



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hesperia Unified School District

CDS Code: 36750440000000

School Year: 2023-24

LEA contact information:

Mr. David Olney

Superintendent

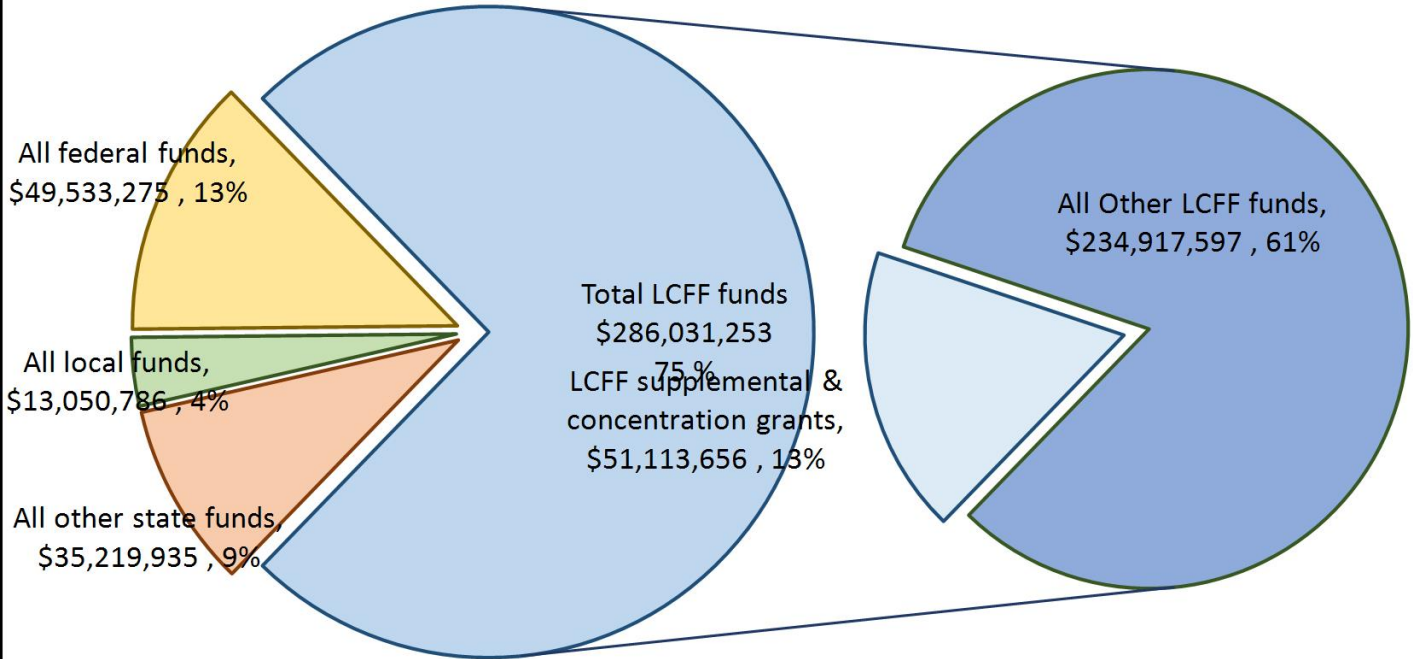
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

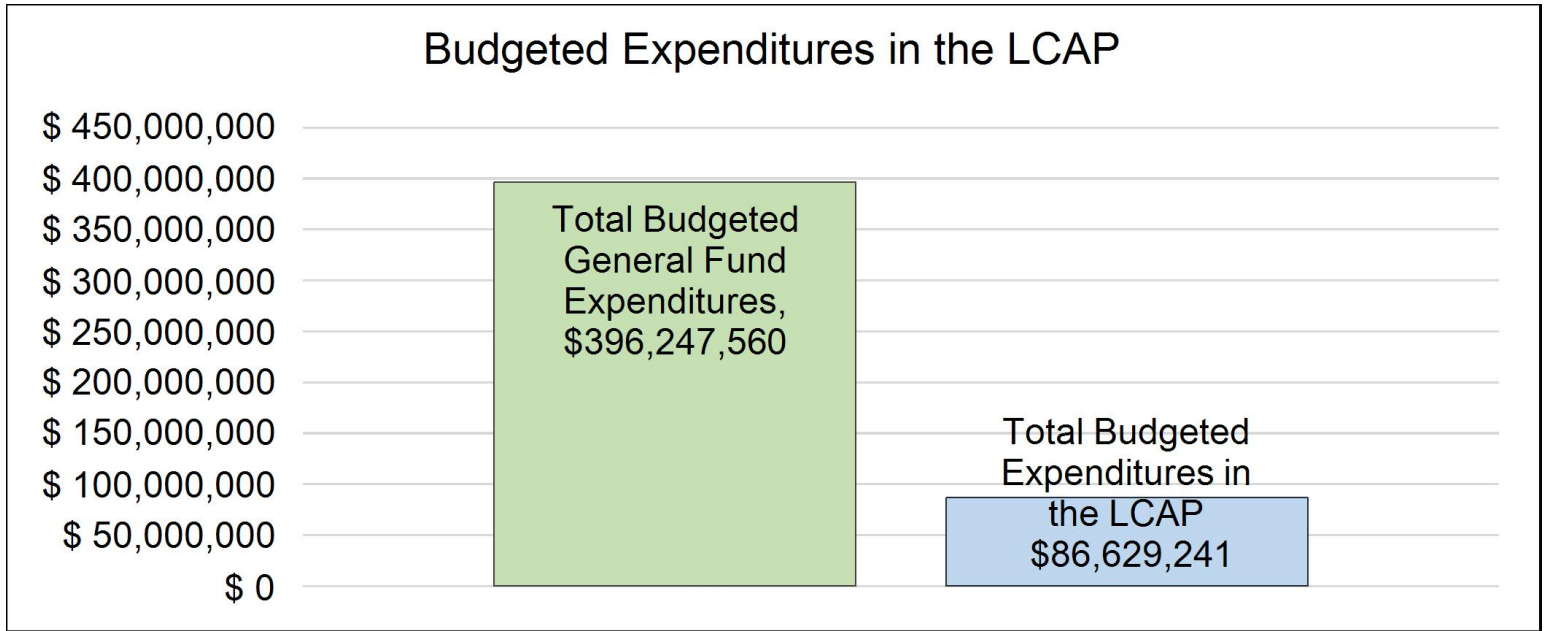


This chart shows the total general purpose revenue Hesperia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hesperia Unified School District is \$383,835,248.78, of which \$286,031,253 is Local Control Funding Formula (LCFF), \$35,219,935 is other state funds, \$13,050,785.78 is local funds, and \$49,533,275 is federal funds. Of the \$286,031,253 in LCFF Funds, \$51,113,656 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 Hesperia Unified School District plans to spend for 2023-24. 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: Hesperia Unified School District plans to spend \$396,247,560 for the 2023-24 school year. Of that amount, \$86,629,240.82 is tied to actions/services in the LCAP and \$309,618,319.18 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

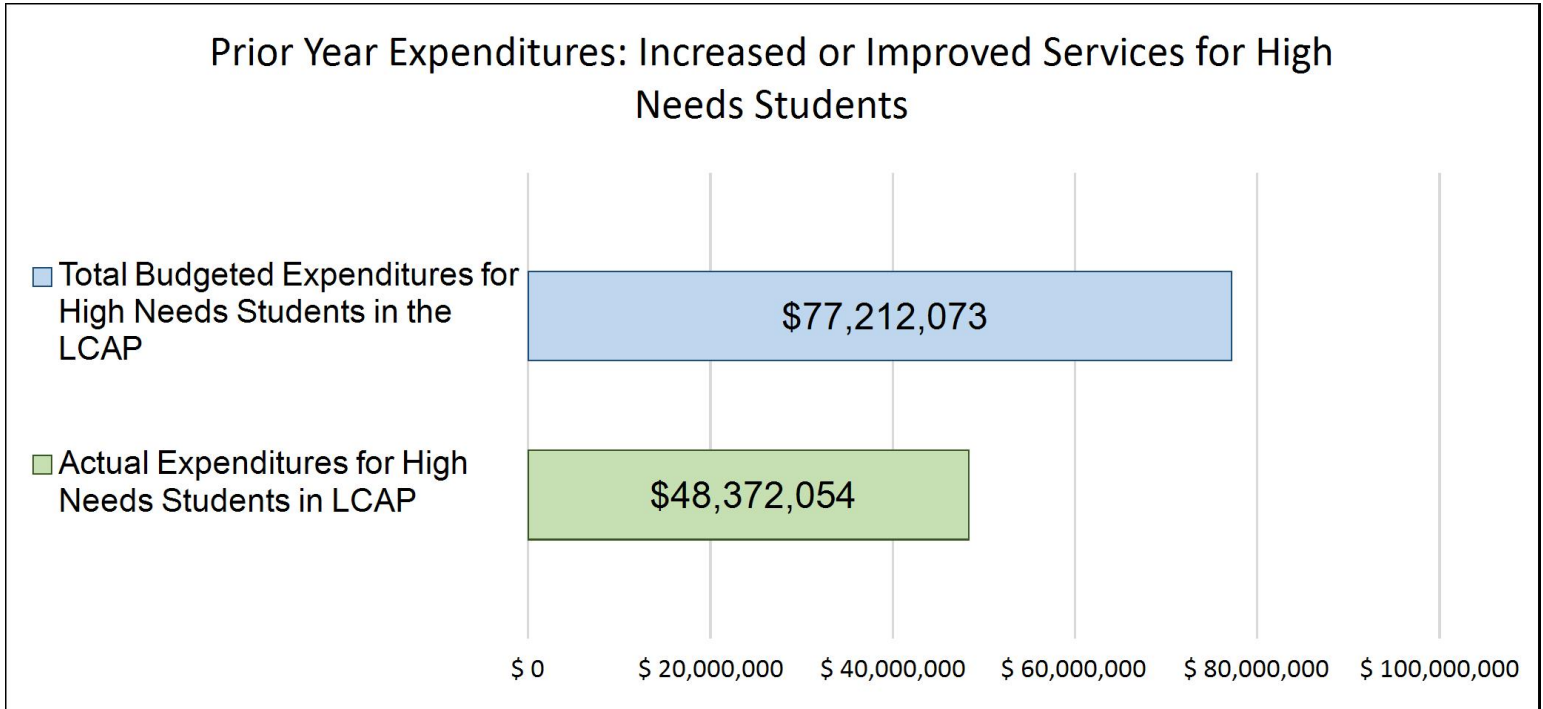
Salaries and benefits, instructional materials, textbook adoptions, maintenance of facilities, and other operational costs of the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Hesperia Unified School District is projecting it will receive \$51,113,656 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hesperia Unified School District plans to spend \$81,253,651.82 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 2022-23



This chart compares what Hesperia Unified 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 Hesperia Unified 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 2022-23, Hesperia Unified School District's LCAP budgeted \$77,212,073 for planned actions to increase or improve services for high needs students. Hesperia Unified School District actually spent \$48,372,054 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$28,840,019 had the following impact on Hesperia Unified School District's ability to increase or improve services for high needs students:

Overall the difficulty in filling positions that are beyond the school day with current staff, an increase in attrition, and the difficulty to secure staff many actions were not able to be completed to their full extent.



HESPERIA

UNIFIED SCHOOL DISTRICT

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
Hesperia Unified School District	Mr. David Olney Superintendent	david.olney@hesperiausd.org 760-244-4411 x7215

Plan Summary [2023-24]

General Information

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

Established in 1987, Hesperia Unified School District (HUSD) serves transitional kindergarten through twelfth-grade students in the Hesperia, Oak Hills, and Victorville communities. Prior to 1987, the Victor Valley was composed of Hesperia Elementary School District and Victor Valley Union High School District. Currently, HUSD is the largest District in the Victor Valley in terms of both student population and staff employed. HUSD currently consists of 3 comprehensive high schools serving 9th to 12th grade, three middle schools serving 7th and 8th grade, 15 elementary schools serving TK to 6th grade, three alternative schools, and one adult education school. Three of the elementary schools are parent choice schools, and one alternative education campus is a TK-12th grade Independent Study school. HUSD serves a growing population and educates over 22,323 brilliant students, and employs approximately 2500 staff members. Overall, HUSD's unduplicated percentage is 65%. 69.5% are low-income, 19.2% are English learners, and 1.3% are foster youth. Additionally, 12.8% are students with disabilities. Students educated by HUSD represent the diverse communities served by the school district, including African American (6.3%), American Indian (0.3%), Asian (0.9%), Filipino (0.4%), Hispanic (73.1%), two or more races (1.6%), Pacific Islander (0.3%), and White (17.2%).

HUSD will be "Preparing Today's Students for Tomorrow's World, focusing on Deep Literacy Through the 6C's and Innovation." Each student will leave HUSD exuding collaboration, communication, critical thinking, creativity, citizenship, and character as part of our district goal of developing college and career-ready graduates. The mission is being implemented through the following key priorities:

1. Rigorous and engaging instruction for all students through an integrated multi-tiered system of support to include intervention and enrichment
2. Additional support for student behavior and social-emotional well-being
3. Increased support for family and community engagement

Hesperia Unified School District offers a variety of programs to address these priorities. This includes a well-rounded curriculum that extends beyond traditional academic subject areas, such as robotics, STEM, Career Pathways, Dual Enrollment opportunities, and a multitude of art

and music programs. HUSD has a rich K-12 independent study program, with live instruction as well as in-person tutoring, to meet the individual needs of students and families. As another notable achievement, the District has completed year one of building a coherent, integrated Multi-Tiered System of Support. This has been done with the help of the Coordinator of iMTSS and the School Psychologist of iMTSS. Support and enrichment, including tutoring, AVID, Advanced Placement courses, extended learning time, and many clubs, sports, and activities to engage all students in their learning. Technology is an integral part of the instructional program in HUSD. To this end, the District has invested in a 1:1 Chromebook initiative for five years now. Schools also utilize numerous digital platforms to deliver instruction, engage students and assess student learning. The District is committed to ensuring internet access to all students by monitoring student needs and providing accessibility options.

Increased support for student behavior and social-emotional well-being is a focus in HUSD. School counselors have been added to all school sites to meet the critical need in addressing student wellbeing. In order to guide the work in the area of socio-emotional learning, our district has also implemented an SEL universal screener through Fastbridge. Currently, this screener is being administered along with our academic screeners three times a year. Counselors and SEL school teams utilize this information to identify school strengths and areas for growth, as well as provide targeted support for students.

The families of HUSD are engaged through our site-level community liaisons and family resource specialists. In coordination with the Family Resource Center, the Parent/Community Liaisons (PCL) work in concert to increase and strengthen equitable family engagement to achieve success for every student. The site parent and community liaisons and family resource specialists empower families with knowledge and resources in order to prepare every student for overall success. This site support personnel coordinate parent participation in site and district activities, educate and inform families about district programs and resources, and maintain communication with families of our foster youth, English learners, and students from low-income backgrounds.

Through Michael Fullan's work of Coherence, the district maintains a shared and collaborative leadership model. Collaboration and communication amongst staff and community partners are key to our success.

The District is governed by a 5-member Board of Trustees, which generally meets monthly at the Hesperia Unified School District Conference and Training Center, 15576 Main Street, Hesperia.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Hesperia Unified School District is pleased to report gains this year. HUSD has monitored state and local assessment, suspension, and attendance data to support a continuous improvement approach toward improving learning. HUSD is especially proud that we have seen an increase in the graduation rate. In 2020-2021 the graduation rate was 87.6%. In 2021-2022, the graduation rate was 91.5%, showing an almost 4% increase from the previous year.

Prior to the COVID Pandemic, the suspension rates in 2018-2019 were 6.5%. In 2019-2020, the suspension rates were not reported, and in 2020-2021 the suspension rates were very low (0.1%) due to students being on distance learning. Most recently, in 2021-2022, the rate has decreased to 5.4%. More specifically, foster youth decreased from 10.4% to 8.7%; African Americans decreased from 14.1% to 9.6%; students with disabilities decreased from 11.3% to 8.3%; low-income decreased from 7.0% to 5.9%.

Mojave High School (MHS) worked closely with their site leadership team and district office personnel on developing a comprehensive needs assessment, identifying evidence-based interventions, and progress monitoring throughout the 2021-22 school year. As a school eligible for Comprehensive Support and Improvement (CSI), Mojave staff worked diligently to improve all of its student outcomes. As a result of their efforts, Mojave increased its graduation rate from 84% in 2019 to 86% in 2022. In addition, it significantly decreased its suspension rate from 21.9% in 2019 to 9.8% in 2022. Like Shadow Ridge School in the previous school year, Mojave's progress in these two areas resulted in them exiting from CSI status during the 2022-23 school year. We are excited about the processes that they now have in place as they will continue to move forward in their school improvement journey.

Although our dashboard data reports low percentages in many areas, HUSD remains committed to increasing academic outcomes and focusing on student social-emotional well-being to give equitable support quickly with continuous monitoring and reevaluation to ensure high levels of learning for every student every day. HUSD is planning to build upon our success by continuing to work towards an integrated multi-tiered system of support as a layered approach to the whole student. An integrated multi-tiered system enables early screening in the areas of academic, behavioral, and social-emotional. HUSD uses a systems approach to improving wellness and learning across our district through the deepening of our iMTSS and Health and Wellness framework, which correlates to positive academic outcomes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overarching goal of California's System of Support is to help LEAs, and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. At its heart, California's System of Support is focused on improving the outcomes of California's students. The purpose of California's System of Support is articulated in California Education Code (EC) Section 52095.5(b). California's System of Support provides three levels of support to LEAs and schools. The first level, general assistance, is made up of resources and assistance that are available to all LEAs and schools. The second level of assistance, known as DA, is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).

Hesperia Unified School District is receiving Differentiated Assistance (DA) support in the following areas:

1. Pupil Achievement:

In Math for all students, including English learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, and African American student subgroups.

In ELA for English learners, foster youth, homeless, students with disabilities, and African American student subgroups.

2. School Climate for foster youth, students with disabilities, African American and American Indian student subgroups.

3. Pupil Engagement:

Chronic Absenteeism: All students, English learners, foster youth, homeless, students with disabilities, African American and American Indian student subgroups.

Graduation Rate: foster youth student subgroup

Due to the number of categories and student groups identified for Differentiated Assistance, Hesperia Unified School District (HUSD) recognizes the need to strengthen entire teaching and learning systems and specifically the implementation of an integrated Multi-Tiered System of Support (iMTSS) (Goal 2, Action 6). HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of HUSD. We will be sharing the framework with our entire school community in an effort to partner with families in improving student outcomes. We have also identified teaching and learning priorities, including cycles of inquiry and an integrated multi-tiered system of support to respond quickly and effectively to each student's needs.

As we continue and refine our coherence work in partnership with InnovateEd, our District Leadership Team, Instructional Leadership Team, School Leadership Teams, and Professional Learning Communities have been working on identifying a list of specific metrics that are predictive of students graduating "college and career ready." The final outcome metric identified as indicative of college and career readiness is A-G completion, with many metrics at many grade levels connected to that success, such as third-grade reading proficiency and fifth-grade math proficiency. The teams are developing an HUSD data protocol to be used by teacher teams, school leadership teams, and district leadership teams in the analysis of data within a collaborative cycle of inquiry. This year's focus is on using cycles of inquiry to improve our Tier 1 support for all students within our iMTSS.

Utilizing these systems, teacher teams have collaborated and engaged in cycles of inquiry with a targeted focus on improving math, ELA, and chronic absenteeism outcomes. In 2021-2022, 15.46% of HUSD students met or exceeded the standard in math, 29.14% of HUSD students met or exceeded the standard in ELA, and 47% overall chronic absenteeism. When we further disaggregated this data into the various subgroups, we noticed a similar trend in that many subgroups are in need of substantial support.

The Math CAASPP scores for all student populations decreased by 4.99%, from 20.45% in 2020-2021 to 15.46% in 2021-2022. Several subgroups scored significantly lower than the overall student population: English learners at 6.03%, low-income at 12.47%, foster youth at 6.18%, homeless at 10.09%, African American at 8.21%, and students with disabilities at 3.95%.

The ELA CAASPP scores for all student populations decreased from 39.94% in 2020-2021 to 29.14% in 2021-2022. Several subgroups scored significantly lower than the overall student population: English learners at 10.26%, low-income at 25.2%, foster youth at 15.46%, homeless at 20.90%, and African American at 16.69%, and students with disabilities at 6.89%.

The chronic absenteeism for all student populations increased from 34.5% in 2020-2021 to 47% in 2021-2022. Several subgroups scored higher than the overall student population: English Learners at 42.7%, low-income at 49.6%, homeless at 56.3%, African American at 51.3%, and students with disabilities at 55.6%. While foster youth was slightly lower at 42.4%

Due to the high number of students needing support in these areas and as a result of various discussions with district and school-level collaborative groups, as well as educational partners, our district has identified the following actions as a focus for the coming school year:

Support in Mathematics

One of our areas of focus relates to strengthening the mathematical practices across grade levels to increase our A-G completion rates. In order to accomplish this, our district will partner with SBCSS to begin developing our guaranteed and viable curriculum and, in this process, refine the evidence-based instructional practices that teachers will implement (Goal 1, Action 9). The addition of a math content specialist will be critical in supporting schools' implementation of these instructional practices. We also recognize that having a strong curriculum in mathematics is a key component in raising students' performance in this area. Currently, many of our students are struggling in math, particularly at the secondary level, once they are placed in Integrated Math I and beyond. Therefore, we are taking steps to complete an interim math adoption at this level to support students' conceptual understanding of key concepts in Integrated I, II, and III. At the lower grade levels, there are also a variety of supplemental math materials that school sites are implementing, such as iXL, Delta Math, and iReady Math Diagnostic and personalized instruction (Goal 1, Action 1).

Supports for Foster Youth and Homeless

In a partnership between the Educational Services division and the Student Services division, HUSD has identified the need to build an intentional system of support for youth in foster care and those experiencing homelessness, specifically the focus on the graduation rate of the foster youth population. This includes accurate and frequent information provided to school sites in order to identify these students in need of targeted support readily. Additionally, the district social worker, in collaboration with the district coordinator of iMTSS, will be providing professional development for all elementary and secondary counselors on the specific needs and effective practices to implement in support of these students (Goal 2, Action 2). Recognizing that this group of students is particularly vulnerable and often experiencing trauma, all staff are being trained in Youth Mental Health First Aid. This training enables all staff to readily recognize students experiencing trauma in order to identify the appropriate tiered support to either provide or connect them to. The district social worker is the district liaison for foster and homeless youth. Through collaboration with community partners and resources, she provides ongoing support in meeting graduation requirements and preparing for college. She works with counselors in implementing the appropriate graduation requirements and guidance for post-secondary planning. She also coordinates workshops and an annual conference to inform and motivate students and families. Recognizing the need for additional support and resources, HUSD is creating a new position: Coordinator of Student Services (Goal 2, Action 2). This individual will be responsible for addressing school climate and pupil engagement in support of foster and homeless youth.

Support in English Language Arts

Our district-wide data suggests that early literacy instruction is crucial in setting students up for success in later grades. Our iReady data, in particular, points to the need to strengthen instruction in the areas of phonological awareness, phonics, and academic vocabulary (Goal 1, Action 1). Our School Leadership Teams identified this need, which is being addressed through their continuous cycles of inquiry. This will also continue to be supported through the district-supported iReady Reading personalized instruction (Goal 1, Action 2). As a district, we are also planning to support this early literacy focus by providing district-wide professional development for all schools on evidence-based literacy practices (Goal 1, Action 9). At this time, our district is in the first phase of researching the most effective literacy practices. We are exploring the use of strong literacy programs like LETRS, Heggerty, and Orton-Gilligham. Once this has been identified, we will begin providing it to all of our elementary schools.

Support in Chronic Absenteeism

In terms of chronic absenteeism, our district, much like other districts across our nation, has been significantly impacted by the pandemic. As we analyze our data for this indicator, our district's overall chronic absenteeism rate for 2021-22 is 47%. This represents an increase of 12.5% over the previous year. When we disaggregate this data by subgroup, it is also evident that many of them have had a steep increase in chronic absenteeism. For instance, the low-income subgroup increased from 39.7% in 2020-21 to 49.6% in 2021-22. In order to address our growing chronic absenteeism rate, our district has begun to take steps to provide daily data updates for all of our schools through our one-stop dashboard. This dashboard provides live, daily updates in various areas, including chronic absenteeism, for various student groups. It also has the ability to drill down to data at the student level. Elementary School Counselors (Goal 2, Action 10) have been tasked with working with students and families who are identified as chronically absent as part of their collective district goal. Counselors are currently mapping those students identified as high-risk on the universal screener (Fastbridge) with those considered chronically absent to prioritize accordingly. Another action that we are taking to address our chronic absenteeism rate is strengthening partnerships with families. While many of our sites have parent community liaisons, we will be increasing that support to all school sites (Goal 3, Action 3). Additionally, we are in the planning phase of implementing a community schools model, with a counselor assigned specifically as the coordinator of community schools. Recognizing the strength of collective efficacy and a PLC model, we have created a community of learners support model for parent community liaisons: FACE (Family and Community Engagement) led by the Director of PK-12 Programs and Monitoring and the Supervisor of the Family Resource Center (Goal 3, Action 3).

While strengthening the system has an expected outcome of supporting all learners in improved academic and engagement outcomes, we recognize that some groups of students need targeted and intentional support.

Supports for English Learners

English learners make up about 20% of our total student population.

The district recently hired nine bilingual instructional assistants to focus on our long-term ELs and six bilingual instructional assistants to provide direct services to ELs (Goal 1, Action 6). Professional development support is currently being provided to the bilingual instructional assistants with a focus on: sharing best practices to meet the needs of English learners, implementing effective ways to monitor EL student progress, conferencing, and setting goals with students (Goal 1, Action 7). The LTEL bilingual instructional assistants also provide families with information regarding the reclassification criteria and procedure(s) to engage them as partners in their student's education (Goal 1, Action 6). Instructional staff and administrators have begun to engage in site-based discussions around EL students and their needs to determine additional professional development and supplemental materials needed (Goal 1, Action 5). The district will continue to partner

with school sites to support their efforts in providing professional development around designated and integrated ELD. In order to continue to support our English learners after they reclassify, the district has hired two counselors that primarily focus on addressing the needs of our Reclassified Fluent English Proficient (RFEP) students. In addition, the district has identified the need for a Coordinator of EL and 2 EL Specialists. We anticipate that the additional support for our English learners will result in increased percentages of students improving their performance on the i-Ready, CAASPP assessments, and CCGI which should also result in increased reclassification rates and performance on the Summative ELPAC.

Support for Students with Disabilities

Students with disabilities make up 12.8% of the district's student population. Special Education teams, including administrators, teachers, school psychologists, and speech-language pathologists, are meeting and engaging in collective inquiry. They engage in a root cause analysis to identify action steps to address and identify systems of support to ensure that students with disabilities are receiving access to a comprehensive curriculum program and appropriate accommodations/modifications. More recently, HUSD has developed a coherent instructional coaching model that includes two Special Education Instructional Coaches to support all teachers/sites with the implementation of research-based instructional practice. District coaches have also supported staff with targeted professional development in identified areas of need such as Orton-Gillingham, Assessment and Eligibility, IMTSS, and Legally Defensible IEPs. The training provided by Special Education Instructional Coaches in concordance with Key2Ed includes building the skill set of special education teams in writing IEPs that best meet the academic, behavioral, and social-emotional needs of students. In addition to strengthening academic curriculum support specifically for students with disabilities, the special services team is building out a comprehensive behavioral support system under the umbrella of IMTSS that includes two Board Certified Behavior Analysts (BCBAs). In the 2023-2024 school year, this will also include Behavior Intervention Specialists to support all school sites in the implementation of effective behavioral support for students identified with the greatest need. In addition, the Special Services department has facilitated the development and implementation of training and curriculum to support staff who serve our most at-risk special education students in our district-level programs. School psychologists and the district social worker connect parents to outside resources to reduce chronic absenteeism for students with disabilities.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2023-2024 LCAP reflects the mission, vision, values, and goals of Hesperia Unified School District.

Mission: "Preparing today's students for tomorrow's world"

Vision: Deep literacy through the 6 C's and innovation

Values: Clarity of Focus, Shared Leadership, Collective Expertise, and Continuous Improvement

Goals:

Goal 1: Academic Achievement - Provide high-quality classroom curriculum, instruction, and assessment to prepare our students for college and career.

- Develop a strong, integrated, multi-tiered system of support with an emphasis on effective Tier 1 practices.
- Provide intensive attention and support in mathematical reasoning and early literacy in preparation for college and career readiness as measured by a-g completion.
- Provide intensive support for under-performing student populations: English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and African American Students.

Goal 2: Physically and Emotionally Safe Climate - Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

- Strengthen and imbed services and supports at all levels of the system to identify root causes for chronic absenteeism. This will include but is not limited to, family support and education, community outreach, and community resources.
- Increase social-emotional and behavioral supports provided for students across schools and in classrooms.
- Provide intensive support for under-performing student populations: English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian Students.

Goal 3: Community Engagement - Involve our parents, families, and community educational partners as direct partners in the education of all students.

- Strengthen the community outreach of our Family Resource Center
- Strengthen family engagement through the development of parent centers at each school site led by parent-community liaisons.

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.

Canyon Ridge High School and Hesperia Community Day School

Support for Identified Schools

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

Schools have received professional development in order to develop their comprehensive needs assessment. The professional development has come from the district, county, and state levels through informational webinars that have been offered and in-person training. CSI schools began their comprehensive assessment process in the winter, and it continued through the spring. As part of this process, schools consulted with various educational partners, including parents, students, and staff. The input from educational partners was recorded through a needs assessment form where groups provided input on the school's current data. This process also engages groups in identifying possible root causes. This input is recorded on the form and is also captured in the School's Improvement Plan (SIP). Site administrators will

continue to utilize input from various educational partners throughout the implementation of the plan to ensure meaningful participation and positive outcomes for students.

Each school has identified a leadership team that is helping to guide the work of CSI, with support from a district team. This team is mainly composed of school and district staff since family engagement has been very difficult to garner. The team analyzed state and local data, including the CA Dashboard data and local lead measures. Michael Fullan's work on Coherence guided the data analysis and development of the CSI plan. School teams identify a problem of practice and engage in a cycle of inquiry to determine the best evidence-based practices. The teams have relied on proven practices from the What Works Clearinghouse and John Haddy's meta-analysis found in Visible Learning. Meetings with site administration and their school leadership teams are planned three times during the year to ensure schools are provided with sufficient support in the implementation, monitoring, and evaluation of evidence-based interventions and in the identification of resource inequities.

Capacity building is a significant part of the support provided to schools. The process of identifying evidence-based interventions, evaluating their effectiveness, and identifying resource inequities through Fullan's Coherence work include the following:

Clarity of School-wide Goals and Student Learning Priorities

- Lag outcomes (annual measures)
- Lead metrics (how to monitor progress)
- Student success indicators (student skills/behaviors that inform impact)

Developing Shared Leadership and Systemic Collaboration

- Team purposes and roles
- Collaboration structures and processes
- Define the common/connected work of teams

Creating Collective Expertise with a Coherent Instructional Framework

- High-yield student support/instructional strategies
- Evidence of learning that informs practices
- Cycles of inquiry/instruction that guide teaching and learning

Establishing Evidence-based Cycles that Guide Continuous Improvement

- Growth targets for improved student academic achievement, behavior, and graduation rates
- Connecting evidence of impact to improvement of practices
- Defining cycles of inquiry at teacher, school, and district levels to monitor progress

Educational Partner Engagement

A site-wide Leadership Team was formed to assist in the creation of the Comprehensive Needs Assessment (CNA). Through surveys and other forms of feedback, the leadership team helped to guide the formation of the CNA. The leadership team used feedback from the comprehensive needs assessment, as well as input from sources such as the CA School Dashboard, to create the CSI plan. The CSI plan was shared with the School Site Council that is composed of various educational partners, including parents, students, teachers, classified staff and administration. The assessment and implementation of the CSI plan will be ongoing. Collaboration Wednesdays, staff meetings, leadership meetings, and Coffee with the Principal are ways to keep the various groups apprised of the progress. Educational partners are provided the opportunity to review evidence and data on the various programs and implementation of course materials outlined in the CSI plan. These times of collaboration focus on using site data, both formal and informal, to monitor the effectiveness of the program or materials. The input of the educational partners helps to drive the decision-making process in relation to the renewal, cancellation, or modification of expenditures.

At both Canyon Ridge School and HCDS, the staff, administrators, community members, parents, and students are continuously engaged in evidence-based planning and decision-making. All educational partners are asked to provide feedback in order to improve the educational programs. Educational partners review data with the staff in school site council meetings, ELAC meetings, and individual parent-teacher conferences.

Canyon Ridge High School staff and teachers take a deeper dive into qualitative and quantitative data every three weeks by engaging in a 3-6-9 cycle. Their school's leadership team has identified the key lead and lag indicators for student success. This is frequently monitored through the cycle of inquiry process to determine if any modifications are needed. One area that has been identified as a need for both Canyon and HCDS is the use of a reading and math diagnostic. Both schools have planned to begin utilizing i-Ready Reading and Math Diagnostic next year, as well as the individually adapted lessons in both subjects, in order to provide additional academic support to students.

Identification of Evidence-based Strategies

While continuing to follow our district's Coherence Model, both schools worked with district support personnel to analyze the CA Dashboard Data, district-level data, and site-level data. During this process, the schools were able to learn more about the identification process for CSI and their specific areas of concern that have placed the school in CSI status. Using the preexisting School-wide Implementation Plan (SIP) and CSI data. The schools were able to refine and narrow their school-wide focus. These "living documents" both drew heavily on the input from the district and School Leadership Team and staff. District personnel assisted in providing direction and referral to evidence-based practices that align with the areas of concern. Targeted professional development from the district's Educational Services department assisted the leadership team in finding specific strategies to target these areas. This helped lay the foundation for securing programs, materials, and resources that could be used in the CSI plan expenditures.

Both schools and their school leadership teams (SLT) have been working with the district to engage in the coherence process for over four years. As a result, the schools have identified a focus that is driving data discussion and instructional practices. The SLT has been diligently working through the coherence process in identifying and selecting evidence-based interventions. Through this process, the staff has woven the school focus with the CSI focus. The teams have been working closely on strengthening their professional learning communities (PLCs).

They have discussed the need to go from “lite to right” PLCs and have determined some next steps. As a whole, they have identified that there is a need to strengthen their Tier I program for all students by identifying specific learning targets for each subject area. Knowing what teachers want students to learn, which is the first step in the PLC process, is the foundation for establishing strong PLCs and cycles of inquiry at the classroom level. Therefore, this is one of the areas that will need to be reinforced with all of their teachers.

Identification of Resource Inequities

A central focus of resource inequities identified by the LEA and Canyon Ridge School include the lack of opportunities for students to complete CTE courses and pathways. These inequities are being addressed through the CSI plan in multiple ways, including increased funding for materials and supplies for current CTE courses, increased funding for the creation and training of staff in new CTE courses, the use of funds to support the purchase of equipment and materials for CTE courses, and funding for CTE-based professional development and conferences.

Through the work that has occurred up to this point, one important resource inequity that has been identified by Hesperia Community Day School (HCDS) is the need for mental health support for students. HCDS is a very small school composed of students who have been expelled from their previous schools. It is extremely important that this small group of students receive psychological and mental health services to meet their unique individual needs for learning and behavior. Services that can address academic counseling, brief interventions to address behavior issues, assessments, and referrals in a well-coordinated system are key supports that can help students be successful in school and in life.

Monitoring and Evaluating Effectiveness

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

District and site leadership team meetings have been scheduled throughout the school year. These meetings will focus on continuing the work of implementing and monitoring effective evidence-based interventions. Each school has developed a school improvement plan that includes their school focus, expected outcomes, success indicators, staff practices, school supports, evidence of learning, and an implementation timeline. This plan will be reviewed and revised as needed based on educational partner feedback and progress monitoring of evidence-based interventions. Currently, there are three meetings planned with the school’s leadership team during the school year to ensure that the team makes data-driven decisions throughout the school year and revise the plan as needed.

The implementation of inquiry cycles grounded on qualitative and quantitative measures is an integral part of the work of Coherence. In this model, teacher teams engage in a 3-6-9 cycle of inquiry that includes the following components:

- analyzing data,
- setting goals,
- deepening learning both individually and collectively,
- implementing the new learning, and monitoring, assessing, and adjusting practice

Use of Educational Partners' Feedback in the Monitoring Process

The LEA meets regularly with the CSI schools and their SLT. As part of this process, the LEA reviews evidence and data provided by the site. In several meetings, the use of data has been addressed to ensure the school is working with data that most directly serves two purposes: first, data that is evaluated is purposeful and meaningful to the staff and school focus; second, how that data supports the effectiveness of the CSI plan. Modifications are made as needed to the CSI plan, and data is collected to better address the school's areas of concern. This is shared with various other educational partners through leadership team meetings, staff meetings, and parent/community meetings.

The district is utilizing Michael Fullan's Coherence and Professional Learning Communities (PLC) resources in guiding the site teams in discussions centered around student achievement and student lead indicators. Coherence is a framework for supporting the building of school and educational partner capacity for continuous improvement. There will be constant communication and evaluation of the CSI plan by the leadership team through their School Improvement Plan. The school's progress on the CSI plan will be communicated with the leadership team, staff, and parents through the SSC and ELAC meetings. Input will continuously be requested from all educational partners and their input, as well as the student lead measures, will be utilized to guide the implementation and evaluation of the evidence-based strategies.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Hesperia Unified School District reached out to our community of educational partners to share student successes and challenges and gather input to assist with developing the 2023-2024 LCAP. The district communicated with our educational partners to advise of the LCAP development opportunities via email, district website, social media, and districtwide communication system. The District Advisory Committee (DAC) is included for our parents/guardians representing English learners, low-income, Foster Youth, and students with disabilities to participate in in-person meetings. Additional LCAP meetings were held with Parents (and parents of SED/Low-Income, Foster Youth representatives or advocates); Principals; Administrators; Teachers; Classified personnel; also including “Bargaining Units, the SELPA Administrator, community partners, focusing on being inclusive of engaging all parents and students. The District Advisory Meetings were held on October 6, 2022, December 7, 2022, February 8, 2023, April 12, 2023, and May 10, 2023. The current LCAP was reviewed throughout these meetings, parent engagement policies were reviewed, and data was shared. Our District Leadership Team held in-person meetings, including certificated, classified, and administrative representatives. The meetings were held on September 15, 2022, October 20, 2022, November 17, 2022, December 15, 2022, February 16, 2023, March 16, 2023, April 13, 2023, and May 18, 2023. A draft of the LCAP was taken to the District Advisory Committee (DAC) on April 12, 2023, and again on May 10, 2023, for review and input. District English Language Acquisition Committee (DELAC) met on April 18, 2023 to review the draft LCAP. During the meetings, notes were taken, and suggestions were considered while developing the LCAP. There were no questions requiring a written response from the Superintendent. The LCAP draft was posted for public view on the District website on May 22, 2023. The public was notified that they are able to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. A public hearing of the LCAP took place on June 5, 2023, and the Governing Board adopted the LCAP on June 12, 2023.

A summary of the feedback provided by specific educational partners.

Hesperia Unified School District requested and collected feedback regarding LCAP Actions from multiple educational partners during the LCAP development meetings to determine whether high needs of concern and interest were included in the LCAP. Feedback provided by the educational partners through meetings and surveys was then analyzed, and the most interesting and common ideas and trends were identified:

District Advisory Committee (DAC):

1. Increase the number of students proficient at a 3rd-grade reading level
2. Provide transportation, materials, and clothing options for unhoused and foster youth
3. Increase communication between school and families
4. Individualized counseling for post-secondary planning
5. Need to improve attendance
6. Increase access to college tours-increase access to AVID

Parents of English learners and District English Learner Advisory Committee (DELAC):

1. Increase tutoring programs
2. Increased access to Dual Language Immersion (DLI) programs
3. Increase student engagement options
4. Increased number and accessibility to counselors
5. Increased campus supervision
6. Continue parent meetings
7. Parent/student/staff have mutual engagement

Foster Youth Collaboration:

1. Intervention programs
2. Social-emotional support for students
3. Provide transportation, materials, and clothing options for unhoused and foster youth
4. Professional development around supporting youth in foster care
5. Regular and accurate communication of students in foster care to the school site system

Parents of Students with Disabilities:

1. Opportunities for parents to be involved
2. Behavioral support

Teachers:

1. Need additional support in math instructional strategies
2. Increased behaviors in classrooms
3. Need more personnel support in the classroom

Credentialed/Classified Staff Association Representatives:

1. Hesperia Teacher Association (HTA)- Add culturally responsive language into goal 2
2. California School Employee Association (CSEA)- No input added

Site and District Administrators:

1. Greater consistency in communication with families and increasing family engagement at school sites
2. Increased behavior on school site campuses
3. Need for guaranteed and viable curriculum
4. Ways to meet the academic needs of students

Community Input:

Greater and more personalized communication with families
Equitable parent support across all schools

Student Voice:

Lack of a sense of belonging with adults and peers
Opportunity for voice and influence
Students feel a lack of engagement in the classroom

Based on the analysis of the feedback provided above, the following trends emerged:

1. Increase intentional communication between families, staff, and students
2. Provide professional learning opportunities to address the social-emotional, behavioral, and well-being of students
3. Increase staffing to address student behavioral intervention needs
3. Reduce the staff-to-student ratio at school sites
4. Improve and grow programs for families to support their children
5. Professional learning targeting math-specific instructional strategies
6. Access for students to dual language programs

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The goals and actions in the LCAP were guided by feedback from educational partners. The LCAP was influenced and developed in response to educational partner feedback. HUSD prioritized the feedback from educational partners within the context of budgetary limits and resources available along with the focus of the LCAP. The feedback provided included the need for increased professional learning opportunities to strengthen teaching and learning practices in math, early literacy, and social-emotional learning, increases in staffing to address academic, behavioral, and social-emotional needs, transportation, and increased and consistent family, staff, and student communication.

Based on educational partner feedback, the established three goals will remain the same in the 2023–24 LCAP.

Goal 1: Provide a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and careers.

Goal 2: Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

Goal 3: Involve our parents, families, and community members as direct partners in the education of all students.

Educational partner feedback influenced the actions in this goal as follows:

LCAP Goal 1 pertains to academic excellence.

- Increase professional learning for teaching staff in math instructional strategies and early literacy instructional strategies (Goal 1, Action 9).
- Increase learning outcomes for our multilingual student populations (Goal 1, Action 6).
- Continue implementation of dual language immersion programs at two school sites (Goal 1, Action 19)

LCAP Goal 2 provides a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

- Student transportation is addressed in Increased transportation and bus passes will be provided to students to increase attendance (Goal 2, Action 4).
- Increase staffing support to further assist with increased classroom student behavioral needs (Goal 2, Action 11)
- Increased access to counselors to address students' social and emotional needs districtwide was heard and continues (Goal 2, Action 10).

LCAP Goal 3 has a focus on parent participation and provides training for parents to support students in their learning. As a result of the input received from educational partners during LCAP development meetings and an analysis of the outcomes of the educational partner survey, two additional actions will be added to Goal 3.

Districtwide consistency in family outreach was added through an increase in parent-community liaisons (Goal 3, Action 7).

- Additional family training and support were addressed (Goal 3, Action 6).
- Increased interpretation and translation services provided to our EL community (Goal 3, Action 3).

Goals and Actions

Goal

Goal #	Description
1	To provide high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career.

An explanation of why the LEA has developed this goal.

Hesperia Unified School District has identified a goal of students being prepared for college and careers. Student data is analyzed at the district level through three defined cycles of inquiry throughout the school year. The analysis of student data has identified our areas of need. A few data points that have guided the educational partner's decision-making are:
 California Dashboard data: Graduation Rate increased by 3.9% to 91.5%, CAASPP ELA 29.14%, CAASPP Math 15.46%
 Local Assessments: iReady ELA has demonstrated 27% proficiency, an increase of 1% from the 2021-2022 school year. iReady Math, 23% of students are proficient, equal to the percentage in the 2020-2021 school year. Both sets of assessment results have shown more students below proficiency. Based on local and state data and educational partners, feedback has demonstrated the need to provide students with academic support to succeed in college and careers. The actions listed below are designed to increase and improve services based on the qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. Together, these metrics and actions have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of properly credentialed teacher (State Indicator; Priority 1; Basic Services)	100% of teachers properly credentialed	100% of teachers properly credentialed	100% of teachers properly credentialed		100% of teachers properly credentialed
Student access to standards-aligned instructional materials (State Indicator; Priority 1; Basic Services)	100% Williams Compliant	100% Williams Compliant	100% Williams Compliant		100% Williams Compliant

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of the academic content and performance standards adopted by the State Board; including English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walkthroughs (State Indicator; Priority 2; Implementation of State Standards)	100% Implementation	100% Implementation	100% Implementation		100% Implementation
Percentage of pupils who have successfully completed A-G or CTE course requirements (State Indicator; Priority 4; Pupil Achievement)	56% prepared	Not reported on the California Dashboard due to COVID-19 Pandemic. While we don't have the percent prepared number, we do have the number of CTE completers for the 2020-21 school year. 2020-21: 317 completers	Not reported for the 2022 school year. While we don't have the percent prepared number, we do have the number of CTE completers for the 2021-22 school year. 2021-22: 403 completers		74% of students are prepared for college and career as shown on the California Dashboard
Statewide Assessments: CAASPP ELA	2019-20: Not available due to COVID-19 suspension	During the 2020-21 school year only 7th, 8th, and 11th grade	ELA overall: 29.14% ELA SWD: 6.89% ELA SED: 25.2%		ELA:53.02% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Indicator; Priority 4; Pupil Achievement)	2018-19: ELA: 35.02% proficient 2017-2018: ELA 33.21%	students took the assessment 39.94%	ELA EL: 10.26% ELA AA: 16.69% ELA FY: 15.46% ELA Homeless: 20.90%		
Statewide Assessments: CAASPP Math (State Indicator; Priority 4; Pupil Achievement)	2019-20: Not available due to COVID-19 suspension 2018-19: 23.85% proficient 2017-2018: 21.76%	During the 2020-21 school year only 7th, 8th, and 11th grade students took the assessment 20.45%	MATH Overall: 15.46% MATH SWD: 3.95% MATH SED: 12.47% MATH EL: 6.03% MATH AA: 8.21% MATH FY: 6.18% MATH Homeless: 10.09%		Math: 41.85% proficient
Statewide Assessments: Science (California Science Test CAST) in grades 5, 8, and high school (State Indicator; Priority 4; Pupil Achievement)	18.19: 29.93% proficient	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic	14.45% proficient		47.93% of students in grades 5, 8, and high school will be proficient
Percentage of English learners making progress toward English proficiency as measured by state language proficiency test; ELPAC	18.19: 47.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.	This metric has been suspended for the 2020-21 school year, as there needs to be a 3-year average to compile this metric.	45.4% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC		65.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Indicator; Priority 4; Pupil Achievement)					
English learner reclassification rate (State Indicator; Priority 4; Pupil Achievement)	19.20: 3.7% reclassification rate 20.21: 6.4% reclassification rate	2021-22: 4% reclassification rate	2022-23: 4% reclassification rate		21.4% reclassification rate
Percentage who pass AP exam with score of 3 or higher (State Indicator; Priority 4; Pupil Achievement)	1,406 students took AP test with 679 or 48% passing	870 students took the AP tests, 274 passed, 31.5% pass rate	1224 AP exams were taken, 403 passed, 33% pass rate		66% pass rate
High school graduation rates (State Indicator; Priority 5; Pupil Engagement)	18.19 94.4%	2020-21: 87.6%	2021-22: 91.50%		98% students will graduate
Middle school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 Middle School: 10	2020-21 Middle School: 22	2021-22 Middle School: 12		7
High school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 High School: 52	2020-21 High School: 68	2021-22 High School: 105		43

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad course of study that includes all the subject areas described in 51210 and 51220 (a)(i) as applicable; including programs and services developed and provided to unduplicated pupils and students with exceptional needs(State Indicator; Priority 7; Course Access)	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.		100% of students have access to and are enrolled in required core subject areas and a broad courses of study.
iReady Reading Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Reading Diagnostic: 27% of students are at grade level 20.21: iReady Reading Diagnostic: 30% of students are at grade level	2021-22: iReady Reading Diagnostic: 26%	22.23: iReady Reading Diagnostic: 27% of students are at grade level		iReady Reading Diagnostic: 48% of students are at grade level
iReady Math Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Math Diagnostic: 19% of students are at grade level 20.21: iReady Math Diagnostic: 21% of students are at grade level	2021-22: iReady Math Diagnostic: 21%	22.23: iReady Math Diagnostic: 23% of students are at grade level		iReady Math Diagnostic: 39% of students are at grade level
Participation and demonstration of	18.19: ELA 45.64% Math 25.97%	2020-21 ELA 39.94% Math 20.45%	2021-22: ELA 35.68% Math 14.18%		ELA 63.64 Math 43.97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college preparedness, EAP					
ESGI Metric (State Indicator; Priority 8; Other Pupil Outcomes)	New metric for the 2022-23 school year Base line will be determined in the 2022-23 school year	2022-23 85% meeting standard	85% meeting standard		87% meeting standard

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Access to Instructional Materials	The Educational Services Division will provide standards-based instructional resources, textbooks, and supplemental resources to ensure that all students have access to the core curriculum, provide additional learning opportunities, and address students' learning gaps. This action will be measured by the Math and ELA CAASPP scores.	\$2,500,000.00	No
1.2	1.2 Student Progress Monitoring	The Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments.	\$163,000.00	Yes
1.3	1.3 Instructional Support: Certificate	The Personnel Services Division will maintain adequate staffing to reduce class sizes and provide academic coaching to support student learning. Academic coaching will be utilized to promote innovative teaching practices, ensure equity, and increase student achievement, principally directed to English learners and low-income students. The	\$27,202,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reduction of class sizes will increase opportunities for unduplicated students to engage in the curriculum and expand access to an understanding of essential learning. This action will be measured by CASSPP math and ELA scores and iReady math & ELA scores. .		
1.4	1.4 Instructional Support: Classified	The Personnel Services Division will provide 15 paraprofessionals principally directed to students qualifying as low-income, English learners, and foster youth in core academic achievement. Paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction. This action will be measured by CASSPP math and ELA scores.	\$483,466.00	Yes
1.5	1.5 English Learner Academic Support: Supplemental Materials	The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' academic proficiency. This action is limited to English learner students and will be measured by ELPAC scores.	\$1,000,000.00	Yes
1.6	1.6 English Learner Academic Support: Personnel	The Personnel Services Division will continue to provide 15 paraprofessionals to support our English learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal-setting meetings with students and families, and direct families to resources as needed. This action is limited to English learner students and will be measured by ELPAC scores.	\$2,327,574.00	Yes
1.7	1.7 English Learner Academic Support: Professional Development	The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners. Sites will provide daily targeted ELD instruction for the English learner subgroup to attain proficiency in grade-level academic standards. This action will be measured by ELPAC scores and reclassification rates.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 English Learner Academic Support: College and Career Preparation	The Educational Services Division will continue to provide supplemental counselors (2) for high schools principally directed to support EL and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs.	\$319,723.00	Yes
1.9	1.9 Professional Development	The Educational Services Division will provide all teachers, support staff, and administrators with professional development (in-house, contracted, conferences, etc) as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to students qualifying as low-income, English learners, and foster youth and will be measured by the Math and ELA CAASPP scores.	\$658,326.00	Yes
1.10	1.10 Intervention/Enrichment/Acceleration	The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU a-g credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our English learners, foster youth, and low-income subgroups to receive academic support. This action will be measured by graduation rates and CAASPP scores.	\$2,300,000.00	Yes
1.11	1.11 Universal Access	The Educational Services Division will continue to provide early learning opportunities available for students that qualify for low-income, English learners, and foster youth. The preschool program is	\$2,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady.		
1.12	1.12 Academic Supports	The Educational Services Division will provide academic support, tests (PSAT 8/9, AP), remediation; field trips; transportation; athletics, and extracurricular programs principally directed for our English learners, foster youth, and low-income student groups. The supplemental academic support will increase student proficiency in academic standards as well as school engagement and connectedness.	\$60,000.00	Yes
1.13	1.13 College & Career Preparation	The Educational Services Division will continue to provide 3 College and Career Readiness Counselors principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, help create new Career Technical Education (CTE) pathways, and develop internships, work with unduplicated student groups on transition plans for careers/college, work as a liaison with colleges and employers, etc. This action will be measured by the CCI.	\$722,601.00	Yes
1.14	1.14 College and Career Preparation: Foster Youth Supports	The Student Services department is working closely with the Educational Services Division to identify foster youth at each school site systematically. The district social worker will work with site counselors and foster youth students to access resources and supports for graduation and college and career readiness. This action will be measured by the graduation rate.	\$1,000,000.00	Yes
1.15	1.15 College and Career Preparation: Students with Special Needs	The Educational Services Division will continue to provide students with disabilities additional support in the preparation to transition to college or career. Additional supplementary aids and supports to meet course standards. Differentiated instruction training for teachers to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ensure students with disabilities meet proficiency in the grade-level standards and have access to career technical education pathways.		
1.16	1.16 College and Career Preparation: Course Access	The Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars, which are above and beyond the allotted LCFF funds. CTE programs are principally directed for our English learners, foster youth, and low-income student groups allowing students to be career-ready as they graduate. An increase in college and career readiness will be measured by the College and Career Readiness Indicators.	\$8,189,193.00	Yes
1.17	1.17 Access to Technology	The Information Technology and Communication Division will provide devices and wifi access to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our student populations qualifying as English learners, low-income, and foster youth.	\$3,215,000.00	Yes
1.18	1.18 AVID	The Educational Services Division will continue implementing and supporting the AVID and AVID Excel program at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by the College and Career Readiness Indicators.	\$20,000.00	Yes
1.19	1.19 Dual Language Immersion	The Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, ensuring	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		adequate professional development for staff, and purchasing necessary supplemental materials.		
1.20	1.20 Access to Academics	The Educational Services Division will continue to provide school site funding to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports.	\$2,704,187.00	Yes

Goal Analysis [2022-23]

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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen entire teaching and learning systems. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework that defines and aligns the mission, vision, values, and goals of HUSD. We have also identified teaching and learning priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs. Overall, implementation of the actions in Goal 1 has been successful. We are finding that these actions in place are leading us toward achieving our overarching goal.

Successes:

For the purpose of continued academic monitoring for students, an academic universal screener continues to be utilized three times a year to consistently screen all students to ensure the academic needs of students are being met (Action 2). In an effort to strengthen and expand our system of support for English Learners and increase their academic outcomes, additional personnel supports were added to school sites (Action 6). At the secondary schools, additional bilingual assistants were provided to improve access and support in the core curriculum. Bilingual assistants who work specifically with our long-term English learner population (LTEL) were added at middle and elementary school sites in order to mentor students, set goals, work with families, and improve language acquisition and reclassification rates. As part of a needs assessment, it was previously noted that our RFEP students were not attending college at high rates in spite of them being one of our highest performing groups in our district. At that time, an RFEP counselor was hired to address this need. However, throughout the few years that the RFEP counselor was serving this group of students, it became evident that an additional counselor was needed to adequately serve this student population. Therefore, one additional counselor was hired to specifically serve our students who have been reclassified as fluent English proficient (RFEP)(Action 8) and assist them in graduating college and career ready.

Another notable success this year is the development of the first dual language immersion program in our district. Two of our elementary schools, Kingston Elementary and Joshua Circle Elementary, have taken steps to start a dual language immersion program during the 2023-2024 school year. Both schools have worked closely with a dual language immersion committee to provide professional development and facilitate the collaboration between the two schools as they prepare to start the program. District and school staff visited dual language immersion schools outside our district to learn effective ways to implement the program. Each school will offer dual language immersion in one kindergarten class during the first year. Subsequently every year, the dual language immersion program will expand to the next grade level as this first cohort moves up a grade level until they reach sixth grade (Action 19).

The continued implementation of AVID programs at sites to increase college and career preparedness continues to contribute to the success of the school sites (Action 16/18). Student opportunities for college exploration through university field trip have resumed. Professional development opportunities that align AVID to our district vision of Deep Literacy through the 6 C's and Innovation were provided to classroom teachers across the district and several sites sent teams to the annual AVID Site Team Conference to continue their learning and revisit and refine their site plans.

Challenges: Across the state, there is a staffing shortage in education. The high number of vacancies, high attrition rate of teachers and staff, and increased number of newly hired teachers and staff have had an impact on the school year and ability to fully implement the actions of the LCAP. Due to the unavailability of guest teachers, many professional development plans had to be revised or postponed to next year. While HUSD utilized after-school opportunities as much as possible, this was not the preference of the staff due to the high levels of fatigue and burnout.

Additionally, HUSD is developing a reading support plan and anticipates increasing the number of instructional assistants (paraprofessionals) at the elementary school sites as an element of the reading support plan. Due to difficulties in hiring as well as needing to first provide professional development for primary grade teachers, these paraprofessionals were not hired this year. Another challenge this school year has been the high absenteeism of staff and students. Whether as an indication of the continued impact of COVID, a shift in attitude toward staying home when ill, or the natural disasters that have impacted California, the absenteeism results in diminished learning opportunities.

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.

In the 2022-23 LCAP Goal 1, Action 11 Universal Access for our early learners was budgeted with \$2,200,000.00 budgeted but due a large number of staff transferring positions and our inability to hire the estimated total spent is \$788,118.37. Additionally, in Goal 1, Action 20 Access to Academics was only able to expend \$1,461,934.76 of the \$2,083,130.00 budgeted due to the inability to get resources and fewer teachers able to participate in over-contracted activities.

An explanation of how effective the specific actions were in making progress toward the goal.

The 2022-23 school year in the Hesperia Unified School District came with more consistent teaching and learning across all grade levels. The implementation of the actions in Goal 1 was more consistent than last year. School sites focused on cycles of inquiry. Within the process, sites regularly collected data, analyzed data, and responded to the student's needs. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant learning gaps in student learning. Teachers were also finding the need to address a variety of social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers were unable to volunteer for any additional learning opportunities, including professional development and student tutoring.

College and Career Preparation

Actions 9, 10, 11, 13, 14, 16, and 18 focused on students being prepared for college and careers as they graduate from Hesperia Unified School District. Providing additional counselors in the areas of college and career and RFEP focus allowed counselors, AVID and AVID Excel strategies, and increased CTE pathway options led to improved outcomes in the areas of CTE completers and graduation rate.

Student Monitoring and Support

Actions 1, 2, 3, 4, 5, 6, 8, 12, and 15 focused on monitoring students' academic progress and providing supplemental support to meet the needs of students. The academic universal screener allows school sites to meet the immediate academic needs of students through interventions, supplemental programs and resources, technology, additional teachers and instructional coaches, and standards-based instructional materials. By providing these actions, the local data from iReady showed growth throughout the year.

Universal Access

Action 7 focuses on providing universal access to our students at preschool age. The Educational Services Division will continue to provide preschool available for students that qualify for low-income, English learners and foster youth. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups. In 2018-19 132 and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year.

Access to Technology

Action 17 provides devices and access to wifi for students' access to technology, contributing to academic proficiency by providing equity of access for our unduplicated populations. This action will continue to be measured by local data from the iReady assessment and CAASPP scores in the future.

Dual Language Immersion

Action 19 will support the implementation of effective Dual Language Immersion programs and provide standards-based instructional materials and resources, ensuring adequate professional development for staff and necessary supplemental materials. This action will lead to improved outcomes in the areas of ELA and Math iReady assessment and ELA and Math CAASPP assessment.

Access to Academics

Action 20 will continue to support school site funding to implement approved supplemental programs, services, and related supplies. Academic success and school connectedness will be gained through additional staff support, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, and HUSD Student at Work program to name a few. This action will lead to improved outcomes in the areas of ELA and Math iReady assessment and ELA and Math CAASPP assessment.

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.

As shared in the educational partner engagement section, providing a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career is a priority. With this feedback in place, the below changes were integrated into Gaola 1.

- 1.9 added clarity on what professional development could include
- 1.14 updated the action to meet the specific needs of our foster youth based on the graduation rate metric
- 1.16 added clarity around funding allotment
- 1.20 removed a redundant portion that was already listed in 1.10

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
2	Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

An explanation of why the LEA has developed this goal.

Student connectedness to the school community, access to extracurricular activities, and healthy school culture and climate demonstrated higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional wellbeing. This was extremely evident during the pandemic. The District recognizes the need to support the whole child, especially following school closures. Social and emotional support will be provided. Social and emotional support will be provided first and foremost within the classroom, with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, social workers, and outside agencies. Due to an increase in chronic absenteeism and an anticipated rise in suspension and expulsion rates, the LEA will provide support for underperforming students using a multitiered system model. SEL strategies will help our teachers support students with prevention strategies rather than reacting to discipline concerns. The District has begun collecting data providing professional development in SEL to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with suspensions and expulsion, truancy, violence, bullying, and students dropping out of school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair measured by Facility Inspection Tool (FIT)(State Indicator; Priority 1; Basic Services)	100% of school sites are compliant	100% of school sites are compliant	100% of school sites are compliant		100% of school sites are compliant
Student Attendance Rate(State Indicator;	94.68% ADA	2020-21: 88.84%	2021-22: 88.78%		97% ADA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5; Pupil Engagement)					
Site and District student/parent surveys safety and connectedness (State Indicator; Priority 6; School Climate)	0	100% of schools engaged in a survey with their community.	100% of schools engaged in a survey with their community.		100% of students and parents report feeling safe
Chronic Absenteeism Rate (State Indicator; Priority 5; Pupil Engagement)	2018-19: 12.4%	2020-21: 34.5%	2021-22: 47%		Less than 5%
Physical Fitness Test (State Indicator; Priority 8; Other Pupil Outcomes)	2019-20 suspended due to COVID-19 2018-19: 5th grade: 69.8% 7th grade: 82.4% 9th grade: 81.2%	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic	2021-22: 5th grade: 91%% 7th grade: 86% 9th grade: 90%		5th grade: 72% 7th grade: 85% 9th grade: 90%
Pupil Suspension Rate (State Indicator; Priority 6; School Climate) Sub Groups: Special Education, African American, FY, LI, EL	2019-20: 6.5% Subgroups: English learners 5.2%; foster youth 10.4%; socioeconomically disadvantaged 7%; students with disabilities 11.3%; African American 14.1%	2020-21: 0.1% Subgroups: English learners 0.1%; foster youth 0.4%; socioeconomically disadvantaged 0.1%; students with disabilities 0.1%; African American 0.1%	2021-22: 0.1% Subgroups: English learners 5.4%; foster youth 8.7%; socioeconomically disadvantaged 5.9%; students with disabilities 8.3%; African American 9.6%		5% Subgroups: English learners 3.7%; foster youth 7.4%; socioeconomically disadvantaged 5.5%; students with disabilities 8.3%; African American 11.1%
Pupil Expulsion Rate (State Indicator; Priority 6; School Climate) Sub Groups:	2019-20: 0.31% 2020-2021: 0.02%	2020-21: 0.02%	2021-22: All students: 0.3%, SWD: 0.1%, AA: 0.5%, FY: 0.7%, LI: 0.3%, EL:0.2%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Special Education, African American, FY, LI, EL					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student/Staff/Families Emotional Health	The Information Technology and Communication Division will partner with Care Solace to provide students, staff, and families with mental health services. The Care Solace online resource provides a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services.	\$241,320.00	No
2.2	Foster Youth Supports	The Student Services Department will continue to employ 4 Social Workers and 1 foster youth liaison to assist foster youth and their families with social issues and challenges impacting education. The LEA foster youth liaison and Social Workers will provide information and resources and hold foster youth family meetings to provide information and support to foster youth families. This action is principally directed for students qualifying as foster youth and will be measured by the attendance and suspension metric.	\$932,035.00	Yes
2.3	Student Support and Access	The Educational Services Division and Student Services Department will continue to provide personnel to provide a student-centered environment and access to culturally responsive libraries during and beyond the school day, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. A culturally responsive library available during and beyond the school day will enable our student groups to access library and technology resources, mainly where services are	\$4,988,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		limited. 12 Campus assistants, 24 library media specialists, and 24 technology support technicians will provide these support services.		
2.4	Transportation	The Fiscal Services Division will provide transportation principally directed for our students identified as English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement.	\$5,600,772.00	Yes
2.5	2.5 Alternative Setting	The Educational Services division will provide alternative settings principally directed to meet the needs of our English learners, foster youth, and low-income students. These settings include low student-to-staff ratios to support unduplicated students struggling in traditional school settings. The intensive supports are intended to accelerate learning and assist the students in successfully transitioning back to the traditional school settings.	\$1,159,581.00	Yes
2.6	2.6 Tiered Supports	The Educational Services Division will continue to employ a coordinator and psychologist to work with sites in implementing Tier 1, Tier 2, and Tier 3 academic and behavioral systems of supports principally directed for our English learners, foster youth, and low-income student groups. The coordinator and psychologist will increase staff capacity to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This will be measured by monitoring students' academic performance, universal screener results, behavior, and attendance.	\$4,989,619.82	Yes
2.7	2.7 Student Engagement	The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, Festival of the	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Arts, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by behavior and attendance.		
2.8	2.8 Outreach	The District will work with the HUSD Police Department in creating and implementing protocols to support the school sites to support safety within the District. School Police will continue to conduct outreach opportunities, especially building relationships with unduplicated students that may not have previously had a positive experience with law enforcement throughout the school year to build and maintain relationships with students and staff at all 25 school sites. These relationships will continue to decrease behaviors that interfere with student success and build positive relationships with the students and the officers through positive intervention supports and attendance recognitions.	\$2,634,269.00	No
2.9	2.9 Psychologist	The Educational Services Department will continue to employ additional 9 psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social and emotional support, and progress toward graduation/college and career.	\$1,602,162.00	Yes
2.10	2.10 Counselors	The Educational Services Department will continue to employ additional 16 counselors to provide layered academic and social-emotional supports principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college and career.	\$6,099,801.00	Yes
2.11	2.11 Behavior Interventions	The Educational Services Department will continue to employ three Board Certified Behavior Analysts and increase services by hiring six	\$892,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavior intervention specialists to help teachers provide behavior supports, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning and reduce suspensions and chronic absenteeism.		

Goal Analysis [2022-23]

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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen entire student well-being systems. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of HUSD. We have also identified student well-being priorities, which include cycles of inquiry and an integrated multi-tiered system of support in order to respond quickly and effectively to each student's needs.

Successes:

The Educational Services team designed and implemented iMTSS modules with the purpose of building capacity in school site leaders around creating an integrated multi-tiered system of support at each site. The modules included a shared understanding of building a positive climate and culture, effective professional learning communities, foundational tier 1 practices, and building a robust intervention system. The addition of elementary counselors and board-certified behavior analysts (BCBAs) was added as a system of support that allowed for the prioritization of student well-being. Care Solace continues to serve staff and students in connecting families to mental health resources in our community.

Annually, HUSD organizes and hosts a conference specifically designed to address the needs of our foster youth. The Believe Conference focuses on building community and connections and providing resources for the students. It includes various keynote speakers and role models who provide motivation and guidance to students by sharing their own life experiences. It also brings in community organizations and resources to support our foster youth. This year was our second year of offering this opportunity to our students and it has garnered significant positive feedback from everyone who has attended.

Challenges:

Across the state, there is a staffing shortage in education. The high number of vacancies, high attrition rate of teachers and staff, and increased number of newly hired teachers and staff have had an impact on the school year and ability to fully implement the actions of the LCAP. Behavior and the impacts of trauma have heightened the need for behavior support. HUSD is expanding the behavior support plan

and anticipated increasing the staffing in support of this plan to include Behavior Intervention Specialists. Due to difficulties in hiring, these paraprofessionals were not hired this year.

Another challenge this school year has been the high absenteeism of staff and students. Whether as an indication of the continued impact of COVID, a shift in attitude toward staying home when ill, or the natural disasters that have impacted California, absenteeism results in diminished learning opportunities.

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.

In the LCAP Goal 2, Action 2, Foster Youth Supports could only expend \$236,144.82.00 of the \$838,115.00 budgeted due to the inability to hire qualified personnel.

Goal 2, Action 3 Student Support and Access originally had \$4,467,459.00 budgeted, but due to difficulties retaining staff and hiring qualified staff \$3,533,567.71 was able to be spent.

An explanation of how effective the specific actions were in making progress toward the goal.

The 2022-23 school year continues to show challenges in chronic absenteeism, behavior, and social-emotional learning year for Hesperia Unified School District. It was difficult to have consistent teaching and learning across all grade levels due to the continued problems with the attendance of students, teachers, and staff. With this interruption in the educational process, implementing the actions in Goal 2 was inconsistent. While additional social-emotional programs were available, it was difficult to get students to attend school consistently throughout the school year. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant needs of students. Teachers were also finding the need to address various social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers could not volunteer for additional learning opportunities, including professional development and student tutoring.

Hesperia Unified School District encourages connectedness to the school community, access to extracurricular activities, and healthy school culture and climate to result in higher academic achievement. The addition of student support continues to be a priority for the district. Additional site personnel was added throughout the district. This measurement is not an accurate tell of the school climate because the students were on distance learning during this time. Baseline scores were established in the 2018-2019 school year using Dashboard data. These results, which compared Fall of 2020 to Fall of 2021, did show a decline in student suspension and expulsion and a decrease in attendance which was expected due to difficulties encountered during distance learning. Additional support in supplemental personnel (Action 3 and 10) has an increased budget for 2022-23 to provide additional opportunities to address student wellbeing and ability to access their academic achievement.

Student Health and Wellness

Actions 1, 3, 6, 8, 9,10, and 11 utilize the health and wellness universal screener to support student needs in a timely manner. Through the results of the universal screener, specific supports will be available to students through an integrated Multi-Tiered System of Supports (iMTSS) structure. The support and resources were provided by technology resources, library services, campus assistance, psychologists, counselors, behavior intervention specialists, and school police. This action showed improved outcomes on suspension, expulsion, and attendance.

Foster Youth Supports

Action 2 focuses on the work of the social worker and interns in meeting the needs of the students qualifying as foster youth in the district. The social worker and interns provided information and resources and collaborated with foster youth families. This action demonstrated improved services for foster youth students. During the 2020-21 school year, data showed an increase in chronic absenteeism and a decrease in suspension and expulsion. This data is unique to the year due to the pandemic as mentioned above.

Alternative Settings and Activities

Action 5 and 7 support alternative settings to support students struggling in traditional school settings and activities on school sites to promote connectedness and engagement. Students were able to complete their intensive support to accelerate learning and return to traditional school settings. This action improved outcomes for students' attendance and chronic absenteeism rates.

Transportation

Action 4 provided transportation for students to school and home from school. During the 2020-21 school year, transportation was provided to small groups of students attending school during the times when cohorts of students were invited to in-person learning. Transportation decreases chronic absenteeism and increases attendance rates.

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.

Action 11: Increase the reach of the behavior supports systems and staff learning by adding additional behavior support staff

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	Involve our parents, families, and community members as direct partners in the education of all students

An explanation of why the LEA has developed this goal.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the district's mission, vision, values, and goals within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. The focus on community engagement continues to be a priority for the district.

Educational partners indicate a need to increase parent and guardian education and engagement opportunities, access to community resources, services, and programs for families, and increased communication. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in classes offered through the HUSD and site Family Resource Centers Local Indicator: Parent Involvement Priority #3	No data	2021-22: 76 Classes offered	2022-23: 71 Classes offered		75 classes
Efforts the school district makes to seek parent input in making	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District:	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District:	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District:		School site and district offer the following

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decisions for the school district and each school site, including unduplicated pupils and individuals with exceptional needs. Local Indicator: Parent Involvement Priority #3	DAC(4), DELAC (4), Foster Youth Mtg	DAC(4), DELAC (4), Foster Youth Mtg	DAC(4), DELAC (4), Foster Youth Mtg		meetings to all parent groups 4 times a year

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Parent Education and Resources	The Educational Services Division will provide parent training, learning opportunities, workshops, and related supplies through the district Family Resource Center and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more engaged in student learning and in providing input into school decision-making, leading to improved student outcomes.	\$25,000.00	Yes
3.2	3.2 Parent Communication	The Educational Services Division will provide resources dedicated to the improvement of translation services for parents and guardians for our students qualifying as English learners. Translation services are to be used to ensure equitable language access and to support student learning and improved outcomes for our unduplicated students and families. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth for our unduplicated student groups. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data.	\$355,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	3.3 Family Resource Centers	The Educational Services Division will increase collaboration opportunities between the district parent liaison and site parent liaisons by adding 24 parent community liaisons principally directed for our parents of English learners, low-income, and foster youth student groups. The purpose is to develop the site and district-wide parent engagement plans, which will lead to improved student outcomes and increased parent involvement.	\$1,582,970.00	Yes
3.4	3.4 Resource Center Computer Learning Specialist	The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. This will be measured by participation in classes offered through the Family Resource Center and parent surveys.	\$35,422.00	Yes
3.5	3.5 Community Outreach	The Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences, for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. This action is principally directed for our low-income, foster youth, and English learners and will be measured by the number of such events held each year.	\$10,000.00	Yes

Goal Analysis [2022-23]

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.

Hesperia Unified School District (HUSD) recognizes the need to strengthen the entire community engagement system. HUSD has been working collaboratively through the District Leadership Team, School Leadership Teams, and the district educational partnership committees to create a Coherent Instructional Framework to define and align the mission, vision, values, and goals of the district within an Integrated Multi-Tiered System of Support. HUSD continues to encourage a strong connection between school and home. The focus on community engagement continues to be a priority for the district.

Successes: Resources dedicated to improving translation services for parents and guardians continued this year. Translation services were utilized to ensure equitable language access and to support student learners by improving outcomes for our students and families (Goal 3, Action 2). Additionally, parent training, learning opportunities, and workshops continued with opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making (Goal 3, Action 6). Parent Community Liaisons collaborate regularly and have received coaching on increasing parent engagement at their respective schools.

Challenges: Staff shortages have impacted the ability to fully implement training and community connection opportunities across the district. In addition, since we do not currently have Parent Community Liaisons at every school site Goal 3, Action 3, it has been difficult to establish a strong parent engagement framework district-wide.

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

Action 1 Parent Education and Resources originally had \$25,000.00 budgeted but due to difficulty with getting resources and materials as well as engaging families, only approximately \$4,498.58 was able to be spent.

An explanation of how effective the specific actions were in making progress toward the goal.

Metrics identified in Goal 3 include metrics that measure parent and community engagement. HUSD continues to focus on strengthening the connection between school and home.

Family Engagement and Resources

Actions 1, 3, 4, and 5 support our families at both the Family Resource Center and site-level Parent Community Liaisons to provide support and resources. The Family Resource Center and school sites provide workshops, parent training, and learning opportunities for the community. The actions listed allow the district to increase the metrics of engaging our educational partners.

Parent Communication

Action 2 provides resources dedicated to translation services for parents and guardians. Three translators/interpreters are utilized regularly to translate parent and guardian meetings, community workshops, and educational partner meetings. This action contributes to family engagement survey results allowing for parents and guardians who are multilingual to have translation services.

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.

As shared in the educational partner engagement section, involving our parents, families, and community members as direct partners in the education of all students. With this feedback in place, the below changes were integrated into Goal 3.

Revisions:
In an effort to be more transparent with our educational partners, specificity was added to the description of Action 1, and more details on the metrics of Action 2.

Goal 3, Action 4: combined actions 4 and action 2 to support the common focus of engaging our families

All actions are included as previously, except for the combining of actions 2 and 4 into a single action.

Based on the previous noted revisions, previous action 3.6 is now 3.5.

Added:

2. Based on educational partner feedback, Goal 3, Action 3: 24 parent community liaisons will be added, one at each site

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$51,113,656	\$5,315,840

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
21.88%	12.33%	\$26,964,394.75	34.21%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- Goal 1, Action 2: Student Progress Monitoring
- Goal 1, Action 12: Academic Supports
- Goal 1, Action 17: Access to Technology

Needs, Conditions, and Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access in academic areas. The 2021-22 district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our Low-Income (25.2 %CAASPP/ 25% iReady) English learners (10.26% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The 2021-22 district data identified that Math achievement scores indicate that all students score 15.46% on CAASPP. Additionally, on our 2022-23 local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our Low- Income (12.47

%CAASPP/ 21% iReady) English learners (6.03% CAASPP/ 11% iReady) were achieving far below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will continue to provide an academic universal screener to regularly monitor and support standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments (Goal 1, Action 2). The Educational Services Division will provide academic support, tests (PSAT 8/9, AP), remediation; field trips; transportation; athletics, and extracurricular programs principally directed for our English learners, foster youth, and low-income student groups. The supplemental academic supports will increase student proficiency in academic standards as well as school engagement and connectedness (Goal 1, Action 12). The Information Technology and Communication Division will provide devices and opportunities for wifi access to our English learners, foster youth, and low-income student groups as needed. Access to technology will contribute to academic proficiency by providing equity of access for our unduplicated populations. (Goal 1, Action 17).

Research: There is cause for renewed optimism about technology use in education. Compounding evidence suggests that large gains in student achievement are possible when digital tools are leveraged to enhance highly reliable instructional and learning strategies. The author's investigation efforts aim to develop a more precise language and set of ideas to discuss, enact, and evaluate high-impact uses of digital tools in education. In order to meaningfully consider effective pedagogical methods, one must take into consideration the larger context in which learning environments exist. The digital age has arguably given rise to drastic changes in the way we live, learn, and work. A learner entering K-12 education systems in the digital age will arguably need to gain more knowledge and master more skills than any previous generation in order to navigate the growing complexities of life and work in the digital age (Magana, 2019).

Continuance: LEA has determined to continue supporting improved academic achievement outcomes for our unduplicated student groups with the above actions. Our unduplicated student population has not shown growth in academic achievement based on CAASPP but has shown a small growth on our 2022-23 local iReady assessment data. The LEA will continue implementing the strategies that have shown growth this year and expect more growth next year with more consistent implementation.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects these actions to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

College and Career Preparation

Goal 1, Action 13: College and Career Preparation

Goal 1, Action 16: College and Career Preparation: Course Access

Goal 1, Action 18: AVID

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to college and career preparation based on previous data showing our students prepared at 56%. The CCI district data was not reported for the 2022 school year. While we don't have the percent prepared number, we do have the number of CTE completers for the 2021-22 school year. 2021-22: 403 completers up from 2020-21: 317. More specifically, students that qualify for low-income held a completion rate of 336, English learner 58, and foster youth 2.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will continue to provide College and Career Readiness Counselors principally directed for our English learners, low-income, and foster youth to oversee the college and career resource center, support Dual Enrollment, help create new Career Technical Education (CTE) pathways, and develop internships, work with unduplicated student groups on transition plans for careers/college, work as a liaison with colleges and employers, etc. (Goal 1, Action 13). The District Social Worker will work with counselors and Foster Youth to apply for scholarships and college admission (Goal 1, Action 14). The District will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups. An increase in college and career readiness will be measured by the College and Career Readiness Indicators (Goal 1, Action 16). The Educational Services Division will continue to implement and support the AVID and AVID Excel programs at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by the College and Career Readiness Indicators (Goal 1, Action 18).

Research: According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality

career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied

depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. The LEA will continue with the strategies that have shown growth data with our CTE growth and wait for CCI data to be released. In place of the CCI data, an additional data point the LEA utilized was the CTE Completers data noting an increase in the overall CTE completers from 317 to 403 students. More specifically, our English Learner population increased from 53 to 58 students.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the College and Career Indicator percentage prepared. The District will monitor the progress for the effectiveness of these actions towards increasing the unduplicated student groups showing CCI percent prepared.

Student Academic Support

Goal 1, Action 3: Instructional Support: Certificated

Goal 1, Action 4: Instructional Support: Classified

Goal 1, Action 9: Professional Development

Goal 1, Action 10: Intervention/ Enrichment/ Acceleration

Goal 1, Action 20: Access to Academics

Needs, Conditions, and Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access in academic areas. The 2021-22 district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our Low-Income (25.2 %CAASPP/ 25% iReady) English learners (10.26% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The 2021-22

district data identified that Math achievement scores indicate that all students score 15.46% on CAASPP. Additionally, on our 2022-23 local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our Low- Income (12.47 %CAASPP/ 21% iReady) English learners (6.03% CAASPP/ 11% iReady) were achieving far below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Personnel Services Division will maintain adequate staffing to reduce class sizes and provide academic coaches in support of student learning. The reduction of class sizes will increase opportunities for unduplicated students to engage in the curriculum and expand access to the understanding of essential learning. Academic coaching will be utilized to promote innovative teaching practices, ensure equity, and increase student achievement (Goal 1, Action 3). The Personnel Services Division will provide paraprofessionals principally directed to support unduplicated students in core academic achievement. 15 paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction (Goal 1, Action 4). The Educational Services Division will provide all teachers, support staff, and administrators with professional development as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. (Goal 1, Action 9). Additional learning opportunities include summer school programs, tutoring, and intervention to address graduation and UC/CSU a-g credit and learning recovery opportunities for schools and students (Goal 1, Action 10). The District will continue to provide school site funding. The use of the site funds is monitored with an outlined process based on the alignment of the LCAP and site plans. Prior approval for expenditures outline of the expenditure showing it is principally directed to low-income, English learner, and foster youth student populations. Site plans are available for review at www.hesperiausd.org. The funds will be utilized to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports (Goal 1, Action 20).

Research: In order to generate meaningful impacts, early learning experiences need to be rich and engaging. Implementing a high-quality preschool program well—offering compensation and support that attract and retain a highly qualified workforce; a program day that provides adequate, productive learning time and activities; and child assessments used to individualize learning—is complex and often expensive (Meloy, Gardner, Darling-Hammond, 2019). Evaluations of contemporary early learning initiatives consistently find that many large-scale programs benefit children's early academic skills in reading and math. Furthermore, these positive effects on children's school readiness have been observed in both targeted and universal programs, demonstrating benefits for children across the socioeconomic spectrum. The research supported the idea that there are, in fact, multiple benefits associated with early intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. HUSD did experience small growth in our local data of iReady at 27% of students are scoring on or above grade level in ELA and 23% in math. The LEA will continue with the strategies that have shown growth in previous years to allow for them to show growth again the 23.24 school year. An additional data point collected was from our educational partner surveys. The survey collected 1,291 responses. Our educational partners communicated a strong interest in continuing and increasing academic support.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The District will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

Goal 1, Action 11: Universal Access

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access in academic areas. The 2021-22 district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our Low-Income (25.2 %CAASPP/ 25% iReady) English learners (10.26% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The 2021-22 district data identified that Math achievement scores indicate that all students score 15.46% on CAASPP. Additionally, on our 2022-23 local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our Low- Income (12.47 %CAASPP/ 21% iReady) English learners (6.03% CAASPP/ 11% iReady) were achieving far below the achievement of "all" students for this indicator. Additionally, all students in first grade grew 8% from 25% in 2021-22 to 33% currently in ELA, and first grade grew 12% from 20% in 2021-22 to 32% currently in Math of students are scoring on or above grade level based iReady data. In comparison, the data showed that our Low-Income (29% ELA iReady/20% Math iReady) and English learners (19% ELA iReady/12% Math iReady) were achieving below the achievement of "all" first-grade students for this indicator but still making growth. Additionally, Kindergarten students have a baseline of 85% of students meeting academic standards based on the local assessment ESGI.

The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups. In 2018-19 132, and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will continue to provide early learning opportunities available for students that qualify for low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. The local data from iReady and ESGI will measure this action

Research: Robert Carr from Stanford School of Public Policy (2021) found the benefits of ECE may be more likely to persist in a policy context in which educational systems promote the alignment of content standards, curriculum, and classroom quality across the preschool and elementary school. Such alignment will require cooperation and collaboration between ECE programs (Head Start, state-funded pre-K, Title I preschool, and other community-based providers) and local education agencies, as well as state and federal policies, to incentivize this work.

Continuance: The continuation of this action was determined to be effective by the District, and we will continue to monitor the expected outcomes below to determine the effectiveness of this action moving forward in supporting improved achievement outcomes for our unduplicated student groups. In 2019-20, 136 and in 2021-22, 135 of our early learners continued on to attend transitional kindergarten or kindergarten in the Hesperia Unified School District the following year. Through vertical alignment on site with the teachers of PK, TK, K, and 1st, the success, challenges, and next steps for implementation are outlined for implementation. Common assessment language in PK (DRDP), K (ESGI), and 1st grade with iReady allow for data monitoring. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the ELA and Math iReady assessment gathered for our unduplicated populations. The District will monitor the progress towards ELA and math proficiency as measured by iReady for our first-grade population specifically.

Goal 1, Action 19: Dual Language Immersion

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access in academic areas. The 2021-22 district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our Low-Income (25.2 %CAASPP/ 25% iReady)

English learners (10.26% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The 2021-22 district data identified that Math achievement scores indicate that all students score 15.46% on CAASPP. Additionally, on our 2022-23 local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our Low- Income (12.47 %CAASPP/ 21% iReady) English learners (6.03% CAASPP/ 11% iReady) were achieving far below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, ensure adequate professional development for staff and purchase necessary supplemental materials. (Goal 1, Action 19).

Research: Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain the grade-level academic ability, well-developed language and literacy skills in two languages,

and cross-cultural competence. Dual-language immersion schools, which provide native English speakers and English learners (ELs) with general academic instruction in two languages from kindergarten onward, have shown recent and rapid proliferation in the United States (Steele et al., 2017).

Continuance: The Dual Language Immersion (DLI) action is a new action to the 2022.23 LCAP. Throughout the year, the district supported teams in attending professional learning, visiting established and successful DLI school sites and prepared to open two sites with DLI pathways in the 2023-24 school year.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

Educational Supports and Access

Goal 2, Action 3: Student Support and Access

Goal 2, Action 4: Transportation

Goal 2, Action 7: Student Engagement

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our unduplicated student groups, it was determined that there was a need to increase support for our unduplicated students with additional student engagement in academics. The district data identified that chronic absenteeism data indicates that all students are 47% chronically absent. In comparison, the data showed that our low-income (49.6%), English learners (42.7%), and foster youth (42.4%) were chronically absent. However, English learners and foster youth have lower chronic absenteeism rates than all students our largest group of low-income continues to be higher than all students. The chronic absenteeism rates rose from the previous year. We contribute the increase in this data point due to the number of students required to stay home due to illness. Also, the district data identified that suspension and expulsion data indicate that all students are 5.4% suspension rate and 0.3% expulsion rate. In comparison, the data showed that our low-income (5.9% and 0.1%), English learners (5.4% and 0.2%), and foster youth (8.7% and 0.7%) were suspended and expelled. Foster youth is suspended and expelled at a higher rate. Last year's data represented a time students were on distance learning, which caused the low suspension and expulsion rates. In previous years, 2019-20, suspension and expulsion rates showed all students at 6.5% and 0.2%. In comparison, the data showed that our low-income (7% and 0.3%), English learners (5.2% and 0.2%), and foster youth (10.4% and 0.4%) were suspended and expelled. From the 2019-20 school year, we have decreased suspensions and expulsions in all areas.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division and Student Services Department will continue to provide support staff focusing on social-emotional learning and access to media-rich libraries during and beyond what is provided in the classroom. A media-rich library available during and beyond the school day will enable our student groups to access library and technology resources, in particular where services are limited. Campus assistants, library media specialists, and technology support technicians will provide these support services (Goal 1, Action 3). The Personnel Services Division will provide paraprofessionals principally directed to support unduplicated students in core academic achievement. Paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction (Goal 2, Action 3). The Fiscal Services Division will provide transportation to increase overall attendance rates and student engagement (Goal 2, Action 4). The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, Festival of the Arts, and student clubs measured by behavior and attendance (Goal 2, Action 7).

Research: Effective school library programs close student performance gaps and increase post-secondary readiness, including increasing graduation rates and providing comprehensive instructional support across all grade levels and content areas with a focus on sustained improvement in student achievement. Besides allowing students a safe space to get to know each other and build stronger bonds, a school bus is one of the safest ways for a student to travel. Having access to a school bus allows parents to save time and money. Learning involves far more than merely acquiring inert knowledge in algebra or chemistry. Such a narrow focus gives short shrift to the ways that children need to grow and learn in their relationships, identity, emotional understanding, and overall well-being.

Continuance: LEA has determined to continue with the above actions in supporting improved chronic absenteeism outcomes for our unduplicated student groups. The LEA will continue implementing the strategies that have led to a decline in chronic absenteeism in previous years to allow them to show positive results as full implementation occurs over the next school year, especially as COVID has disrupted many data trends. As we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to decrease chronic absenteeism rates, which are gathered for our unduplicated populations. The district will monitor the progress toward reducing chronic absenteeism rates as reported on the California dashboard.

Goal 2, Action 5: Alternative Setting

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our unduplicated student groups, it was determined that there was a need to increase support for our unduplicated students with additional student health and wellness support to allow opportunities to access academic achievement successfully. The district data identified that suspension and expulsion data indicate that all students are 5.4% suspension rate and 0.3% expulsion rate. In comparison, the data showed that our low-income (5.9% and 0.1%), English learners (5.4% and 0.2%), and foster youth (8.7% and 0.7%) were suspended and expelled. Foster youth is suspended and expelled at a higher rate. Last year's data represented a time students were on distance learning, which caused the low suspension and expulsion rates. From the 2019-20 school year, we have decreased suspensions and expulsions in all areas, although there is still a slightly higher suspension rate for low-income and foster youth.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services division will provide alternative settings principally directed to meet the needs of our English learners, foster youth, and low-income students. These settings include low student-to-staff ratios to support unduplicated students struggling in traditional school settings. The intensive support is intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings (Goal 2, Action 5).

Research: Every student is unique in terms of educational background, learning ability, and interest in school. Two students from the same class, when given the same test, can achieve very different scores because academic achievement is determined by more than just the curriculum. A child's performance in school is affected by in-school factors such as the teacher's education level, availability of resources, and curriculum. But it is also affected by other factors such as the student's socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn't provide the typical educational experience. Another way to think of an alternative

school is that it is designed to educate students who haven't been successful in regular schools, often due to behavioral issues (Barrington, 2022).

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic outcomes for our unduplicated student groups. The LEA will continue with the implementation of the strategies that have shown a decline in suspensions and expulsion data in previous years to allow for them to show improved results as full implementation occurs over the next school year. The data comparison between 2019-20 of 6.5% and 2021-22 5.4% shows decreased suspensions and expulsion rates.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in decreased suspension and expulsion rates which are gathered for our unduplicated populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Goal 2, Action 6: Tiered Supports

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access in student health and wellness support to allow opportunities to access academic achievement successfully. The 2021-22 district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our Low-Income (25.2 %CAASPP/ 25% iReady) English learners (10.26% CAASPP/ 10% iReady) foster youth (15.46% CAASPP) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 15.46% on CAASPP. Additionally, on our most recent local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our Low- Income (12.47 %CAASPP/ 21% iReady) English learners (6.03% CAASPP/ 11% iReady) foster youth (6.18% CAASPP) were achieving far below the achievement of "all" students for this indicator. The district data identified that suspension and expulsion data indicate that all students are 5.4% suspension rate and 0.3% expulsion rate. In comparison, the data showed that our low-income (5.9% and 0.1%), English learners (5.4% and 0.2%), and foster youth (8.7% and 0.7%) were suspended and expelled. Foster youth is suspended and expelled at a higher rate. Last year's data represented a time students were on distance learning, which caused the low suspension and expulsion rates. In previous years, 2019-20, suspension and expulsion rates showed all students at 6.5% and 0.2%. In comparison, the data showed that our low-income (7% and 0.3%), English learners (5.2% and 0.2%), and foster youth (10.4% and 0.4%) were suspended and expelled. From the 2019-20 school year, we have decreased suspensions and expulsions in all areas.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services department will continue to employ a coordinator and psychologist to work with sites in implementing Tier 1, Tier 2, and Tier 3 academic and behavioral systems of supports principally directed for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This will be measured by monitoring students' academic performance, universal screener results, behavior, and attendance (Goal 2, Action 6).

Research: Schools that use the MTSS framework have shown ongoing improvements in students' academic performance. Studies also show expulsions, behavior referrals, and suspensions have decreased. MTSS is designed to help every student succeed and for every teacher to know how to help their students.

Continuance: LEA has determined to continue with the above actions in supporting improved academic, social and behavioral outcomes for our unduplicated student groups. The LEA will continue with the implementation of the strategies that have shown growth in all HUSD data points. Suspension data continues to move in a downward trend from 6.5% in 2018-19 to 5.4% in 2021-22. Academically we are beginning to see an increase in our 2022-23 local data, 27% of students are scoring on or above grade level based on local data from ELA iReady.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC. The district also expects this to result in decreased suspension and expulsion rates gathered for our unduplicated populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Student Health and Wellness

Goal 2, Action 9: Psychologist

Goal 2, Action 10: Counselors

Goal 2, Action 11: Behavior Interventions

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our low-income and foster youth student groups, it was determined that there was a need to increase support for our low-income and foster youth students with additional student health and wellness support to allow opportunities to access academic achievement successfully. The district data identified that suspension and expulsion data indicate that all

students are 5.4% suspension rate and 0.3% expulsion rate. In comparison, the data showed that our low-income (5.9% and 0.1%) and foster youth (8.7% and 0.7%) were suspended and expelled. Foster youth is suspended and expelled at a higher rate. Last year's data represented a time students were on distance learning, which caused the low suspension and expulsion rates. Locally we monitor the number of referrals to push in student support through our Board Certified Behavior Analysts. 413 consultations have been conducted, showing the continued need for additional support.

Action(s): To address this achievement outcome disparity between low-income and foster youth and all student groups, the Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional supports to increase achievement, social, emotional supports, and progress toward graduation/college/career (Goal 2, Action 9). Also, continue to employ additional counselors to provide layered academic and social-emotional supports to increase achievement, social-emotional support, and progress toward graduation/college/career. (Goal 2, Action 10). The Educational Services department will continue to employ three Board Certified Behavior Analysts to help teachers provide behavior support that has been identified as a key lever in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning and reduce suspensions and chronic absenteeism (Goal 2, Action 11).

Research: According to Loyola Marymount University, school psychologists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments. According to The Education Trust (2019), school counselors provide critical social-emotional and academic support as part of a school support team. BCBA and Public Education: Rationale and Guidelines state that through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path to postsecondary success. Schools are faced with significant needs related to managing issues related to students who present with complex behavioral needs. BCBA's are specialists who are able to guide programs for managing challenging behaviors and complex instructional issues. Working within a team structure to promote socially positive and adaptive behaviors for students, BCBA's can augment the work done by school psychologists, guidance counselors, teachers, and other school professionals.

Continuance: LEA has determined to continue supporting improved academic outcomes for our low-income and foster youth student groups with the above actions. The LEA will continue implementing the strategies that have shown a decline in suspensions and expulsion data before distance learning. Distance learning has disrupted the data trends, but the actions have shown improved results in previous years. The LEA will continue to support the actions to allow them to show improved results as full implementation occurs over the next school year.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to decrease suspension and expulsion rates, which are gathered for our low-income and foster youth populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Educational Partner Engagement

Goal 3, Action 1: Parent Education and Resources

Goal 3, Action 2: Parent Communication

Goal 3, Action 4: Resource Center Computer Learning Specialist

Needs, Conditions, and Circumstances:

Efforts the school district makes to seek parent and guardian input in making decisions for the school district and each site is continued. The District continues to grow its family outreach through scheduled meetings to gain educational partner engagement. Previous disconnection to school sites has shown the increasing need for continued communication, resources, and support for our students identifying as low-income, English learners, and foster youth, as shown in educational partner input and data collected in the survey.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will provide parent training, learning opportunities, and workshops, including the use of technology through the district Family Resource Center and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making (Goal 3, Action 1). The Educational Services Division will provide resources dedicated to the improvement of translation services for parents and guardians for our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable language access for our unduplicated students and families. A professional learning plan for full-time and on-call interpreter-translator continues to support growth areas for our unduplicated student groups. (Goal 3, Action 2). The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms to support and monitor their students' progress. This will be measured by participation in classes offered through the Family Resource Center and parent surveys (Goal 3, Action 4).

Research: Education translation services and interpreting services to help students with limited English proficiency to progress academically, feel comfortable within the academic environment, and to communicate effectively while learning English. Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom.

Continuance: LEA has determined to continue with the actions listed above in supporting efforts the school district makes to see parent and guardian input in the decision making process with the school district. The district continues to grow its family outreach through scheduled

meetings and workshops. The educational partner surveys and meetings continue to show a need for increased parent engagement and communication, with 13% of the comments related to the topic.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in a continued increase in seeking parent and guardian input in making decisions for the school district and individual sites. We received 1291 survey responses from our families of which 85% strongly agreed or agreed with the districts work in keeping families informed and welcomed on campuses.

Educational Partner Outreach

Goal 3, Action 3: Family Resource Center

Goal 3, Action 5: Community Outreach

Needs, Conditions, and Circumstances:

Efforts the school district makes to seek parent and guardian input in making decisions for the school district and each individual site is continued. The District continues to grow its family outreach through scheduled meetings to gain educational partner engagement. The pandemic has shown the increasing need for continued communication, resources, and support for our students identifying as low-income, English learners, and foster youth, as shown in educational partner input and data collected in the survey.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the District will increase collaboration between the district parent liaison and site parent liaisons to develop the site and district-wide parent engagement plans and increase the number of parent community liaisons (Goal 3, Action 3). Through the lens of iMTSS and caring for the whole child, the Educational Services division is building a system of support and engagement for our community. The Educational Services Division will host outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. It will be measured by the number of such events held each year (Goal 3, Action 5).

Research: Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores, improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom. National Educational policies continued to emphasize the importance of establishing programs to involve families and practices to empower and engage families in the educational process (U.S. Department of Education [ED], 2010).

Continuance: The LEA has determined to continue with the actions listed above based on the data gathered. In the 2022-23 school year, 71 parent classes were offered for our community. HUSD is piloting Youth Truth Survey in an effort to find a more accurate way to measure engagement and connection with our community.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in a continued increase in seeking opportunities for parents' and guardians' input in the decision-making process for the school district and individual sites.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LEA-wide and schoolwide actions described in the section above, coupled with the limited actions described in this section, allow the district to effectively meet and exceed its percentage to increase or improve services of 36.77% quantitatively. The key actions listed in the previous section supported the unduplicated students through LEA-wide services that were determined to be both effective and principally directed to support improved outcomes for our unduplicated student groups. The actions listed below are targeted and specifically designed to increase and improve English Learners, Low-Income, and Foster Youth Services.

As described in the "Identified Need" section of the Plan Summary, our foster youth student group has significantly lower Career Technical Education completion numbers of students (foster youth – 2) compared to the (All students – 403), which is less than 1% of the students enrolled in Career Technical Education pathways. Feedback from foster youth students and their families has provided data that has determined foster youth students (and their families) are having feelings of disconnection from school. This aligns with specific educational partners' feedback that has requested intervention programs, emotional support, and Career Technical Education pathway offerings. To address this need, the district will continue services of one additional college and career counselor for each of our three high schools specifically dedicated to supporting our Foster Youth, students with a "College and Career" plan to monitor as part of their duties, will monitor Career Technical Education pathways completion for foster youth (Goal 1; Actions 14). This action is limited to foster youth students at the high school level.

We anticipate that the counselor support will increase enrollment and completion of CTE Pathways and overall engagement in school. The effectiveness of this action will be monitored by the Career Technical Education Pathways enrollment and completion rates.

Foster Youth Support

Goal 1, Action 14: College and Career Preparation: Foster Youth Supports

Goal 2, Action 2: Foster Youth Supports

Needs, Conditions, and Circumstances:

After assessing our foster youth student group's needs, conditions, and circumstances, it was determined that we needed to increase support for our foster youth students with additional access to college and career preparation. The district data identified by the graduation rate shows that all students 91.5% rate. In comparison, the graduation rate data showed that our foster youth (75%) were achieving below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the District Social Worker will work with counselors and foster youth to apply for scholarships and college admission (Goal 1, Action 14). The Student Services Department will continue to employ 4 social workers and 1 foster youth liaison to assist foster youth and other families with social issues and challenges impacting education. The LEA foster youth liaison and Social Workers will provide information on resources and hold foster youth family meetings to provide information and support to foster youth families (Goal 2, Action 2).

Research: According to a case study by Advance CTE Reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: LEA has determined to continue with the above actions in supporting improved academic achievement outcomes for our foster youth student groups. Due to the state not reporting the CCI indicator for percent prepared on the dashboard, the LEA will continue with the strategies that have shown growth in previous years to allow for them to show growth again. An additional data point the LEA utilized was the CTE Completers data noting an increase in the overall CTE completers from 317 to 403 students. More specifically, our foster youth population increased by 1 from 1 to 2 students.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the College and Career Indicator percentage prepared when it becomes available again. The District will monitor the progress for the effectiveness of these actions towards increasing the unduplicated student groups showing CCI percent prepared.

English Learner Support

Goal 1, Action 5: English Learner Academic Support: Supplemental Materials

Goal 1, Action 6: English Learner Academic Support: Personnel

Goal 1, Action 7: English Learner Academic Support: Professional Development
Goal 1, Action 8: English Learner Academic Support: College and Career Preparation

Needs, Conditions, and Circumstances:

As described in the "Identified Need" section above, our English learner group are achieving lower than the achievement of "all" students in state and local data like CAASPP and i-Ready diagnostics. The district data identified that ELA achievement scores indicate that all students are scoring 29.14% on CAASPP. Additionally, on our most recent local data and 27% of students are scoring on or above grade level based on local data from iReady. In comparison, the data showed that our English learners (10.26% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 15.46% on CAASPP. Additionally, our most recent local data of iReady showed 23% of students are scoring on or above grade level. In comparison, the data showed that our English learners (6.03% CAASPP/ 11% iReady) were achieving far below "all" students for this indicator. Discussions with our educational partners have pointed to the need to provide additional targeted language instruction and interventions for all English learners. In addition, our expectation is that every English learner improves at least one English language proficiency level each year as measured by the Summative ELPAC. Although the English Learner Progress Indicator (ELPI) has been temporarily suspended by the state, our internal data through i-Ready reading and math assessments.

Action(s):

To address this need, the district will hire nine bilingual instructional assistants focusing on our long-term ELs and six bilingual instructional assistants to provide direct services to ELs. To support the bilingual instructional assistants, the district will focus on providing ongoing professional development focused on sharing best practices to meet the needs of English learners, implementing effective ways to monitor EL student progress, conferencing, and setting goals with students. The LTEL bilingual instructional assistants will also provide families with information regarding the reclassification criteria and procedure to engage them as partners in their student's education. Instructional staff and administrators will engage in site-based discussions around EL students and their needs to determine the professional development and supplemental materials needed. The district will partner with school sites to support their efforts in providing professional development around designated and integrated ELD.

Research: In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom level (American Institute for Research, n.d.) According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment

within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: In order to continue to support our English learners after they reclassify, the district will hire two counselors that will focus on addressing the needs of our Reclassified Fluent English Proficient (RFEP) students. The LEA will continue with the implementation of the strategies that have shown growth in previous years to allow for them to show positive results as full implementation occurs over the next school year. An additional data point the LEA utilized is 45.4% of students are making progress toward English proficiency as measured by the state language proficiency test, ELPAC and 84 students reclassified. With data trends being disrupted due to distance learning, the district will continue to monitor these additional data points.

Expected Outcome(s): We anticipate that the additional support for our English learners will result in increased percentages of students improving their performance on the i-Ready and CAASPP assessments, which should also result in increased reclassification rates and performance on the Summative ELPAC.

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.

During the 2022-23 LCAP engagement process, educational partners expressed a need for additional academic (literacy, numeracy), behavior, and English Language development support at school sites with the highest unduplicated student population (Low income, English Learners, and Foster Youth). The Hesperia Unified School District received additional concentration grant funding to provide supplemental targeted direct service support to students within the district. HUSD will utilize these additional funds to hire and train additional paraprofessionals and counselors at our schools, which have an unduplicated student population of over 55%. This personnel will provide direct student support in grades Transitional Kindergarten through 12 to support the focus on academic, social-emotional, behavioral, and English language development.

The following goals and actions are connected to the additional concentration grant add-on funding.

Goal 1, Action 4: Instructional Support: Classified

Goal 1, Action 6: English Learner Academic Support: Personnel

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: 24.36	1: 24.17
Staff-to-student ratio of certificated staff providing direct services to students	1: 20.77	1: 18.81

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$81,253,651.82	\$2,634,269.00	\$2,500,000.00	\$241,320.00	\$86,629,240.82	\$65,589,279.00	\$21,039,961.82

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Access to Instructional Materials	All			\$2,500,000.00		\$2,500,000.00
1	1.2	1.2 Student Progress Monitoring	English Learners Foster Youth Low Income	\$163,000.00				\$163,000.00
1	1.3	1.3 Instructional Support: Certificate	English Learners Low Income	\$27,202,095.00				\$27,202,095.00
1	1.4	1.4 Instructional Support: Classified	English Learners Foster Youth Low Income	\$483,466.00				\$483,466.00
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	English Learners	\$1,000,000.00				\$1,000,000.00
1	1.6	1.6 English Learner Academic Support: Personnel	English Learners	\$2,327,574.00				\$2,327,574.00
1	1.7	1.7 English Learner Academic Support: Professional Development	English Learners	\$300,000.00				\$300,000.00
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	English Learners	\$319,723.00				\$319,723.00
1	1.9	1.9 Professional Development	English Learners Foster Youth Low Income	\$658,326.00				\$658,326.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	1.10 Intervention/Enrichment/Acceleration	English Learners Foster Youth Low Income	\$2,300,000.00				\$2,300,000.00
1	1.11	1.11 Universal Access	English Learners Foster Youth Low Income	\$2,200,000.00				\$2,200,000.00
1	1.12	1.12 Academic Supports	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
1	1.13	1.13 College & Career Preparation	English Learners Foster Youth Low Income	\$722,601.00				\$722,601.00
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Foster Youth	\$1,000,000.00				\$1,000,000.00
1	1.15	1.15 College and Career Preparation: Students with Special Needs	Students with Disabilities	\$0.00				\$0.00
1	1.16	1.16 College and Career Preparation: Course Access	English Learners Foster Youth Low Income	\$8,189,193.00				\$8,189,193.00
1	1.17	1.17 Access to Technology	English Learners Foster Youth Low Income	\$3,215,000.00				\$3,215,000.00
1	1.18	1.18 AVID	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.19	1.19 Dual Language Immersion	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
1	1.20	1.20 Access to Academics	English Learners Foster Youth	\$2,704,187.00				\$2,704,187.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.1	Student/Staff/Families Emotional Health	All				\$241,320.00	\$241,320.00
2	2.2	Foster Youth Supports	Foster Youth	\$932,035.00				\$932,035.00
2	2.3	Student Support and Access	English Learners Foster Youth Low Income	\$4,988,306.00				\$4,988,306.00
2	2.4	Transportation	English Learners Foster Youth Low Income	\$5,600,772.00				\$5,600,772.00
2	2.5	2.5 Alternative Setting	English Learners Foster Youth Low Income	\$1,159,581.00				\$1,159,581.00
2	2.6	2.6 Tiered Supports	English Learners Foster Youth Low Income	\$4,989,619.82				\$4,989,619.82
2	2.7	2.7 Student Engagement	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
2	2.8	2.8 Outreach	All		\$2,634,269.00			\$2,634,269.00
2	2.9	2.9 Psychologist	English Learners Foster Youth Low Income	\$1,602,162.00				\$1,602,162.00
2	2.10	2.10 Counselors	English Learners Foster Youth Low Income	\$6,099,801.00				\$6,099,801.00
2	2.11	2.11 Behavior Interventions	English Learners Foster Youth Low Income	\$892,333.00				\$892,333.00
3	3.1	3.1 Parent Education and Resources	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
3	3.2	3.2 Parent Communication	English Learners	\$355,485.00				\$355,485.00
3	3.3	3.3 Family Resource Centers	English Learners Foster Youth Low Income	\$1,582,970.00				\$1,582,970.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	3.4 Resource Center Computer Learning Specialist	English Learners Foster Youth Low Income	\$35,422.00				\$35,422.00
3	3.5	3.5 Community Outreach	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

2023-24 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
\$233,609,027	\$51,113,656	21.88%	12.33%	34.21%	\$81,253,651.82	0.00%	34.78 %	Total:	\$81,253,651.82
								LEA-wide Total:	\$64,443,993.82
								Limited Total:	\$6,234,817.00
								Schoolwide Total:	\$10,574,841.00

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	1.2	1.2 Student Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,000.00	
1	1.3	1.3 Instructional Support: Certificate	Yes	LEA-wide	English Learners Low Income	All Schools	\$27,202,095.00	
1	1.4	1.4 Instructional Support: Classified	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Not at Krystal, Mesquite Trails, and Oak Hills High School TK-12	\$483,466.00	
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000,000.00	
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,327,574.00	

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	1.7	1.7 English Learner Academic Support: Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$300,000.00	
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School 9th - 12th grades	\$319,723.00	
1	1.9	1.9 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$658,326.00	
1	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,300,000.00	
1	1.11	1.11 Universal Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Cottonwood, Hollyvale, Joshua Circle, Juniper, Mesa Grande, Oak Hills High School Preschool	\$2,200,000.00	
1	1.12	1.12 Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
1	1.13	1.13 College & Career Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hesperia High School, Oak Hills High School, and Sultana High School	\$722,601.00	
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,000,000.00	
1	1.16	1.16 College and Career Preparation: Course Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High Schools and Alternate Education High	\$8,189,193.00	

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 (%)
						Schools		
1	1.17	1.17 Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,215,000.00	
1	1.18	1.18 AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	\$20,000.00	
1	1.19	1.19 Dual Language Immersion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.20	1.20 Access to Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,704,187.00	
2	2.2	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$932,035.00	
2	2.3	Student Support and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,988,306.00	
2	2.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,600,772.00	
2	2.5	2.5 Alternative Setting	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	\$1,159,581.00	
2	2.6	2.6 Tiered Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,989,619.82	
2	2.7	2.7 Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.9	2.9 Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,602,162.00	
2	2.10	2.10 Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,099,801.00	

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 (%)
2	2.11	2.11 Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$892,333.00	
3	3.1	3.1 Parent Education and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.2	3.2 Parent Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$355,485.00	
3	3.3	3.3 Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,582,970.00	
3	3.4	3.4 Resource Center Computer Learning Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,422.00	
3	3.5	3.5 Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$82,587,662.00	\$48,372,053.94

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	1.1 Access to Instructional Materials	No	\$2,500,000.00	0
1	1.2	1.2 Student Progress Monitoring	Yes	\$147,000.00	0
1	1.3	1.3 Instructional Support: Certificate	Yes	\$26,142,356.00	18629325.65
1	1.4	1.4 Instructional Support: Classified	Yes	\$3,600,386.00	0
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	\$1,000,000.00	0
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	\$2,039,316.00	1041741.04
1	1.7	1.7 English Learner Academic Support: Professional Development	Yes	\$50,000.00	0
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	\$518,619.00	306381.75
1	1.9	1.9 Professional Development	Yes	\$1,609,185.00	418455.99

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	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	\$1,700,000.00	1465519.42
1	1.11	1.11 Universal Access	Yes	\$2,200,000.00	788118.37
1	1.12	1.12 Academic Supports	Yes	\$60,000.00	41153
1	1.13	1.13 College & Career Preparation	Yes	\$572,438.00	177,057.41
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	\$1,197,054.00	0
1	1.15	1.15 College and Career Preparation: Students with Special Needs	No	\$0.00	0
1	1.16	1.16 College and Career Preparation: Course Access	Yes	\$3,900,000.00	6,132,502.31
1	1.17	1.17 Access to Technology	Yes	\$6,457,000.00	3447318.28
1	1.18	1.18 AVID	Yes	\$520,000.00	13210.82
1	1.19	1.19 Dual Language Immersion	Yes	\$500,000.00	0
1	1.20	1.20 Access to Academics	Yes	\$4,183,130.00	1461934.76
2	2.1	Student/Staff/Families Emotional Health	No	\$241,320.00	0
2	2.2	Foster Youth Supports	Yes	\$838,115.00	236144.82

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	2.3	Student Support and Access	Yes	\$4,467,459.00	3533567.71
2	2.4	Transportation	Yes	\$4,888,688.00	4873520.52
2	2.5	2.5 Alternative Setting	Yes	\$833,231.00	1114025.43
2	2.6	2.6 Tiered Supports	Yes	\$407,440.00	408110.13
2	2.7	2.7 Student Engagement	Yes	\$15,000.00	2379.30
2	2.8	2.8 Outreach	No	\$2,634,269.00	0
2	2.9	2.9 Psychologist	Yes	\$2,612,359.00	1623898.11
2	2.10	2.10 Counselors	Yes	\$5,634,269.00	1913078.67
2	2.11	2.11 Behavior Interventions	Yes	\$529,660.00	380220.83
3	3.1	3.1 Parent Education and Resources	Yes	\$125,000.00	4498.58
3	3.2	3.2 Parent Communication	Yes	\$28,000.00	333260.36
3	3.3	3.3 Family Resource Centers	Yes	\$0.00	26630.68
3	3.4	3.4 English Learner Support: Language Support	Yes	\$394,473.00	0

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)
3	3.5	3.5 Resource Center Computer Learning Specialist	Yes	\$31,895.00	0
3	3.6	3.6 Community Outreach	Yes	\$10,000.00	0

2022-23 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)
50284052	\$77,212,073.00	\$48,372,053.94	\$28,840,019.06	0.00%	0.00%	0.00%

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)
1	1.2	1.2 Student Progress Monitoring	Yes	\$147,000.00	\$0.00		
1	1.3	1.3 Instructional Support: Certificate	Yes	\$26,142,356.00	\$18,629,325.65		
1	1.4	1.4 Instructional Support: Classified	Yes	\$3,600,386.00	\$0.00		
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	\$1,000,000.00	\$0.00		
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	\$2,039,316.00	\$1,041,741.04		
1	1.7	1.7 English Learner Academic Support: Professional Development	Yes	\$50,000.00	\$0.00		
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	\$518,619.00	\$306,381.75		
1	1.9	1.9 Professional Development	Yes	\$1,609,185.00	\$418,455.99		
1	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	\$1,700,000.00	\$1,465,519.42		
1	1.11	1.11 Universal Access	Yes	\$2,200,000.00	\$788,118.37		

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	1.12	1.12 Academic Supports	Yes	\$60,000.00	\$41,153.00		
1	1.13	1.13 College & Career Preparation	Yes	\$572,438.00	\$177,057.41		
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	\$1,197,054.00	\$0.00		
1	1.16	1.16 College and Career Preparation: Course Access	Yes	\$3,900,000.00	\$6,132,502.31		
1	1.17	1.17 Access to Technology	Yes	\$6,457,000.00	\$3,447,318.28		
1	1.18	1.18 AVID	Yes	\$520,000.00	\$13,210.82		
1	1.19	1.19 Dual Language Immersion	Yes	\$500,000.00	\$0.00		
1	1.20	1.20 Access to Academics	Yes	\$4,183,130.00	\$1,461,934.76		
2	2.2	Foster Youth Supports	Yes	\$838,115.00	\$236,144.82		
2	2.3	Student Support and Access	Yes	\$4,467,459.00	\$3,533,567.71		
2	2.4	Transportation	Yes	\$4,888,688.00	\$4,873,520.52		
2	2.5	2.5 Alternative Setting	Yes	\$833,231.00	\$1,114,025.43		
2	2.6	2.6 Tiered Supports	Yes	\$407,440.00	\$408,110.13		
2	2.7	2.7 Student Engagement	Yes	\$15,000.00	\$2,379.30		
2	2.9	2.9 Psychologist	Yes	\$2,612,359.00	\$1,623,898.11		
2	2.10	2.10 Counselors	Yes	\$5,634,269.00	\$1,913,078.67		
2	2.11	2.11 Behavior Interventions	Yes	\$529,660.00	\$380,220.83		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	3.1 Parent Education and Resources	Yes	\$125,000.00	\$4,498.58		
3	3.2	3.2 Parent Communication	Yes	\$28,000.00	\$333,260.36		
3	3.3	3.3 Family Resource Centers	Yes	\$0.00	\$26,630.68		
3	3.4	3.4 English Learner Support: Language Support	Yes	\$394,473.00	\$0.00		
3	3.5	3.5 Resource Center Computer Learning Specialist	Yes	\$31,895.00	\$0.00		
3	3.6	3.6 Community Outreach	Yes	\$10,000.00	\$0.00		

2022-23 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)
\$218,607,301	50284052	11.46%	34.46%	\$48,372,053.94	0.00%	22.13%	\$26,964,394.75	12.33%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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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