the California School Dashboard from highest to lowest: Blue, Green, Yellow, Orange, Red)

Successes - Actions

Success 1: Universal Screening in Reading and Mathematics

HESD uses easyCBM each trimester as a universal screener in reading (grade 3) and mathematics (grades K-8). The easyCBM system (<https://www.easycbm.com/about.html>) was developed by educational researchers at the University of Oregon in close collaboration with school district partners across the United States. It is designed to give teachers insight into which of their students may need additional instructional support to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision-making, and the intervention interface streamlines the process of keeping track of students' instructional programs. This feature is beneficial for student study team meetings and parent conferences. easyCBM includes a variety of curriculum-based measures in the content areas of early literacy in both English and Spanish, as well as oral reading fluency, vocabulary, and reading comprehension. In addition, it offers mathematics measures that reach the National Council of Teachers of Mathematics (NCTM) Focal Point Standards and the Common Core State Standards in Mathematics, with built-in read-aloud and Spanish translation accommodations.

Starting in the 2024-25 school year, HESD will transition to a new universal screener. aimswebPlus (<https://app.aimswebplus.com/>) offers nationally normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains with additional add-on measures across dyslexia and behavior/social-emotional skills. aimswebPlus informs daily instruction and provides growth results in reading and math achievement using curriculum-based assessment and standards-aligned content for students in transitional through grade 8. 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 uses Panorama's on-demand resources and partners 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 (which provides for performance in English language arts/literacy, mathematics, and science. Local measures are reported by our district based on data available only at the local level. These measures include clean and safe buildings, school climate, parent engagement, and access to a broad course of study. This information is not available for individual schools or student groups.

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

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

Key elements of our MTSS framework:

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

Success 6: Professional Learning for Staff

HESD provided the following professional learning for staff during the 2023-2024 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 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/>) 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/envision-mathematics-grades-k-5>) training for grades K-5 focused on comprehensive, standards-based content, support of student conceptual understanding, procedural skills, fluency, and relevant application opportunities. DESMOS, a supplemental blended middle school math curriculum (<https://amplify.com/programs/desmos-math-6-a1/?r=w.hd>) delivered through the Desmos Classroom platform for grades 6-8.

* Hatching Results (School Counselor Training): Professional learning designed to improve school counseling programs by utilizing evidence-based practice models (<https://www.hatchingresults.com/>).

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

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

* LETRS (Language Essentials for Teachers of Reading and Spelling) - 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>), which is a comprehensive professional learning designed to provide educators and administrators with deep knowledge to be literacy and language experts in the science of reading.

Section 2: Challenges/Opportunities

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

Challenge/Opportunity 1: Attendance

Despite a 6.2% decline from the previous California Dashboard, HESD has a chronic absenteeism rate of 23.2%. Chronic absenteeism is the percentage of students in kindergarten through grade 8 who were absent 10 percent or more of the instructional days they were enrolled.

Challenge/Opportunity 2: Grades 3-8 students do not meet grade-level Mathematics assessment standards. (This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment) HESD is 99.8 points below standard overall, maintaining our performance from the previous year. Our performance indicator color is "red," defined as "very low."

Challenge/Opportunity 3: Grades 3-8 students do not meet grade-level English Language Arts assessment standards. (This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment) HESD is 68.1 points below standard overall, maintaining our performance from the previous year. Our performance indicator color is "orange," defined as "low."

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

Based on the 2023 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. The process for 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 2023 Dashboard (<https://www.caschooldashboard.org/reports/56724620000000/2023>):

- * English Learners
- * Homeless
- * Low-Income Pupils
- * Students with Disabilities
- * Hispanic

* 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.

Red: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

* 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.

Red: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

* 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>

Red: Filipino, Foster Youth, 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.

Red: Asian, White

HESD schools performing in the lowest performance level on one or more state indicators on the 2023 Dashboard

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

Blackstock Junior High

* Mathematics

E.O Green Junior High

* Mathematics

* English Learner Progress

* English Language Arts

Beach Elementary

* Chronic Absenteeism

Parkview Elementary

* English Language Arts

Hathaway Elementary

* English Language Arts

Haycox Elementary

* English Language Arts

* Mathematics

* Suspension Rate

* Chronic Absenteeism

Larsen Elementary
* Chronic Absenteeism

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

Ansgar Larsen Elementary School
Chronic Absenteeism: All Students, Homeless, Low-Income Pupils, Hispanic

Art Haycox Elementary School
English Language Arts: All students, English Learners, Homeless, Low-Income Pupils, Hispanic
Math: All students, English Learners, Low-Income Pupils, Hispanic
Chronic Absenteeism: Homeless

Fred L. Williams Elementary School
English Language Arts: English Learners, Low-Income Pupils
Chronic Absenteeism: Filipino

Hollywood Beach Elementary School
Chronic Absenteeism: All students, White

Hueneme Elementary School
English Language Arts: English Learners, Students with Disabilities, Hispanic
Math: English Learners, Students with Disabilities, Hispanic, Low-Income Pupils

Julien Hathaway Elementary School
English Language Arts: All students, English Learners, Low-Income Pupils, Hispanic
Math: English Learners

Parkview Elementary School
English Language Arts: All students, English Learners, Low-Income Pupils, Students with Disabilities, Hispanic
Math: English Learners, Students with Disabilities

Charles Blackstock Junior High School
English Language Arts: English Learners, Low-Income Pupils, Students with Disabilities, Hispanic, White
Math: All students, English Learners, Low-Income Pupils, Students with Disabilities, Hispanic, White

E.O. Green Junior High School

English Language Progress Indicator: All students, English Learners

English Language Arts: All students, English Learners, Homeless, Low-Income Pupils, Students with Disabilities, Hispanic

Math: All students, English Learners, Low-Income Pupils, Students with Disabilities, Hispanic

Chronic Absenteeism: Homeless, 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 2023 Dashboard, identifying schools and student groups that have scored lowest on state and local indicators to identify the specific areas where improvement is needed.
- * Customized 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 show that students in HESD have access to and are enrolled in a board 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.

There are no identified barriers preventing the LEA from providing access to a broad course of study for all students. In alignment with Local Indicator for State Priority 7A, HESD strives to provide 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 in order 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.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

E.O. Green Junior High School was identified for Comprehensive Support and Improvement (CSI) in the 2023-24 school year based on the 2023 California School Dashboard state indicators results. Dashboard results were provided to Green's administrators and leadership team in November 2023, identifying criteria by which the school was designated for CSI. Green's eligibility for CSI was based on being "not less than the lowest-performing five percent of Title I schools" and receiving all orange and red indicators on the California School Dashboard.

Support for Identified Schools

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

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

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

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

Objectives include:

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

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

- * Universal screeners - aimsWeb Benchmark Screener for Language Arts and Mathematics and the Panorama Social-Emotional Screener
- * High-quality classroom (Tier 1) instruction
- * High expectations
- * Multiple, intensified tiers of support
- * Data-driven decision-making

- * Problem-solving systems approach
- * Research/evidence-based lesson design, scaffolding, and accelerations
- * Positive behavioral support
- * Professional development
- * Staff collaboration - within and between departments and vertically, grades 6-8
- * Parent/family involvement

Support #3: Needs Assessment

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

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

Support #4: Principal and Assistant Principal - Leadership Coaching and Support

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

Monitoring and Evaluating Effectiveness

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

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

1. Multi-Tiered Systems of Support (MTSS) Model/RtI2 Processes

Green will use an MTSS/RtI2 Self Assessment Tool to monitor and evaluate the implementation and effectiveness of their MTSS/RtI2 model and processes. This assessment tool assists educational partners in determining the "next steps" toward implementing a multi-tiered Response to Instruction and Intervention (RtI2) approach for meeting the learning needs of all students. The tool addresses California's RtI2 Core Components along with specific quality sub-indicators. The tool will be completed with input from certificated staff members, classified

staff members, administration, grade level/department teams, and the school MTSS leadership team to formulate/update the school profile, develop and monitor goals, identify support needed, and encourage team conversations/collaboration.

2. Results for Green Junior High on the 2024 California School Dashboard - Monitor and evaluate growth in English language arts/literacy, mathematics, science, behavior, social and emotional measures, and attendance.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partner Advisory Committee * Principals - 4 * District Administrators - 4 * Local bargaining units (HEA and CSEA) - 8 * Parents - 10 * Students - 8 (four elementary and four junior high) * Community members - 1	Meeting Dates: October 25, November 28, December 13, January 31, February 28, March 27, May 22, June 5
Special Education Local Plan Area Administrator (SELPA)	Consultation on March 10, 2024 - 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: November 2, December 13, February 15, March 20, May 14
Public Hearing and Board Adoption	A public hearing was held on June 10, 2024 and no comments from the public were provided. The Hueneme ESD Board Adoption occurred on June 24, 2024.

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

Section 1: Process/Steps Used 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 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 2023 through June 2024

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 in completing 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.

- Focus Groups: During the 2023 school year, the district convened three focus groups at each school site to discuss site and district needs in detail, especially parent engagement. The focus groups were organized and met separately by families, staff, and administrators to ensure that all voices were heard.

- Multilingual Learner Advisory Committee (ELAC): 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 (DMAC) 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, 2024, 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 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 consulted when developing the LCAP:

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

Dates of Meetings:

October 25, November 28, December 13, January 31, February 28, March 27, May 22, June 5

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 consulted when developing the LCAP:

- * Administrators
- * Parents
- * Community members

Dates of Meetings:

November 2, December 13, February 15, March 20, May 14

Section 4:

Summary of Feedback Received from Educational Partners:

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

* Local Control Accountability Plan (LCAP) Educational Partner Survey

Topic Descriptions:

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

Results:

HESD Student LCAP Survey - % Favorable

Barriers to Engagement 86%

School Fit 84%

Social Awareness 84%

Roles and Responsibilities 76%

School Climate 73%

Background Questions 70%

Family Engagement 68%

Classroom Effort 64%

Learning Behaviors 51%

Teacher-student Relationships 23%

HESD Family LCAP Survey - % Favorable

Barriers to Engagement 94%

School Fit 96%

Social Awareness 96%

Roles and Responsibilities 94%

School Climate 94%

Background Questions 95%

Family Engagement 92%

Classroom Effort 91%

Learning Behaviors 95%

Teacher-student Relationships 95%

HESD Teachers & Staff LCAP Survey - % Favorable

Barriers to Engagement 95%

School Fit 95%

Social Awareness 94%

Roles and Responsibilities 87%

School Climate 94%

Background Questions 89%

Family Engagement 56%

Family Support 94%

Classroom Effort 93%

Learning Behaviors 88%

Teacher-student Relationships 99%

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
- Reduced student/teacher class size ratios
- Targeted intervention support and programs for students
- Summer program for intervention and enrichment

DATA SOURCE: Panormama LCAP Educational Partner Surveys (Student, Family, Teachers & Staff)

Section 5:
HESD LCAP Goal Statements - The 2024/25 to 2027/28 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
- Evidenced-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 clear 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 help 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 Ed. (SBE) -adopted self-reflection tools. The LCAP Goals include metrics that will show 'met' when the California Dashboard opens to the public in the fall of 2024. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The California Dashboard will indicate each reflection on the public website. The information from the self-reflection supports the development of actions & services in the following local indicators:

Basic Services and Conditions (Priority 1)

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

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

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

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

Section 6:

Before the HESD governing board considers the adoption of the LCAP and annual updates, all of the following has 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 comments 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 annual updates are provided consistent 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 its 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 annual assurances support plan for the education of individuals with exceptional needs. HESD consulted with the special education local plan area administrators from the Ventura County Office of Education when developing the LCAP on March 10, 2024.

(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 midyear outcome data related to metrics identified in the current year's LCAP.

(ii) All available midyear 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 include 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, HESD may only adopt a revision if it follows the required process and adopts it in a public meeting.

Public Hearing Date: June 10, 2024

Written responses asked by committee members - The superintendent did not need to respond in writing.

Board Adoption Date: June 24, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>HESD will provide a high-quality educational program that improves all students' academic achievement</p> <p>Our core curricular program will remain a primary area of focus to ensure that it is standards-based and uniformly implemented across the district.</p> <p>Major components of this goal include:</p> <ul style="list-style-type: none"> • 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 <p>HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard.</p> <p>State Indicators:</p> <ul style="list-style-type: none"> * 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. <p>Local Indicators</p> <ul style="list-style-type: none"> * Basics: Teachers, instructional Materials, Facilities * Implementation of Academic Standards * Access to a Broad Course of Study 	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

HESD has developed this goal for several important reasons:

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

Analysis of student data from the most recent state assessments (2023) shows our overall status (reporting points below standard met) in English Language Arts as 64.3 below standard. In mathematics, our overall status is -98.7. Results from the 2023 California School Dashboard show six of our student groups - African American, English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities - scored in the "Very Low" performance level in English language arts. Five of our student groups - English learners, Hispanic, homeless, socioeconomically disadvantaged, and students with disabilities scored in the "Very Low" performance level in Mathematics.

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

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

Multi-tiered System of Supports (MTSS) Model

A multi-tiered system of support (MTSS) is a proactive 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, 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 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 who require even more intensive support will be provided 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 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
1.1	CAASPP English Language Arts (ELA) Assessment Distance points from "Standard Met" on English Language Arts (ELA)	Source: 2022/23 California School Dashboard Students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS):			Source: 2025/26 California School Dashboard All students meeting grade-level standards on the English Language Arts assessment based on distance from standard (DFS).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Smarter Balanced Summative Assessment for Grades 3-8	<p>District All: -68.1 English Learners: -94.4 Foster Youth: NA Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8</p> <p>Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS):</p> <p>District English Learners: -94.4 Unhoused: -83.2 Socio-Economically Disadvantaged: -75.4 Students with Disabilities: -131.8 Hispanic: -74.7</p> <p>Schools</p> <p>Art Haycox Elementary All: -102.1 English Learner: -103.5 Unhoused: -128.2 Socio-Economically Disadvantaged: -102.8 Hispanic: -102.4</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Fred L. Williams Elementary English Learners: -89 Socio-Economically Disadvantaged: -71.4 Hispanic: -76</p> <p>Hueneme Elementary English Learners: -94.3 Student with Disabilities: -136.5 Hispanic:-77.3</p> <p>Julien Hathaway Elementary All: -75 English Learners: -95.6 Socio-Economically Disadvantaged: -81.9 Hispanic: -80.3</p> <p>Parkview Elementary All: -72.3 English Learners: -87 Socio-Economically Disadvantaged: -76.8 Student with Disabilities: -113.8 Hispanic: -73</p> <p>Charles Blackstock High English Learners: -105.7 Socio-Economically Disadvantaged: -72.9</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: -141.4 Hispanic: -73.3 White: -70.4</p> <p>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</p> <p>Note:</p> <p>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 assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>is the middle point, Green is the second highest, and Blue is the highest performance level.</p> <p>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.</p>				
1.2	<p>CAASPP Mathematics Assessment</p> <p>Distance points from "Standard Met" on Mathematics</p> <p>Smarter Balanced Summative Assessment for Grades 3-8</p>	<p>Source: 2022/23 California School Dashboard</p> <p>Students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS)</p> <p>District All: -99.8 English Learners: -119.5</p>			<p>Source: 2025/26 California School Dashboard</p> <p>All students meeting grade-level standards on the Mathematics assessment based on distance from standard (DFS).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Youth: NA Unhoused: -107.8 Socio-Economically Disadvantage: -106.6 Students with Disabilities: -155.1</p> <p>Lowest performance (red indicator) on the Dashboard - Distance from Standard (DFS)</p> <p>District All: -99.8 English Learners: -119.5 Socio-Economically Disadvantage: -106.6 Students with Disabilities: -155.1 Hispanic: -105</p> <p>Schools:</p> <p>Art Haycox Elementary All: -107.5 English Learners: -109.9 Socio-Economically Disadvantage: -108.6 Hispanic: -108.4</p> <p>Hueneme Elementary English Learners: -115.3 Socio-Economically Disadvantage: -97.1</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: -162.7 Hispanic: -98.5</p> <p>Julien Hathaway Elementary English Learners: -102.5</p> <p>Parkview Elementary English Learners: +97.8 Students with Disabilities: -123.7</p> <p>Charles Blackstock Junior High All: -123.7 English Learners: -152 Socio-Economically Disadvantage: -127.5 Students with Disabilities: -195.5 Hispanic: -126.9 White: -130.6</p> <p>E.O. Green Junior High All: -117.6 English Learners: -154.1 Socio-Economically Disadvantage: -125.9 Students with Disabilities: -187.8 Hispanic: -121.9</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Note:</p> <p>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 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.</p> <p>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</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to be on track for college and career readiness at their grade level.				
1.3	<p>California Science Test (CAST) – Statewide Assessment</p> <p>Percentage of students meeting or exceeding standards on CAST (Grades 5 and 8)</p> <p>(State Priority 4A)</p>	<p>Source: 2022/23 DataQuest/CAASPP Test Results</p> <p>Grade 5</p> <p>ALL: 13.96% EL: 19.51% FY: Student group too small to report HOM: 5.63% LI: 12.59% SWD: 1.03%</p> <p>Grade 8</p> <p>ALL: 12.58% EL: 14.82% FY: Student group too small to report HOM: 13.13% LI: 9.78% SWD: 2.46%</p>			<p>Source: 2025/26 DataQuest/CAASPP Test Results</p> <p>All students in grades 5 and 8 meet or exceed standards on the CAST.</p>	
1.5	CAASPP English Language Arts, Mathematics, and California Science Test - Mean Scale Scores	<p>Source: 2022/23 DataQuest/CAASPP Test Results</p> <p>The sum of scale scores for students with</p>			<p>Source: 2025/26 DataQuest/CAASPP Test Results</p> <p>The sum of scale scores for students</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The sum of scale scores for students with valid scores is divided by the number of tests with valid scores.	<p>valid scores is divided by the number of tests with valid scores.</p> <p>* CAASPP English Language Arts</p> <p>District Grade 3:</p> <p>Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650</p> <p>All: 2351.9 English Learners: 2314.7 Foster Youth: NA Unhoused: 2335.3 Socio-Economically Disadvantaged: 2343.7 Students with Disabilities: 2299.7 Hispanic: 2344</p> <p>District: Grade 4</p> <p>Scale Score Range: 2140-2690</p>			<p>with valid scores is divided by the number of tests with valid scores.</p> <p>* CAASPP English Language Arts</p> <p>District Grade 3:</p> <p>Scale Score Range: 2115-2650 Standard Not Met: 2115-2366 Standard Nearly Met: 2367-2431 Standard Met: 2432-2489 Standard Exceeded: 2490-2650</p> <p>All: 2367 English Learners: 2367 Foster Youth: NA Unhoused: 2367 Socio-Economically Disadvantaged: 2367 Students with Disabilities: 2367 Hispanic: 2367</p> <p>District: Grade 4</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690</p> <p>All: 2405.3 English Learners: 2356.7 Foster Youth: NA Unhoused: 2389.2 Socio-Economically Disadvantaged: 2395.6 Students with Disabilities: 2336.0 Hispanic: 2396.4</p> <p>District: Grade 5</p> <p>Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581 Standard Exceeded: 2582-2730</p> <p>All: 2445.1 English Learners: 2377.5 Foster Youth: NA</p>			<p>Scale Score Range: 2140-2690 Standard Not Met: 2140-2415 Standard Nearly Met: 2416-2472 Standard Met: 2473-2532 Standard Exceeded: 2533-2690</p> <p>All: 2416 English Learners: 2416 Foster Youth: NA Unhoused: 2416 Socio-Economically Disadvantaged: 2416 Students with Disabilities: 2416 Hispanic: 2416</p> <p>District: Grade 5</p> <p>Scale Score Range: 2200-2730 Standard Not Met: 2200-2441 Standard Nearly Met: 2442-2501 Standard Met: 2502-2581</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Unhoused: 2416.8 Socio-Economically Disadvantaged: 2437.7 Students with Disabilities: 2374.4 Hispanic: 2438.5</p> <p>District: Grade 6</p> <p>Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770</p> <p>All: 2468.7 English Learners: 2407.7 Foster Youth: NA Unhoused: 2455.0 Socio-Economically Disadvantaged: 2462.0 Students with Disabilities: 2384.3 Hispanic: 2461.6</p> <p>District: Grade 7</p> <p>Scale Score Range: 2260-2810 Standard Not Met: 2260-2478</p>			<p>Standard Exceeded: 2582-2730</p> <p>All: 2502 English Learners: 2442 Foster Youth: NA Unhoused: 2442 Socio-Economically Disadvantaged: 2442 Students with Disabilities: 2442 Hispanic: 2442</p> <p>District: Grade 6</p> <p>Scale Score Range: 2230-2770 Standard Not Met: 2230-2456 Standard Nearly Met: 2457-2530 Standard Met: 2531-2617 Standard Exceeded: 2618-2770</p> <p>All: 2531 English Learners: 2457 Foster Youth: NA Unhoused: 2531</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810</p> <p>All: 2480.4 English Learners: 2406.7 Foster Youth: NA Unhoused: 2468.3 Socio-Economically Disadvantaged: 2475.8 Students with Disabilities: 2396.7 Hispanic: 2474.8</p> <p>District: Grade 8</p> <p>Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850</p> <p>All: 2493.6 English Learners: 2411.8 Foster Youth: NA Unhoused: 2495.7</p>			<p>Socio-Economically Disadvantaged: 2457 Students with Disabilities: 2457 Hispanic: 2531</p> <p>District: Grade 7</p> <p>Scale Score Range: 2260-2810 Standard Not Met: 2260-2478 Standard Nearly Met: 2479-2551 Standard Met: 2552-2648 Standard Exceeded: 2649-2810</p> <p>All: 2552 English Learners: 2479 Foster Youth: NA Unhoused: 2479 Socio-Economically Disadvantaged: 2479 Students with Disabilities: 2479 Hispanic: 2479</p> <p>District: Grade 8</p>	

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			Scale Score Range: 2290-2850 Standard Not Met: 2290-2486 Standard Nearly Met: 2487-2566 Standard Met: 2567-2667 Standard Exceeded: 2668-2850 All: 2567 English Learners: 2487 Foster Youth: NA Unhoused: 2567 Socio-Economically Disadvantaged: 2487 Students with Disabilities: 2487 Hispanic: 2567	
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			Source: 2025-26 Dataquest * CAASPP Mathematics District: Grade 3 Scale Score Range: 2190-2660	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660</p> <p>All: 2366.6 English Learners: 2341.9 Foster Youth: NA Unhoused: 2358.3 Socio-Economically Disadvantaged: 2360.8 Students with Disabilities: 2324.0 Hispanic: 2360.8</p> <p>District: Grade 4</p> <p>Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700</p> <p>All: 2408.8 English Learners: 2373.3 Foster Youth: NA</p>			<p>Standard Not Met: 2190-2380 Standard Nearly Met: 2381-2435 Standard Met: 2436-2500 Standard Exceeded: 2501-2660</p> <p>All: 2381 English Learners: 2381 Foster Youth: NA Unhoused: 2381 Socio-Economically Disadvantaged: 2381 Students with Disabilities: 2381 Hispanic: 2381</p> <p>District: Grade 4</p> <p>Scale Score Range: 2205-2700 Standard Not Met: 2205-2410 Standard Nearly Met: 2411-2484 Standard Met: 2485-2548 Standard Exceeded: 2549-2700</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Unhoused: 2393.7 Socio-Economically Disadvantaged: 2399.9 Students with Disabilities: 2350.3 Hispanic: 2401.0</p> <p>District: Grade 5</p> <p>Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740</p> <p>All: 2429.4 English Learners: 2378.2 Foster Youth: NA Unhoused: 2412.6 Socio-Economically Disadvantaged: 2423.7 Students with Disabilities: 2359.8 Hispanic: 2421.5</p> <p>District: Grade 6</p> <p>Scale Score Range: 2235-2780 Standard Not Met: 2235-2472</p>			<p>All: 2411 English Learners: 2411 Foster Youth: NA Unhoused: 2411 Socio-Economically Disadvantaged: 2411 Students with Disabilities: 2411 Hispanic: 2411</p> <p>District: Grade 5</p> <p>Scale Score Range: 2220-2740 Standard Not Met: 2200-2454 Standard Nearly Met: 2455-2527 Standard Met: 2528-2578 Standard Exceeded: 2579-2740</p> <p>All: 2455 English Learners: 2455 Foster Youth: NA Unhoused: 2455 Socio-Economically Disadvantaged: 2455</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780</p> <p>All: 2444.3 English Learners: 2382.6 Foster Youth: NA Unhoused: 2434.6 Socio-Economically Disadvantaged: 2437.9 Students with Disabilities: 2358.4 Hispanic: 2435.1</p> <p>District: Grade 7</p> <p>Scale Score Range: 2250 - 2820 Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820</p> <p>All: 2438.2 English Learners: 2379.5 Foster Youth: NA Unhoused: 2427.2</p>			<p>Students with Disabilities: 2455 Hispanic: 2455</p> <p>District: Grade 6</p> <p>Scale Score Range: 2235-2780 Standard Not Met: 2235-2472 Standard Nearly Met: 2473-2551 Standard Met: 2552-2609 Standard Exceeded: 2610-2780</p> <p>All: 2473 English Learners: 2473 Foster Youth: NA Unhoused: 2473 Socio-Economically Disadvantaged: 2473 Students with Disabilities: 2473 Hispanic: 2473</p> <p>District: Grade 7</p> <p>Scale Score Range: 2250 - 2820</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-Economically Disadvantaged: 2433.0 Students with Disabilities: 2374.7 Hispanic: 2436.0</p> <p>District: Grade 8</p> <p>Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860</p> <p>All: 2461.7 English Learners: 2391.0 Foster Youth: NA Unhoused: 2460.5 Socio-Economically Disadvantaged: 2453.7 Students with Disabilities: 2378.0 Hispanic: 2457.0</p>			<p>Standard Not Met: 2250-2483 Standard Nearly Met: 2484-2566 Standard Met: 2567-2634 Standard Exceeded: 2635-2820</p> <p>All: 2484 English Learners: 2484 Foster Youth: NA Unhoused: 2484 Socio-Economically Disadvantaged: 2484 Students with Disabilities: 2484 Hispanic: 2484</p> <p>District: Grade 8</p> <p>Scale Score Range: 2265-2860 Standard Not Met: 2265-2503 Standard Nearly Met: 2504-2585 Standard Met: 2586-2652 Standard Exceeded: 2653-2860</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All: 2504 English Learners: 2504 Foster Youth: NA Unhoused: 2504 Socio-Economically Disadvantaged: 2504 Students with Disabilities: 2504 Hispanic: 2504	
1.7	California Science Test (CAST) 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 All: 190.4 English Learners: 177.3 Foster Youth: NA Unhoused: 185.2 Socio-Economically Disadvantaged: 188.8			Source: 2025-26 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 All: 214 English Learners: 179 Foster Youth: NA Unhoused: 214	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 176.5 Hispanic: 188.8</p> <p>District: Grade 8</p> <p>Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450</p> <p>All: 390.5 English Learners: 376.2 Foster Youth: NA Unhoused: 391.4 Socio-Economically Disadvantaged: 388.9 Students with Disabilities: 375.3 Hispanic: 389.6</p>			<p>Socio-Economically Disadvantaged: 214 Students with Disabilities: 179 Hispanic: 214</p> <p>District: Grade 8</p> <p>Scale Score Range: 350-450 Standard Not Met: 350-377 Standard Nearly Met: 378-414 Standard Met: 415-432 Standard Exceeded: 433-450</p> <p>All: 415 English Learners: 378 Foster Youth: NA Unhoused: 415 Socio-Economically Disadvantaged: 415 Students with Disabilities: 378 Hispanic: 415</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	<p>English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p>	<p>Source: 2022/23 California School Dashboard</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>District: All English Learners: 54.6%</p> <p>Lowest performance (red indicator) on the Dashboard</p> <p>District: N/A</p> <p>School: E.O. Green Junior High All English Learners: 44.8%</p>			<p>Source: 2025/26 California School Dashboard</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) = 100%</p>	
1.9	<p>Reclassification Rate</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p>	<p>Source: 2023/24 DataQuest</p> <p>All English Learners: 32.2% (1,435 out of 4,459)</p>			<p>Source: 2025/26 DataQuest</p> <p>All English Learners: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Long Term English Learners (LTELs) Percentage of English Learners that have been classified as English Learners for 6+ years	Source: 2023/24 DataQuest * English Learner 4+ Years - Not at risk of LTEL or LTELs: 9.6% (429/4,459) * 4-5 Years English Learners at risk of LTEL: 11.3% (503/4,459) 6+ Years LTELs: 6.8% (304/4,459)			Source: 2023/24 DataQuest Percentage of English Learners that have been classified as English Learners for 6+ years = 0%	
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 for use at school and home: 0%			Source: 2025/26 California School Dashboard Local Indicators Report Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and home: 0%	
1.12	Local Indicator for State Priority 1A	Source: 2022/23 CA Dashboard Local Indicators Report			Source: 2025/26 California School Dashboard Local Indicators Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of fully credentialed and appropriately assigned teachers	Percent of Teachers FTE with Clear Credentials = 94.2% Comparison to Statewide Average = Above			Percent of Teachers FTE with Clear Credentials = 98% Comparison to Statewide Average = Above	
1.13	K-8 District: High school dropout rate, graduation rate, UC-AG requirements, CTE Pathways, and AP do not apply to elementary district	N/A			N/A	
1.15	Implementation of State Standards – Local Indicators (State Priorities 2A & 2B) Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Source: 2022/23 California School Dashboard Local Indicators Report * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks identified below. English Language Arts – Common Core State Standards for English Language Arts: 5			Source: 2025/26 California School Dashboard Local Indicators Report * Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and curriculum frameworks identified below.	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>Next Generation Science Standards: 5</p> <p>History-Social Science: 5</p> <p>* 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).</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 4</p>			<p>which are now available in all classrooms where the subject is taught.</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>Next Generation Science Standards: 5</p> <p>History-Social Science: 5</p> <p>* Policy & Program Support Progress in implementing policies or programs to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Language Development (Aligned to English Language Arts Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 4</p> <p>Next Generation Science Standards: 4</p> <p>History-Social Science: 4</p> <p>Career Technical Education: 3</p> <p>Health Education Content Standards: 4</p> <p>Physical Education Model Content Standards: 4</p> <p>Visual and Performing Arts: 3</p> <p>World Language: Not applicable for elementary district</p>			<p>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).</p> <p>English Language Arts – Common Core State Standards for English Language Arts: 5</p> <p>English Language Development (Aligned to English Language Arts Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Next Generation Science Standards: 5 History-Social Science: 5 Career Technical Education: 5 Health Education Content Standards: 5 Physical Education Model Content Standards: 5 Visual and Performing Arts: 5 World Language: Not applicable for elementary district	
1.16	Least Restrictive Environment (LRE) Indicator 5A – General Education Participation The percentage of students with IEPs served inside the regular class	Source: 2023-24 Fall CALPADS Report 16.13 <40% ALL: 16.68% 40% - < 80% ALL: 14.67% >=80% ALL: 68.65%			Source: 2026-27 Fall CALPADS Report 16.13 <40% ALL: 12% 40% - < 80% ALL: 15% >=80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 7C)				ALL: 73%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for Professional Learning	<p>Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners.</p> <p>Additionally, this action addresses State Priority 7B.</p> <p>* Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and</p>	\$458,896.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>online courses. Access to resources such as books, journals, and educational technology will also support ongoing learning.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>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.</p> <p>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:</p> <p>* 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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>protocols while building core platform knowledge and navigation skills.</p> <p>* 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/) 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.</p> <p>* 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).</p> <p>* Mathematics: New enVision Mathematics 2024 (https://www.savvas.com/solutions/mathematics/core-programs/envision-mathematics-grades-k-5) training for grades K-5 focused on comprehensive, standards-based content, support of student conceptual understanding, procedural skills, fluency, and relevant application opportunities. DESMOS, a supplemental blended middle school math curriculum (https://amplify.com/programs/desmos-math-6-a1/?r=w.hd) delivered through the Desmos Classroom platform for grades 6-8.</p> <p>* 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/).</p> <p>* 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).</p> <p>* 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/our-programs/nonviolent-crisis-intervention/).</p> <p>* LETRS (Language Essentials for Teachers of Reading and Spelling) - Three cohorts initiated this school year (elementary, junior high, and all</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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</p> <p>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</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities</p> <p>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</p> <p>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</p>		
1.2	Support for Multilingual Programs	<p>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 and data analysis to support all teachers with multilingual students. They also offer supplemental clerical and para-professional aide support for multilingual programs.</p> <p>Additionally, this action addresses State Priority 7B.</p>	\$2,678,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District - English Learners: English Language Arts Mathematics</p> <p>Art Haycox Elementary School - English Learners: English Language Arts Mathematics</p> <p>Fred Williams Elementary School - English Learners: English Language Arts</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Hueneme Elementary School - English Learners: English Language Arts Mathematics</p> <p>Hathaway Elementary School - English Learners: English Language Arts Mathematics</p> <p>Parkview Elementary School - English Learners: English Language Arts Mathematics</p> <p>Blackstock Junior High School - English Learners: English Language Arts Mathematics</p> <p>Green Junior High School - English Learners: English Learner Progress Indicator English Language Arts Mathematics</p>		
1.3	Support for Special Populations	<ul style="list-style-type: none"> • Program Specialists: Under the Senior Director of Special Education, 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. <p>Additionally, this action addresses State Priority 7B.</p>	\$2,394,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District - Students with Disabilities:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Arts</p> <p>Hueneme Elementary School - Students with Disabilities: English Language Arts Mathematics</p> <p>Hathaway Elementary School - Students with Disabilities: English Language Arts</p> <p>Parkview Elementary School - Students with Disabilities: English Language Arts Mathematics</p> <p>Blackstock Junior High School - Students with Disabilities: English Language Arts Mathematics</p> <p>Green Junior High School - Students with Disabilities: English Language Arts Mathematics</p>		
1.4	Support for Early Education	<ul style="list-style-type: none"> Paraprofessionals will provide support in full-day transitional kindergarten classrooms. Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include program development, curriculum planning, professional development, parent and community engagement, data analysis and assessment, resource coordination, compliance and regulations, and collaboration with agencies <p>Additionally, this action addresses State Priority 7B.</p> <p>Support will focus on the following required state indicators:</p>	\$1,336,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* 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.</p> <p>* 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.</p> <p>* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.</p> <p>Support will focus on the following local indicators: * Implementation of State Standards</p> <p>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):</p> <p>Lowest Performing Focus Area: Develop early intervention strategies specifically targeting English Learners, Socioeconomically Disadvantaged students, and Hispanic students to build strong foundational skills in literacy and numeracy.</p> <p>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</p> <p>Art Haycox Elementary School: English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically</p>		

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

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		
1.5	Support for Expanded Learning	<p>Expanded learning support to include:</p> <ul style="list-style-type: none"> * 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 - provide opportunities for students to take a "zero" period class, allowing them to include an elective in their regular day schedule. <p>Additionally, this action addresses State Priority 7B.</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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 	\$482,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the California Alternate Assessment, taken annually by students in grades 3–8 and 11.</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Access to a Broad Course of Study * Implementation of State Standards * Local Climate Survey <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Tailor expanded learning opportunities to address the specific needs of English Learners, Homeless students, and Socioeconomically Disadvantaged students. This includes providing targeted tutoring, language support, and enrichment activities aligned with their academic needs.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p> <p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School:</p>		

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

Action #	Title	Description	Total Funds	Contributing
		<p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White</p> <p>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</p>		
1.6	Support for Libraries	<p>Support will include:</p> <ul style="list-style-type: none"> • Expanded library hours • SORA Library (a digital reading application that provides ebooks and audiobooks) • Additional books for site libraries <p>Additionally, this action addresses State Priority 7B.</p> <p>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.</p>	\$160,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Basics: Instructional Materials * Implementation of State Standards * Local Climate Survey <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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 Homeless and Socioeconomically Disadvantaged students.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p> <p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School:</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Chronic Absenteeism - Homeless</p> <p>Larsen Elementary School:</p> <p>Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School:</p> <p>English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Chronic Absenteeism - Filipino</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities</p> <p>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</p> <p>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</p>		
1.7	Support for Class Size	Reduced class sizes to support:	\$5,078,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, this action addresses State Priority 7B.</p> <ul style="list-style-type: none"> * 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, 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. <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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 		

Action #	Title	Description	Total Funds	Contributing
		<p>the California Alternate Assessment, taken annually by students in grades 3–8 and 11.</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Basics: Teachers * Implementation of State Standards * Local Climate Survey <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p>		

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

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White</p> <p>Green Junior High School:</p> <p>English Learner Progress Indicator: All Students, English Learners</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Chronic Absenteeism - Homeless, White</p>		
1.8	Support for Sites	<p>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.</p> <p>Additionally, this action addresses State Priority 7B.</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. 	\$1,224,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* 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.</p> <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Allocate additional resources to sites with high concentrations of underperforming student groups. Implement site-specific intervention plans targeting English Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students in areas of identified need, particularly in English Language Arts and Mathematics.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p> <p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School:</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Chronic Absenteeism - Homeless</p>		

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

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, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>HESD will promote the health, safety, and well-being of all students.</p> <p>Major components of this goal include:</p> <p>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</p> <p>HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard.</p> <p>State Indicators:</p> <ul style="list-style-type: none">* 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. <p>Local Indicators</p> <ul style="list-style-type: none">* 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)
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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:
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* 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, 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 who require even more intensive support will be provided 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 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
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: 2025/26 District Attendance Report District overall attendance rate as measured at second principal apportionment (P-2) = 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Hollywood Beach All Students: 25.6% White: 30.8%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		E.O. Green Homeless Youth: 21% White: 24.2%				
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: 2025/26 DataQuest ALL: 0% English Learner: 0% Foster Youth: 0% Homeless Youth: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 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%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> * 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% 			<ul style="list-style-type: none"> * School Safety (students feel safe at school): 90% Grade 7 * School Connectedness: 80% * Academic Motivation: 90% * Caring Adult Relationships: 80% * High Expectations: 80% * Meaningful Participation: 70% * School Safety (students feel safe at school): 90% 	
2.5	<p>Percent of students in grades 3-8 reporting "favorable" on common competencies.</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management * Grit * Self-Efficacy <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate * Teacher-Student Relationships 	<p>Source: 2022/23 Panorama Social and Emotional Learning Survey</p> <p>Grade 3 Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% 			<p>Source: 2025/26 Panorama Social and Emotional Learning Survey</p> <p>Grade 3 Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* Sense of Belonging	<p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 4 Student Competencies Measures:</p> <p>* Self-Management: 68%</p> <p>* Grit: 57%</p> <p>* Self-Efficacy: 51%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 5 Student Competencies Measures:</p> <p>* Self-Management: 71%</p> <p>* Grit: 59%</p> <p>* Self-Efficacy: 54%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p>			<p>Student Supports and Environment:</p> <p>* School Climate: 80%</p> <p>* Teacher-Student Relationships: 80%</p> <p>* Sense of Belonging: 80%</p> <p>Grade 4 Student Competencies Measures:</p> <p>* Self-Management: 80%</p> <p>* Grit: 80%</p> <p>* Self-Efficacy: 80%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 80%</p> <p>* Teacher-Student Relationships: 90%</p> <p>* Sense of Belonging: 80%</p> <p>Grade 5 Student Competencies Measures:</p> <p>* Self-Management: 90%</p> <p>* Grit: 80%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 6 Student Competencies Measures: * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48%</p> <p>Student Supports and Environment: * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49%</p> <p>Grade 7 Student Competencies Measures: * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42%</p> <p>Student Supports and Environment: * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40%</p> <p>Grade 8 Student Competencies Measures: * Self-Management: 67%</p>			<p>* Self-Efficacy: 80%</p> <p>Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 85% * Sense of Belonging: 85%</p> <p>Grade 6 Student Competencies Measures: * Self-Management: 90% * Grit: 80% * Self-Efficacy: 80%</p> <p>Student Supports and Environment: * School Climate: 80% * Teacher-Student Relationships: 90% * Sense of Belonging: 80%</p> <p>Grade 7 Student Competencies Measures:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> * Grit: 48% * Self-Efficacy: 38% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% 			<ul style="list-style-type: none"> * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% <p>Grade 8 Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 80% * Grit: 80% * Self-Efficacy: 80% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 80% * Teacher-Student Relationships: 80% * Sense of Belonging: 80% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	<p>Suspension Rate</p> <p>Percentage of students suspended one or more times during the school year</p>	<p>Source: 2022/23 California Dashboard</p> <p>Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school 2022-2023 year.</p> <p>District: All Students: 2.4% English Learner: 2.2% Foster Youth: 5% Homeless Youth: 1.9% Socioeconomically Disadvantaged: 2.6% Students with Disabilities: 2.8%</p> <p>Lowest performance (red indicator) on the Dashboard - Percentage</p> <p>District: NA</p> <p>School(s): NA</p>			<p>Source: 2025/26 California Dashboard</p> <p>Percentage of students in kindergarten through grade 8 who have been suspended for at least one aggregate (total) day during the school year = 1%.</p>	
2.7	<p>Expulsion Rate</p> <p>Percentage of students expelled during the school year.</p>	<p>Source: 2022/23 California School Dashboard</p> <p>0% Expulsion Rate</p>			<p>Source: 2025/26 California School Dashboard</p> <p>0% Expulsion Rate</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support for Professional Learning	<p>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.</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none">* 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.	\$314,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Local Climate Survey * Parent and Family Engagement <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School: Chronic Absenteeism - Homeless</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Green Junior High School: Chronic Absenteeism - Homeless, White</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Support for Social and Emotional Health	<p>Support for social and emotional health includes:</p> <ul style="list-style-type: none"> School counselors assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Local Climate Survey * Parent and Family Engagement <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Implement targeted counseling and</p>	\$2,731,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 support Hispanic and Filipino students better.</p> <p>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</p> <p>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</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities</p> <p>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</p> <p>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</p>		
2.3	Support for Behavioral Health	<p>Support for behavioral health includes:</p> <ul style="list-style-type: none"> • Behavioral Support Psychologist • Behavioral Interventionist <p>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:</p> <p>* Behavioral assessment, analysis, and planning * Collaboration: Behavior support specialists collaborate with other</p>	\$322,027.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>professionals, including educators, parents, therapists, and administrators, to ensure a coordinated approach to supporting students with behavioral challenges.</p> <p>* 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.</p> <p>* 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.</p> <p>Support will focus on the following required state indicators:</p> <p>* 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.</p> <p>* 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.</p> <p>* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.</p> <p>* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.</p> <p>* 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.</p> <p>Support will focus on the following local indicators:</p> <p>* Local Climate Survey</p> <p>* Parent and Family Engagement</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Enhance behavioral support strategies specifically tailored 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.</p> <p>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</p> <p>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</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic</p> <p>Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - English Learners, Students with Disabilities</p> <p>Blackstock Junior High School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White</p> <p>Green Junior High School: English Learner Progress Indicator: All Students, English Learners</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Chronic Absenteeism - Homeless, White</p>		
2.4	Support for Student Health and Safety	<p>Support for student health and safety to include:</p> <ul style="list-style-type: none"> 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 	\$4,330,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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. <p>Support will focus on the following required state indicators:</p> <p>* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.</p> <p>* 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.</p> <p>Support will focus on the following local indicators:</p> <p>* Local Climate Survey</p> <p>* Parent and Family Engagement</p> <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Develop comprehensive health and wellness programs targeting Foster Youth, Homeless students, and Socioeconomically Disadvantaged students to address health-related barriers to attendance. Implement safety measures and support systems specifically designed to improve school climate for student groups with higher chronic absenteeism rates.</p> <p>District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Art Haycox Elementary School: Chronic Absenteeism - Homeless</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Green Junior High School: Chronic Absenteeism - Homeless, White</p>		
2.5	Support for Student Engagement	<p>Support for student engagement includes action and funding to support:</p> <ul style="list-style-type: none"> • one elementary physical education teacher • two elementary music teachers • two junior high music teachers <p>Support will focus on the following required state indicators:</p> <p>* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.</p> <p>* 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.</p> <p>Support will focus on the following local indicators:</p> <p>* Local Climate Survey</p> <p>* Basic: Teachers, Instructional Materials, Facilities</p> <p>* Parent and Family Engagement</p>	\$868,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District: Suspension Rate - All Students, White Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School: Chronic Absenteeism - Homeless</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Green Junior High School: Chronic Absenteeism - Homeless, White</p>		
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 LCAP budget and expenditures.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>See LCAP Goal 1, Action 1.8</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement <p>The specific action outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Provide additional resources to sites with higher rates of chronic absenteeism and suspensions. Implement site-specific attendance improvement plans and positive behavior support</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>systems, focusing on supporting Foster Youth, Filipino students, and other identified high-need groups.</p> <p>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</p> <p>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</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School:</p>		

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>HESD will increase and strengthen family and community engagement.</p> <p>Major components of this goal include:</p> <p>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</p> <p>HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard.</p> <p>State Indicators:</p> <ul style="list-style-type: none"> * 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. <p>Local indicators:</p> <ul style="list-style-type: none"> * 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 8: Meaningful participation at school	Source: 2022/23 California Healthy Kids Survey Grade 5 - Meaningful participation at school 41% Grade 8 - Meaningful participation at school 22%			Source: 2025/26 California Healthy Kids Survey Grade 5 - Meaningful participation at school 80% Grade 8 - Meaningful participation at school 80%	
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 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13			Source: 2025/26 HESD Educational Partner LCAP Survey Parents - 3,000 Certificated - 400 Classified -200 Administrators - 40	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students - 1,518			Community Members - 200 Students - 3,000	
3.3	Number of Family Engagement Opportunities The number of family engagement activities.	Source: 2022/23 Family Engagement Logs Total Number of Family Engagement Opportunities - 7,572			Source: 2025/26 Family Engagement Logs Total Number of Family Engagement Opportunities - 8,000	
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 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	Source: 2022/23 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 2,089 B. Assist parents in learning how to establish structure and discipline at home: 2,161 C. Educate parents on topics that assist them and their families: 830 D. Engage parents as partners in education, empowerment, and			Source: 2025/26 Family Engagement Logs A. Assist parents in understanding the language of schools and learning: 3,000 B. Assist parents in learning how to establish structure and discipline at home: 3,000 C. Educate parents on topics that assist them and their families: 1,200	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	advocacy for their children: 762 E. Promote community building, cultural responsiveness, and connections between schools and home: 1,730			D. Engage parents as partners in education, empowerment, and advocacy for their children: 1,200 E. Promote community building, cultural responsiveness, and connections between schools and home: 3,000	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support for Professional Learning	<p>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.</p> <p>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.</p> <p>Support will focus on the following local indicators: * Local Climate Survey * Parent and Family Engagement</p> <p>The specific actions outlined above will focus on meeting the needs and acceleration of HESD lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>Lowest Performing Focus Area: Provide training for staff 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 meaningful participation of all families in school activities and decision-making processes.</p> <p>District: Suspension Rate - All Students, White</p>	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School: Chronic Absenteeism - Homeless</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Green Junior High School: Chronic Absenteeism - Homeless, White</p>		
3.2	Support for Parent and Community Outreach	<p>Support for parent and community outreach to include:</p> <p>* 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.</p> <p>* Translation Services - Support family and community engagement and communication.</p> <p>Support will focus on the following required state indicators:</p> <p>* 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.</p> <p>* 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.</p>	\$216,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.</p> <p>* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.</p> <p>* 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.</p> <p>Support will focus on the following local indicators:</p> <p>* Local Climate Survey</p> <p>* Parent and Family Engagement</p> <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p> <p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School:</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p>		

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

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	<p>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:</p> <ul style="list-style-type: none"> * 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 <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. 	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* Chronic Absenteeism - The percentage of kindergarten through grade 8 students absent 10 percent or more of the instructional days they were enrolled.</p> <p>* 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.</p> <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Local Climate Survey * Parent and Family Engagement <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District:</p> <p>English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Suspension Rate - All Students, White</p> <p>Chronic Absenteeism - Foster, Filipino</p> <p>Art Haycox Elementary School:</p> <p>English Language Arts - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>Chronic Absenteeism - Homeless</p>		

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

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, Students with Disabilities, Hispanic Chronic Absenteeism - Homeless, White		
3.4	Support for Sites	<p>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.</p> <p>See LCAP Goal 1, Action 1.8</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none"> * 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. <p>Support will focus on the following local indicators:</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement <p>The specific action outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>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</p> <p>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</p> <p>Larsen Elementary School: Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Hispanic</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic`</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Chronic Absenteeism - Filipino</p> <p>Hollywood Beach Elementary: Chronic Absenteeism - All Students, White</p> <p>Hueneme Elementary School: English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities</p> <p>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</p> <p>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</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>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.</p> <p>Major components of this goal include:</p> <p>Implementation of state academic standards Parent and family engagement School climate Access to a broad course of study</p> <p>HESD will monitor this goal using a combination of state-required and local indicators, as evidenced on the California State Dashboard.</p> <p>State Indicators:</p> <ul style="list-style-type: none"> * 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. <p>Local Indicators</p> <ul style="list-style-type: none"> * Implementation of State Standards * Local Climate Survey * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities * Parent and Family Engagement 	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

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

- * Commitment to Equity: HESD recognizes that not all students have equal educational opportunities due to socioeconomic status, race, ethnicity, language proficiency, and special needs. By prioritizing equity and access, HESD aims to level the playing field and ensure that all students, regardless of background, have the opportunity to succeed academically.
- * Data-Driven Decision Making: HESD understands the importance of using data to drive decision-making processes. Collecting and analyzing student performance data can identify areas of need, track progress over time, and make informed decisions about allocating resources and supporting services effectively. This data-driven approach helps HESD identify disparities in student achievement and implement targeted interventions to address them.
- * Focus on Evidence-Based Practices: HESD is committed to implementing evidence-based programs and services to maximize student learning and achievement. Research has shown that certain instructional practices, interventions, and support services are more effective than others in improving student outcomes. By prioritizing evidence-based practices, HESD can ensure 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
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: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 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 at home	Source: 2022/23 CA Dashboard 0%			Source: 2025/26 CA Dashboard 0%	
4.3	Teacher Vacancies Number of classroom teacher vacancies	Source: 2022/23 School Accountability Report Card (SARC) 0 Vacancies			Source: 2025/26 School Accountability Report Card (SARC) 0 Vacancies	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support for Instructional Resources	<p>Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources.</p> <p>Support will focus on the following required state indicators:</p> <ul style="list-style-type: none">* 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.	\$3,308,463.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.</p> <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities <p>The specific actions outlined above will focus on meeting the needs and acceleration of lowest-performing student groups (as indicated/reported on the California School Dashboard):</p> <p>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.</p> <p>District: English Language Arts - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic</p> <p>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</p> <p>Fred Williams Elementary School: English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic`</p> <p>Hueneme Elementary School:</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Arts - English Learners, Homeless, Students with Disabilities, Hispanic Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic</p> <p>Hathaway Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners</p> <p>Parkview Elementary School: English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Mathematics - English Learners, Students with Disabilities</p> <p>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</p> <p>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</p>		
4.2	Support for Facilities and Safety	<p>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.</p> <p>Support will focus on the following local indicators: * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities</p>	\$773,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$26,739,225.00	\$3,331,819

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.919%	0.000%	\$0.00	36.919%

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	<p>Action: Support for Professional Learning</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English</p>	<p>How do the actions address needs?</p> <p>Enhancing expertise and efficacy in literacy, English language development, math, history/social science, technology, and science to better support diverse learners.</p> <p>* Provide Resources: Allocate resources for professional development, including funding for workshops, conferences, training materials, and online courses. Access to resources such as</p>	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English</p>

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
	<p>Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p>	<p>books, journals, and educational technology will also support ongoing learning.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>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.</p>	<p>Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
	<p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in</p>	

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
		<p>the LCAP process and ensuring transparency in decision-making and resource allocation.</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	
1.2	<p>Action: Support for Multilingual Programs</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p>	<p>How do the actions address needs?</p> <p>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, as well as data analysis to support all teachers with multilingual students—supplemental clerical and para-professional aide support for multilingual programs.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district consistently implements strategies to achieve</p>	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) -</p>

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
	<p>55.4% of English Learners progressed at least 1 ELPI Level</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics English Learners: Very Low, -119.5 points below standard</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>Grade 5 English Learner: .82%</p> <p>Grade 8 English Learner: .82%</p>	<p>these goals across all schools by offering them district-wide.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p>	<p>Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	Action: Support for Special Populations Need: Identified needs are based on the following California Dashboard indicators: 1. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA) Students with Disabilities: Very Low, -131.8 points below standard 2. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics Students with Disabilities: Very Low, -155.1 points below standard Scope: LEA-wide	How do the actions address needs? <ul style="list-style-type: none"> • Program Specialists: Under the Senior Director of Special Education, 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 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	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
		<p>consistently implements strategies to achieve these goals across all schools by offering them district-wide.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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</p>	<p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
		<p>to meet the needs of all identified foster youth by:</p> <ul style="list-style-type: none"> * 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	<p>Action: Support for Early Education</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p>	<p>How do the actions address needs?</p> <ul style="list-style-type: none"> • Paraprofessionals will provide support in full-day transitional kindergarten classrooms. • Funding of Early Childhood Coordinator: Oversee and coordinate programs and services related to early childhood education. Responsibilities include program development, curriculum planning, professional development, parent and community engagement, data analysis and assessment, resource coordination, compliance and regulations, and collaboration with agencies <p>Why are the actions provided on a district-wide basis?</p> <p>1. Alignment with District Goals: This action aligns with goal one outlined in our LCAP. The district</p>	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p>

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
	<p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p> <p>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</p>	<p>consistently implements strategies to achieve these goals across all schools by offering them district-wide.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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</p>	<p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
	<p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth: 17.24% Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>to meet the needs of all identified foster youth by:</p> <ul style="list-style-type: none"> * 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. 	
1.5	<p>Action: Support for Expanded Learning</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p>	<p>How do the actions address needs?</p> <ul style="list-style-type: none"> * 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- 	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to</p>

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
	<p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p>	<p>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. * 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.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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</p>	<p>Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
	<p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>maximize its impact and reach more students and families.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	
1.6	<p>Action: Support for Libraries</p> <p>Need:</p>	<p>How do the actions address needs?</p> <p>Expanding library hours, building our online SORA Library, and providing books for site libraries will address these actions.</p>	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the</p>

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
	<p>Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p>	<p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p>	<p>English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
	<p>Socioeconomically Disadvantaged: Very Low, -75.4 points below standard Foster Youth: Not reported due to numbers less than 10</p> <p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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
	Scope: LEA-wide		
1.7	<p>Action: Support for Class Size</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p>	<p>How do the actions address needs?</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Better Academic Outcomes: Research suggests that smaller class sizes are associated with improved academic performance, particularly for students from disadvantaged backgrounds or</p>	<p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance</p>

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
	<p>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</p> <p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8</p>	<p>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. * 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.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p>	<p>points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p>

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
	<p>English Learner: .82%</p> <p>Foster Youth: Not reported due to numbers less than 10</p> <p>Homeless Youth:17.24%</p> <p>Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	
1.8	Action: Support for Sites	How do the actions address needs?	1. English Learner Progress Indicator (ELPI) -

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	<p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p>	<p>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.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5. Consistency and Collaboration: A district-wide approach promotes consistency in practices and collaboration among schools and educational</p>	<p>Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) California Science Test (CAST)</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>4. CAASPP English Language Arts (ELA) Assessment - Distance points from "Standard Met" on English Language Arts (ELA)</p> <p>5. CAASPP Mathematics Assessment - Distance points from "Standard Met" on Mathematics</p> <p>6. California Science Test (CAST) - Percentage of</p>

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
	<p>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</p> <p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p>	<p>partners. It allows sharing best practices, professional development opportunities, and collective problem-solving.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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. 	<p>students meeting or exceeding standards on CAST</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	<p>Action: Support for Professional Learning</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>* 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%</p> <p>* 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</p> <p>* 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%</p>	<p>How do the actions address needs?</p> <p>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.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p>	<p>* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and</p>

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
	<p>* Meaningful Participation: 41%</p> <p>* School Safety (students feel safe at school): 72%</p> <p>Grade 7</p> <p>* School Connectedness: 44%</p> <p>* Academic Motivation: 59%</p> <p>* Caring Adult Relationships: 55%</p> <p>* High Expectations: 69%</p> <p>* Meaningful Participation: 22%</p> <p>* School Safety (students feel safe at school): 44%</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <p>Grade 3</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 69%</p> <p>* Grit: 63%</p> <p>* Self-Efficacy: 54%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 4</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 68%</p> <p>* Grit: 57%</p> <p>* Self-Efficacy: 51%</p> <p>Student Supports and Environment:</p>	<p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <p>* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools.</p> <p>* Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth.</p> <p>* Ensure high-quality early care and educational services, including preschool, to foster youth.</p>	<p>Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 5</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 6</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% <p>Grade 7</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% 		

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
	<p>Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38%</p> <p>Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Support for Social and Emotional Health</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>* 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%</p>	<p>How do the actions address needs?</p> <p>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.</p> <p>Why are the actions provided on a district-wide basis?</p>	<p>* 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</p>

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
	<p>Homeless Youth: 42.66%</p> <p>Socioeconomically Disadvantaged: 35.38%</p> <p>* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days</p> <p>English Learners: Yellow</p> <p>Foster Youth: Red</p> <p>Low Income: Yellow</p> <p>* California Healthy Kids Survey - Percent on all indicators in grades 5 and 7:</p> <p>Grade 5</p> <p>* School Connectedness: 70%</p> <p>* Academic Motivation: 80%</p> <p>* Caring Adult Relationships: 67%</p> <p>* High Expectations: 84%</p> <p>* Meaningful Participation: 41%</p> <p>* School Safety (students feel safe at school): 72%</p> <p>Grade 7</p> <p>* School Connectedness: 44%</p> <p>* Academic Motivation: 59%</p> <p>* Caring Adult Relationships: 55%</p> <p>* High Expectations: 69%</p> <p>* Meaningful Participation: 22%</p> <p>* School Safety (students feel safe at school): 44%</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p>	<p>instructional days</p> <p>* 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)</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <ul style="list-style-type: none"> • 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
	<p>Grade 3</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 4</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 5</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 6</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% 	<p>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:</p> <ul style="list-style-type: none"> * 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
	<p>* Grit: 54%</p> <p>* Self-Efficacy: 48%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 54%</p> <p>* Teacher-Student Relationships: 69%</p> <p>* Sense of Belonging: 49%</p> <p>Grade 7</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 67%</p> <p>* Grit: 51%</p> <p>* Self-Efficacy: 42%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 43%</p> <p>* Teacher-Student Relationships: 54%</p> <p>* Sense of Belonging: 40%</p> <p>Grade 8</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 67%</p> <p>* Grit: 48%</p> <p>* Self-Efficacy: 38%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 37%</p> <p>* Teacher-Student Relationships: 50%</p> <p>* Sense of Belonging: 35%</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year</p> <p>English Learners: Orange</p> <p>Foster Youth: Yellow</p> <p>Low Income: Orange</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
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: Grade 5 * School Connectedness: 70% * Academic Motivation: 80% * Caring Adult Relationships: 67% * High Expectations: 84%	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 recommendations for further support or modifications.	* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and

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
	<p>* Meaningful Participation: 41%</p> <p>* School Safety (students feel safe at school): 72%</p> <p>Grade 7</p> <p>* School Connectedness: 44%</p> <p>* Academic Motivation: 59%</p> <p>* Caring Adult Relationships: 55%</p> <p>* High Expectations: 69%</p> <p>* Meaningful Participation: 22%</p> <p>* School Safety (students feel safe at school): 44%</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <p>Grade 3</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 69%</p> <p>* Grit: 63%</p> <p>* Self-Efficacy: 54%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 4</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 68%</p> <p>* Grit: 57%</p> <p>* Self-Efficacy: 51%</p> <p>Student Supports and Environment:</p>	<p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>7. Community Engagement and Transparency: Offering these actions district-wide demonstrates HESD's commitment to engaging the community in</p>	<p>Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <ul style="list-style-type: none"> • 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
	<p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 5</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 71%</p> <p>* Grit: 59%</p> <p>* Self-Efficacy: 54%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 6</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 69%</p> <p>* Grit: 54%</p> <p>* Self-Efficacy: 48%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 54%</p> <p>* Teacher-Student Relationships: 69%</p> <p>* Sense of Belonging: 49%</p> <p>Grade 7</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 67%</p> <p>* Grit: 51%</p> <p>* Self-Efficacy: 42%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 43%</p> <p>* Teacher-Student Relationships: 54%</p> <p>* Sense of Belonging: 40%</p>	<p>the LCAP process and ensuring transparency in decision-making and resource allocation.</p> <p>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:</p> <p>* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools.</p> <p>* Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth.</p> <p>* Ensure high-quality early care and educational services, including preschool, to foster youth.</p>	

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
	<p>Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38%</p> <p>Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange</p> <p>Scope: LEA-wide</p>		
2.4	<p>Action: Support for Student Health and Safety</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>* 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%</p>	<p>How do the actions address needs?</p> <ul style="list-style-type: none"> • 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 	<p>* 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</p>

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
	<p>Homeless Youth: 42.66%</p> <p>Socioeconomically Disadvantaged: 35.38%</p> <p>* Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days</p> <p>English Learners: Yellow</p> <p>Foster Youth: Red</p> <p>Low Income: Yellow</p> <p>* California Healthy Kids Survey - Percent on all indicators in grades 5 and 7:</p> <p>Grade 5</p> <p>* School Connectedness: 70%</p> <p>* Academic Motivation: 80%</p> <p>* Caring Adult Relationships: 67%</p> <p>* High Expectations: 84%</p> <p>* Meaningful Participation: 41%</p> <p>* School Safety (students feel safe at school): 72%</p> <p>Grade 7</p> <p>* School Connectedness: 44%</p> <p>* Academic Motivation: 59%</p> <p>* Caring Adult Relationships: 55%</p> <p>* High Expectations: 69%</p> <p>* Meaningful Participation: 22%</p> <p>* School Safety (students feel safe at school): 44%</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p>	<p>junior high school to increase supervision, safety, and support services</p> <ul style="list-style-type: none"> • 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. <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>instructional days</p> <p>* 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)</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <ul style="list-style-type: none"> • 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
	<p>Grade 3</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% * Grit: 63% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 4</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 68% * Grit: 57% * Self-Efficacy: 51% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 5</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 6</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% 	<p>families.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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
	<ul style="list-style-type: none"> * Grit: 54% * Self-Efficacy: 48% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% <p>Grade 7</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% <p>Grade 8</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35% <p>* Suspension Rate - Percentage of students suspended one or more times during the school year</p> <p>English Learners: Orange</p> <p>Foster Youth: Yellow</p> <p>Low Income: Orange</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	<p>Action: Support for Student Engagement</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>* 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%</p> <p>* 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</p> <p>* 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%</p>	<p>How do the actions address needs?</p> <p>Increase student engagement through the support of one elementary physical education teacher, two elementary music teachers, and two junior high music teachers.</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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</p>	<p>* Attendance Rate - Percentage of students who attended school 97% of the time or more as measured at second principal apportionment (P-2) * Chronic Absenteeism Rate - Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days * California Healthy Kids Survey - Percent on all indicators in grades 5 and 7: School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations, Meaningful Participation, School Safety (students feel safe at school) * Suspension Rate - Percentage of students suspended one or more times during the school year * Panorama Social and</p>

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
	<p>* Meaningful Participation: 41%</p> <p>* School Safety (students feel safe at school): 72%</p> <p>Grade 7</p> <p>* School Connectedness: 44%</p> <p>* Academic Motivation: 59%</p> <p>* Caring Adult Relationships: 55%</p> <p>* High Expectations: 69%</p> <p>* Meaningful Participation: 22%</p> <p>* School Safety (students feel safe at school): 44%</p> <p>* Panorama Social and Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <p>Grade 3</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 69%</p> <p>* Grit: 63%</p> <p>* Self-Efficacy: 54%</p> <p>Student Supports and Environment:</p> <p>* School Climate: 66%</p> <p>* Teacher-Student Relationships: 78%</p> <p>* Sense of Belonging: 69%</p> <p>Grade 4</p> <p>Student Competencies Measures:</p> <p>* Self-Management: 68%</p> <p>* Grit: 57%</p> <p>* Self-Efficacy: 51%</p> <p>Student Supports and Environment:</p>	<p>maximize its impact and reach more students and families.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <p>* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools.</p> <p>* Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth.</p> <p>* Ensure high-quality early care and educational services, including preschool, to foster youth.</p>	<p>Emotional Learning Survey - Percent of students in grades 3-8 reporting "favorable" on common competencies:</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 5</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 71% * Grit: 59% * Self-Efficacy: 54% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 66% * Teacher-Student Relationships: 78% * Sense of Belonging: 69% <p>Grade 6</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 69% * Grit: 54% * Self-Efficacy: 48% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 54% * Teacher-Student Relationships: 69% * Sense of Belonging: 49% <p>Grade 7</p> <p>Student Competencies Measures:</p> <ul style="list-style-type: none"> * Self-Management: 67% * Grit: 51% * Self-Efficacy: 42% <p>Student Supports and Environment:</p> <ul style="list-style-type: none"> * School Climate: 43% * Teacher-Student Relationships: 54% * Sense of Belonging: 40% 		

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
	<p>Grade 8 Student Competencies Measures: * Self-Management: 67% * Grit: 48% * Self-Efficacy: 38%</p> <p>Student Supports and Environment: * School Climate: 37% * Teacher-Student Relationships: 50% * Sense of Belonging: 35%</p> <p>* Suspension Rate - Percentage of students suspended one or more times during the school year English Learners: Orange Foster Youth: Yellow Low Income: Orange</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Support for Professional Learning</p> <p>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%</p> <p>* HESD Educational Partner LCAP Survey - the number of educational partners participating in the annual survey</p>	<p>How do the actions address needs?</p> <p>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.</p> <p>Why are the actions provided on a district-wide basis?</p>	<p>* 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</p>

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
	<p>Parents - 991 Certificated - 251 Classified -100 Administrators - 28 Community Members - 13 Students - 1,518</p> <p>* Effectiveness and Quality of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning: 1,933</p> <p>B. Assist parents in learning how to establish structure and discipline at home: 1,497</p> <p>C. Educate parents on topics that assist them and their families: 159</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children: 213</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p>	<p>* Effectiveness and Quality of Family Engagement Opportunities</p>

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
		<p>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:</p> <ul style="list-style-type: none"> * 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	<p>Action: Support for Parent and Community Outreach</p> <p>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%</p> <p>* 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</p>	<p>How do the actions address needs?</p> <ul style="list-style-type: none"> * 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. <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>2. Equity and Access: Offering the action district-wide ensures that all students, regardless of their</p>	<ul style="list-style-type: none"> * 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
	<p>* Effectiveness and Quality of Family Engagement Opportunities</p> <p>A. Assist parents in understanding the language of schools and learning: 1,933</p> <p>B. Assist parents in learning how to establish structure and discipline at home: 1,497</p> <p>C. Educate parents on topics that assist them and their families: 159</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children: 213</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336</p> <p>Scope: LEA-wide</p>	<p>school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <p>* Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools.</p>	

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
		<ul style="list-style-type: none"> * 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	<p>Action: Support for Parent and Community Engagement</p> <p>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%</p> <p>* 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</p> <p>* 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</p>	<p>How do the actions address needs?</p> <p>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:</p> <ul style="list-style-type: none"> * 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 <p>Why are the actions provided on a district-wide basis?</p> <p>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</p>	<ul style="list-style-type: none"> * 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
	<p>C. Educate parents on topics that assist them and their families: 159</p> <p>D. Engage parents as partners in education, empowerment, and advocacy for their children: 213</p> <p>E. Promote community building, cultural responsiveness, and connections between schools and home: 1,336</p> <p>Scope: LEA-wide</p>	<p>school or location within the district, have equal access to the resources and opportunities provided by the action. This promotes equity in education.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * Establish agreements with Foster Youth Services Coordinating (FYSC) Programs, schools, or community partners that commit resources to direct services for foster youth in schools. 	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>* Provide direct educational services - case management, transition services, mental health support, trauma-informed services, and academic planning for foster youth.</p> <p>* Ensure high-quality early care and educational services, including preschool, to foster youth.</p>	
4.1	<p>Action: Support for Instructional Resources</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>3. Long-Term English Learners (LTELs) - Percentage of English Learners that have been classified as ELs for 6+ years -</p>	<p>How do the actions address needs?</p> <p>Provide California Common Core Standard-aligned instructional materials, technology, technology support personnel, and resources.</p> <p>Support will focus on the following required state indicators:</p> <p>* 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.</p> <p>* 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.</p> <p>* English Learner Progress - The percentage of current EL students progressing towards English language proficiency or maintaining the highest level.</p> <p>Support will focus on the following local indicators:</p>	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
	<p>Grade 6: 19.5% Grade 7: 13.9% Grade 8: 12.1%</p> <p>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</p> <p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>Grade 5 English Learner: .82% Foster Youth: Not reported due to numbers less than 10</p>	<p>* Implementation of State Standards * Access to a Broad Course of Study * Basic: Teachers, Instructional Materials, Facilities</p> <p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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,</p>	

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
	<p>Homeless Youth: Not reported due to numbers less than 10 Socioeconomically Disadvantaged:12.59%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>professional development opportunities, and collective problem-solving.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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	<p>Action: Support for Facilities and Safety</p> <p>Need: Identified needs are based on the following California Dashboard indicators:</p> <p>1. English Learner Progress Indicator (ELPI) - Percentage of English Learners making progress toward proficiency on the English</p>	<p>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.</p> <p>Support will focus on the following local indicators:</p> <ul style="list-style-type: none"> * Local Climate Survey * Basic: Teachers, Instructional Materials, Facilities 	<p>Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)</p>

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
	<p>Language Proficiency Assessments for California (ELPAC)</p> <p>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</p> <p>2. Reclassification Rate - Percentage of English Learners reclassified to Fluent English Proficient (RFEP) - 31.9%</p> <p>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%</p> <p>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</p>	<p>Why are the actions provided on a district-wide basis?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Compliance and Accountability: Providing actions district-wide ensures compliance with these requirements and enhances accountability.</p>	

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
	<p>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</p> <p>6. California Science Test (CAST) - Percentage of students meeting or exceeding standards on CAST</p> <p>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%</p> <p>Grade 8 English Learner: .82% Foster Youth: Not reported due to numbers less than 10 Homeless Youth:17.24% Socioeconomically Disadvantaged: 11.97%</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * 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 \$3,331,819.

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

Certificated

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

Classified

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$72,426,811.00	\$26,739,225.00	36.919%	0.000%	36.919%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,739,225.00	\$0.00	\$0.00	\$0.00	\$26,739,225.00	\$22,825,800.00	\$3,913,425.00

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	\$195,896.00	\$263,000.00	\$458,896.00				\$458,896.00	
1	1.2	Support for Multilingual Programs	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	\$2,677,433.00	\$1,000.00	\$2,678,433.00				\$2,678,433.00	
1	1.3	Support for Special Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$2,394,863.00	\$0.00	\$2,394,863.00				\$2,394,863.00	
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	\$1,336,211.00	\$0.00	\$1,336,211.00				\$1,336,211.00	
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	\$474,342.00	\$8,500.00	\$482,842.00				\$482,842.00	
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	\$81,798.00	\$78,760.00	\$160,558.00				\$160,558.00	
1	1.7	Support for Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$5,078,071.00	\$0.00	\$5,078,071.00				\$5,078,071.00	
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	\$473,797.00	\$750,556.00	\$1,224,353.00				\$1,224,353.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Support for Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$291,180.00	\$23,500.00	\$314,680.00				\$314,680.00	
2	2.2	Support for Social and Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$2,725,196.00	\$6,000.00	\$2,731,196.00				\$2,731,196.00	
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	\$191,286.00	\$130,741.00	\$322,027.00				\$322,027.00	
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	\$3,940,083.00	\$390,000.00	\$4,330,083.00				\$4,330,083.00	
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	\$822,754.00	\$45,500.00	\$868,254.00				\$868,254.00	
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	\$111,717.00	\$105,000.00	\$216,717.00				\$216,717.00	
3	3.3	Support for Parent and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 years	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
3	3.4	Support for Sites	All	No			All Schools	3 years	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	Support for Instructional Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		3 years	\$1,348,006.00	\$1,960,457.00	\$3,308,463.00				\$3,308,463.00	
4	4.2	Support for Facilities and Safety	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		3 years	\$683,167.00	\$90,411.00	\$773,578.00				\$773,578.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										

2024-25 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
\$72,426,811.00	\$26,739,225.00	36.919%	0.000%	36.919%	\$26,739,225.00	0.000%	36.919 %	Total:	\$26,739,225.00
								LEA-wide Total:	\$26,739,225.00
								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	\$458,896.00	
1	1.2	Support for Multilingual Programs	Yes	LEA-wide	English Learners	All Schools	\$2,678,433.00	
1	1.3	Support for Special Populations	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,394,863.00	
1	1.4	Support for Early Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,336,211.00	
1	1.5	Support for Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$482,842.00	
1	1.6	Support for Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,558.00	
1	1.7	Support for Class Size	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,078,071.00	

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	\$1,224,353.00	
2	2.1	Support for Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,680.00	
2	2.2	Support for Social and Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,731,196.00	
2	2.3	Support for Behavioral Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$322,027.00	
2	2.4	Support for Student Health and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,330,083.00	
2	2.5	Support for Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$868,254.00	
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	\$216,717.00	
3	3.3	Support for Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.4	Support for Sites				All Schools	\$0.00	
4	4.1	Support for Instructional Resources	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,308,463.00	
4	4.2	Support for Facilities and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income		\$773,578.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$27,605,748.00	\$27,605,748.00

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	Reduced Class Sizes	Yes	\$6,944,985.00	\$6,944,985
1	1.2	Additional Access to Libraries	Yes	\$54,718.00	\$54,718
1	1.3	Support for Full Day Transitional Kindergarten	Yes	\$559,841.00	\$559,841
1	1.4	Support for Learning	Yes	\$110,000.00	\$110,000
1	1.5	Professional Learning	Yes	\$691,733.00	\$691,733
1	1.6	College and Career Readiness	Yes	\$23,979.00	\$23,979
1	1.7	Support for English Learner Programs	Yes	\$286,355.00	\$286,355
1	1.8	School Psychologists (The school psychologist role is that of an educational consultant and diagnostician.)	Yes	\$1,101,960.00	\$1,101,960
1	1.9	Expanded Learning Opportunities	Yes	\$304,583.00	\$304,583
1	1.10	Support for English Learner Programs	Yes	\$2,222,161.00	\$2,222,161

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)
		(English Learner Support Teachers assist in the planning, development, implementation, and evaluation of the school's English learner program. They ensure quality English Language Development (ELD) instruction daily and support the academic language achievement of English learners.)			
1	1.11	Instructional Assistants for English Learners	Yes	\$326,636.00	\$326,636
1	1.12	Instructional Assistants for Extended Day TK and K	Yes	\$629,608.00	\$629,608
1	1.13	Intervention by Specialized Academic Instruction Teacher	Yes	\$488,670.00	\$488,670
1	1.14	Program Specialists (Under the direction of the Senior Director of Special Education, acts as a special education specialist to teachers, support services staff, and administrators to facilitate instructional programs and support for students with disabilities and their families.)	Yes	\$653,639.00	\$653,639
1	1.15	Site based allocations to support LCAP Goals 1-3	Yes	\$1,579,946.00	\$1,579,946
2	2.1	Social and Emotional Services (Counselors 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.)	Yes	\$1,745,591.00	\$1,745,591

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	2.2	Behavioral Support Specialist (Assist in implementing behavior intervention plans - implementation of instructional and behavior strategies, evaluation of student progress through data collection for regular education teachers, special education teachers, and others serving students with disabilities.)	Yes	\$188,119.00	\$188,119
2	2.3	Health Staff 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	Yes	\$717,331.00	\$717,331
2	2.4	Professional Learning	Yes	\$290,667.00	\$290,667
2	2.5	Assistant Principals	Yes	\$1,046,474.00	\$1,046,474
2	2.6	Visual Arts	Yes	\$100,000.00	\$100,000
2	2.7	Performing Arts	Yes	\$70,000.00	\$70,000
2	2.8	Campus Security and Safety	Yes	\$1,643,734.00	\$1,643,734
2	2.9	Transportation Services	Yes	\$588,268.00	\$588,268
2	2.10	Music Teachers	Yes	\$354,848.00	\$354,848

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	2.11	Elementary PE Teacher	Yes	\$161,099.00	\$161,099
2	2.12	Site based allocations to support LCAP Goals 1-3 (see Goal 1, 1.15 for total funds))	Yes		
3	3.1	Parent Support Personnel (Performs a wide range of functions related to parent support services and clerical assistance to the district)	Yes	\$175,083.00	\$175,083
3	3.2	Family Engagement Programs	Yes	\$28,300.00	\$28,300
3	3.3	District Translation Services	Yes	\$95,000.00	\$95,000
3	3.4	Site- based allocations to be used in alignment with actions and services in LCAP goals 1-3 (see Goal 1, 1.15 for total funds)	Yes		
4	4.1	Instructional Materials and Resources	Yes	\$1,100,125.00	\$1,100,125
4	4.2	Technology	Yes	\$2,417,890.00	\$2,417,890
4	4.3	Facilities and Safety	Yes	\$209,950.00	\$209,950
4	4.4	Custodial Staff	Yes	\$694,455.00	\$694,455

2023-24 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)
\$27,605,748	\$27,605,748.00	\$27,605,748.00	\$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	Reduced Class Sizes	Yes	\$7,374,391.00	\$7,374,391.00		
1	1.2	Additional Access to Libraries	Yes	\$54,097.00	\$54,097.00		
1	1.3	Support for Full Day Transitional Kindergarten	Yes	\$169,361.00	\$169,361.00		
1	1.4	Support for Learning	Yes	\$113,729.00	\$113,729.00		
1	1.5	Professional Learning	Yes	\$647,253.00	\$647,253.00		
1	1.6	College and Career Readiness	Yes	\$24,792.00	\$24,792.00		
1	1.7	Support for English Learner Programs	Yes	\$280,895.00	\$280,895.00		
1	1.8	School Psychologists (The school psychologist role is that of an educational consultant and diagnostician.)	Yes	\$1,127,963.00	\$1,127,963.00		
1	1.9	Expanded Learning Opportunities	Yes	\$492,249.00	\$492,249.00		
1	1.10	Support for English Learner Programs (English Learner Support Teachers assist in the planning, development, implementation, and	Yes	\$2,257,571.00	\$2,257,571.00		

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)
		evaluation of the school's English learner program. They ensure quality English Language Development (ELD) instruction daily and support the academic language achievement of English learners.)					
1	1.11	Instructional Assistants for English Learners	Yes	\$615,455.00	\$615,455.00		
1	1.12	Instructional Assistants for Extended Day TK and K	Yes	\$640,501.00	\$640,501.00		
1	1.13	Intervention by Specialized Academic Instruction Teacher	Yes	\$457,131.00	\$457,131.00		
1	1.14	Program Specialists (Under the direction of the Senior Director of Special Education, acts as a special education specialist to teachers, support services staff, and administrators to facilitate instructional programs and support for students with disabilities and their families.)	Yes	\$627,807.00	\$627,807.00		
1	1.15	Site based allocations to support LCAP Goals 1-3	Yes	\$1,264,929.00	\$1,264,929.00		
2	2.1	Social and Emotional Services (Counselors 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.)	Yes	\$1,805,388.00	\$1,805,388.00		
2	2.2	Behavioral Support Specialist (Assist in implementing behavior intervention plans -	Yes	\$187,035.00	\$187,035.00		

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)
		implementation of instructional and behavior strategies, evaluation of student progress through data collection for regular education teachers, special education teachers, and others serving students with disabilities.)					
2	2.3	Health Staff 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	Yes	\$810,339.00	\$810,339.00		
2	2.4	Professional Learning	Yes	\$303,068.00	\$303,068.00		
2	2.5	Assistant Principals	Yes	\$1,038,920.00	\$1,038,920.00		
2	2.6	Visual Arts	Yes	\$103,390.00	\$103,390.00		
2	2.7	Performing Arts	Yes	\$72,373.00	\$72,373.00		
2	2.8	Campus Security and Safety	Yes	\$1,553,847.00	\$1,553,847.00		
2	2.9	Transportation Services	Yes	\$588,343.00	\$588,343.00		
2	2.10	Music Teachers	Yes	\$358,732.00	\$358,732.00		
2	2.11	Elementary PE Teacher	Yes	\$163,400.00	\$163,400.00		
2	2.12	Site based allocations to support LCAP Goals 1-3	Yes				

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)
		(see Goal 1, 1.15 for total funds))					
3	3.1	Parent Support Personnel (Performs a wide range of functions related to parent support services and clerical assistance to the district)	Yes	\$161,927.00	\$161,927.00		
3	3.2	Family Engagement Programs	Yes	\$29,259.00	\$29,259.00		
3	3.3	District Translation Services	Yes	\$75,311.00	\$75,311.00		
3	3.4	Site- based allocations to be used in alignment with actions and services in LCAP goals 1-3 (see Goal 1, 1.15 for total funds)	Yes				
4	4.1	Instructional Materials and Resources	Yes	\$1,089,730.00	\$1,089,730.00		
4	4.2	Technology	Yes	\$2,181,498.00	\$2,181,498.00		
4	4.3	Facilities and Safety	Yes	\$217,067.00	\$217,067.00		
4	4.4	Custodial Staff	Yes	\$717,997.00	\$717,997.00		

2023-24 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)
\$74,847,822	\$27,605,748	0%	36.883%	\$27,605,748.00	0.000%	36.883%	\$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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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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