



LCFF Budget Overview for Parents

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

CDS Code: 35 67470 0000000

School Year: 2024-25

LEA contact information:

Erika Sanchez

Superintendent

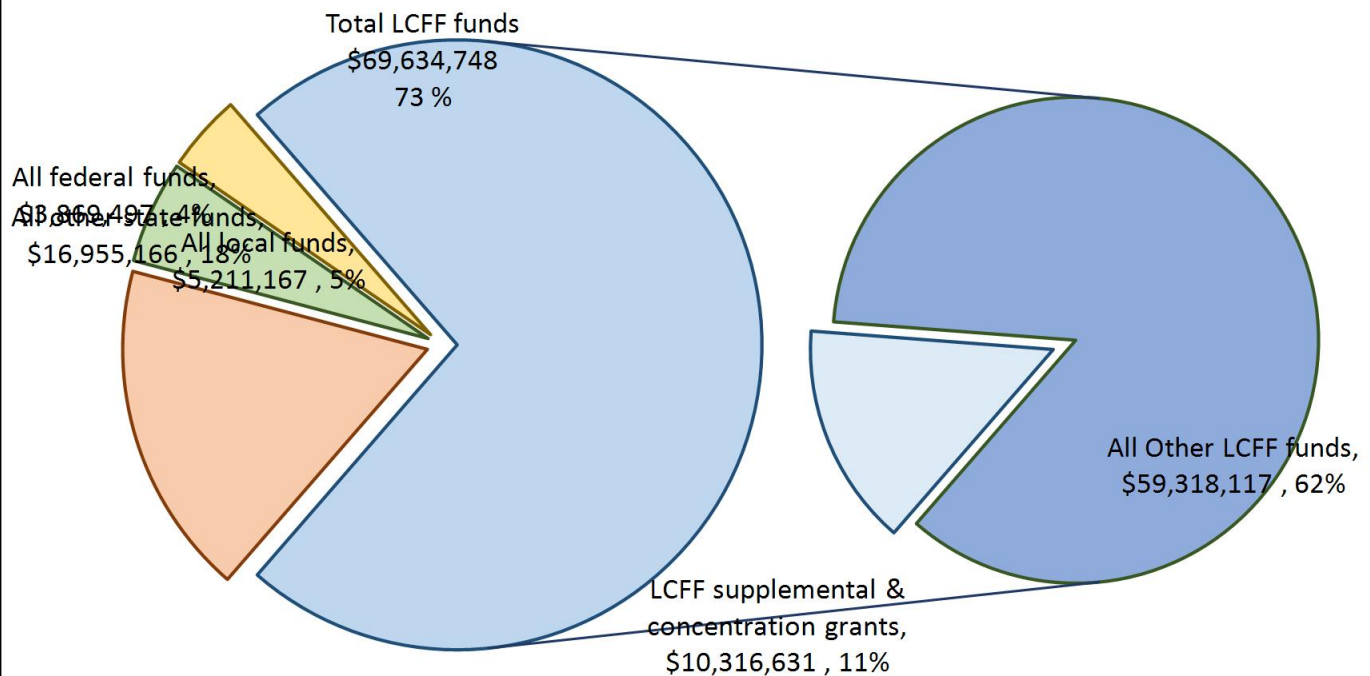
esanchez@hesd.org

(831) 630-6300

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

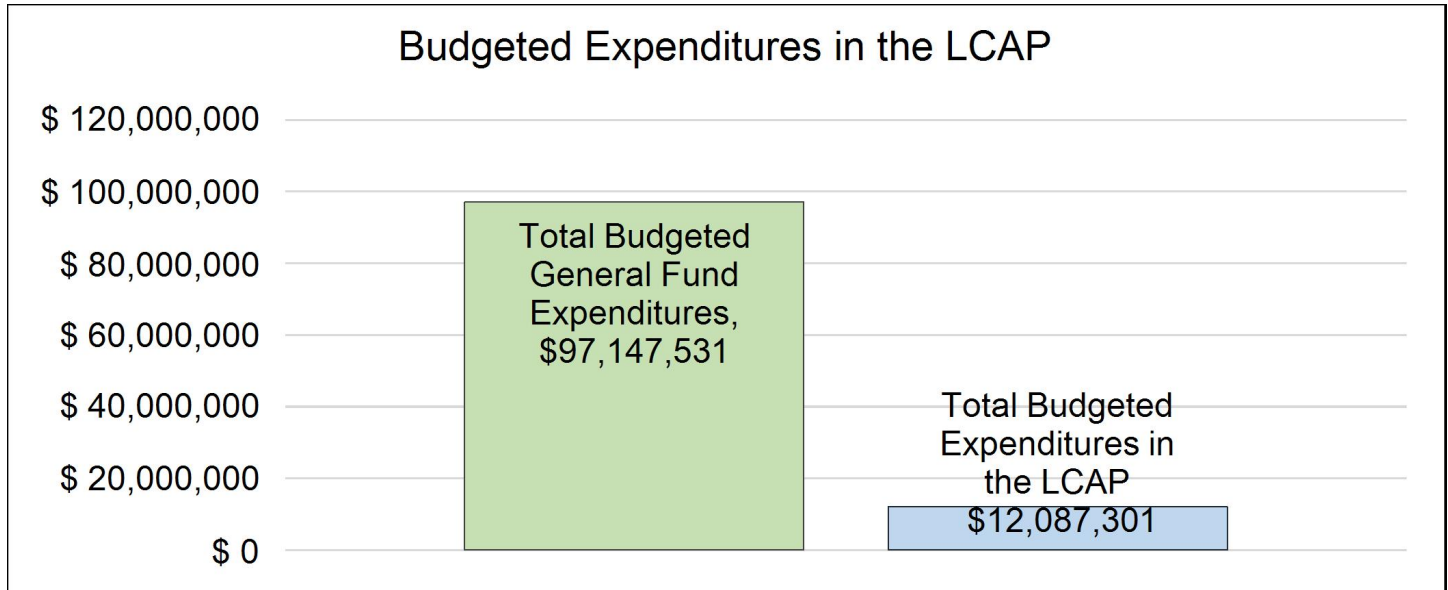


This chart shows the total general purpose revenue Hollister Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Elementary School District is \$95,670,578, of which \$69,634,748 is Local Control Funding Formula (LCFF), \$16,955,166 is other state funds, \$5,211,167 is local funds, and \$3,869,497 is federal funds. Of the \$69,634,748 in LCFF Funds, \$10,316,631 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 Hollister Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hollister Elementary School District plans to spend \$97,147,531 for the 2024-25 school year. Of that amount, \$12,087,301 is tied to actions/services in the LCAP and \$85,060,230 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

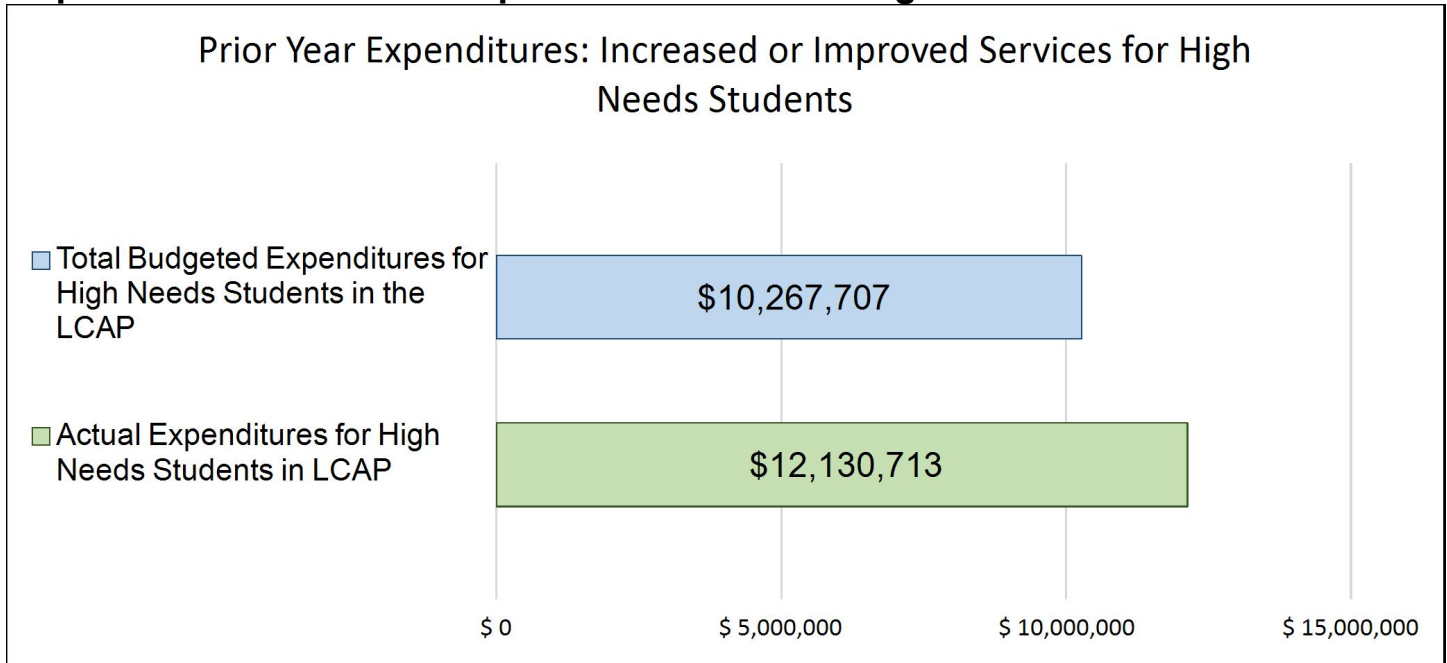
The LCAP includes only the actions and services identified in the plan for for the 2024-25 school year. Other expenditures in the general fund budget are those of the base program, necessary to run all non-supplemental programs and services of the district, and expenditures for categorical programs.

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

In 2024-25, Hollister Elementary School District is projecting it will receive \$10,316,631 based on the enrollment of foster youth, English learner, and low-income students. Hollister Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hollister Elementary School District plans to spend \$12,087,301 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Hollister Elementary School District's LCAP budgeted \$10,267,707 for planned actions to increase or improve services for high needs students. Hollister Elementary School District actually spent \$12,130,713 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Elementary School District	Erika Sanchez Superintendent	esanchez@hesd.org (831) 630-6300

Goals and Actions

Goal

Goal #	Description
1	Improved academic achievement for all students annually through quality instruction, effective assessments, timely interventions, and extended learning opportunities. Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Spring STAR Reading % Not Meeting Standards	(1) 2020-21 Spring STAR Reading: 65% Not Meeting Standards	2021-2022 Spring STAR Reading: 67.9% Not Meeting Standards	2022-2023 Spring STAR Reading: 47.1% Not Meeting Standards	2023-2024 Spring STAR Reading: 39.1% Not Meeting Standards	(1) 2023-24 Spring STAR Reading: 25% Not Meeting Standards
(2) Spring STAR Math % Not Meeting Standards	(2) 2020-21 Spring STAR Math: 60% Not Meeting Standards	2021-2022 Spring STAR Math: 57.2% Not Meeting Standards	2022-2023 Spring STAR Math: 56% Not Meeting Standards	2023-2024 Spring STAR Math: 51.8% Not Meeting Standards	(2) 2023-24 Spring STAR Math: 30% Not Meeting Standards
(3) CAASPP English Language Arts % Not Meeting Standards (Dataquest)	(3) 2019 CAASPP English Language Arts: 28.2% Not Meeting Standards	No Data for 2020-2021 2019 CAASPP English Language Arts: 28.2% Not Meeting Standards	2021-2022 CAASPP English Language Arts: 38.51% Standard Not Met	2022-2023 CAASPP English Language Arts: 39.02% Standard Not Met	(3) 2023-24 CAASPP English Language Arts : 19% Not Meeting Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4) CAASPP Math % Not Meeting Standards (Dataquest)	(4) 2019 CAASPP Math: 35.6% Not Meeting Standards	No Data for 2020-2021 2019 CAASPP Math: 35.6% Not Meeting Standards	2021-2022 CAASPP Math: 50.05% Standard Not Met	2022-2023 CAASPP Math: 49.13% Standard Not Met	(4) 2023-24 CAASPP Math : 26% Not Meeting Standards
(5) CAASPP English Language Arts % Meeting or Exceeding Standards (Dataquest)	(5) 2019 CAASPP English Language Arts: 51.1% Meeting or Exceeding Standards	No Data for 2020-2021 2019 CAASPP English Language Arts: 51.1% Meeting or Exceeding Standards	2021-2022 CAASPP English Language Arts: 35.25% Standard Met or Exceeded	2022-2023 CAASPP English Language Arts: 35.49% Standard Met or Exceeded	(5) 2023-24 CAASPP English Language Arts : 65% Meeting or Exceeding Standards
(6) CAASPP Math % Meeting or Exceeding Standards (Dataquest)	(6) 2019 CAASPP Math: 39.7% Meeting or Exceeding Standards	No Data for 2020-2021 2019 CAASPP Math: 39.7% Meeting or Exceeding Standards	2021-2022 CAASPP Math: 21.99% Standard Met or Exceeded	2022-2023 CAASPP Math: 23.92% Standard Met or Exceeded	(6) 2023-24 CAASPP Math: 55% Meeting or Exceeding Standards
(7) ELPAC % Making progress English proficiency (At Risk 4-5 Yrs)	(7) 2019 ELPAC: 51.6% Making progress towards English proficiency	No Data for 2020-2021 2019 ELPAC: 51.6% Making progress towards English proficiency	2022 ELPAC: 45.9% Making Progress towards English proficiency	2022-2023 ELPAC 82.1% Making Progress towards English proficiency	(7) 2023-24 ELPAC: 85% Making progress towards English proficiency
(8) ELPAC % Making progress towards English proficiency (EL 4+ Yrs Not At Risk or LTEL)	(8) 2019 ELPAC: 51.6% Making progress towards English proficiency	No Data for 2020-2021 2019 ELPAC: 51.6% Making progress towards English proficiency	2022 ELPAC: 45.9% Making Progress towards English proficiency	2022-2023 ELPAC 82.1% Making Progress towards English proficiency	(8) 2023-24 ELPAC: 66% Making progress towards English proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(9) CAST % Meeting standards	(9) 2019 CAST: 29.93% Meeting standards	No Data for 2020- 2021 2019 CAST: 29.93% Meeting standards	2022 CAST: 29.45% Standard met or Exceeded	2022-2023 CAST: 22.67% Standard met or Exceeded	(9) 2023-24 CAST: 44.93% Meeting Standards
(10) % Fully credentialed teachers as measured by California Teacher Credentialing	(10) 2019 Fully credentialed teachers: 97%	2021 Fully credentialed teachers: 98%	2022 Fully Credentialed teachers: 97%	2023-2024 Fully Credentialed teachers: 88%	(10) Fully credentialed teachers 100%
(11) Sufficient instructional materials as measured by the Instructional Materials Sufficiency Report	(11) 2019 Sufficient instructional materials 100%	2021 Sufficient instructional materials 100%	2022 Sufficient Instructional materials 100%	2023-2024 Sufficient Instructional materials 100%	(11) Sufficient instructional materials 100%
(12) % Broad course of study for all students, including those with disabilities, as measured by a master schedule and student course access	(12) 2019 Broad course of study for all students 100%	2021 Broad course of study for all students 100%	2022 Broad Course of Study 100%	2023-2024 Broad Course of Study 100%	(12) Broad course of study for all students 100%
(13) % School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT)	(13) 2019 School facilities are maintained in good repair 100%	2021 School facilities are maintained in good repair 90%	2022 School facilities are maintained in good repair 90%	2023-2024 School facilities are maintained in good repair 100%	(13) School facilities are maintained in good repair 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(14) % English Learners reclassified as reported by the California Department of Education Data Quest website	(14) 2019 6.8% English Learners reclassified	2020 7.9% English Learners reclassified 2021 8.1% English Learners reclassified	2022 5% English Learners reclassified (local Data)	2023-2024 11.3% English Learners reclassified (local Data)	(14) English Learners reclassified 10%
(15) % Implementation of CCSS as measured by the Instructional Materials Sufficiency Report and % of attendance of PD	(15) 2019 100% implementation of CCSS; 98% attendance of CCSS PD	2021 100% implementation of CCSS; 99% attendance of CCSS PD	2022 100% implementation of CCSS; 99% attendance of CCSS PD	2023-2024 100% implementation of CCSS; 99% attendance of CCSS PD	(15) Implementation of CCSS 100% 100% attendance of CCSS PD
(16) English Learner sufficient access to CCSS and ELD as measured by the Instructional Materials Sufficiency Report and a 30 minute daily minimum for Designated ELD	(16) 2019 100% Sufficient instructional materials for ELD access; 30 minute daily minimum for Designated ELD	2021 100% Sufficient instructional materials for ELD access; 30 minute daily minimum for Designated ELD	2022 100% Sufficient instructional materials for ELD access; 30 minute daily minimum for Designated ELD	2023-2024 100% Sufficient instructional materials for ELD access; 30 minute daily minimum for Designated ELD	(16) 100% Sufficient instructional materials for ELD access; 30 minute daily minimum for Designated ELD

Goal Analysis

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

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

In analyzing LCAP goal 1, a significant disparity emerges in Action 8, which experienced a notable increase after the plan's implementation. This difference was due to an increase in allocated supplemental and concentration grant funding, which was attributed to shifts in district demographics and overcoming hurdles in student attendance. The residual benefit resulted in a deliberate pivot towards high-impact instructional methodologies facilitated by intervention support, professional development, and overall services for students. This reapportionment of resources enabled an augmentation of various actions.

The following prompts delineate both the obstacles encountered and achievements attained in relation to the goal and its associated action.

SUCSESSES

Action 1: Teacher Recruitment, Assignment, and Recruitment

Staffing was provided to develop and implement an unprecedented program labeled NEST (New Educator Support Teacher) for all short-term and emergency permit staff members at all school sites. NEST supported over 37 teachers by assigning a veteran teacher for them to connect with and learn from. Veteran teachers who provided NEST services were assigned up to 3 teachers to support them. Overall, the program hosted 16 NESTers and 37 NESTees, which equated to impacting 2800 student learning opportunities daily.

Metric: 90.62% of teachers are highly qualified

Action 2: Supplemental Materials

The data reveals a positive correlation between student learning and the implementation of supplemental programs like STAR, Zearn, and Accelerated Reader. It underscores the importance of both teacher and student engagement with these programs, as higher usage correlates with improved student performance. Without these initiatives, meeting the diverse learning needs of our students would be significantly compromised.

Metric: 2023-2024 Spring STAR Reading % Not Meeting Standards fell to 39.1% from 47.1% (22-23) and down from 67.9% (21-22) Spring assessments

Metric: 2023-2024 Spring STAR Math % Not Meeting Standards fell to 51.8% from 56% (22-23) and down from 57% (21-22) Spring assessments

Action 3: Professional Development

HSD remains steadfast in its commitment to delivering top-tier professional development aimed at fostering effective instruction through the utilization of premium core curriculum, strategies, and resources. This dedication ensures that all students within HSD receive an equitable education. District-wide professional development initiatives are meticulously designed to encompass Level 1 initial training, Level 2 ongoing professional learning, and Level 3 site-level capacity building, strategically sequenced over time. These offerings cater to teachers, administrators, and support staff, aligning with their roles in serving students and tailored to their respective levels of expertise. Throughout the academic year, two and a half district-wide professional development days were scheduled, supplemented by opportunities for an array of professional development options beyond the regularly scheduled days. The provided district-wide professional development included:

Level 1: Constructed Meaning 6th-8th, Ellevation, Benchmark ELD for K-5, STAR Assessments 3rd-8th, Capturing Kids Hearts for new teachers and site Admin, Accelerated Reader, myON, PAF, Active Shooter for sites and Admin, EL Achieve, and Co-Teaching.

Level 2: O.G./PAF, STAR Assessments and Data, Co-Teaching, CAA, and Eureka Math with GreatMinds

Level 3: Capturing Kids' Hearts, PAF, and STAR Data

Since the 2020-2021 school year, HSD has remained steadfast in its commitment to professional development, focusing on standards-based core curriculum and district-wide strategies outlined in the HSD LCAP. Thanks to consistent professional development efforts over the past three years. This readiness extends to all educators except for new teachers, who will undergo Level 1 training as part of their onboarding process. While progress has been made, there remains a continued emphasis on Professional Learning Communities (PLCs) as integral components of Level 3 professional development. The involvement of supportive instructional supervision from school administration is key to nurturing effective PLC development.

Metric: 99% of staff participated in professional development in 2022-2023

Action 4: Instructional Supervision

HSD maintained 10 FTE Assistant Principals who assist teachers with responsive instructional strategies. Professional development has been provided to ensure best practices for supportive instructional supervision strategies. Such strategies included crafting effective feedback conversations to support classroom walkthroughs that are regular, supportive, purposeful, and provide meaningful feedback. Administrators deploy a common methodology of focus for effective walkthroughs and classroom observations. In 2022-2023, all school sites participated in a year-long coaching program with Eureka GreatMinds, where administrators and instructional staff experienced coaching and feedback pertaining to effective instruction. This initiative is anticipated to address the instructional gap students may experience when English learners. In 2023-2024, all elementary school sites had the opportunity to learn supportive practices for Early Literacy from Chartwell School. This empowered staff to effectively evaluate their instructional practice in reading readiness.

Metric: 100% of Elementary schools participated in Chartwell Coaching

Action 6: Early literacy intervention

Each of the seven elementary school sites has embarked on early literacy intervention initiatives to varying extents. Intervention teachers, classroom teachers, and instructional aides benefitted from monthly development opportunities in Orton Gillingham (OG) strategies through sessions facilitated by Preventing Academic Failure (PAF) or FUNdations. Consequently, all first and second-graders received daily small-group literacy instruction. Notably, several schools extended services to include kindergarten and third grades, with select sites even offering literacy intervention for fourth and fifth graders. Looking ahead, there's a pressing need to identify a common formative readiness assessment to gauge student progress across all sites more consistently.

Metric: 100% of elementary school sites implemented PAF or Fundations interventions for 1st and 2nd graders

Action 7: English Learner Support

HSD remains dedicated to supporting Multilingual learner students by strategically implementing evidence-based practices that have demonstrated positive impacts on academic achievement. Oversight and support for EL programs are provided by the Director of Educational Services and the Coordinator of English Learner Services, who collaborate closely with designated site administrators overseeing EL services at each school. HSD ensures a meticulous reclassification process, ensuring that all students meeting state and local criteria undergo the reclassification process. Consequently, HSD's reclassification rates reflect a positive trend since 2019.

To further enhance the progress of EL students toward English proficiency, HSD has identified specific actions. Seven out of ten schools have received training and support for the implementation of Constructing Meaning. Moreover, each school has a teacher who attended the Leadership Institute and is apprenticing as a trainer. Administrators participated in three days of workshops, including district-supported classroom walkthroughs, data analysis, and guided goal-setting for future steps. Site-based strategic planning, monitoring, and support for implementation will persist to drive further impact.

These strategies are yielding promising results, as evidenced by the higher levels of academic achievement growth among English learner students compared to the overall student population.

Metric: 11% of EL students reclassified in 2023-2024

Action 8: Instructional strategies

HSD remains committed to advancing the implementation of AVID strategies across its schools. Six out of nine schools have participated in AVID Institutes and region-level professional development sessions. These schools maintain regular meetings of leadership teams to utilize

their annually updated AVID plans as a roadmap for implementation. AVID in HSD places a strong emphasis on equipping students with the skills necessary to navigate heightened academic rigor and access rigorous courses.

In future years, to address the language demands of core content courses and support EL students and all learners, Constructing Meaning instructional strategies will continue to be developed. These initiatives ensure that all students have access to a diverse and comprehensive course of study. Embedded in this action is the retention of a District Coordinator and dedicated Intervention Team who support effective instruction and student achievement

Metric: 6 of 10 school sites are implementing AVID

Action 9: District-wide formative testing (Math) and Action 10: District-wide formative testing (ELA)

HSD utilizes STAR Reading and STAR Math assessments district-wide, providing data that is actionable, accessible, and consistent within and across grade levels. It is now possible to see growth over time at a variety of levels- district, school, grade, student group, intervention groups, individual students, and so on. HSD first administered the STAR assessments as a viable alternative to state summative assessments in May of 2021 and has continued to administer the assessments in 2022-2023. The data has been used for the School Accountability Report Cards (SARC), School Plans for Student Achievement (SPSA), Local Control and Accountability Plan (LCAP), and joint district improvement (Differentiated Assistance- DA) process. Additionally, STAR data is used as a part of the Student Study Team (SST) process, a part of student placements, a part of reclassification of ELs, during parent conferences, and used by teachers and administrators to monitor student progress and plan for intervention groups. STAR assessment data is already having an impact on providing support for students and providing the data to discuss student progress in many contexts.

Metric: 2023-2024 Spring STAR Reading % Not Meeting Standards fell to 39.1% from 47.1% (22-23) and down from 67.9% (21-22) Spring assessments

Metric: 2023-2024 Spring STAR Math % Not Meeting Standards fell to 51.8% from 56% (22-23) and down from 57% (21-22) Spring assessments

Action 13: Relevant Instructional Technology

Investing in relevant technology within the LCAP is not just prudent; it's imperative for ensuring equitable access to education and preparing students for success in the modern world. Funding relevant technology in the LCAP is an investment in the future of our students. It promotes equity in education, prepares students for success in the digital age, enables personalized learning experiences, enhances collaboration and communication, and facilitates data-informed decision-making. By prioritizing technology in education, we empower students to thrive in a rapidly evolving world and unlock their full potential. In 2023-2024, the latest version of student devices was purchased for Transitional Kindergarten, Kindergarten, and Third-grade students. This action will be a long-term initiative that assures equitable replacement and timely modernization of student and staff devices.

Metric: 1500 purchased Chromebooks

CHALLENGES

Metric 3,4,5,6 &9: In general, all Smarter Balance subjects remain a focus. Given the declining performance of homeless students on the 2022-2023 CA School Dashboard, the 2024-2027 LCAP actions will place a greater emphasis on this student subgroup. Achievement gaps and reduction actions will be carefully designed to narrow achievement gaps among student subgroups, ensuring equitable academic outcomes for not only homeless students but all learners. Accelerating learning and reducing achievement gaps will remain a priority with this LCAP.

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

The District earned \$873,146 more during the 2023-24 year than originally anticipated at budget adoption. Those additional funds were invested for the following contributing actions:

Action #1, Recruitment & Retention - Budgeted \$57,200; estimated actuals \$133,698 an increase of \$85,202 invested in support of credentialing programs and recruitment efforts for hard to find credentialed teachers.

Action #2, Supplemental Instructional Materials - Budgeted \$152,249, estimated actuals \$468,665 an increase of \$316,416 invested in a wide variety to intervention and assessment software and materials for students.

Action #8, High Leverage Instructional Strategies - Budgeted \$1,402,204, estimated actuals \$1,864,578 an increase of \$462,374 invested in additional intervention support teachers and additional compensation from negotiated salary increases.

The 2022-23 funding resulted in unused funds to be carried over to the 2023-24 year. Some of those carried over funds were invested for the following contribution actions within this goal:

Action #13, Support of Relevant Instructional Technology - Budgeted \$312,000, estimated actuals \$434,252 an increase of \$122,252 invested in an additional IT Technician for instructional support of student technology needs.

As the year progressed, reallocations in this Goal's budgets were done through reductions in actions where the need was less than expected to actions where the needs increased as follows:

Action #3, Professional Development for Staff - Budgeted \$939,904, estimated actuals \$711,919 a decrease of \$227,985 caused by lower than anticipated costs for staff development days and the use of other, non-LCAP funds. The savings were transferred to Action #4 to partially fund increases due to the hiring of an additional Instructional Supervision Support position at the district's dual language school and additional compensation from negotiated salary increases.

Action #10, District-Wide Formative Testing - Budgeted \$17,000, estimated actuals \$0 a decrease of \$17,000. The decrease was due to the use of Federal funds and the savings was transferred to Action #4 to partially fund increases due to the hiring of an additional Instructional Supervision Support position at the district's dual language school additional compensation from negotiated salary increases.

Action #12, Summer School - Budgeted \$650,000, estimated actuals \$0, a decrease of \$650,000 caused by the use of one time federal funding. The savings in this area was transferred to Actions #6 to support the increased costs of Early Literacy Intervention staffing, to Action #7 to support the costs of Support of English Learners staffing and additional compensation from negotiated salary increases.

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

The effectiveness of actions under Goal 1 is evaluated through a comprehensive analysis of student outcome data and feedback from educational partners. This evaluation encompasses not only the level of implementation but also factors that may extend beyond the purview of the data source and influence outcomes.

EFFECTIVE ACTIONS

Action 1: Teacher Recruitment, Assignment, and Retention

Staffing was provided to develop and implement an unprecedented program labeled NEST (New Educator Support Teacher) for all short-term and emergency permit staff members at all school sites. NEST supported over 37 teachers by assigning a veteran teacher for them to connect with and learn from. Veteran teachers who provided NEST services were assigned up to 3 teachers to support them. Overall, the program hosted 16 NESTers and 37 NESTees, which equated to impacting 2800 student learning opportunities daily. The 2024-2025 retention rate of NESTees was 83%, 20 remained in NEST, 5 entered Induction, 1 returned as a clear credentialed teacher showing this action supports interested educators on their path to being fully credentialed and committed to HSD.

Metric: 90.62% of teachers are highly qualified

Action 2: Supplemental Materials

The data reveals a positive correlation between student learning and the implementation of supplemental programs like STAR, Zearn, and Accelerated Reader. It underscores the importance of both teacher and student engagement with these programs, as higher usage correlates with improved student performance. Without these initiatives, meeting the diverse learning needs of our students would be significantly compromised.

Metric: 2023-2024 Spring STAR Reading % Not Meeting Standards fell to 39.1% from 47.1% (22-23) and down from 67.9% (21-22) Spring assessments

Metric: 2023-2024 Spring STAR Math % Not Meeting Standards fell to 51.8% from 56% (22-23) and down from 57% (21-22) Spring assessments

Action 3: Professional Development

HSD remains steadfast in its commitment to delivering top-tier professional development aimed at fostering effective instruction through the utilization of premium core curriculum, strategies, and resources. This dedication ensures that all students within HSD receive an equitable education. District-wide professional development initiatives are meticulously designed to encompass Level 1 initial training, Level 2 ongoing professional learning, and Level 3 site-level capacity building, strategically sequenced over time. These offerings cater to teachers, administrators, and support staff, aligning with their roles in serving students and tailored to their respective levels of expertise. Throughout the academic year, two and a half district-wide professional development days were scheduled, supplemented by opportunities for an array of professional development options beyond the regularly scheduled days. The provided district-wide professional development included:

Level 1: Constructed Meaning 6th-8th, Ellevation, Benchmark ELD for K-5, STAR Assessments 3rd-8th, Capturing Kids Hearts for new teachers and site Admin, Accelerated Reader, myON, PAF, Active Shooter for sites and Admin, EL Achieve, and Co-Teaching.

Level 2: O.G./PAF, STAR Assessments and Data, Co-Teaching, CAA, and Eureka Math with GreatMinds

Level 3: Capturing Kids' Hearts, PAF, and STAR Data

Since the 2020-2021 school year, HSD has remained steadfast in its commitment to professional development, focusing on standards-based core curriculum and district-wide strategies outlined in the HSD LCAP. Thanks to consistent professional development efforts over the past

three years. This readiness extends to all educators except for new teachers, who will undergo Level 1 training as part of their onboarding process. While progress has been made, there remains a continued emphasis on Professional Learning Communities (PLCs) as integral components of Level 3 professional development. The involvement of supportive instructional supervision from school administration is key to nurturing effective PLC development.

Metric: 99% of staff participated in professional development in 2022-2023

Action 4: Instructional Supervision

HSD maintained 10 FTE Assistant Principals who assist teachers with responsive instructional strategies. Professional development has been provided to ensure best practices for supportive instructional supervision strategies. Such strategies included crafting effective feedback conversations to support classroom walkthroughs that are regular, supportive, purposeful, and provide meaningful feedback. Administrators deploy a common methodology of focus for effective walkthroughs and classroom observations. In 2022-2023, all school sites participated in a year-long coaching program with Eureka GreatMinds, where administrators and instructional staff experienced coaching and feedback pertaining to effective instruction. This initiative is anticipated to address the instructional gap students may experience when English learners. In 2023-2024, all elementary school sites had the opportunity to learn supportive practices for Early Literacy from Chartwell School. This empowered staff to effectively evaluate their instructional practice in reading readiness.

Metric: 100% of Elementary schools participated in Chartwell Coaching

Action 6: Early literacy intervention

Each of the seven elementary school sites has embarked on early literacy intervention initiatives to varying extents. Intervention teachers, classroom teachers, and instructional aides benefitted from monthly development opportunities in Orton Gillingham (OG) strategies through sessions facilitated by Preventing Academic Failure (PAF) or FUNdations. Consequently, all first and second-graders received daily small-group literacy instruction. Notably, several schools extended services to include kindergarten and third grades, with select sites even offering literacy intervention for fourth and fifth graders. Looking ahead, there's a pressing need to identify a common formative readiness assessment to gauge student progress across all sites more consistently.

Metric: 100% of elementary school sites implemented PAF or Fundations interventions for 1st and 2nd graders

Action 7: English Learner Support

HSD remains dedicated to supporting Multilingual learner students by strategically implementing evidence-based practices that have demonstrated positive impacts on academic achievement. Oversight and support for EL programs are provided by the Director of Educational Services and the Coordinator of English Learner Services, who collaborate closely with designated site administrators overseeing EL services at each school. HSD ensures a meticulous reclassification process, ensuring that all students meeting state and local criteria undergo the reclassification process. Consequently, HSD's reclassification rates reflect a positive trend since 2019.

To further enhance the progress of EL students toward English proficiency, HSD has identified specific actions. Seven out of ten schools have received training and support for the implementation of Constructing Meaning. Moreover, each school has a teacher who attended the Leadership Institute and is apprenticing as a trainer. Administrators participated in three days of workshops, including district-supported classroom walkthroughs, data analysis, and guided goal-setting for future steps. Site-based strategic planning, monitoring, and support for implementation will persist to drive further impact.

These strategies are yielding promising results, as evidenced by the higher levels of academic achievement growth among English learner students compared to the overall student population.

Metric: 11% of EL students reclassified in 2023-2024

Action 8: Instructional strategies

HSD remains committed to advancing the implementation of AVID strategies across its schools. Six out of nine schools have participated in AVID Institutes and region-level professional development sessions. These schools maintain regular meetings of leadership teams to utilize their annually updated AVID plans as a roadmap for implementation. AVID in HSD places a strong emphasis on equipping students with the skills necessary to navigate heightened academic rigor and access rigorous courses.

In future years, to address the language demands of core content courses and support EL students and all learners, Constructing Meaning instructional strategies will continue to be developed. These initiatives ensure that all students have access to a diverse and comprehensive course of study. Embedded in this action is the retention of a District Coordinator and dedicated Intervention Team who support effective instruction and student achievement

Metric: 6 of 10 school sites are implementing AVID

Action 9: District-wide formative testing (Math) and Action 10: District-wide formative testing (ELA)

HSD utilizes STAR Reading and STAR Math assessments district-wide, providing data that is actionable, accessible, and consistent within and across grade levels. It is now possible to see growth over time at a variety of levels- district, school, grade, student group, intervention groups, individual students, and so on. HSD first administered the STAR assessments as a viable alternative to state summative assessments in May of 2021 and has continued to administer the assessments in 2022-2023. The data has been used for the School Accountability Report Cards (SARC), School Plans for Student Achievement (SPSA), Local Control and Accountability Plan (LCAP), and joint district improvement (Differentiated Assistance- DA) process. Additionally, STAR data is used as a part of the Student Study Team (SST) process, a part of student placements, a part of reclassification of ELs, during parent conferences, and used by teachers and administrators to monitor student progress and plan for intervention groups. STAR assessment data is already having an impact on providing support for students and providing the data to discuss student progress in many contexts.

Metric: 2023-2024 Spring STAR Reading % Not Meeting Standards fell to 39.1% from 47.1% (22-23) and down from 67.9% (21-22) Spring assessments

Metric: 2023-2024 Spring STAR Math % Not Meeting Standards fell to 51.8% from 56% (22-23) and down from 57% (21-22) Spring assessments

Action 13: Relevant Instructional Technology

Investing in relevant technology within the LCAP is not just prudent; it's imperative for ensuring equitable access to education and preparing students for success in the modern world. Funding relevant technology in the LCAP is an investment in the future of our students. It promotes equity in education, prepares students for success in the digital age, enables personalized learning experiences, enhances collaboration and communication, and facilitates data-informed decision-making. By prioritizing technology in education, we empower students to thrive in a rapidly evolving world and unlock their full potential. In 2023-2024, the latest version of student devices was purchased for Transitional Kindergarten, Kindergarten, and Third-grade students. This action will be a long-term initiative that assures equitable replacement and timely modernization of student and staff devices.

Metric: 1500 purchased Chromebooks

INEFFECTIVE ACTIONS

Metric 3,4,5,6 &9: In general, all Smarter Balance subjects remain a focus. Given the declining performance of homeless students on the 2022-2023 CA School Dashboard, the 2024-2027 LCAP actions will place a greater emphasis on this student subgroup. Achievement gaps and reduction actions will be carefully designed to narrow achievement gaps among student subgroups, ensuring equitable academic outcomes for not only homeless students but all learners. Accelerating learning and reducing achievement gaps will remain a priority with this LCAP.

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.

The increase of \$1,008,329 in the overall supplemental and concentration grant budget for Goal1, driven by increases in funding tied to increases in the unduplicated pupil count and P-2 attendance, provided opportunities to reevaluate of priorities within Goal 1. This investment in available resources was guided by a comprehensive analysis of student performance data and feedback from educational partners. As a result, the funding allocation within Goal 1 has been strategically adjusted to reflect the evolving needs of our student population and the broader educational landscape.

Action 1: There was an increased need for supporting new, short-term, and emergency permit teachers; Desired outcome: increased fully credentialed teachers

Action 2: There was a reduction in subscription costs due to a multiyear subscription discount. Desired outcome: consistent implementation of supplemental programs equating to ascending student progress

Action 3: There was an increase in contract amounts with professional development providers and an increase in staffing costs; Desired outcome: staff development that addresses the current need of staff while providing sufficient funds for timesheets

Action 4: There was a reduction in the percentage of assistant principal time assigned to supportive instructional supervision; Desired outcome: reallocation of funds to Action 6

Action 5: Total reallocation of this funding went to Action 6 to support a contract for literacy coaching; Desired outcome: expanded access and consistency of literacy intervention across all grade levels

Action 6: An increase in funding to expand the reach of intervention; Desired outcome: small group intervention access across Kinder-8th grade

Action 7: A reduction in funding to reflect the decrease in the need for teachers to attend training outside of school hours; Desired outcome: centralization of funding to the district office to maintain oversight and guidance of programs.

Action 8: This is a modified action for 2023-2024. A percentage of funds from this action were reallocated to Goal 2 Action 1: Social Emotional Support Positions to fund a Coordinator of Social Emotion Services. Desired outcome: coordination and deployment of social-emotional services consistently across the district

Action 9 and Action 10: status quo

Action 11: Removed in 2022-2023

Action 12: A reduction in funding to reflect the accurate cost of a viable summer program that serves the unduplicated pupil population; Desired outcome: efficient allocation of funds to suit student outcomes and need (paid from ELOP)

Overall, this goal reflects the increase in total funding due to increases in the UPP count and P-2 attendance. As a result of these increases, the district carefully considered current student outcomes alongside our educational partners' priorities to leverage funds more efficiently for improved outcomes. By reallocating resources within Goal 1 to align with these revised priorities, the aim is to maximize the impact of our investments and ensure that every student has the opportunity to thrive academically and personally. These strategic adjustments reflect our commitment to adaptability, responsiveness, and continuous improvement in meeting the evolving needs of our students and communities.

CHANGES

A review of the progress and outcomes of the previous LCAP initiatives shows that our current strategies have effectively driven positive changes in student performance. The data consistently shows average improvement across various academic indicators, including standardized test scores and local assessments. Therefore, the 2024-2027 LCAP will maintain the majority of the previous LCAP actions as they are, leveraging the momentum of our successes to continue our trajectory of improvement.

The 2022-2023 Goal 1 Changes include:

- Action 1: Teacher Recruitment and Retention moves to Goal 2 Action 3
- Action 2: Supplemental Materials moves into Goal 1 Action 10
- Action 3: Staff Professional Development moves to Goal 2 Action 1
- Action 4: Supportive Instructional Supervision moves to Goal 2 Action 2
- Action 5: Early Literacy moves to Goal 1 Action 2
- Action 6: Intervention moves into Goal 1 Action 10
- Action 7: English Learner Support moves into Goal 1 Action 3
- Action 8: Intervention Support Staff moves into Goal 1 Action 2
- Action 9: District Formative Testing (Math) moves into Goal 1 Action 10
- Action 10: District Formative Testing (ELA) moves into Goal 1 Action 10
- Action 11: RISE removed altogether
- Action 12: Summer School moves to Goal 1 Action 9
- Action 13: Relevant technology moves to Goal 1 Action 6

The 2024-2027 LCAP reorganizes previous LCAP goals and actions and includes some new or modified actions in an attempt to further improve student outcomes.

The 2024-2027 Goal 1 includes:

- Action 1: College and Career Readiness
- Action 2: Early Literacy
- Action 3: Multilingual Learner Support
- Action 4: Inclusive Classrooms
- Action 5: Mental Health and Wellness
- Action 6: Relevant Technology
- Action 7: Safe Spaces
- Action 8: Student Engagement
- Action 9: Summer School

Action 10: Supportive Assessments, Interventions, and Materials
Action 11: Universal Prekindergarten

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	Safe, engaging, and inclusive classrooms and schools that meet the social-emotional needs of all students measured annually through social emotional visits and student self reporting. Priority 5: Student Engagement; Priority 6: School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Chronic Absenteeism % as reported on the California School Dashboard	2018-2019 Chronic Absenteeism Rate Overall- 12.1% English Learners- 10.4% Foster Youth- 22.2% Homeless- 19.5% Low Income- 13.9% SWD- 19.7%	No Data Reported for 2020-2021 2018-2019 Chronic Absenteeism Rate Overall- 12.1% English Learners- 10.4% Foster Youth- 22.2% Homeless- 19.5% Low Income- 13.9% SWD- 19.7%	2021-2022 Chronic Absenteeism Rate Overall- 31.8% English Learners- 30.7% Foster Youth- 53.3% Homeless- 37.8% Socioeconomically Disadvantaged 34.7% Students with Disabilities- 40.1%	2022-2023 Chronic Absenteeism Rate Overall- 29.3% English Learners- 28.6% Foster Youth- 21.1% Homeless- 39.6% Socioeconomically Disadvantaged 33.7% Students with Disabilities- 37%	2023-2024 District wide Chronic Absenteeism 5%
2.) Suspension % as reported on the California School Dashboard	2018-2019 Suspension Rate Overall- 4.9% English Learners- 4.9% Foster Youth- 17.5% Homeless- 4.8% Low Income- 5.7% SWD- 9.3%	No Data Reported for 2020-2021 2018-2019 Suspension Rate Overall- 4.9% English Learners- 4.9% Foster Youth- 17.5% Homeless- 4.8% Low Income- 5.7%	2021-2022 Suspension Rate Overall- 3.6% English Learners- 3.4% Foster Youth- 18.8% Homeless- 4.0% Socioeconomically Disadvantaged 4.5%	2022-2023 Suspension Rate Overall- 2.7% English Learners- 2.9% Foster Youth- 0% Homeless- 1.7% Socioeconomically Disadvantaged 3%	2023-2024 Districtwide Suspension Rate 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD- 9.3%	Students with Disabilities- 5.1% Hispanic 3.8% Two or more races 5.2%		
3.) Expulsion % as reported by California Department of Education Data Quest website	2018-2019 Expulsion Rate 0.00%	No Data Reported for 2020-2021	2021-2022 Expulsion Rate: 0.00016%	2022-2023 Expulsion Rate: 0.0%	2023-2024 District wide Expulsion Rate 0%
4.) % Connectedness to school as measured by CHKS	2017-2018 CHKS Results Elementary (Gr 5) 45% Connectedness to school 19% Meaningful participation 78% Feel safe at school Secondary (Gr 7) 18% Connectedness to school 10% Meaningful participation 56% feel safe or very safe at school	No Data Reported for 2020-2021	2021-2022 CHKS Results Elementary (Gr 5) 31% Response Rate 71% Connectedness to school 39% Meaningful participation 70% Feel safe at school Secondary (Gr 7) 0% Participation (No Data) Connectedness to school (No Data) Meaningful participation (No Data) feel safe or very safe at school	2022-2023 CHKS Results Elementary (Gr 5) 31% Response Rate 71% Connectedness to school 41% Meaningful participation 78% Feel safe at school Secondary (Gr 7) 0% Participation (No Data) Connectedness to school (No Data) Meaningful participation (No Data) feel safe or very safe at school	2023-2024 CHKS Results 100% Connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.) SEL Counseling Sessions Per Site Per Year	2020-2021 SEL Counseling Sessions 88 Per Site Per Year	2021-2022 SEL Counseling Sessions 661 sessions occurred Per Site, Per Year	2022-2023 SEL Counseling Sessions 674	2023-2024 SEL Counseling Formal Sessions 964 Informal Sessions 5,009	2023-2024 SEL Counseling Sessions 720 Per Site Per year
6.) Middle School Dropout Rate % as measured by the % of students not promoting	2018-2019 Dropout rate % 0%	No Data Reported for 2020-2021 2018-2019 Dropout rate % 0%	2021-2022 Dropout rate % 0%	2022-2023 Dropout rate % 0%	2023-2024 Dropout rate % 0%
7.) Attendance Rate % as reported by California Department of Education Data Quest website	2018-2019 Average Attendance Rate 90.9%	No Data Reported for 2020-2021	2021-2022 Average Attendance Rate 93.3% (local data)	2022-2023 Average Attendance Rate 93.8% (local data)	2023-2024 Attendance Rate 95%

Goal Analysis

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

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

In analyzing LCAP goal 2, a disparity emerges in Action 1 and 6, which experienced a notable increase after the plan's implementation. This difference was due to an increase in allocated supplemental and concentration grant funding, which was attributed to shifts in district demographics and overcoming hurdles in student attendance. The residual benefit resulted in a deliberate pivot towards high-impact instructional methodologies facilitated by intervention support, professional development, and overall services for students. This reapportionment of resources enabled an augmentation of various actions.

The following prompts delineate both the obstacles encountered and achievements attained in relation to the goal and its associated action.

SUCSESSES

Action 1: Social-Emotional Support Positions

Each school site had at least one school counselor, mental health therapist, and/or school social worker. The members of this team provide daily 1:1 counseling, small group counseling, informal student check-ins, and student mentorship. From August 2023 to March of 2024, 964

formal and 5009 informal sessions were provided across the district. These sessions provided students the opportunity to connect with an onsite staff member and build their social-emotional awareness. In addition to attending to students' needs, SEL team members served as an SEL resource to staff and administrators resulting in an expanded reach of SEL. Beginning in 2024, Hollister School District utilizes Kelvin Pulse surveys to measure student perceptions of school safety and connectedness for students in grades 2-3 and 4-8. The most recent administration in May 2024 yielded the following results:

Metric: Kelvin Pulse Surveys:

Grades 2-3:

84% reported feeling connected at school

81% indicated that they feel school is a safe place

87% expressed that they feel the adults at school care about them.

Grades 4-8:

73% reported feeling connected at school

77% indicated that they feel school is a safe place

79% expressed that they feel the adults at school care about them.

Action 2: Social-Emotional Learning Professional Development

Professional development was offered on a multitude of subjects, including Capturing Kids Hearts (CKH), Positive Behavior Interventions and Supports (PBIS), Quality Behavior Systems (QBS), Mental Health First Aid (MHFA), and Trauma-Informed Practices (TIP).

Metric 2: August 2023 to April 2024 district suspension rate of 2.7%.

Metric 3: Maintenance of the 0.0% expulsion rate.

Metric 7: Average Attendance rates for 2023-2024 continue to climb and sit at 93.3% as of April 2024

CHALLENGES

Metric 1: Chronic Absenteeism was identified as a need on the CA School Dashboard for the Homeless student group. There has been a collective effort to proactively respond to this data district wide.

Metric 4: The California Healthy Kids Survey has not garnered the desired participation rate necessary to make appropriate determinations. For 2023-2024 the district will use 4-8 grade level Kelvin data to determine connectedness.

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

The 2022-23 resulted in unused funds carried over to the 2023-24 year. Some of those carried over funds were invested for the following contribution actions within this goal:

Action #1, Social Emotional Support Positions - Budgeted \$961,195, estimated actuals \$1,412,110 an increase of \$450,915 caused by unanticipated increases in the cost to hire staff and additional compensation from negotiated salary increases. Savings from all other actions in this goal contributed to these costs.

Action #6, Measures to Address Chronic Absenteeism - Budgeted \$30,000, estimated actuals \$160,990 an increase of \$130,990 caused by a targeted focus on communications to parents and families of chronically absent students to improve attendance behaviors.

As the year progressed, reallocations in this Goal's budgets were done through reductions in actions where the need was less than expected to actions where the needs increased as follows:

Action #5, Athletic Opportunities Professional Development for Staff - Budgeted \$133,055, estimated actuals \$110,475 a decrease of \$22,580 caused by lower than anticipated costs for staff staff based on student participation. The savings were transferred to Action #1 to partially fund increases in the cost of hiring staff and additional compensation from negotiated salary increases.

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

Actions within Goal 2 undergo thorough analysis to gauge their effectiveness, drawing from student outcome data and feedback from educational partners. This evaluation considers various factors, including the level of implementation and external influences that may extend beyond the data source's scope.

EFFECTIVE ACTIONS

Action 1: Social-Emotional Support Positions

Each school site had at least one school counselor, mental health therapist, and/or school social worker. The members of this team provide daily 1:1 counseling, small group counseling, informal student check-ins, and student mentorship. From August 2023 to March of 2024, 964 formal and 5009 informal sessions were provided across the district. These sessions provided students the opportunity to connect with an onsite staff member and build their social-emotional awareness. In addition to attending to students' needs, SEL team members served as an SEL resource to staff and administrators resulting in an expanded reach of SEL. Beginning in 2024, Hollister School District utilizes Kelvin Pulse surveys to measure student perceptions of school safety and connectedness for students in grades 2-3 and 4-8. The most recent administration in May 2024 yielded the following results:

Metric: Kelvin Pulse Surveys:

Grades 2-3:

84% reported feeling connected at school

81% indicated that they feel school is a safe place

87% expressed that they feel the adults at school care about them.

Grades 4-8:

73% reported feeling connected at school

77% indicated that they feel school is a safe place

79% expressed that they feel the adults at school care about them.

Action 2: Social-Emotional Learning Professional Development

Professional development was offered on a multitude of subjects, including Capturing Kids Hearts (CKH), Positive Behavior Interventions and Supports (PBIS), Quality Behavior Systems (QBS), Mental Health First Aid (MHFA), and Trauma-Informed Practices (TIP).

Metric 2: August 2023 to April 2024 district suspension rate of 2.7%.

Metric 3: Maintenance of the 0.0% expulsion rate.

Metric 7: Average Attendance rates for 2023-2024 continue to climb and sit at 93.3% as of April 2024

INEFFECTIVE ACTIONS

None

MODIFIED METRICS

To better monitor the effectiveness of this Goal, the metrics have been modified as reflected below.

Metric 1: Chronic Absenteeism was identified as a need on the CA School Dashboard for the Homeless student group. There has been a collective effort to proactively respond to this data district wide.

Metric 4: The California Healthy Kids Survey has not garnered the desired participation rate necessary to make appropriate determinations. For 2023-2024 the district will use 4-8 grade level Kelvin data to determine connectedness.

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.

This goal was increased by \$542,879 due to the investment of unused funds from the prior year. This investment in available resources was guided by a comprehensive analysis of student performance data and feedback from educational partners. As a result, the funding allocation within Goal 2 has been strategically adjusted to reflect the evolving needs of our student population and the broader educational landscape. The following goals reflect the allocation changes and their desired outcome.

CHANGES

A review of the progress and outcomes of the previous LCAP initiatives shows that our current strategies have effectively driven positive changes in student performance. The data consistently shows average improvement across various academic indicators, including standardized test scores and local assessments. Therefore, the 2024-2027 LCAP will maintain the majority of the previous LCAP actions as they are, leveraging the momentum of our successes to continue our trajectory of improvement.

The 2020-2023 Goal 1 Changes include:

Action 1: Social Emotional Positions moves to Goal 1 Action 5

Action 2: SEL Staff Development moves into Goal 2 Action 1

Action 3: Safe Spaces moves to Goal 1 Action 7

Action 4: Support for Homeless Students and Families moves into Goal 3 Action 1

Action 5: Athletic Opportunities moves into Goal 1 Action 8

Action 6: Attendance Improvement moves into Goal 3 Action 2

The previous LCAP Goals and Actions will be reorganized in the 2024-2027 LCAP and include some new or modified actions to improve student outcomes further.

The 2024-2027 Goal 2 includes:

Action 1: Instructional Development

Action 2: Instructional Support

Action 3: Teacher Recruitment and Retention

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	Ensure equity for all students in academic programs, and social engagement annually by the number of inclusive classrooms and staff participation in development. State Priority 8 Other Student Outcomes, State Priority 5 Student Engagement, State Priority 7 Course Access

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Percentage of staff completion of participation in Trauma Informed Practices (TIP) for all classified, certificated and administrative staff.	2020-2021- 31% of classified, certificated and administrative staff completed Trauma Informed Practices	2021-2022 45% of classified, certificated and administrative staff completed Trauma Informed Practices	2022-2023 16% additional certificated and classified staff completed Trauma Informed Practices training	2023-2024 37% of certificated and classified staff completed Trauma Informed Practices training	90% of classified, certificated and administrative staff completed Trauma Informed Practices
2.) Percentage of District schools implementing co-teaching.	2020-2021- 33% of district schools implementing co-teaching	2021-2022- 40% of district schools implementing co-teaching	2022-2023 50% of district schools implement co-teaching	2023-2024 50% of district schools implement co-teaching	100% of district schools implementing co-teaching

Goal Analysis

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

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

In analyzing LCAP goal 3, a disparity emerges in Action 1, which experienced a decrease after the plan's implementation. This difference, supplemented with the increase in allocated supplemental and concentration grant funding, attributed to shifts in district demographics and overcoming hurdles in student attendance, was moved to Goal 4, Action 1 to address the negotiated increase in compensation. The residual

benefit resulted in a deliberate pivot towards high-impact instructional methodologies facilitated by intervention support, professional development, and overall services for students. This reapportionment of resources enabled an augmentation of various actions. The following prompts delineate both the obstacles encountered and achievements attained in relation to the goal and its associated action.

SUCCESS

Action 1: Trauma-informed practices training

Various trauma-informed training were offered throughout the year. Opportunities included a variety of district, county, and regional activities. In the event that training was offered outside of the school day, the district paid staff on a timesheet.

Metric: 273 HSD staff members attended Trauma-Informed Practice training in 2023-2024.

Action 2: Anti-discriminatory disciplinary practices

Co-teaching allows students with special needs to participate equitably in academic and social environments with their peers. Additionally, coteaching fosters an enrichment of instructional skill sets among staff. Another focus of this goal is to positively impact students' accessibility to the core curriculum and lessons along with general education peers, least restrictive environments, and access to positive behavior strategies.

Metric: 50% of schools offer at least one co-taught class in the middle grades.

CHALLENGES

Metric 2: The SIP grant fiscally supports inclusive classrooms, co-teaching training, and SIP support. Moving forward this metric will need to be addressed in alternative ways. The goal is to achieve 100% of schools hosting an inclusive classroom in the middle grades. This action will be a larger part of the LCAP to accomplish the 100% goal.

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

As the year progressed, reallocations in this Goal's budgets were done through reductions in actions where the need was less than expected to actions where the needs increased as follows:

Action #1, Trauma Informed Practices Training- Budgeted \$30,000, estimated actuals \$15,000 a decrease of \$15,000. The decrease was due to the use of Federal funds and the savings was transferred to Goal #4, Action #1 to fund additional compensation from negotiated salary increases.

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

Actions within Goal 3 are analyzed for effectiveness based on student outcome data and educational partner feedback. The analysis takes into consideration the level of implementation and impacting factors that may go beyond the scope of the data source.

EFFECTIVE ACTIONS

Action 1: Trauma-Informed practices training

Various trauma-informed training were offered throughout the year. Opportunities included a variety of district, county, and regional activities. In the event that training was offered outside of the school day, the district paid staff on a timesheet.

Metric: 273 HSD staff members attended Trauma-Informed Practice training in 2023-2024.

Action 2: Anti-discriminatory disciplinary practices

This action has been folded into Inclusive classrooms action in the 2024-2027 LCAP. Co-teaching allows students with special needs to participate equitably in academic and social environments with their peers. Additionally, coteaching fosters an enrichment of instructional skill sets among staff. Another focus of this goal is to positively impact students' accessibility to the core curriculum and lessons along with general education peers, least restrictive environments, and access to positive behavior strategies.

Metric: 50% of schools offer at least one co-taught class in the middle grades.

INEFFECTIVE ACTIONS

Metric 2: The SIP grant fiscally supports inclusive classrooms, co-teaching training, and SIP support. Moving forward this metric will need to be addressed in alternative ways. The goal is to achieve 100% of schools hosting an inclusive classroom in the middle grades. This action will be a larger part of the LCAP to accomplish the 100% goal.

New Action data will be reflected moving forward as not all actions were implemented throughout the entire year.

Action 3: Differentiated Instruction

Action 4: Inclusive classrooms

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.

This goal was decreased by \$21,240 due to the prioritization of Federal funds. The reduction, complemented by student performance data and educational partner feedback, prompted a shift in priorities and funding allocation within Goal 4. The following goals reflect the allocation changes and their desired outcome.

Action 1: A reallocation of funds to support the two new actions within Goal 3; Desired outcome: more efficient funding allocation with preservation of existing intention of the action

Action 2: A reallocation of funds to support the two new actions within Goal 3; Desired outcome: more efficient funding allocation with preservation of existing intention of the action

Action 3: Differentiated Instruction; Desired outcome: equitably serving students with disabilities, English learners, and students who are socio-economically disadvantaged

Action 4: Inclusive classrooms; Metric: Number of cotaught classes offered at each school; Desired outcome: equitably serving students with disabilities, English learners, and students who are socio-economically disadvantaged

The 2024-2027 Goal 1 Changes include:

Action 1: District support for parents changes only in title

Action 2: Health Support for Parents moves into Goal 3 Action 1

Action 3: Support for Families of Unduplicated pupils moves into Goal 3 Action 1

Action 4: Parent Education moves to Goal 3 Action 3

Action 5: Parent Meetings Outside of School Hours moves to Goal 3 Action 3

Action 6: Parent Communication moves to Goal 3 Action 2

The previous LCAP Goals and Actions will be reorganized in the 2024-2027 LCAP and include some new or modified actions in an attempt to further improve student outcomes.

The 2024-2027 Goal 3 includes:

Action 1: Family Support

Action 2: Parent Communication

Action 3: Parent Engagement and Education

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

Goals and Actions

Goal

Goal #	Description
4	Develop high levels of parent involvement, parent education, and student engagement; where all parents are welcomed and expected to be involved in their child's education measured annually by self reporting and participation rates. Priority 3: Parent Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Annual Survey of parent involvement	2021-2022 CHKS Parent Survey or locally developed survey establish baseline for: % Participation % of parents who feel welcomed and informed	No Data Collected for 2021-2022	2022-2023 Data to be Determined by the CHS survey administered in May of 2023	2022-2023 CHKS Results yielded no parent responses.	65% of parents in elementary (Gr 5) and secondary (Gr 6) will respond to the survey 80% of parents will report feeling connected to school
2.) Participation rate for family engagement opportunities	2021-2022 Establish baseline for: parent teacher conferences back to school night 1 per site, per year	2021-2022- 100% of schools held parent teacher conferences 70% of schools met or exceeded 65% attendance rate 2021-2022- 100% of schools held back to school night	2022-2023- 100% of schools held parent teacher conferences 70% of schools met or exceeded 65% attendance rate 2022-2023- 100% of schools held back to school night	2023-2024- 100% of schools held parent teacher conferences 80% of schools met or exceeded 65% attendance rate 2023-2024- 100% of schools held back to school night	65% average per site for parent and family engagement participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		12% of schools met or exceeded 65% attendance rate			
3.) Participation rate for family education opportunities	2021-2022 schoolwide family education training events 1 per site, per year	2021-2022- 20% of schools held schoolwide family education training events 0% of schools met or exceeded 65% attendance rate	2022-2023- 20% of schools held schoolwide family education training events 0% of schools met or exceeded 65% attendance rate	2023-2024- 70% of schools held schoolwide family education training events 10% of schools met or exceeded 65% attendance rate	65% average per site for parent and family engagement participation
4.) % of Parental Membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee (SSC, ELAC, DELAC) serving Unduplicated Pupils	2021-2022 Establish baseline: % of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee	2021-2022- 80% of School Site Councils have the required number of parent membership (five parents) 2021-2022- 90% English Learner Advisory Committees have the required percentage of parent representation serving (at least equal to the percentage of ELs in the school) 2021-2022- 100% required membership for the District English	2022-2023- 80% of School Site Councils have the required number of parent membership (five parents) 2022-2023- 90% English Learner Advisory Committees have the required percentage of parent representation serving (at least equal to the percentage of ELs in the school) 2022-2023- 100% required membership for the District English	2023-2024- 80% of School Site Councils have the required number of parent membership (five parents) 2023-2024- 90% English Learner Advisory Committees have the required percentage of parent representation serving (at least equal to the percentage of ELs in the school) 2023-2024- 100% required membership for the District English	100% of parental membership roles filled for school and district committees: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Learner Advisory Committee is filled	Learner Advisory Committee is filled	Learner Advisory Committee is filled	
5.) Parent and Family needs assessment survey	2022-2023 Establish baseline: Parent Survey % Participation % of parents reporting positive communication with the school	2021-2022 Parent Survey not administered	2022-2023 Parent Survey 3.62 % Participation 59.7 % of parents reporting positive communication with the school	2023-2024 Educational Partner Survey 1 % Participation (69 of 7645) 72.4% of parents reporting positive communication with the school	33% of parent participation 66% of parents will report positive communication with the school

Goal Analysis

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

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

Substantive differences in Goal 4 include the reallocation of funds within the LCAP to enhance the new actions in Goal 1. The four new actions appropriately suit the intention of Goal 4, which is to develop high levels of parent engagement. The expansion of this goal will dedicate staff and resources to the efforts of informing, engaging, and education parents and families. The prompts below outline both the challenges and successes related to the goal and action.

SUCSESSES

Action 1: Provide parent engagement services through support staff positions at the district office. This action funds the assignment of 1.0 FTE Parent and Family Liaison at the district office. This position directly serves Foster youth and home insecure families. Metric: Fulfillment of the 1.0 FTE

Action 2: Ensure the health needs and services of Foster Youth, English Learners, and Socioeconomically Disadvantaged students are met. Metric: Fulfillment of 10 Health clerks and 1 district nurse.

Action 3: School Support for Families; Metric: 9 FTE school site secretaries and 30% Assistant principal allocation; Desired outcome: explicit staff support for students with disabilities, Foster youth, English learners, and students who are socioeconomically disadvantaged

Action 4: Parent Engagement and Education; Metric: Number of parent engagement and education activities offered; Metric: The number of schools hosting a parent education event. Desired Outcome: each school will host one parent education or engagement opportunity district-wide a trimester

Action 5: Parent Meetings Outside of School Hours; Metric: Extra duty timesheets; Desired outcome: increased access for parents to conference with their student(s) teacher Desired Outcome: School staff is reported as accessible, identified in a parent survey

Action 6: Parent Communication; Metric: ***fulfillment of 1.0 FTE for Communication technician*** {not done, focus shifted to attendance initiative in goals 2}***; Desired outcome: parents reporting adequate communication

CHALLENGES

Metric 1: The California Healthy Kids Survey was ineffectively administered in 2021-2022 and 2022-2023, therefore a comprehensive collection of data was not collected. This metric will shift to the Kelvin survey administered in the 2023-2024 school year.

Metric 5: A Parent and Family Needs Assessment was not administered, but rather an Educational Partner Input survey. This survey was used to determine the percentage of parent participation and the percentage of positive communication.

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

The 2022-23 resulted in unused funds carried over to the 2023-24 year. Some of those carried over funds were invested for the following contribution actions within this goal:

Action #2, Parent Support - Budgeted \$509,282, estimated actuals \$611,560 an increase of \$102,278 invested to partially fund additional compensation from negotiated salary increases.

Action #3, Support of for Families of Unduplicated Pupils - Budgeted \$1,071,598, estimated actuals \$1,356,944 an increase of \$285,346 invested to partially fund the hiring of an additional Instructional Supervision Support position and the district's dual language school and additional compensation from negotiated salary increases .

As the year progressed, reallocations in this Goal's budgets were done through reductions in actions where the need was less than expected to actions where the needs increased as follows:

Action #1, District Level Parent Engagement Support - Budgeted \$101,281, estimated actuals \$115,741 an increase of \$14,460 caused by additional compensation from negotiated salary increases. The increase was funded by a transfer from Goal 3, Action 4.

Action #6, Parent Communication - Budgeted \$100,239, estimated actuals \$31,129 an decrease of \$69,110 invested in Action #2 to partially fund additional compensation from negotiated salary increases.

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

This goal was increased by \$333,039, primarily due to the investment of unused funds from the prior year. Actions within Goal 4 are analyzed for effectiveness based on student outcome data and educational partner feedback. The analysis takes into consideration the level of implementation and impacting factors that may go beyond the scope of the data source.

EFFECTIVE ACTIONS

Action 1: Provide parent engagement services through support staff positions at the district office. This action funds the assignment of 1.0 FTE Parent and Family Liaison at the district office. This position directly serves Foster youth and home insecure families. Metric: Fulfillment of the 1.0 FTE

Action 2: Ensure the health needs and services of Foster Youth, English Learners, and Socioeconomically Disadvantaged students are met. Metric: Fulfillment of 10 Health clerks and 1 district nurse.

Action 3: School Support for Families; Metric: 9 FTE school site secretaries and 30% Assistant principal allocation; Desired outcome: explicit staff support for students with disabilities, Foster youth, English learners, and students who are socioeconomically disadvantaged

Action 4: Parent Engagement and Education; Metric: Number of parent engagement and education activities offered; Metric: The number of schools hosting a parent education event. Desired Outcome: each school will host one parent education or engagement opportunity district-wide a trimester

Action 5: Parent Meetings Outside of School Hours; Metric: Extra duty timesheets; Desired outcome: increased access for parents to conference with their student(s) teacher Desired Outcome: School staff is reported as accessible, identified in a parent survey

Action 6: Parent Communication; Metric: ***fulfillment of 1.0 FTE for Communication technician*** {not done, focus shifted to attendance initiative in goals 2}***; Desired outcome: parents reporting adequate communication

INEFFECTIVE ACTIONS

Metric 1: The California Healthy Kids Survey was ineffectively administered in 2021-2022 and 2022-2023, therefore a comprehensive collection of data was not collected. This metric will shift to the Kelvin survey administered in the 2023-2024 school year.

Metric 5: A Parent and Family Needs Assessment was not administered, but rather an Educational Partner Input survey. This survey was used to determine the percentage of parent participation and the percentage of positive communication.

New Action data will be reflected moving forward in the 2024-2027 LCAP, as not all actions were implemented throughout the entire year.

Action 3: School Support for Families

Action 4: Parent Engagement and Education

Action 5: Parent Meetings Outside of School Hours

Action 6: Parent Communication

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.

The overall supplemental and concentration grant budget was ***reduced by \$575,169*** due to reductions in funding generated by reductions in the unduplicated pupil count and P-2 attendance. The reduction, complemented by student performance data and educational partner feedback, prompted a shift in priorities and funding allocation within Goal 4. The following goals reflect the allocation changes and their desired outcome.

The previous LCAP Goals and Actions will be reorganized in the 2024-2027 LCAP and include some new or modified actions in an attempt to further improve student outcomes.

The 2024-2027 Goal 4 will be collapsed. All actions will be moved to Goal 3.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hollister Elementary School District	Erika Sanchez Superintendent	esanchez@hesd.org (831) 630-6300

Plan Summary [2024-25]

General Information

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

The Hollister School District serves a community nestled in the vibrant heart of San Benito County. Our district is uniquely situated between the picturesque Central Coast, the technological hub of Silicon Valley, and the agriculturally rich Central Valley. This blend of agriculture, technology, and heritage has fostered a diverse community of 66,000 residents, of which 43,000 call the City of Hollister home.

In recent years, our district has experienced significant growth, driven in part by the construction of thousands of new homes that have attracted families to our area. While this growth presents exciting opportunities, it also brings new challenges, including the need to accommodate a shifting demographic profile and manage the rapid influx of students into our schools.

At the Hollister School District, we take great pride in our commitment to providing a high-quality education to every student who walks through our doors. With 735 dedicated employees, we are the largest employer in the county, and we are deeply invested in the success and well-being of our students. We recognize the vital role that education plays in shaping the future of San Benito County, and as such, we prioritize comprehensive learning opportunities that extend beyond the traditional academic curriculum. In addition to fostering academic excellence, we are dedicated to supporting the social, emotional, and behavioral development of our students, ensuring that they are well-equipped to succeed in school and in life.

Our unwavering dedication to providing relevant, enriching, and comprehensive learning experiences for all students undoubtedly contributes to the overall growth and success of both our students and our community as a whole. As we continue to navigate the challenges and opportunities that come with our rapidly evolving district, we remain committed to our mission of empowering every student to reach their full potential.

The Hollister School District is committed to academic excellence through rigorous, standards-based instruction. Its classroom instruction is aligned with California State Standards and English Language Development standards and assessments.

Board-adopted Guiding Principles for the district are:

We believe every student, every day, by name, by need, will succeed.

We believe in embracing the uniqueness of every child.

We believe partnerships among all educational partners must be valued and respected.

We believe in community advocacy for the whole child.

We believe that each student is everyone’s responsibility.

We believe that things that are measured get done.

HSD Student Composition (2023 CBEDS Data):

Student population.....	5670
Low Income.....	2834; 49.9%
Foster Youth.....	18; 0.32%
Homeless.....	89; 1.57%
Migrant.....	536; 9.45%
English Learner.....	1750; 30.87%
Long-Term English Learners...	377; 6.64%
Special Education.....	805; 14.2%
Hispanic.....	4657; 82.15%
Unduplicated Students (UPP)...	3491; 61.58%

The Hollister School District has ten schools on nine campuses. Each campus hosts a diverse and unique community and culture while remaining aligned with the Board of Trustees' Guiding Principles.

TK-5 schools (1):

R.O. Hardin.....457 enrollment

Tk-8 schools (6):

Calaveras.....574 enrollment

Cerra Vista.....599 enrollment

Hollister Dual Language Academy...847 enrollment

Ladd Lane.....776 enrollment

Rancho Santana.....605 enrollment

Sunnyslope.....640 enrollment

5-8 Schools (1):

Accelerated Achievement Academy...164 enrollment

6-8 Schools (2):

Marguerite Maze.....452 enrollment

Ranch San Justo.....556 enrollment

Reflections: Annual Performance

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

The annual performance report for the California School Dashboard Student Outcomes in 2023 offers a comprehensive snapshot of student achievement and engagement within our district. Reflecting on the data presented, several key trends and areas for improvement emerge, highlighting both successes and challenges across various student subgroups.

In terms of academic performance, the report indicates varying levels of proficiency across different subjects and student populations. While 35.49% of all students met or exceeded standards in English Language Arts (ELA), there are notable disparities among subgroups, particularly for English learners, foster youth, and students with disabilities. Similarly, in mathematics, only 23.92% of all students met or exceeded standards, with socioeconomically disadvantaged students and those with disabilities exhibiting lower proficiency rates. The decline and underperformance of certain subgroups, especially English learners and homeless students, underscore the urgent need for targeted interventions and support in these areas.

The English Learner Progress Indicator (ELPI) data reveals both progress and stagnation in language proficiency levels, with a significant percentage of students maintaining or decreasing their proficiency levels. This highlights the importance of ongoing assessment and support to ensure continuous growth and achievement for English learners.

In terms of academic engagement, chronic absenteeism remains a concern, with an overall rate of 29.3%. While some student groups show improvement compared to the district average, others, such as socioeconomically disadvantaged students and those experiencing homelessness, continue to experience high rates of chronic absenteeism. Addressing the underlying factors contributing to absenteeism, such as socioeconomic barriers and housing instability, is essential for promoting consistent attendance and academic success.

Regarding conditions and climate, suspension rates reflect disparities among student subgroups, with socioeconomically disadvantaged students and those with disabilities experiencing higher rates of suspension. This underscores the importance of implementing proactive disciplinary practices and fostering a supportive and inclusive school environment to address behavioral challenges and promote positive student outcomes.

On a positive note, the report highlights the district's commitment to ongoing assessment and data-driven decision-making through the implementation of localized assessments and the utilization of user-friendly platforms for data analysis and reporting. The increase in reading and math proficiency among certain student groups demonstrates the effectiveness of targeted interventions and supports, such as the STAR assessment framework and personalized student reports.

Looking ahead, it is evident that addressing the diverse needs of our student population requires a multifaceted approach that encompasses targeted interventions, parent engagement, and supportive school environments. By leveraging data-driven strategies and fostering collaborative partnerships with families and community stakeholders, we can continue to advance equity, promote academic achievement, and support the holistic development of all students across our district.

CALIFORNIA SCHOOL DASHBOARD STUDENT OUTCOMES (2023)

ACADEMIC PERFORMANCE

English Language Arts: 35.49% of all students met or exceeded standards

Student Subgroup met or exceeded standards performance:

Socioeconomically Disadvantaged 25.91%

Students with Disabilities 10.12%

Foster Youth- To protect student privacy, data is suppressed because fewer than 11 students tested.

Homeless 20.37%

English Learners 4.74%

Long-Term English Learners 5.91%

Student Subgroups indicated as declined and/or underperforming (in Red) for ELA:

English Learners

Homeless

Mathematics:

23.92% of all students met or exceeded standards (DataQuest)

Student Subgroup met or exceeded standards performance:

Socioeconomically Disadvantaged 16.46%

Students with Disabilities 8.89%

Foster Youth- To protect student privacy, data is suppressed because fewer than 11 students tested.

Homeless 10.52%

English Learners 9.09%

Long-Term English Learners 3.61%

Student Subgroups indicated as declined and/or underperforming (in Red) for Math:

Homeless

English Learner Progress Indicator (ELPI) (Dashboard)

51.3% making progress toward proficiency

47.1% progressed 1 level

4.1% maintained level 4

30.9% maintained level 1, 2L, 2H, 3L, 3H

17.9% Decreased one level

ACADEMIC ENGAGEMENT

Chronic Absenteeism (Dashboard)

Overall 29.3%

The following student groups had equal or lower percentages than the district's percentage.

English Learners 28.6%
Foster Youth 21.1%
African American 22.9%
American Indian or Alaska Native 25.0%
Asian 17.2%
Filipino 13.3%
Native Hawaiian or Pacific Islander 8.0%
White 23.1%
Two or more Races 27.0%

Student Subgroup Performance: Chronic Absenteeism
Socioeconomically Disadvantaged 33.7%
Students with Disabilities 36.7%
Foster Youth- 21.1%
Homeless 39.6%
English Learners 28.6%
Long-Term English Learners (undetermined)

Student Subgroups indicated as declined and/or underperforming (in Red) for Chronic Absenteeism:
Homeless
African American
Two or More Races

CONDITIONS AND CLIMATE

Suspension Rate (Dashboard)
Overall 4.1%

The following student groups had equal or lower percentages than the district's percentage.

English Learners 3.7%
African American 2.1%
American Indian or Alaska Native 0.0%
Asian 1.7%
Filipino 2.2%
Native Hawaiian or Pacific Islander 0.0%
White 4.0%

Student Subgroup performance: Suspension
Socioeconomically Disadvantaged 5.3%
Students with Disabilities 5.9%
Foster Youth- 10.5%
Homeless 7.0%

English Learners 3.7%
Long-Term English Learners (undetermined)

Student Subgroups indicated as declined and/or underperforming (in Red) for Suspension:

Homeless
White

LOCAL ASSESSMENT STUDENT OUTCOMES (2023)

ACADEMIC PERFORMANCE

HSD has embraced an assessment framework aimed at delivering comprehensive diagnostic, progress monitoring, and standards-aligned performance evaluations, leveraging STAR Reading and STAR Math as localized assessments for students in grades 3-8. Baseline STAR assessment data was established by HSD in May of the 2020-2021 school year, with benchmark/growth data recorded in August, January, and April of the 2021-2022 academic year. During the 2021-2022 school year, HSD diligently implemented STAR assessments, achieving close to a 90% participation rate across all schools. Data is conveniently presented and accessible through user-friendly platforms such as Schoolzilla, Ellevation, and Renaissance Place. This meticulous implementation has enabled the identification of individual student needs and facilitated targeted interventions for student groups. Moreover, real-time access to assessment results is provided to all parents, empowering teachers to utilize personalized student reports for interventions and parent conferences. These results also serve as one of several metrics for English Language Development (ELD) placement and reclassification, contributing to a holistic approach to student progress assessment.

Reading (May 2023 to March 2024):

RFEP students are progressing in Reading Proficiency at a higher percentage than English Learners or RFEP students. 50% opposed to the next highest student group (EO) 39.1%

The percentage of Migrant students progressing in Reading Proficiency increased the most out of all other student groups. Up to 24.8%

The percentage of Third-grade students progressing in Reading Proficiency increased higher than all other grade-level groups. Up to 43.4%.

The percentage of students in grades 1, 2, 3, and 5 had positive increases in Reading Proficiency compared to their initial baseline.

The percentage of Special Education students progressing in Reading Proficiency increased. Up to 39.3%

The percentage of Foster Youth students progressing in Reading Proficiency increased. Up to 35.9%

Math (May 2023 to March 2024):

The percentage of EL students increasing in Math Proficiency was higher than EO and RFEP students. Up to 26.7%

The percentage of Migrant students progressing in Math Proficiency increased the most out of all other student groups. Up to 36.9%

ACADEMIC ENGAGEMENT

In addition to the California School Dashboard summative data, HSD uses Schoolzilla and Aeries student information systems to measure and monitor local academic engagement and attendance data. Local data indicates the following successes:

2023-2024 Average Daily Attendance ranged from 95.8% to 93.2%, averaging 93.3%.

2022-2023 Average Daily Attendance ranged from 93.9% to 92.3%, averaging 92.3%.

CONDITIONS AND CLIMATE

HSD uses the California Healthy Kids Survey (CHKS) climate survey to assess students' social-emotional learning and school climate in grades 5 and 7. The most recent assessment was administered to 5th-grade students in April 2022. Reported percentages represent the highest-scoring results within a survey section.

Elementary Student response rate- 31%

Engagement

- Adults have High Expectations 82%
- Academic Motivation 78%
- Parent Involvement 74%

School Safety

- Felt safe going to and from school 85%
- Felt safe at school 70%
- A victim of cyberbullying 27%

Disciplinary Environment

- Treated with respect 84%
- Treated fairly when breaking the rules 63%

Substance Abuse

- Alcohol or drug use 17%

Mental Health

- Wellness 72%

School Connectedness 71%

Secondary Student (2017-2018) response rate 87%

Engagement

- Adults have High Expectations 39%
- Academic Motivation 37%
- Adult Relationships 26%

School Safety

- Felt safe at School 56%
- A victim of cyberbullying 37%

Substance Abuse

- Alcohol or drug use 5%

School Connectedness 18%

SUCSESSES: STAFF, STUDENT, PARENT, AND COMMUNITY INPUT

Various feedback avenues were provided to all education partners throughout the year. Affirmative feedback can be reduced to the following topics

- Benefits from students on campus
- Positive results from the availability of mental health services
- Improved relationships and communication
- Support for existing programs; specific programs mentioned: PAF, Eureka, Constructed Meaning, PBIS, Capturing Kids Hearts

CONTRIBUTING FACTORS PERPETUATING SUCCESS

ACADEMIC PERFORMANCE

- Year-long classroom coaching for Euerka and OG
- Implementation of STAR ELA and Math with supporting intervention lesson from Nearpod
- Implementation of Zearn for individualized math practice
- Increased consistency of early literacy intervention models

ACADEMIC ENGAGEMENT

- Employing a Parent Attendance Liaison at the central office for daily check-ins, promoting increasing attendance, and providing families with resources regarding needs.
- Continuation of a districtwide attendance monitoring and incentive program.
- Continuation of a districtwide Social-Emotional Team, which places at least one full-time counselor and/or mental health therapist at every site for 1:1 and/or small group counseling. Members of this team supported sites by providing in-the-moment support for students who struggled with coming and/or staying at school, connected with families to address needs, and aided in follow-up support conversations.
- 100% of schools held at least three parent/family engagement events during the year
- 70% of schools met or exceeded the 65% participation rate goal for at least one parent engagement event held throughout the year.
- 100% of schools held parent-teacher conferences, and 60% of the schools met or exceeded the 65% participation rate goal
- 100% of schools held back-to-school nights
- The District English Learner Advisory Committee had full membership.
- All schools hosted full School Council Committees and English Language Advisory Committees.
- Various staff members at each school site were strategic in their coordinated efforts to engage parents/families.
- 99% of parents are connected to the district's communication platform ParentSquare to receive school and district information.

CONDITIONS AND CLIMATE

- Implementation of a districtwide Social-Emotional Team, which placed at least one full-time counselor and/or mental health therapist at every site for 1:1 and/or small group counseling. This provided a place for students and parents to feel safe, welcome, and supported. Members of this team assisted in mitigating the course of discipline through a preventative approach. Consequently, suspension and discipline referrals were reduced.
- Trauma-informed professional development was made available to all staff. These trainings prepared staff to be more responsive to students' needs beyond academics, thus making the learning environment more opportune.
- Restorative Practices training was offered to all administrators, certificated, and classified staff to support anti-discriminatory discipline practices.

LOCAL ASSESSMENT DATA

- A uniform assessment calendar was established for all 3rd-8th grade students.
- Teachers received professional development in administering, reading, and responding to assessment data with the assessment platform.
- Intervention strategies were more efficient with uniform grouping criteria.

AREAS FOR IMPROVEMENT

IDENTIFIED NEED:

CALIFORNIA SCHOOL DASHBOARD STUDENT OUTCOMES (2023)

ACADEMIC PERFORMANCE

English Language Arts:

Schools and Student groups in Red: Calaveras (English Learners), Ladd Lane (Students with Disabilities), Maze (Socioeconomically Disadvantaged), RO Hardin (Students with Disabilities), Rancho San Justo (English Learners, Socioeconomically Disadvantaged, Students with Disabilities), Rancho Santana (English Learners), Sunnyslope (Students with Disabilities)

31.17% of all students scored Standard Not Met (DataQuest)

Negative Distance from standard (CA Dashboard)

All Students maintained at -39.7

English Learners maintained at -73.7

Homeless declined to -85.5

Socioeconomically Disadvantaged declined to -63.1

Students with Disabilities improved to -102.9

African American improved to -25.6

Hispanic maintained at -48.6

Native Hawaiian or Pacific Islander improved to -6.7

White declined to -5.5

Student group identified critical need: Students with Disabilities

Math:

Schools in Red: Cerra Vista (Students with Disabilities), Maze (Socioeconomically Disadvantaged), Rancho San Justo (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic), Rancho Santana (English Learners), Sunnyslope (Students with Disabilities)

41.32% of all students scored Standard Not Met (DataQuest)

Negative Distance from standard (CA Dashboard)

All students improved to -70.9

English Learners improved to -97.9

Homeless maintained at -118.2

Socioeconomically Disadvantaged declined to -92

Students with Disabilities improved to -124.5

African American improved to -40.5

Filipino maintained at -23.8

Hispanic improved to -78.6

Native Hawaiian or Pacific Islander improved to -26.6

White maintained at -41.7

Students of two or more races improved to -34.4

Student groups identified for critical need: Socioeconomically disadvantaged, Homeless, and Students with Disabilities

English Learner Progress Indicator (ELPI) (CA Dashboard)

0 of 10 schools in Red

improved from 24.4% to 17.9% for English Learners, decreased at least one ELPI level

ACADEMIC ENGAGEMENT:

Chronic Absenteeism, All students: 29.3%

Schools in Red: AAA (All Students, Socioeconomically Disadvantaged, White), Calaveras (All Students, English Learners, Hispanic), Cerra Vista (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White, Two or More Races), Hollister Dual Language Academy (All students, English learners, Socioeconomically Disadvantaged, Student with Disabilities, Hispanic), Ladd Lane (White), RO Hardin (All Students, Socioeconomically Disadvantaged, Student with Disabilities, Hispanic), Rancho San Justo (Two or More Races), Rancho Santana (All Students, English Learners, Socioeconomically Disadvantaged, White)

Student groups with higher percentages than All Students:

Homeless Youth 39.6%

Socioeconomically Disadvantaged 33.7%

Students with Disabilities 36.7%

Hispanic 30.8%

CONDITIONS AND CLIMATE

Suspension rate, All Students: 4.1%

Schools in Red: Cerra Vista (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races), Ladd Lane (Two or More Races), Maze (All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic), Rancho San Justo (All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, White), Rancho Santana (All Students, Socioeconomically Disadvantaged, Hispanic), Sunnyslope (Socioeconomically Disadvantaged)

Student groups with higher percentages than All Students:

Foster Youth 10.5%

Homeless Youth 7.0%

Socioeconomically Disadvantaged 5.3%

Students with disabilities 5.9%

Hispanic 4.2%

Two or more races 5.0%

IDENTIFIED NEEDS: STAFF, STUDENT, PARENT, AND COMMUNITY INPUT

- Increased support for behavioral and social-emotional wellbeing
- A need for additional supporting programs such as Lexia and Zearn
- Improving school and district communication
- Refined support to all students within and outside of the school day; including the SST process and special education student access to the general education curriculum

PLANS FOR MITIGATING IDENTIFIED NEEDS

ACADEMIC PERFORMANCE

- Alignment of general education and special education curriculum
- Expand inclusive classroom opportunities for students, especially at the upper elementary levels.
- Provide targeted reading interventions in grades 5 through 8 and the expansion of early literacy intervention through grade 3 to address learning loss and early literacy skills.
- Consistently implement Orton Gillingham (O.G.) early literacy reading intervention strategies at all elementary schools and provide ongoing professional development and site-based capacity building for effective implementation.
- Utilize Accelerated Reader and myOn (grades 2-8) in addition to O.G./PAF (grades TK-3) for a K-8 reading intervention model district-wide.
- Fully utilize the adopted comprehensive standards-based math curriculum (Eureka Math), including diagnostic and differentiated strategies to meet the needs of all students and provide ongoing professional development.
- Site-level capacity building and site-level support for Eureka math, language supports, and diagnostic progress monitoring using Eureka Math Equip to support differentiated and targeted lesson planning and instruction.
- Continue to implement and provide professional development on the reclassification process to ensure students are appropriately redesignated when they demonstrate proficiency.
- Ensure all middle school EL students are placed appropriately using a consistent process and triangulated data, which includes the assurance of appropriate instructional materials for student language proficiency levels. Placement criteria have been developed and aligned with materials, placement, and courses offered. Continued professional development is needed.
- EL students not yet ready for reclassification must receive consistent, targeted ELD instruction.
- Assure effective and targeted ELD instruction is consistently taught, with enhanced focus on grades 3 through 8. Utilization of integrated ELD strategies such as Constructing Meaning to ensure all students have linguistic support for core math content and other content areas. Expand professional development and capacity building to allow internal training in future years.
- Utilization of Title III funding for Systematic ELD instruction targeting LTEL in grades 4-6 as outlined in Title III plan and Federal Addendum.
- Utilization of Title I funds for Intervention Teachers to support early literacy small group instruction/interventions at all elementary school sites as outlined in the Title I plan and Federal Addendum.

ACADEMIC ENGAGEMENT

- Placement of parent liaisons at school sites with the highest absenteeism rates
- Increase outreach and resources for Foster Youth, Homeless students, and Students with Disabilities.
- Reduce barriers impacting students and families from accessing academics such as technology or personal care.
- Increase student and parent awareness of resources and school and district events.
- Continue the availability of mental health staff.
- Increase parent and family involvement at the school and district levels
- Continue staff development in trauma-informed, social-emotional learning, and behavioral learning.

CONDITIONS AND CLIMATE

- Providing staff and family development with Capturing Kids Hearts.
- Making Positive Behavior Interventions and Supports (PBIS) available to all sites with middle school grades.

- Providing alternatives to off-campus suspensions.

HIGHLIGHTS

The key features of this LCAP address the unique needs of Hollister School District students. Actions and services were determined based on data, educational partner feedback, student performance, and budgetary allocation. This LCAP braids the talent of the Hollister School District staff, the capacity of the district's funding, and the Hollister School District's commitment to educational excellence. In reaction to student performance data and educational partner feedback, the LCAP has been augmented with multiple actions within the four existing goals. These actions improve or increase the services and support of all students and are indicative of the key features of this LCAP.

The following key features are highlighted in the 2024-2027 HSD LCAP:

INCREASED and IMPROVED ACCESS FOR UNDUPLICATED STUDENTS, STUDENTS WITH DISABILITIES, LONG-TERM ENGLISH LEARNERS, AND HOMELESS STUDENTS

To enhance educational equity and foster student success, the LCAP is centered around three key goals: student achievement, staff success, and parent support and engagement. At the heart of this initiative is the imperative to increase and improve access for unduplicated students, ensuring that every child, regardless of background or ability, has equitable opportunities to thrive academically and socially.

Under Goal 1: Student Achievement, the focus is on implementing targeted interventions and support systems to address the unique needs of unduplicated students, including English learners, socioeconomically disadvantaged students, foster youth, and homeless students.

Through data-driven decision-making and collaboration with educators, areas are identified for improvement and implemented evidence-based strategies to enhance academic outcomes. This included personalized learning plans, targeted tutoring sessions, and access to high-quality instructional materials and resources tailored to the diverse needs of our student population.

Goal 2: Staff Success is instrumental in equipping educators with the tools and training necessary to support unduplicated students effectively. Professional development opportunities focused on responsive teaching practices, trauma-informed instruction, and differentiation strategies to meet the varied needs of the student body. By investing in our educators and fostering a culture of continuous learning and growth, we empower them to create inclusive and supportive classroom environments where all students feel valued and respected.

Under Goal 3: Parent Support and Engagement, the critical role that families play in supporting student achievement is recognized. Through targeted outreach efforts, workshops, and community partnerships, we seek to enhance communication and collaboration between schools and families, particularly those of unduplicated students. By providing resources, guidance, and opportunities for involvement, we aimed to empower parents to become active partners in their children's education and advocates for their success.

The collective efforts under these three goals, is to see significant progress in increasing and improving access for unduplicated students. Academic achievement gaps narrowed, chronic absenteeism rates decreased, and suspension rates declined. Moreover, there is a desire to continue the tangible shift in school climate, characterized by greater inclusivity, empathy, and support for all students.

Moving forward, HSD remains steadfast in its commitment to advancing equity and ensuring that every student has the opportunity to reach their full potential. By prioritizing student achievement, staff success, and parent support and engagement, we are laying the foundation for a more equitable and inclusive educational experience for all students, today and in the years to come.

ENGLISH LEARNERS AND LONG TERM ENGLISH LEARNERS

Since 2019, reclassification rates within HSD have exhibited a consistent upward trajectory, surpassing state averages. Notably, Reclassified Fluent English Proficient (RFEP) students have consistently increased standard mastery in both reading and math. This commendable student achievement growth can be attributed to the district's sustained commitment to implementing key actions and strategies across all

schools. District-wide professional development initiatives and ongoing support systems have been instrumental in facilitating the effective implementation of core curriculum and identified strategies, with formative data serving as a crucial component of these efforts. Additionally, a significant proportion of English learner students report feeling both safe and positively engaged in their school environment, with elementary-level students demonstrating productivity both inside and outside the classroom. Parental feedback underscores a strong sense of satisfaction with the level of care provided by staff and the adequacy of communication channels between home and school, particularly appreciating the availability of information in Spanish. Furthermore, parents express robust support for literacy interventions, social-emotional support services, and the quality of instruction delivered by highly qualified staff members. Staff members, in turn, value the collaborative support they receive from their peers and the guidance provided by the Educational Service English Learner Coordinator, fostering a culture of collective growth and excellence within the district.

FOSTER YOUTH AND HOMELESS STUDENTS

Foster youth and students experiencing homelessness face disproportionate challenges in various aspects of their educational experience, including suspension rates, attendance, and academic performance in English Language Arts (ELA) and Math. Recognizing this disparity, targeted actions have been devised to address these issues head-on. This LCAP allocates resources to deploy staff members tasked with closely monitoring student performance on local assessments and intervening promptly when indicators suggest a need for support. Furthermore, comprehensive outreach initiatives have been implemented to ensure that these students have access to the necessary resources and support systems to engage with the educational environment fully. Additionally, ongoing staff development opportunities have been scheduled to enhance the capacity of educators to effectively respond to the unique needs of foster youth and students experiencing housing instability. By prioritizing proactive measures and targeted support, the district is committed to mitigating the challenges these vulnerable student populations face and fostering an inclusive and equitable learning environment for all. Our overarching goal is to ensure that homeless students receive equitable access to high-quality education and the necessary support services to thrive academically, socially, and emotionally. By implementing targeted interventions, providing comprehensive support systems, and fostering inclusive environments, we aim to close the achievement gaps and promote the overall well-being of homeless students. This includes ensuring stability in their education, addressing their unique needs through individualized support plans, and engaging families and communities to create a strong, supportive network that empowers homeless students to succeed and reach their full potential.

STUDENTS WITH DISABILITIES

Within the HSD, a significant milestone has been achieved as 50% of its schools now incorporate at least one co-taught class in the middle grades. These inclusive classrooms serve as dynamic learning environments where students of all abilities can access the core curriculum with the valuable support of a general education and a resource specialist teacher. Moreover, recognizing the importance of tailored instruction, site administrators are committed to reviving and bolstering the practice of differentiated instruction across all classrooms. By formally integrating these two proven practices into the LCAP, the district aims to preserve and expand access and equity for all students, with a particular emphasis on those with disabilities. This strategic alignment underscores the district's unwavering commitment to fostering inclusive educational experiences that honor every learner's diverse needs and strengths, thereby nurturing a culture of academic excellence and belonging across all schools.

In tandem with the integration of co-taught classes and differentiated instruction, HSD is embarking on a comprehensive effort to establish a consistent Student Study Team (SST) process across the district. The SST process serves as a vital mechanism for identifying and addressing the unique academic and socio-emotional needs of students, ensuring that each learner receives the personalized support necessary to thrive. By standardizing this process across all schools, HSD aims to streamline communication and collaboration among educators, administrators, and support staff, facilitating timely interventions and holistic support for students at risk of academic or behavioral

challenges. Through ongoing professional development and collaborative problem-solving sessions, educators will be equipped with the tools and strategies needed to effectively assess student needs, develop targeted interventions, and monitor progress over time. By embedding the SST process into the fabric of the district's educational framework, HSD is poised to cultivate a culture of proactive support and continuous improvement, ultimately empowering every student to reach their full potential.

PARENT AND FAMILY ENGAGEMENT

Partnerships serve as the cornerstone of the district's effectiveness, facilitating collaboration and synergy among stakeholders. Recognizing the pivotal role of communication, the district will designate a dedicated staff member to enhance communication channels both within and outside the district, ensuring that pertinent information flows seamlessly and that the needs of parents are accurately identified and addressed. Furthermore, the district is committed to providing accessible and tailored educational opportunities for parents, acknowledging their invaluable role as partners in their children's education.

Feedback garnered from district and site committee meetings underscores parents' investment and engagement in the educational process. Building upon this foundation, the district aims to harness and amplify this interest through targeted actions and initiatives. Developing the LCAP is a collaborative and data-informed process that integrates student performance data and input from educational partners. This comprehensive approach reflects the district's unwavering dedication to enhancing and expanding services for our most vulnerable students. Throughout the LCAP development process, opportunities were identified to reallocate funds more efficiently, ensuring that resources are maximized and effectively deployed to address the evolving needs of students. The district remains agile and responsive, pivoting as needed to meet the ever-changing educational landscape. The active involvement of multiple educational partners has been instrumental in shaping the success of this plan, underscoring the collective effort required to effect meaningful change. HSD is proud of the collaborative spirit and dedication demonstrated by all stakeholders involved in this critical process, affirming our shared commitment to advancing educational excellence and equity for all students.

The district's Foster youth, English learners, and socioeconomically disadvantaged students exceed the required 55% threshold for funds allocation districtwide. The current Unduplicated Pupil Percentage (UPP) for the 2022-2023 school year is 61.58%, which is a rebound from last year's decrease. Regardless, the district remains committed to prioritizing services for English Learners, including Long-Term English learners, Foster Youth, and socioeconomically disadvantaged students. The Local Control and Accountability Plan (LCAP) includes numerous actions to increase or improve services for these unduplicated student subgroups. The 2024-2027 goals feature a reorganization of actions specifically targeting the needs of English Learners, Foster Youth, and socioeconomically disadvantaged students.

HSD's supplemental and concentration grants are distributed through strategies designed to support all English Learners, Foster Youth, and socioeconomically disadvantaged students beyond the base program. Resource allocation decisions are made through the district planning process. Schools receive direction, guidance, and support on strategies to provide personnel, training, and educational materials to enhance the core program for underperforming students, ensuring access to high-quality programs for all students. The use of these funds is documented in the School Plans for Student Achievement (SPSAs). This LCAP for the Hollister School District (HSD) outlines our strategic approach to enhancing educational outcomes for all students, with a focused commitment to supporting our most vulnerable populations. This comprehensive plan prioritizes the needs of English Learners, Foster Youth, and socioeconomically disadvantaged students by detailing specific actions and strategies designed to provide equitable access to high-quality education. Through the allocation of supplemental and concentration grants, HSD aims to implement targeted interventions and support systems that address the unique challenges faced by these and all student subgroups. The LCAP serves as a roadmap for continuous improvement, ensuring that every student has the opportunity to

succeed academically and thrive personally.

Reflections: Technical Assistance

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

LEAs are annually identified for eligibility for technical assistance consistent with EC secretions 47607.3, 52071, 52071.5, 52072, or 52072.5. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

California's Differentiated Assistance (DA) program is an initiative to support schools and districts in improving student achievement and overall performance. In essence, the program recognizes the diverse needs of schools and districts across the state and aims to provide tailored support to facilitate continuous improvement and ensure that all students have the opportunity to succeed.

HSD qualifies for differentiated assistance due to its identification of student performance concerns within specific student groups, including Homeless in the priority areas of Chronic Absenteeism, Suspension, English Language Arts, and Mathematics. Initial efforts commenced in the fall with collaborative meetings facilitated by the San Benito County Office of Education (SBCOE), subsequently transitioning to a provider partnership arrangement involving the Tulare County of Education (TCOE), San Benito High School District (SBHSD), and Aromas-San Juan (ASJ). Our ongoing collaboration with our providers involves guiding documentation of activities, offering thought partnership, providing facilitation support, overseeing improvement approaches, and assisting with LCAP support to align DA requirements with our plan. The SBCOE provides oversight of the process.

- Actions that specifically serve the Homeless student group:
- Goal 1
 - Action 1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 1.11
 - Goal 2
 - Action 2.1, 2.2, 2.3
 - Goal 3
 - Action 3.1, 3.2, 3.3

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.

None of the Hollister School District schools are eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Board of Trustees	<p>The Board of Trustees receives semiannual reports on the LCAP at a public board meeting, once in February and again in June. Additionally, two board members attend each community meeting, which includes a presentation of the current LCAP and data. The Board of Trustee's feedback is captured in board meeting minutes and annotated notes taken at the community meetings.</p> <p>Meeting Dates: February 27, 224 June 25, 2024</p>
District and School Administrators	<p>District and School Administrators review and provide feedback on the LCAP at the community meeting hosted at their campus. They also engage in a deeper analysis of the LCAP at the monthly district-hosted administrator meetings. This process affords administrators the opportunity to analyze not only the district's plan and progress but also align their school site planning.</p> <p>Meeting Dates: September 7, 2023 October 5, 2023 November 2, 2023 December 7, 2023 February 1, 2024 March 7, 2024 April 4, 2024 May 9, 2024</p>

Educational Partner(s)	Process for Engagement
Community Meetings	<p>Each of the 10 school sites hosts a public gathering inviting community members, families, staff, and board members to review and provide feedback on the LCAP. Attendees' input is collected and captured in meeting notes as well as digitally via a Google Form survey.</p> <p>Meeting Dates: February 6, 2024 - Calaveras February 13, 2024 - Maze March 5, 2024 - Sunnyslope March 19, 2024 - Accelerated Achievement Academy April 2, 2024 - Hollister Dual Language Academy April 9, 2024 - Rancho San Justo April 16, 2024 - Cerra Vista April 30, 2024 - Rancho Santana May 7, 2024 - R.O. Hardin May 14, 2024 - Ladd Lane</p>
School Site Staff (classified, certificated, administrator)	<p>Each of the 10 school sites hosts a presentation and review of the LCAP at a staff meeting. Staff input is collected and captured in meeting notes and digitally via a Google Form survey.</p> <p>Meeting Dates: February 27, 2024 -Calaveras March 19, 2024 - R.O. Hardin April 2, 2024 - Maze April 9, 2024 - Sunnyslope April 16, 2024 - Rancho San Justo (am), Ladd Lane (pm) April 23, 2024 - Cerra Vista April 30, 2024 - Hollister Dual Language Academy May 7, 2024 - Rancho Santana May 14, 2024 - Accelerated Achievement Academy</p>
Parents and Families	<p>Parents and families have the opportunity to provide LCAP feedback at each of the school sites' community meetings, School Site Council meetings, and district lead parent meetings such as DELAC and PAC. A Google Form survey is also available for parents and families to provide feedback. The survey is accessible on the district website,</p>

Educational Partner(s)	Process for Engagement
	<p>along with informative videos about the LCAP. The survey link and QR code are also shared with parents via the district and school communication platform.</p> <p>Meeting Dates: February 6, 2024 - Calaveras February 13, 2024 - Maze March 5, 2024 - Sunnyslope March 19, 2024 - Accelerated Achievement Academy April 2, 2024 - Hollister Dual Language Academy April 9, 2024 - Rancho San Justo April 16, 2024 - Cerra Vista April 30, 2024 - Rancho Santana May 7, 2024 - R.O. Hardin May 14, 2024 - Ladd Lane</p> <p>Survey Opened: November 20, 2023</p>
Students	<p>Students have the opportunity to provide LCAP feedback at each of the school sites' community meetings. A Google Form survey is also available for them to provide feedback individually or with their parents. The survey is accessible on the district website, along with informative videos about the LCAP, as soon as the California School Dashboard results are public. The survey link and QR code is also shared with parents via the district and school communication platform.</p> <p>Survey opened: November 20, 2023</p>
District English Language Advisory Committee (DELAC)	<p>Members of DELAC are presented an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually.</p> <p>Meeting Date: April 10, 2024</p>
Migrant Parent Advisory Committee (PAC)	<p>Members of PAC are presented an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually.</p>

Educational Partner(s)	Process for Engagement
	Meeting Date: April 10, 2024
Hollister Elementary School Teachers Association (HESTA)	HESTA members are presented with an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP at each of their staff meetings and at two additional gatherings on Meeting Dates: February 8, 2024 April 11, 2024
California School Employee Association (CSEA)	Members of CSEA are presented an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually. Meeting Date: February 16, 2024.
SELPA	Compliance Collaborative Meetings October 5 December 7 March 7 April 18 May 23

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

The district previous LCAP hosted four overarching Goals: (1) Student Achievement, (2) Learning Environments, (3) Student Equity, and (4) Parent Support and Engagement.
Within these goals, actions were crafted to address student performance data and educational partners' qualitative feedback. The following narrative summarizes the responses collected across the various feedback platforms and how they influenced the current LCAP.

2023-2024 Hollister School District Educational Partner LCAP Input Survey Responses

Goal 1 Actions that should remain or be a priority
Action 1: Teacher recruitment 82.8% Strongly Agree
Action 2: Supplemental materials 64.4% Strongly Agree

Action 3: Professional development for staff 64.4% Strongly Agree

Action 4: Instructional supervision 65.7% Strongly Agree

Action 5: Early literacy programs 65.7% Strongly Agree

Action 6: Early literacy intervention 70.09% Strongly Agree

Action 7: English learner support 65.7% Strongly Agree

Action 8: Instructional strategies 69.7% Strongly Agree

Action 9: District-wide formative testing (Math) 50% Strongly Agree

Action 10: District-wide formative testing (ELA) 50% Strongly Agree

Action 11: Summer school 53.9% Strongly Agree

Common priority themes collected: after-school tutoring/homework help, inclusive classrooms, support for special education students, learning loss, support in the classroom, increase parent involvement, intervention at the upper elementary level, safe campuses, class size

Goal 2 Actions that should remain or be a priority

Action 1: Social-emotional staffing 72.3% Strongly Agree

Action 2: Social-emotional staff development 63.1% Strongly Agree

Common priority themes collected: campus supervision/safe campuses, inclusive classrooms, support for special education students, after-school programs, athletic opportunities, parent involvement opportunities

Goal 3 Actions that should remain or be a priority

Action 1: Trauma-Informed training 59.2% Strongly Agree

Action 2: Anti-discriminatory discipline 64.4% Strongly Agree

Common priority themes collected: inclusive practices, serving students at their need, appropriate facilities and learning spaces

Goal 4 Actions that should remain or be a priority

Action 1: District support for parents 55.2% Strongly Agree

Action 2: Parent Engagement & Education 51.96% Strongly Agree

Action 3 Parent meeting outside of school 52.6%

Common priority themes collected: a broad offering of parent education, increased and improved communication, parent involvement on campuses, programs for students outside school hours and days, incentives for parents to get involved

Other common priority themes collected in the survey: expanding individualized support to students, increased support to teachers, equitable facility spaces, continuation of counseling services, improved parent communication, support for newcomers, no-cost after-school programs, teacher retention, mental health services

63.2% Agree or Strongly Agree with the statement: Overall, I believe that Hollister School District has been successful in serving the needs of all students with the previously described LCAP goals and actions this is up from 61% in 2022-2023.

73.7% Agree or Strongly Agree with the statement: I would recommend the Hollister School District to others. This is up from 61% in 2022-2023.

Community feedback was collected at a variety of community and committee meetings throughout the year. Understandably, the feedback collected was closely related to the unique needs of each campus or committee purpose. Notes from these meetings were considered and coded to identify comment themes and topics. The following described the most common themes voiced across all meetings.

Preserve or expand intervention services.

Maintain or improve learning environments both socially and physically.

Provide individualized support to students.

Ensure equity for all.

Support teachers.

Educate and involve parents.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: All students will demonstrate growth towards meeting or exceeding the common core content standards, social emotional, and behavioral competencies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and feedback from educational partners.</p> <p>The analysis of California School Dashboard (Dashboard) and local data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, Science, school climate, and student connectedness. This goal addresses the needs of ALL students in the district, especially students with disabilities, Foster Youth, multilingual learners, long-term English learners, and socioeconomically disadvantaged students, including those experiencing housing insecurity (Homeless).</p> <p>To achieve this, a strong focus on enhancing student achievement and engaging the whole child is essential. Efforts will be made to implement targeted interventions and support systems that cater to the diverse learning needs of students. This includes using data-driven instruction to identify and address learning gaps in ELA, Mathematics, and Science, ensuring all students are making progress toward academic standards. Enrichment programs and tutoring services will be provided to offer additional academic support outside of regular classroom hours. These programs will be tailored to meet the specific needs of students with disabilities, Foster Youth, multilingual learners, long-term English learners, and those experiencing housing insecurity. Additionally, strategies to improve school climate and student connectedness will be prioritized. This involves fostering a positive and inclusive school environment through social-emotional learning (SEL) programs, peer mentoring, and extracurricular activities that promote engagement and community building. Addressing the whole child means ensuring their social, emotional, physical, and academic needs are met. This holistic approach encourages student engagement by making learning relevant and meaningful, helping students feel valued and supported in all aspects of their development. Regular monitoring and assessment of student progress will be conducted to ensure the effectiveness of these initiatives. By focusing on student achievement,</p>

whole child development, and student engagement, the district aims to provide equitable educational opportunities, support holistic development, and ensure all students can succeed academically and socially.

Our overarching goal is to ensure that all students, particularly homeless students, and long-term English learners, in addition to the UPP students, receive equitable access to high-quality education and the necessary support services to thrive academically, socially, and emotionally. By implementing targeted interventions, providing comprehensive support systems, and fostering inclusive environments, we aim to close the achievement gaps and promote the overall well-being of both homeless students and long-term English learners. This includes ensuring stability in their education, addressing their unique needs through individualized support plans, and engaging families and communities to create a strong, supportive network. By investing in specialized programs, professional development for educators, and effective language acquisition strategies, we empower homeless students and long-term English learners to succeed and reach their full potential.

DATA:

CA SCHOOL DASHBOARD Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)

District Wide:

English Learners: ELA; Addressed in Action(s) 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.11

Homeless: CA: Addressed in Action(s) 1.5, 1.7, 1.8; SR: Addressed in Action(s) 1.5, 1.7, 1.8, ELA & M; Addressed in Action(s) 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11

African American: CA; Addressed in Action(s) 1.5, 1.7, 1.8

White: SR; Addressed in Action(s) 1.5, 1.7, 1.8

Two or More Races: CA; Addressed in Action(s) 1.5, 1.7, 1.8

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)

All Students: CA: 5 school sites: Addressed in Action(s) 1.5, 1.7, 1.8; SR: 4 school sites: Addressed in Action(s) 1.5, 1.7, 1.8, Math: 1 school site: Addressed in Action(s) 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.11

English Learners: CA: 4 school sites: Addressed in Action(s) 1.5, 1.7, 1.8; ELA: 3 school sites: Addressed in Action(s) 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.11

Socioeconomically Disadvantaged: CA 5 school sites: Addressed in Action(s) 1.5, 1.7, 1.8; SR: 5 school sites; Addressed in Action(s) 1.5, 1.7, 1.8

Students with Disabilities: CA: 3 school sites: Addressed in Action(s) 1.5, 1.7, 1.8; ELA: 4 school sites; Addressed in Action(s) 1.5, 1.7, 1.8

Hispanic: CA: 4 school sites: Addressed in Action(s) 1.5, 1.7, 1.8, SR: 3 school sites: Addressed in Action(s) 1.5, 1.7, 1.8

White: CA: 4 school sites: Addressed in Action(s) 1.5, 1.7, 1.8, SR: 3 school sites: Addressed in Action(s) 1.5, 1.7, 1.8

Two or More Races: CA: 2 school sites: Addressed in Action(s) 1.5, 1.7, 1.8

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD

Action 1.1: English Learners (including Long Term English learners), Homeless

Action 1.2 English Learners (including Long Term English learners), Homeless

Action 1.3 English Learners (including Long Term English learners), Homeless
 Action 1.4 English Learners (including Long Term English learners), Homeless
 Action 1.5 English Learners (including Long Term English learners), Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
 Action 1.6 English Learners (including Long Term English learners), Homeless
 Action 1.7 English Learners (including Long Term English learners), Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
 Action 1.8 English Learners (including Long Term English learners), Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
 Action 1.9 English Learners (including Long Term English learners), Homeless
 Action 1.10 English Learners (including Long Term English learners), Homeless
 Action 1.11 English Learners (including Long Term English learners), Homeless

The district plans to improve academic, social-emotional, and behavioral performance through actions that support and enhance student learning. Progress towards this goal will be measured using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Spring STAR Reading % Meets or Exceeds Standards as reported in Schoolzilla	2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2%			2026-2027 Spring STAR Reading: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	
1.2	Spring STAR Math % Meets or Exceeds Standards as reported in Schoolzilla	2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3%			2026-2027 Spring STAR Math: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 9.5%				
1.3	Spring STAR CBM % Meets or Exceeds Standards as reported in Schoolzilla	2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Foster Youth N/A SED 30.4% Homeless 14.3%			2026-2027 Spring STAR CBM: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	
1.4	CAASPP English Language Arts Negative Distance from Standard as reported on the CA School Dashboard	2022-2023 CAASPP English as reported on the CA School Dashboard Language Arts Negative Distance from Standard Overall -39.7 English Learners -73.7 Homeless -85.5 Foster Youth N/A SED -63.1 SWD -102.9 African American -25.6 Hispanic -48.6 Native Hawaiian or Pacific Islander -6.7 White -5			2026-2027 CAASPP English Language Arts as reported on the CA School Dashboard Negative Distance from Standard: Overall 0	
1.5	CAASPP Mathematics Negative Distance from Standard as reported on the CA School Dashboard	2022-2023 CAASPP Mathematics as reported on the CA School Dashboard Negative Distance from Standard Overall -70.9			2026-2027 Mathematics as reported on the CA School Dashboard Negative Distance from Standard: Overall 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners -97.9 Homeless -118.2 Foster Youth N/A SED -92 SWD -124.5 African American -40.5 Filipino -23.8 Hispanic -78.6 Native Hawaiian or Pacific Islander -26.6 White -41.7 Two or More Races -34.4				
1.6	CAST % Meets or Exceeds Standards as reported on the CA School Dashboard	2022-2023 CAST: Overall 22.1% Meet or Exceeds Standards as reported on the CA School Dashboard			2026-2027 CAST: Overall 33% Meet or Exceeds Standards as reported on the CA School Dashboard	
1.7	% English Learners Reclassified Fluent English Proficient (RFEP) reported on the "Ever EL" report on CDE Data Quest website	2023-2024 23.2% Reclassified Fluent English Proficient (RFEP) reported on the "Ever EL" report on CDE Data Quest website			2026-2027 30% English Learners enrolled as Reclassified Fluent English Proficient (RFEP) reported on the "Ever EL" report on CDE Data Quest website	
1.8	ELPAC % Making progress towards English Language proficiency as reported on the CA School Dashboard	2022-2023 ELPAC 51.3% Making progress towards English Language proficiency as reported on the CA School Dashboard			2026-2027 65% Making progress towards English Language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reported on the CA School Dashboard	
1.9	% Long Term ELs (LTEL: 6+ years) as reported on the CDE Data Quest website	2023-2024 20.8% Long Term ELs (LTEL: 6+ years) as reported on the CDE Data Quest website			2026-2027 5% of Long Term ELs (LTEL: 6+ years) as reported on the CDE Data Quest website	
1.10	% English Learner sufficient access to ELD as measured by the Instructional Materials Sufficiency Report and a 30 minute daily minimum for Designated ELD as reported by master schedules	2023-2024 100% English Learner sufficient access to ELD as measured by the Instructional Materials Sufficiency Report and a 30 minute daily minimum for Designated ELD as reported by master schedules			2026-2027 100% English Learner sufficient access to ELD as measured by the Instructional Materials Sufficiency Report and a 30 minute daily minimum for Designated ELD as reported by master schedules	
1.11	Percentage of District schools implementing co-teaching.	2023-2024 50% of district schools implement co-teaching			2026-2027 100% of district schools implementing co-teaching	
1.12	% of middle school students with a GPA at or above 3.0 as reported in Schoolzilla	2023-2024 At or above 3.0 GPA as reported in Schoolzilla Overall 45% English Learner 28.3% Foster Youth 0% SED 40.6%			2026-2027 66% Overall At or above 3.0 GPA as reported in Schoolzilla	
1.13	% Broad course of study for all students, including those with disabilities	2023-2024 Broad Course of Study as			2026-2027 Broad Course of Study as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and English learners, as measured by a master schedule and student course access as reported by master schedules	reported by master schedules 100%			reported by master schedules 100%	
1.14	Sufficient instructional materials as measured by the Instructional Materials Sufficiency Report	2023-2024 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%			2026-2027 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%	
1.15	% Implementation of CCSS as measured by the Instructional Materials Sufficiency Report	2023-2024 100% implementation of CCSS by the Instructional Materials Sufficiency Report			2026-2027 100% implementation of CCSS by the Instructional Materials Sufficiency Report	
1.16	% School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT)	2023-2024 School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT) 100%			2026-2027 School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT) 100%	
1.17	Average Attendance Rate % as reported by Schoolzilla	2023-2024 Average Attendance Rate as reported by Schoolzilla 93.2%			2026-2027 Average Attendance Rate as reported by Schoolzilla	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					95%	
1.18	Chronic Absenteeism % as reported on CDE DataQuest	2022-2023 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 29.3% English Learners- 28.6% Homeless- 39.6 SED 33.7% SWD 36.7% African American 22.9% White 23.1% Two or More Races 27%			2026-2027 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 10%	
1.19	Suspension % as reported on CDE DataQuest	2022-2023 Suspension Rate as reported on CDE DataQuest Overall- 4.1% English Learners- 3.7% Foster Youth- 10.5% Homeless- 7.0% SWD- 5.8% Low Income- 5.4%			2026-2027 Suspension Rate as reported on CDE DataQuest Overall- 1%	
1.20	Expulsion % as reported by California Department of Education Data Quest website	2023-2024 Expulsion Rate as reported on CDE DataQuest 0.00%			2026-2027 Expulsion Rate as reported on CDE DataQuest 0.00%	
1.21	Kelvin Pulse Survey	2023-2024 Kelvin Pulse Survey Results 2-3 grade			2026-2027 Kelvin Pulse Survey Results	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		84% Feel connected at school 81% Feel school is a safe place 87% Feel the adults at the school care about them 4-8 grade 73% Feel connected at school 77% Feel school is a safe place 79% Feel the adults at the school care about them			2-3 grade 90% Feel connected at school 90% Feel school is a safe place 90% Feel the adults at the school care about them 4-8 grade 90% Feel connected at school 90% Feel school is a safe place 90% Feel the adults at the school care about them	
1.22	SEL Counseling Sessions Districtwide Per Year	2023-2024 SEL Counseling Sessions Districtwide 5900			2026-2027 SEL Counseling Sessions Districtwide 6000	
1.23	% of parents that believe the district has been successful in serving the needs of all students through the LCAP as reported by the LCAP input survey	2023-2024 Parent Survey 63.2% of parents that believe the district has been successful in serving the needs of all students through the LCAP as reported by the LCAP input survey			2026-2027 80% of parents that believe the district has been successful in serving the needs of all students through the LCAP as reported by the LCAP input survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Middle School Dropout (local data)	2023-2024 Middle School Dropout 0%			2026-2027 Middle School Dropout 0%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness	Sample activities: AVID, CTE Programs such as AVID (Advancement Via Individual Determination) and CTE (Career and Technical Education) in schools enhances student preparedness for college and career paths. AVID focuses on developing academic and organizational skills, critical thinking, and college readiness, primarily targeting students in the academic middle. CTE provides hands-on, practical training aligned with industry standards, equipping students with technical skills for specific careers. Together, these programs ensure	\$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a well-rounded education that addresses both academic and vocational needs, fostering student success in higher education and the workforce.		
1.2	Early Literacy	<p>Sample activities: Teachers On Special Assignment (TOSA), Instructional Aides (IA), Library Media Specialist (LMS), Materials (PAF, FUndations)</p> <p>The district will implement an Early Literacy program that pairs intervention teachers with instructional assistants to support students in grades TK-2nd grade. The program will emphasize the use of Orton Gillingham's strategies by implementing daily small-group early literacy instruction.</p> <ul style="list-style-type: none"> • Assign a full-time (.75 FTE) Instructional Assistant to each school site Intervention Teacher. • Assign other Instructional Assistants based on the number of K-2nd grade classes to provide early literacy support. • Provide Orton Gillingham strategies training to all paraprofessional and instructional assistant staff. (LCFF) • Provide district-level support for the implementation of the Orton Gillingham strategies. (LCFF) • Assign 1.0 FTE Library Media Specialist to each school site to provide ongoing literacy support through increased access to printed and online texts. Activities include reading stories, accessing and utilizing supplemental instructional reading materials, and monitoring literacy programs to support literacy skill development. Additional activities include ensuring sufficient access to CCSS and ELD materials as measured by the Instructional Materials sufficiency report. • Purchase supplemental individualized instructional resources (ie: PAF, Lexia, Accelerated Reader, Zearn) 	\$1,217,321.00	Yes
1.3	Multilingual Learner Support	<p>Sample activities: District Coordinator, Clerical Support, District Director</p> <p>The Director of Educational Services and Coordinator of English Learner Services (.30 FTE) will coordinate and plan for increased and improved</p>	\$266,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>participation services and opportunities for English language professional development, engagement with parents, and pupil access. Escalated support will be provided to school administrators, and staff will be trained to ensure effective and consistent ELD instruction is provided to all English learners using research-based strategies and ELD standards-aligned materials.</p> <p>The Coordinator of English Learner (.97 FTE) services will provide support for ELD instruction districtwide; through the use of classroom walk-throughs and observations, data on classroom visitations will be evaluated to ensure that appropriate ELD support for high-quality instruction exists.</p> <p>The Director of Educational Services and the Coordinator of English Learner Services will oversee and direct the reclassification process for all school sites.</p> <p>The Coordinator of English Learner Services will oversee ELPAC testing and ensure all English Learner data is accurate, up-to-date, and accessible to improve learning outcomes. The Coordinator will provide intensified support to teachers and administrators for English learner reclassifications and implementing instructional ELD strategies. This increased service will allow for consistency and oversight of accurate reclassification across the district.</p>		
1.4	Inclusive Classrooms	<p>Sample activities: Professional Development, Materials and Supplies, Program Specialist, Instructional Aides, Co-teachers</p> <p>To support inclusive classrooms that integrate students with disabilities, schools will provide comprehensive professional development for educators, focusing on Universal Design for Learning and using assistive technologies. Establishing learning centers and implementing co-taught classes are crucial strategies to foster inclusivity. Co-teaching models, developing individualized education programs (IEPs), and utilizing peer support systems can enhance learning for all students. Classroom environment adaptations, family and community engagement, and social-emotional learning (SEL) programs further promote inclusivity. Regular</p>	\$163,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment and feedback ensure continuous improvement, creating a supportive environment where students can learn together based on their abilities.		
1.5	Mental Health and Wellness	<p>Sample activities: Social Emotional Staff</p> <p>The Hollister School District will hire and retain a Coordinator of Social-Emotional Services (1 FTE) as well as retain the services of a school counselor (2 FTE), mental health therapist (4 FTE), and/or school social worker (1 FTE) at the two comprehensive middle schools to ensure that the social-emotional needs of middle school students are addressed. School sites may be assigned up to 1.0 FTE based on enrollment and need.</p>	\$1,516,002.00	Yes
1.6	Relevant Technology	<p>Sample activities: Device purchase, Device maintenance, Chromebooks, headphones, etc.</p> <p>The District will support equitable and adequate relevant instructional technology; assure that classroom computers are current, in good working order, and grade-appropriate, and that students have access to tools to be able to use technology during the school day and at home.</p>	\$441,411.00	Yes
1.7	Safe Spaces	<p>Sample activities: Student Supervision, Lunchtime activities, Facilities</p> <p>Students feel safe at school when effective supervision (23 FTE), engaging lunchtime activities, and well-maintained, secure facilities are in place. Consistent adult presence in hallways, classrooms, and playgrounds helps deter negative behaviors and ensures quick intervention when necessary. Lunchtime activities provide structured environments that encourage positive interactions and reduce instances of bullying or isolation. Additionally, safe and well-maintained facilities, including secure entry points, functional emergency systems, and clean, accessible spaces,</p>	\$1,245,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
		contribute to a sense of security. These combined efforts create a supportive atmosphere where students can focus on learning and personal growth without fear.		
1.8	Student Engagement	<p>Sample activities: Athletics, General Education Board Certified Behavior Analyst (BCBA), Positive Behavior Interventions and Supports (PBIS), Art</p> <p>Students feel connected to their school community through diverse programs such as athletics (via stipends), the support of Board Certified Behavior Analysts (CBAs) (.5 FTE), Positive Behavior Interventions and Supports (PBIS), and art initiatives. Participation in athletics fosters teamwork, school spirit, and a sense of belonging. CBAs provide tailored behavioral support, helping students navigate challenges and succeed academically and socially. PBIS creates a positive school climate by promoting and reinforcing good behavior. Art programs offer creative outlets for self-expression and cultural appreciation. Together, these elements build a cohesive, inclusive environment where students feel valued and engaged.</p>	\$142,055.00	Yes
1.9	Summer School	<p>Sample activities: Materials and Supplies, Staffing</p> <p>Implementing a summer school program is crucial for mitigating learning loss and providing comprehensive support to students with disabilities, English Learners, Foster Youth, and socioeconomically disadvantaged students. This action offers targeted academic instruction to reinforce and build upon the previous year's learning. Additionally, it will include social-emotional and behavioral support to help students develop resilience, manage stress, and build positive relationships. Tailored resources and interventions can address the unique needs of each student group, ensuring they receive the necessary assistance to thrive academically and personally. By focusing on these areas, the summer school program can bridge educational gaps and promote equity and inclusion. Summer school services will be funded with Learning Recovery Emergency Block Grant while fund exist.</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Supportive Assessments, Interventions, & Materials	<p>Sample Actions: Certificated staff (Intervention, auxiliary teachers, etc.), Classified Staff (IAs), District Coordinator, Formative Assessments, Library Supplies, Supplemental Programs</p> <p>The plan includes retaining a District Coordinator of Interventions and up to 8 FTE intervention support staff assigned to one of each elementary school. The coordinator will develop the intervention plan to align all interventions with the progress goals across all schools, ensure that relevant professional development is available, and support the intervention support staff in the delivery of an effective program. The Intervention support staff (Intervention, auxiliary teachers, etc.) will carry out the intervention plan. Particular attention will be given to the academic progress of English learners, foster and homeless youth, socio-economically disadvantaged students, and students with disabilities to support grade-level achievement.</p> <p>Various staff play key roles in supporting student learning by offering opportunities for targeted instruction and enriching experiences. Intervention staff work with students who need extra help to ensure they grasp essential concepts, while music teachers provide creative outlets that enhance cognitive and social development. Additionally, classified and district staff support a broader reach for student learning through supportive scheduling and student groupings.</p> <p>The district will use STAR Reading, Math, and CBM to monitor student academic growth four times a year.</p>	\$2,339,258.00	Yes
1.11	Universal Prekindergarten	<p>Sample activities: IAs, Materials & Supplies</p> <p>In addition to the base Universal Pre-Kindergarten (UPK) program, which aims to provide all children with access to high-quality early childhood education, this action supplements that role. The base UPK program focuses on ensuring that every child, regardless of background or</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		socioeconomic status, benefits from developmentally appropriate learning experiences that foster cognitive, social, and emotional development. UPK programs are designed to reduce early achievement gaps, promote school readiness, and support equitable educational outcomes. By investing in professional development for educators and comprehensive support for families, UPK helps build a strong foundation for lifelong learning and success.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Staff Success: Staff success equates to all students having equitable access to a learning environment that is responsive to their academic, social emotional, and behavioral learning needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through data analysis and feedback from educational partners.</p> <p>The California School Dashboard (Dashboard) analysis and local data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, Science, school climate, and student connectedness. This goal addresses the needs of ALL students in the district, especially students with disabilities, Foster Youth, multilingual learners, long-term English learners, and socioeconomically disadvantaged students, including those experiencing housing insecurity (Homeless).</p> <p>Comprehensive staff placement, training, and development are essential to achieve this. Professional development programs will be implemented to equip teachers with the skills and strategies needed to effectively teach ELA, Mathematics, and Science, ensuring they can differentiate instruction to meet diverse learning needs. This includes training in the latest instructional technologies and evidence-based teaching practices. Additionally, staff will receive training on creating a positive school climate and fostering student connectedness. This involves workshops on social-emotional learning (SEL), trauma-informed practices, and culturally responsive teaching to help educators build inclusive and supportive classroom environments. Special focus will be placed on understanding the unique challenges faced by students with disabilities, Foster Youth, multilingual learners, long-term English learners, and those experiencing housing insecurity. Ongoing coaching and mentorship programs will be established to provide continuous support and feedback for teachers. This will ensure the implementation of best practices in the classroom and help educators address any emerging challenges. By investing in staff professional growth, the district aims to enhance the overall quality of education and create a supportive, inclusive environment where all students can thrive academically and socially.</p> <p>DATA:</p>

CA SCHOOL DASHBOARD Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)

District Wide:

English Learners: ELA; Addressed in Action(s) 2.1, 2.2, 2.3

Homeless: CA: Addressed in Action(s) 2.1, 2.2, 2.3; SR: Addressed in Action(s) 2.1, 2.2, 2.3, ELA & M; Addressed in Action(s) 2.1, 2.2, 2.3

African American: CA; Addressed in Action(s) 2.1, 2.2, 2.3

White: SR; Addressed in Action(s) 2.1, 2.2, 2.3

Two or More Races: CA; Addressed in Action(s) 2.1, 2.2, 2.3

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)

All Students: CA: 5 school sites: Addressed in Action(s) 2.1, 2.2, 2.3; SR: 4 school sites: Addressed in Action(s) 2.1, 2.2, 2.3, Math: 1 school site: Addressed in Action(s) 2.1, 2.2, 2.3

English Learners: CA: 4 school sites: Addressed in Action(s) 2.1, 2.2, 2.3; ELA: 3 school sites: Addressed in Action(s) 2.1, 2.2, 2.3

Socioeconomically Disadvantaged: CA 5 school sites: Addressed in Action(s) 2.1, 2.2, 2.3; SR: 5 school sites; Addressed in Action(s) 2.1, 2.2, 2.3

Students with Disabilities: CA: 3 school sites: Addressed in Action(s) 2.1, 2.2, 2.3; ELA: 4 school sites; Addressed in Action(s) 2.1, 2.2, 2.3

Hispanic: CA: 4 school sites: Addressed in Action(s) 2.1, 2.2, 2.3, SR: 3 school sites: Addressed in Action(s) 2.1, 2.2, 2.3

White: CA: 4 school sites: Addressed in Action(s) 2.1, 2.2, 2.3, SR: 3 school sites: Addressed in Action(s) 2.1, 2.2, 2.3

Two or More Races: CA: 2 school sites: Addressed in Action(s) 2.1, 2.2, 2.3

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD

Action 2.1: All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities

Action 2.2 All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities

Action 2.3 All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities

The district plans to improve academic, social-emotional, and behavioral performance through actions that support and enhance student learning. Progress towards this goal will be measured using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% participation of short term staff in the NEST program	2023-2024 100% of short term staff were assigned a NEST provider			2026-2027 100% of short term staff were assigned a NEST provider	
2.2	% Fully credentialed teachers as measured by California Teacher Credentialing	2023-2024 Fully Credentialed teachers: 90.62%			2026-2027 Fully Credentialed teachers by California Teacher Credentialing: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Development	<p>Sample activities: Consulting, Coaching, Training</p> <p>Teaching staff, paraprofessionals, and instructional assistants will have professional development that provides them with the skills and tools necessary to implement research-based instructional strategies to meet the needs of English learners and individual student learning needs through programs such as Constructing Meaning, INSIDE ELD, and Eureka Math Equip (LCFF).</p> <p>Pay for up to 2.5 professional development days on the work calendar for teachers, administrative, and/or classified staff to address specific student learning needs.</p> <p>Provide annual Capturing Kids' Hearts refresher training to all TK-8 certificated, classified, and administrative staff. (LCFF)</p> <p>Provide annual Positive Behavior Intervention Supports (PBIS) training to all comprehensive middle school classified, certificated, and administrative staff. (LCFF)</p> <p>Provide annual Mental Health First Aid (MHFA) training to Tk-8 classified, certificated, and administrative staff. (Other State, ELO)</p> <p>Provide hourly and stipend pay as needed to complete PBIS and CKHS training. (LCFF)</p>	\$774,141.00	Yes
2.2	Instructional Support	<p>Sample activities: Assignment of Assistant Principals to each school site, Implementation of Capturing Kids Hearts (CKH), Positive Behavior Intervention and Supports (PBIS), and Mental Health First Aid</p> <p>All school principals will assist teachers with responsive instructional strategies, specifically focusing on students with disabilities, English Learners, Foster Youth, and Socioeconomically disadvantaged students.</p> <p>The district will maintain 70% of Assistant Principals (6.3 FTE) for this action. School administration will focus on ensuring responsive academic</p>	\$1,270,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>instruction for unduplicated students based on need using high-quality strategies, including student engagement.</p> <p>Provide access to resources from programs such as Capturing Kids' Hearts, Positive Behavior Intervention Supports (PBIS), and Mental Health First Aid (MHFA).</p>		
2.3	Teacher Recruitment and Retention	<p>Sample activities: Induction, Recruitment, NEST, Credentialling</p> <p>The district will provide induction support to qualified teachers, pay district staff support and extra-duty teacher salary/benefits for mentor teachers, and ensure contracted services through SBCOE for teacher induction support.</p> <p>Emphasis will be placed on appropriate teacher credentialing to facilitate authorized assignments at schools with the highest unduplicated pupil populations and provide services to students with special needs. To that end, recruitment will focus on the specific needs of the schools with higher concentrations of English language learners, socio-economically disadvantaged youth, and students with disabilities.</p> <p>Provision of recruitment bonuses for teachers of students with disabilities.</p>	\$275,545.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent Support and Engagement: Rich and meaningful partnerships will be developed and maintained between caregiver and educational partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and feedback from educational partners.

The analysis of the California School Dashboard (Dashboard) and local data indicated a clear need to continue supporting English Language Arts (ELA), Mathematics, Science, school climate, and student connectedness. This goal addresses the needs of ALL students in the district, but especially students with disabilities, Foster Youth, multilingual learners, long-term English learners, and socioeconomically disadvantaged students, including those experiencing housing insecurity (Homeless).

Fostering strong parent partnerships is essential to achieving this. Engaging parents in their children's education can significantly enhance learning outcomes and school climate. This involves creating regular communication channels between school and home, such as parent-teacher conferences, newsletters, and online portals that provide updates on student progress and school events. Workshops and informational sessions will be offered to help parents support their children's learning at home, covering topics like literacy, numeracy, and effective study habits. These sessions will also include guidance on navigating educational resources and understanding academic expectations. Parents will be encouraged to participate in school decision-making processes through involvement in parent-teacher associations (PTAs) and school advisory councils. Special initiatives will be developed to support parents of students with disabilities, Foster Youth, multilingual learners, long-term English learners, and those experiencing housing insecurity, ensuring they have access to necessary resources and support networks. By building strong, collaborative relationships with parents, the district aims to create a more inclusive and supportive educational environment. This partnership will help address the diverse needs of students and enhance their academic and social development.

DATA:
CA SCHOOL DASHBOARD Student Groups in RED for English Learner Progress (ELP), Chronic Absenteesism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)
District Wide:
English Learners: ELA; Addressed in Action(s) 3.1, 3.2, 3.3
Homeless: CA: Addressed in Action(s) 3.1, 3.2, 3.3; SR: Addressed in Action(s) 3.1, 3.2, 3.3, ELA & M; Addressed in Action(s) 3.1, 3.2, 3.3

African American: CA; Addressed in Action(s) 3.1, 3.2, 3.3
 White: SR; Addressed in Action(s) 3.1, 3.2, 3.3
 Two or More Races: CA; Addressed in Action(s) 3.1, 3.2, 3.3

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English language Arts (ELA), Mathematics (M)
 All Students: CA: 5 school sites: Addressed in Action(s) 3.1, 3.2, 3.3; SR: 4 school sites: Addressed in Action(s) 3.1, 3.2, 3.3, Math: 1 school site: Addressed in Action(s) 3.1, 3.2, 3.3
 English Learners: CA: 4 school sites: Addressed in Action(s) 3.1, 3.2, 3.3; ELA: 3 school sites: Addressed in Action(s) 3.1, 3.2, 3.3
 Socioeconomically Disadvantaged: CA 5 school sites: Addressed in Action(s) 3.1, 3.2, 3.3; SR: 5 school sites: Addressed in Action(s) 3.1, 3.2, 3.3
 Students with Disabilities: CA: 3 school sites: Addressed in Action(s) 3.1, 3.2, 3.3; ELA: 4 school sites: Addressed in Action(s) 3.1, 3.2, 3.3
 Hispanic: CA: 4 school sites: Addressed in Action(s) 3.1, 3.2, 3.3, SR: 3 school sites: Addressed in Action(s) 3.1, 3.2, 3.3
 White: CA: 4 school sites: Addressed in Action(s) 3.1, 3.2, 3.3, SR: 3 school sites: Addressed in Action(s) 3.1, 3.2, 3.3
 Two or More Races: CA: 2 school sites: Addressed in Action(s) 3.1, 3.2, 3.3

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD
 Action 3.1: All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
 Action 3.2 All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
 Action 3.3 All Students, English Learners, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities

The district plans to improve academic, social emotional, and behavioral performance through actions that support and improve student learning; and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% Participation for Parent and Family needs assessment survey	2023-2024 31% of parents responded to the annual Kelvin Pulse Survey			2026-2027 51% of parents responded to the annual Kelvin Pulse Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	% of each district and school sites hosting at least 1 family education event per year	2023-2024 90% of schools hosted 1 family education event			2026-2027 100% of district and school site hosted 1 family education event	
3.3	% of Parental Membership roles filled for school and district committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC)	70% of schools have filled Parental Membership roles for school and district committees			2026-2027 100% of schools have filled Parental Membership roles for school and district committees	
3.4	% of parents that would recommend Hollister School District to others as identified in the annual parent survey	71% of parents that would recommend Hollister School District to others			2026-2027 95% of parents that would recommend Hollister School District to others in the annual parent survey	
3.5	% of contactable families through the district communication platform	99% of contactable families through the district communication platform			2026-2027 100% of contactable families through the district communication platform	
3.6	% of Community Schools that host at least one Parent Liaison	100% of Community Schools that host at least one Parent Liaison			2026-2027 100% of Community Schools that host at least one Parent Liaison	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Support	<p>Sample activities: District Foster Youth and Homeless Liaison, school site Liaison at each Community School, District Health Nurse, school site health clerks</p> <p>A District-level Liaison is assigned to support Foster Youth and homeless families districtwide.</p> <p>5 Community School Liaisons Community school liaisons will support families in becoming more engaged in their child's education. Liaisons will work to remove barriers to parent engagement at each of the Community Schools. This will be done by focusing on addressing student and family needs and promoting participation in school meetings, events, and education classes.</p> <p>10 School Site Health Clerks and One District nurse</p>	\$714,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To ensure the health needs and services of Foster Youth, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged (including Homeless) students are met, Health Clerks and a second district nurse act as health liaisons, parent educators and provide assistance to students, guardians, and parents/families.		
3.2	Parent Communication	<p>Sample activities: Assistant Principals, School Secretaries, Materials, Supplies, and Platforms such as Parent Square, and Contracted Services</p> <p>Assistant Principals 30% of Assistant Principal time (2.7 FTE) is dedicated to supporting parents/families of Foster Youth, students with disabilities, Socioeconomically Disadvantaged (including Homeless), and English Learners and facilitating school-to-home and home-to-school connections that engage student educational and social development. These crucial partnerships will focus on connectivity, programmatic offerings, school events, social needs, attendance, and literacy development.</p> <p>School Secretaries 9 FTE of School Secretary time is dedicated to supporting parents/families of Foster Youth, students with disabilities, Socioeconomically Disadvantaged (including Homeless), and English Learners and facilitating school-to-home and home-to-school connections that engage student educational and social development. These crucial partnerships will focus on connectivity, programmatic offerings, school events, social needs, attendance, and literacy development.</p> <p>Materials, Supplies, and Platforms The district will utilize and monitor a universal communication platform to share information with parents.</p> <p>Contracted Services The district will invest in multiple communication methods designed to disseminate information, events, and engagement opportunities.</p>	\$1,500,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Engagement and Education	<p>Sample activities: District Coordinator, education events, child care</p> <p>Coordinator 25% of 1FTE District level Coordinator will facilitate and provide resources to parents/families of Foster Youth, students with disabilities, Socioeconomically Disadvantaged (including Homeless), and English Learners. The coordinator will design and promote activities to increase productive interactions between schools, parents, and students.</p> <p>Education The district will provide parents with various educational opportunities to promote parent and student competencies in academic, social, emotional, and behavioral learning.</p> <p>Committees The district and schools will recruit and elect parent representatives to serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC), which provide oversight and guidance of programs pertaining to unduplicated students.</p> <p>Child Care To promote parent participation in events, child care will be provided as needed.</p>	\$45,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,316,631	\$706,146

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
17.603%	0.000%	\$0.00	17.603%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: College and Career Readiness</p> <p>Need: Most middle school students, particularly English Learners (including Long Term English learners), Homeless, and Foster Youth students face challenges in achieving a 3.0 GPA.</p>	College and career readiness programs address the diverse needs of UPP students by equipping them with the essential academic, technical, and soft skills required for success in postsecondary education and the workforce. These programs focus on critical thinking, problem-solving, collaboration, and effective communication, which are vital for both college and career paths. By offering rigorous coursework, career and technical education (CTE), Advancement Via Individual Determination (AVID), and guidance on college	Metric 1.12: % of middle school students with a GPA at or above 3.0 as reported in Schoolzilla

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023-2024 At or above 3.0 GPA as reported in Schoolzilla</p> <p>Overall 45%</p> <p>English Learner 28.3%</p> <p>Homeless 17.5%</p> <p>Foster Youth 0%</p> <p>SED 40.6%</p> <p>Scope: Schoolwide</p>	<p>applications and career planning, these initiatives ensure that UPP students are prepared for future opportunities.</p> <p>Providing these programs on a schoolwide basis instead of LEA-wide basis ensures that every UPP student at each of the comprehensive middle schools, has access to the resources and support needed to pursue higher education or enter the workforce. This inclusive approach helps bridge achievement gaps, promotes equity, and fosters a culture of high expectations and continuous improvement to HSD's most vulnerable students. By addressing the comprehensive needs of UPP students through college and career readiness programs, schools can better prepare these students for a successful future.</p>	
1.2	<p>Action: Early Literacy</p> <p>Need: Most early literacy students, particularly those who are English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged, face challenges in achieving At or Above Proficiency on the Spring STAR CBM.</p> <p>2023-2024 Spring STAR CBM as reported in Schoolzilla:</p> <p>At or Above Proficiency</p> <p>Overall 39.4%</p> <p>English Learners 26.2%</p> <p>Homeless 14.13%</p>	<p>This Early Literacy action addresses critical UPP educational needs by laying a strong foundation for future academic success. Proficiency in reading and writing is essential for UPP students to excel in all subject areas, as literacy skills are fundamental to understanding and engaging with educational content. Early literacy initiatives help close achievement gaps for HSD's most vulnerable student populations by providing targeted support to young learners, especially those from disadvantaged backgrounds or those with learning difficulties, ensuring they develop the necessary skills to succeed in later grades.</p> <p>Providing early literacy programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality literacy</p>	Metric 1.3: % of students achieving At or Above Proficiency on the Spring STAR CBM will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth N/A SED 30.4%</p> <p>Scope: LEA-wide</p>	<p>instruction and resources. This comprehensive approach promotes equity, ensuring that every UPP child receives the support they need from the beginning of their educational journey. By implementing early literacy programs across the entire LEA, schools can systematically address literacy challenges, improve overall academic performance, and foster a lifelong love of reading and learning among all UPP students.</p>	
1.3	<p>Action: Multilingual Learner Support</p> <p>Need: Most English Learners (including Long Term English learners), particularly those who are Homeless, face challenges making progress toward English Language proficiency, as reported on the CA School Dashboard.</p> <p>2022-2023 ELPAC 51.3% Making progress towards English Language proficiency reported on the CA School Dashboard</p> <p>Scope: LEA-wide</p>	<p>This multilingual support action addresses critical UPP educational needs by laying a strong foundation for future academic success. Proficiency in English is essential for UPP students to excel in all subject areas, as these language skills are fundamental to understanding and engaging with educational content. Multilingual support initiatives help close achievement gaps for HSD's most vulnerable student populations by providing targeted support to learners, especially those from disadvantaged backgrounds or those with learning difficulties, ensuring they develop the necessary skills to succeed in later grades.</p> <p>Providing multilingual support programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality language instruction and resources. This comprehensive approach promotes equity, ensuring that every UPP child receives the support they need from the beginning of their educational journey. By implementing multilingual support programs across the entire LEA, schools can systematically address language challenges,</p>	<p>Metic 1.8: % of English Learners making progress towards English Language proficiency reported on the CA School Dashboard will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		improve overall academic performance, and foster a lifelong love of learning among all UPP students.	
1.4	<p>Action: Inclusive Classrooms</p> <p>Need: Most students, particularly students with disabilities, English Learners (including Long-Term English learners), Foster Youth, and Socioeconomically Disadvantaged (including Homeless) students, face challenges in achieving at or Above Proficiency on the Spring STAR ELA, Math, or CBM.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2% 2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3% Homeless 9.5% 2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2%</p>	<p>This Inclusive Classroom action addresses critical UPP educational needs by laying a strong foundation for future academic success. Inclusion in diverse and supportive classroom environments is essential for UPP students to excel in all subject areas, as it promotes equity, engagement, understanding, and collaboration. Classroom inclusion initiatives, including learning centers and co-taught classes, help close achievement gaps for HSD's most vulnerable student populations by providing targeted support to learners, especially those from disadvantaged backgrounds or with learning difficulties, ensuring they develop the necessary skills to succeed in later grades.</p> <p>Providing inclusive classroom programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality, inclusive instruction and resources. This comprehensive approach promotes equity, ensuring that every UPP child receives the support they need from the beginning of their educational journey. By implementing classroom inclusion programs, including learning centers and co-taught classes, across the entire LEA, schools can systematically address learning challenges, improve overall academic performance, and foster a lifelong love of learning among all UPP students.</p>	Metric 1.1, 1.2, & 1.3: % of students achieving At or Above Proficiency on the Spring STAR ELA, Math, and CBM will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth N/A SED 30.4% Homeless 14.3%</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Mental Health and Wellness</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities, face challenges with attending school regularly.</p> <p>2022-2023 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 29.3% English Learners- 28.6% Homeless- 39.6% SED 33.7% SWD 36.7% African American 22.9% White 23.1% Two or More Races 27%</p> <p>Scope: LEA-wide</p>	<p>This mental health action addresses critical UPP educational needs by laying a strong foundation for future academic success. Providing comprehensive mental health support is essential for UPP students to excel in all subject areas, as mental well-being is fundamental to their ability to engage with and understand educational content, especially amidst the challenges of poverty, homelessness, or language barriers. Mental health initiatives help close achievement gaps for HSD's most vulnerable student populations by providing targeted support, especially to those from disadvantaged backgrounds or those who have experienced homelessness, poverty, or trauma, ensuring they develop the resilience and coping skills necessary to succeed in later grades.</p> <p>Providing mental health programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality mental health resources and support. This comprehensive approach promotes equity, ensuring that every UPP child receives the mental health care they need from the beginning of their educational journey. By implementing mental health programs across the entire LEA, schools can systematically address the emotional and behavioral challenges</p>	Metric 1.18: % of students who are chronically absent will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		associated with poverty, homelessness, and trauma, improve overall academic performance, and foster a lifelong capacity for well-being and learning among all UPP students.	
1.6	<p>Action: Relevant Technology</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Homeless, Foster Youth, and Socioeconomically Disadvantaged students face challenges in maintaining equitable access to technology.</p> <p>2023-2024 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%</p> <p>Scope: LEA-wide</p>	<p>This relevant technology action addresses critical UPP educational needs by laying a strong foundation for future academic success. Incorporating relevant technology into education is essential for UPP students to excel in all subject areas, as technological proficiency and equitable access are fundamental to their ability to engage with and understand educational content, especially amidst the challenges experienced by these student groups. Relevant technology initiatives help close achievement gaps and ensure success for HSD's most vulnerable student populations by providing access to tools and resources that support learning, especially those from disadvantaged backgrounds.</p> <p>Providing relevant technology on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality technology resources and support. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to develop proficiency in relevant technology from the beginning of their educational journey. By providing relevant technology across the entire LEA, schools can systematically address the equity divide associated with the UPP student groups, improve overall academic performance, and foster a lifelong capacity for technological literacy among all UPP students.</p>	Metric 1.14: % sufficient instructional materials will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	<p>Action: Safe Spaces</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities, face challenges with attending school regularly.</p> <p>2022-2023 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 29.3% English Learners- 28.6% Homeless- 39.6 SED 33.7% SWD 36.7% African American 22.9% White 23.1% Two or More Races 27%</p> <p>Scope: LEA-wide</p>	<p>This safe spaces initiative addresses critical UPP educational needs by laying a strong foundation for future academic success. Establishing safe and supportive environments is essential for UPP students to excel in all subject areas, as feeling secure and valued is fundamental to their ability to engage with and understand educational content, especially amidst the challenges of poverty, homelessness, ability, identity, and language. Creating safe spaces initiatives helps close achievement gaps for HSD's most vulnerable student populations by providing spaces where students can feel physically and emotionally secure, especially those from disadvantaged backgrounds or those who are UPP, ensuring they have the sense of safety necessary to succeed in later grades.</p> <p>Providing safe spaces programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to environments where they feel safe, supported, and respected. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to learn and grow in a nurturing and secure environment from the beginning of their educational journey. By implementing safe spaces programs across the entire LEA, schools can systematically address the challenges associated with the UPP student group, improve overall academic performance, and foster a lifelong sense of safety and belonging among all UPP students.</p>	Metric 1.21: % of students who feel school is a safe place will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p>Action: Student Engagement</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Homeless, African American, White, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities, face challenges with attending school regularly.</p> <p>2022-2023 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 29.3% English Learners- 28.6% Homeless- 39.6 SED 33.7% SWD 36.7% African American 22.9% White 23.1% Two or More Races 27%</p> <p>Scope: LEA-wide</p>	<p>This student engagement initiative addresses critical UPP educational needs by laying a strong foundation for future academic success. Fostering active participation and involvement is essential for UPP students to excel in all subject areas, as feeling motivated and connected is fundamental to their ability to engage with and understand educational content, especially amidst the challenges of poverty, homelessness, ability, and language. Creating student engagement initiatives helps close achievement gaps for HSD's most vulnerable student populations by providing opportunities for students to actively participate in their learning, especially those from disadvantaged backgrounds or those who are UPP, ensuring they have the sense of involvement necessary to succeed in later grades.</p> <p>Providing student engagement programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to environments where they feel engaged, supported, and valued. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to be actively involved in their education from the beginning of their educational journey. By implementing student engagement programs across the entire LEA, schools can systematically address the challenges associated with the UPP student group, improve overall academic performance, and foster a lifelong sense of motivation and belonging among all UPP students.</p>	Metric 1.21: % of students who feel connected at school will be used to monitor the effectiveness
1.9	<p>Action: Summer School</p>	This summer school action addresses critical UPP educational needs by laying a strong foundation	Metric 1.1, 1.2, & 1.3: % of students achieving At or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged students face challenges in achieving At or Above Proficiency on the Spring STAR ELA, Math, or CBM.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2%</p> <p>2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3% Homeless 9.5%</p> <p>2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Foster Youth N/A SED 30.4% Homeless 14.3%</p> <p>Scope:</p>	<p>for future academic success. Offering targeted academic support during the summer is essential for UPP students to excel in all subject areas, as providing additional learning opportunities is fundamental to their ability to catch up and progress, especially amidst the challenges of poverty, homelessness, academic ability, and language acquisition. Implementing summer school initiatives helps close achievement gaps for HSD's most vulnerable student populations by providing structured learning environments during the summer break, especially for those from disadvantaged backgrounds or those who are UPP, ensuring they have the opportunity to receive additional instruction and support to succeed in later grades.</p> <p>Providing summer school programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to targeted academic support during the summer months. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to catch up and progress academically during the summer break. By implementing summer school programs across the entire LEA, schools can systematically address the challenges associated with the UPP student group, improve overall academic performance, and foster a strong foundation for future success.</p>	<p>Above Proficiency on the Spring STAR ELA, Math, and CBM will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	<p>Action: Supportive Assessments, Interventions, & Materials</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged students, face challenges in achieving At or Above Proficiency on the Spring STAR ELA, Math, or CBM.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2%</p> <p>2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3% Homeless 9.5%</p> <p>2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Foster Youth N/A</p>	<p>This action addresses critical UPP educational needs by laying a strong foundation for future academic success. Providing targeted academic support through assessments, interventions, and materials is essential for UPP students to excel in all subject areas, as offering tailored resources is fundamental to their ability to catch up and progress, especially amidst the challenges of poverty, homelessness, ability, and language. Implementing supportive assessments, interventions, and materials initiatives helps close achievement gaps for HSD's most vulnerable student populations by providing individualized support throughout the school year, especially for those from disadvantaged backgrounds or those who are UPP, ensuring they have access to the resources and interventions needed to succeed in later grades.</p> <p>Providing supportive assessments, interventions, and materials on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to targeted academic support. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to receive personalized assistance and resources to support their academic progress. By implementing supportive assessments, interventions, and materials, schools can systematically address the challenges associated with the UPP student group, improve overall academic performance, and foster a strong</p>	Metric 1.1, 1.2, & 1.3: % of students achieving At or Above Proficiency on the Spring STAR ELA, Math, and CBM will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED 30.4% Homeless 14.3%</p> <p>Scope: LEA-wide</p>	<p>foundation for future success among all UPP students.</p>	
1.11	<p>Action: Universal Prekindergarten</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, and Socioeconomically Disadvantaged students, face challenges in achieving At or Above Proficiency on the Spring STAR CBM.</p> <p>2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Foster Youth N/A SED 30.4%</p> <p>Scope: LEA-wide</p>	<p>This Universal Prekindergarten initiative addresses critical UPP educational needs by laying a strong foundation for future academic success. Providing access to high-quality prekindergarten education is essential for UPP students to excel in all subject areas, as early childhood education is fundamental to their cognitive, social, and emotional development, especially amidst the challenges of poverty, homelessness, ability, and language. Implementing universal prekindergarten initiatives helps close achievement gaps for HSD's most vulnerable student populations by offering early intervention and support, especially for those from disadvantaged backgrounds or those who are UPP, ensuring they have access to the educational experiences needed to succeed in later grades.</p> <p>Providing this action to supplement universal prekindergarten on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they attend, have access to high-quality early childhood education. This comprehensive approach promotes equity, ensuring that every UPP child has the opportunity to participate in prekindergarten programs that support their academic and social development. By implementing universal prekindergarten initiatives across the entire LEA, schools can</p>	<p>Metric 1.3: % of students achieving At or Above Proficiency on the Spring STAR CBM will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		systematically address the challenges associated with the UPP student group, improve overall academic performance, and foster a strong foundation for future success among all UPP students.	
2.1	<p>Action: Instructional Development</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged students, face challenges in achieving At or Above Proficiency on the Spring STAR ELA, Math, or CBM.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% 2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3% 2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2%</p>	<p>Instructional development addresses the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by providing tailored teaching strategies and resources that meet their unique learning requirements. English learners benefit from instructional techniques that emphasize language acquisition and comprehension, while socioeconomically disadvantaged students may require additional support to bridge educational gaps caused by resource limitations. Foster youth and homeless students often face instability and trauma, requiring instructional approaches that promote emotional well-being and academic progress.</p> <p>Providing instructional development on an LEA-wide basis ensures that all UPP students, receive equitable access to effective teaching practices. This comprehensive approach acknowledges the diverse needs within the student population and supports educators in implementing culturally responsive and inclusive instruction. By prioritizing instructional development across the entire LEA, schools can systematically address the educational challenges faced by English learners, socioeconomically disadvantaged students, foster youth, and homeless students, ultimately improving academic outcomes and fostering a supportive learning environment for all.</p>	Metric 1.1, 1.2, & 1.3: % of students achieving At or Above Proficiency on the Spring STAR ELA, Math, and CBM will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster Youth N/A SED 30.4%</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Instructional Support</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged students, face challenges in achieving At or Above Proficiency on the Spring STAR ELA, Math, or CBM.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% 2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3% 2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4%</p>	<p>This Instructional support action addresses the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by providing support to staff to meet the unique learning requirements of UPP students. English learners benefit from instructional techniques that emphasize language acquisition and comprehension, while socioeconomically disadvantaged students may require additional support to bridge educational gaps caused by resource limitations. Foster youth and homeless students often face instability and trauma, requiring instructional approaches that promote emotional well-being and academic progress.</p> <p>Providing instructional support on an LEA-wide basis ensures that all students, regardless of background, receive equitable access to effective teaching practices. This comprehensive approach acknowledges the diverse needs within the student population and supports educators in implementing culturally responsive and inclusive instruction. By prioritizing instructional support across the entire LEA, schools can systematically address the educational challenges faced by English learners, socioeconomically disadvantaged students, foster youth, and homeless students, ultimately improving academic</p>	<p>Metric 1.1, 1.2, & 1.3: % of students achieving At or Above Proficiency on the Spring STAR ELA, Math, and CBM will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learners 26.2% Foster Youth N/A SED 30.4%</p> <p>Scope: LEA-wide</p>	outcomes and fostering a supportive learning environment for all.	
2.3	<p>Action: Teacher Recruitment and Retention</p> <p>Need: Most students, particularly English Learners (including Long Term English learners), Foster Youth, Homeless, and Socioeconomically Disadvantaged students face challenges in achieving At or Above Proficiency on the Spring STAR ELA, Math, or CBM when instructional staff is insufficiently placed or prepared.</p> <p>2023-2024 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6%</p> <p>2023-2024 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 22.9% English Learners 8.7% Foster Youth N/A SED 17.3%</p>	<p>The teacher recruitment and retention action addresses the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by ensuring a diverse and highly qualified teaching staff capable of meeting the unique needs of the UPP student populations. Teachers who are proficient in English Language Development (ELD) and responsive teaching practices are better equipped to support English learners in language acquisition and academic success. Additionally, recruiting and retaining educators who understand the challenges faced by socioeconomically disadvantaged, foster youth, and homeless students enables schools to provide targeted support and create a supportive learning environment that fosters their academic and emotional well-being.</p> <p>Providing teacher recruitment and retention efforts on an LEA-wide basis ensures that all schools within the district have access to qualified and dedicated educators. This comprehensive approach acknowledges the importance of equitable distribution of teacher talent across schools serving diverse student populations. By prioritizing teacher recruitment and retention efforts across the entire LEA, schools can</p>	Metric 2.2: % Fully credentialed teachers will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Foster Youth N/A SED 30.4%</p> <p>Scope: LEA-wide</p>	<p>systematically address the educational challenges faced by English learners (including Long-Term English learners), socioeconomically disadvantaged students, foster youth, and homeless students, ultimately improving academic outcomes and fostering supportive learning environment for all.</p>	
3.1	<p>Action: Family Support</p> <p>Need: Most families, particularly those of English Learners (including Long Term English learners), Foster Youth, and Socioeconomically Disadvantaged students, face challenges in accessing and navigating the school system.</p> <p>2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 2023-2024 70% of schools have filled Parental Membership roles for school and district committees</p> <p>Scope: LEA-wide</p>	<p>This action to support families addresses the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by recognizing that family engagement is essential for student success. For English learners, families may require assistance in navigating the education system, accessing language support services, and understanding their children's educational needs. Socioeconomically disadvantaged families may benefit from resources such as food assistance, housing support, and access to educational materials. Foster youth and homeless students often lack stable family environments and may require additional support in accessing basic needs, as well as guidance in navigating the educational system.</p> <p>Providing support to families on an LEA-wide basis ensures that all UPP students have access to resources and services that promote academic success and well-being. By partnering with community organizations, social services, and educational agencies, schools can offer</p>	<p>Metric 3.5: % of contactable families through the district communication platform will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		comprehensive support to families in need. This approach acknowledges that family circumstances can significantly impact a student's ability to thrive academically and emotionally. By prioritizing support to families across the entire LEA, schools can systematically address the educational challenges faced by English learners, socioeconomically disadvantaged students, foster youth, and homeless students, ultimately improving outcomes for all students.	
3.2	<p>Action: Parent Communication</p> <p>Need: Most families, particularly those of English Learners (including Long Term English learners), Foster Youth, and Socioeconomically Disadvantaged students, face challenges in accessing and navigating the school system.</p> <p>2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 99% of contactable families through the district communication platform</p> <p>Scope: LEA-wide</p>	<p>This parent communication action addresses the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by fostering positive relationships between families and schools, enhancing parental involvement, and providing essential information and support. For English learners, effective communication ensures that parents are informed about language support services, academic progress, and school activities, enabling them to support their children's language development and academic success. Socioeconomically disadvantaged families may benefit from clear communication about available resources, educational opportunities, and support services to address their unique needs and challenges. Foster youth and homeless students often lack stable family environments, making consistent communication with school staff crucial for providing continuity of care and support.</p> <p>Providing communication with parents on an LEA-wide basis ensures that all families, regardless of their background, have access to information and resources that support their children's education</p>	Metric 3.5: % of contactable families through the district communication platform will be used to monitor the effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and well-being. Schools can effectively reach parents and engage them in their children's education by employing various communication in the parent's home language via channels such as newsletters, social media platforms, phone calls, emails, and parent-teacher conferences. This approach acknowledges the importance of building trust and collaboration between schools and families to address the diverse needs of students. By prioritizing communication with parents across the entire LEA, schools can systematically support English learners, socioeconomically disadvantaged students, foster youth, and homeless students, ultimately promoting academic success and family engagement district-wide.</p>	
3.3	<p>Action: Parent Engagement and Education</p> <p>Need: Most families, particularly those of English Learners (including Long Term English learners), Foster Youth, and Socioeconomically Disadvantaged students, face challenges in accessing and navigating the school system.</p> <p>2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 2023-2024 90% of schools hosted 1 family education event</p> <p>Scope: LEA-wide</p>	<p>This parent engagement and education initiative address the needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless students by empowering families to actively participate in their children's education, advocate for their needs, and access available resources and support services. For English learners, parent engagement and education provide opportunities for families to learn about language development strategies, academic expectations, and available support services, enabling them to support their children's language acquisition and academic progress. Socioeconomically disadvantaged families may benefit from parent education programs that provide information on literacy, educational opportunities for themselves, and accessing community resources to address family challenges. Parent engagement and education also play a critical role in supporting foster youth</p>	<p>Metric 3.2: % of each district and school sites hosting at least 1 family education event per year will be used to monitor the effectiveness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and homeless students, as they often lack stable family environments and may require additional support and advocacy from caregivers.</p> <p>Providing parent engagement and education on an LEA-wide basis ensures that all families, regardless of their background, have access to information, resources, and opportunities to support their children's education and well-being. By offering workshops, training sessions, and informational materials in multiple languages and accessible formats, schools can empower parents to be active partners in their children's education. This approach acknowledges that parent involvement is essential for student success and well-being and recognizes the diverse needs of families within the school community. By prioritizing parent engagement and education across the entire LEA, schools can systematically support English learners, socioeconomically disadvantaged students, foster youth, and homeless students, ultimately promoting academic achievement and family empowerment district-wide.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

HSD receives additional concentration grant add-on described in EC Section 42238.02 and 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. The district-adopted Base Program defines positions in addition to services beyond those provided to all students. The Base Program describes the positions of one Principal per campus, one District Nurse, one Office Manager for each site, and sufficient classroom teachers as essential positions for the operation of the district.

HSD has a greater than 55% (61.6% for 2023-24) unduplicated population. The increased apportionment based on the enrollment of English Learners, Foster Youth, and socio-economically disadvantaged students is \$780,880 and continues additional staffing begun in the previous year and described below.

Additional concentration grant add-on funds will increase the direct services to students provided by classified staff. Goal 1.6 describes increases in direct services to students will be done by Library Media Specialists focusing on the literacy needs of UPP students and their access to supplemental/recreational reading, supporting their growth in literacy by directing them to ever more challenging books and supporting their needs for technology access. Goal 4.2 describes increases in direct services to UPP students by one additional Nurse and Health Clerk at each site, focusing on the health needs of students, supporting their overall attendance and achievement, and connecting families to other available services for health and emotional support.

The district believes that the services described above are essential to students' academic success and social-emotional well-being. Should the unduplicated pupil percentage drop below 55%, the district will evaluate the LCAP to determine what goals and actions will need reductions.

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	1:149	1:162
Staff-to-student ratio of certificated staff providing direct services to students	1:23	1:20

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	58,605,886	10,316,631	17.603%	0.000%	17.603%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,087,301.00	\$0.00	\$0.00	\$0.00	\$12,087,301.00	\$10,995,199.00	\$1,092,102.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Maze Middle School, Rancho San Justo 7th & 8th Grades	Ongoing	\$0.00	\$165,000.00	\$165,000.00				\$165,000.00	0
1	1.2	Early Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calaveras, Cerra Vista, HDLA, Ladd Lane, RO Hardin, Rancho Santana, Sunnyslope	Ongoing	\$1,217,321.00	\$0.00	\$1,217,321.00				\$1,217,321.00	
1	1.3	Multilingual Learner Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$266,549.00	\$0.00	\$266,549.00				\$266,549.00	
1	1.4	Inclusive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$158,977.00	\$5,000.00	\$163,977.00				\$163,977.00	
1	1.5	Mental Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,506,002.00	\$10,000.00	\$1,516,002.00				\$1,516,002.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Relevant Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$129,411.00	\$312,000.00	\$441,411.00				\$441,411.00	
1	1.7	Safe Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,245,290.00	\$0.00	\$1,245,290.00				\$1,245,290.00	
1	1.8	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$113,500.00	\$28,555.00	\$142,055.00				\$142,055.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.10	Supportive Assessments, Interventions, & Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,207,587.00	\$131,671.00	\$2,339,258.00				\$2,339,258.00	
1	1.11	Universal Prekindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calaveras, Cerra Vista, HDLA, Ladd Lane, RO Hardin, Rancho Santana, Sunnyslope TK	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	Instructional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$664,141.00	\$110,000.00	\$774,141.00				\$774,141.00	
2	2.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,270,005.00	\$0.00	\$1,270,005.00				\$1,270,005.00	
2	2.3	Teacher Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$185,345.00	\$90,200.00	\$275,545.00				\$275,545.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$701,279.00	\$13,026.00	\$714,305.00				\$714,305.00	
3	3.2	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,329,792.00	\$171,150.00	\$1,500,942.00				\$1,500,942.00	
3	3.3	Parent Engagement and Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$45,500.00	\$45,500.00				\$45,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
58,605,886	10,316,631	17.603%	0.000%	17.603%	\$12,087,301.00	0.000%	20.625 %	Total:	\$12,087,301.00
								LEA-wide Total:	\$11,922,301.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$165,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maze Middle School, Rancho San Justo 7th & 8th Grades	\$165,000.00	0
1	1.2	Early Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calaveras, Cerra Vista, HDLA, Ladd Lane, RO Hardin, Rancho Santana, Sunnyslope	\$1,217,321.00	
1	1.3	Multilingual Learner Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,549.00	
1	1.4	Inclusive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,977.00	
1	1.5	Mental Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,516,002.00	

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	1.6	Relevant Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$441,411.00	
1	1.7	Safe Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,245,290.00	
1	1.8	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,055.00	
1	1.9	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.10	Supportive Assessments, Interventions, & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,339,258.00	
1	1.11	Universal Prekindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Calaveras, Cerra Vista, HDLA, Ladd Lane, RO Hardin, Rancho Santana, Sunnyslope TK	\$10,000.00	
2	2.1	Instructional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$774,141.00	
2	2.2	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,270,005.00	
2	2.3	Teacher Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,545.00	
3	3.1	Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$714,305.00	
3	3.2	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,942.00	
3	3.3	Parent Engagement and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,267,707.00	\$12,130,713.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher recruitment, assignment, and retention activities	Yes	\$57,200.00	\$142,402
1	1.2	Supplemental Instructional Materials	Yes	\$152,249.00	\$468,665
1	1.3	Professional Development for Staff	Yes	\$939,904.00	\$711,919
1	1.4	Supportive Instructional Supervision	Yes	\$939,118.00	\$1,191,729
1	1.5	Removed Action-Footsteps2Brilliance			
1	1.6	Early Literacy Intervention	Yes	\$1,877,176.00	\$2,503,598
1	1.7	Support for English Learners	Yes	\$246,706.00	\$278,540
1	1.8	Modified Action-High-leverage instructional strategies	Yes	\$1,402,204.00	\$1,864,578
1	1.9	Districtwide Formative Testing-Math	Yes	\$92,000.00	\$98,202
1	1.10	Districtwide Formative Testing-English	Yes	\$17,000.00	\$ 0
1	1.11	Removed Action-			

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)
		Rigorous Independent Study Education			
1	1.12	Summer School	Yes	\$650,000.00	\$ 0
1	1.13	New Action - Relevant Instructional Technology	Yes	\$312,000.00	\$434,252
2	2.1	Modified Action- Social and Emotional support positions to ensure 1:1 counseling, small group counseling, and mentorship	Yes	\$961,195.00	\$1,412,110
2	2.2	Provide professional SEL development for administrators, teachers, and classified	Yes	\$65,000.00	\$63,034
2	2.3	New Action- Provide safe spaces	Yes	\$265,000.00	\$250,520
2	2.4	New Action- Support for students and families in transition	Yes	\$10,000.00	\$10,000
2	2.5	New Action- Athletic opportunities	Yes	\$133,055.00	\$110,475
2	2.6	New Action- Attendance improvement	Yes	\$30,000.00	\$160,990
3	3.1	Trauma Informed practices training	Yes	\$30,000.00	\$15,000
3	3.2	Anti-discriminatory disciplinary practices	Yes	\$30,000.00	\$30,787
3	3.3	New Action- Differentiated Instruction	Yes	\$175,000.00	\$167,908
3	3.4	New Action-	Yes	\$50,000.00	\$50,065

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)
		Inclusive classrooms			
4	4.1	Provide parent engagement services through support staff positions at the district office.	Yes	\$101,281.00	\$115,741
4	4.2	Modified Action-Health Support for Parents	Yes	\$509,282.00	\$611,560
4	4.3	New Action-School Support for Families	Yes	\$1,071,598.00	\$1,356,944
4	4.4	New Action-Parent Engagement and Education	Yes	\$45,500.00	\$45,500
4	4.5	New Action-Parent Meetings Outside of School Hours	Yes	\$5,000.00	\$5,065
4	4.6	New Action-Parent Communication	Yes	\$100,239.00	\$31,129

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
11,030,636	\$10,267,707.00	\$12,130,713.00	(\$1,863,006.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher recruitment, assignment, and retention activities	Yes	\$57,200.00	\$142,402		
1	1.2	Supplemental Instructional Materials	Yes	\$152,249.00	\$468,665		
1	1.3	Professional Development for Staff	Yes	\$939,904.00	\$711,919		
1	1.4	Supportive Instructional Supervision	Yes	\$939,118.00	\$1,191,729		
1	1.6	Early Literacy Intervention	Yes	\$1,877,176.00	\$2,503,598		
1	1.7	Support for English Learners	Yes	\$246,706.00	\$278,540		
1	1.8	Modified Action-High-leverage instructional strategies	Yes	\$1,402,204.00	\$1,864,578		
1	1.9	Districtwide Formative Testing-Math	Yes	\$92,000.00	\$98,202		
1	1.10	Districtwide Formative Testing-English	Yes	\$17,000.00	\$ 0		
1	1.12	Summer School	Yes	\$650,000.00	\$ 0		
1	1.13	New Action - Relevant Instructional Technology	Yes	\$312,000.00	\$434,252		
2	2.1	Modified Action-	Yes	\$961,195.00	\$1,412,110		

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)
		Social and Emotional support positions to ensure 1:1 counseling, small group counseling, and mentorship					
2	2.2	Provide professional SEL development for administrators, teachers, and classified	Yes	\$65,000.00	\$63,034		
2	2.3	New Action- Provide safe spaces	Yes	\$265,000.00	\$250,520		
2	2.4	New Action- Support for students and families in transition	Yes	\$10,000.00	\$10,000		
2	2.5	New Action- Athletic opportunities	Yes	\$133,055.00	\$110,475		
2	2.6	New Action- Attendance improvement	Yes	\$30,000.00	\$160,990		
3	3.1	Trauma Informed practices training	Yes	\$30,000.00	\$15,000		
3	3.2	Anti-discriminatory disciplinary practices	Yes	\$30,000.00	\$30,787		
3	3.3	New Action- Differentiated Instruction	Yes	\$175,000.00	\$167,908		
3	3.4	New Action- Inclusive classrooms	Yes	\$50,000.00	\$50,065		
4	4.1	Provide parent engagement services through support staff positions at the district office.	Yes	\$101,281.00	\$115,741		
4	4.2	Modified Action- Health Support for Parents	Yes	\$509,282.00	\$611,560		
4	4.3	New Action- School Support for Families	Yes	\$1,071,598.00	\$1,356,944		
4	4.4	New Action- Parent Engagement and Education	Yes	\$45,500.00	\$45,500		
4	4.5	New Action- Parent Meetings Outside of School Hours	Yes	\$5,000.00	\$5,065		

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)
4	4.6	New Action-Parent Communication	Yes	\$100,239.00	\$31,129		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
57,165,401	11,030,636	1.61%	20.906%	\$12,130,713.00	0.000%	21.220%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

California Department of Education
November 2023