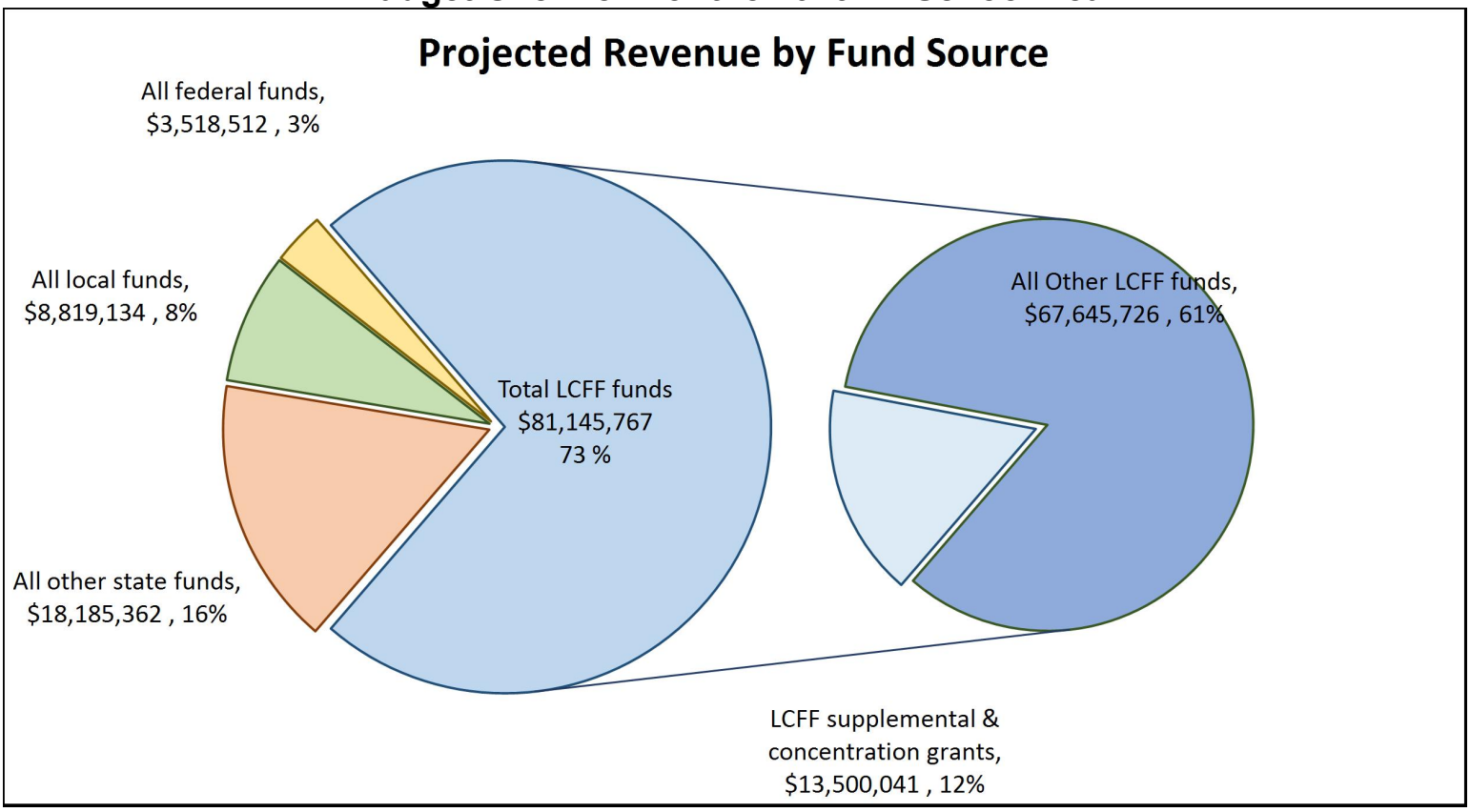
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hollister Elementary School District
CDS Code: 35 67470 0000000
School Year: 2026-27
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 2026-27 School Year

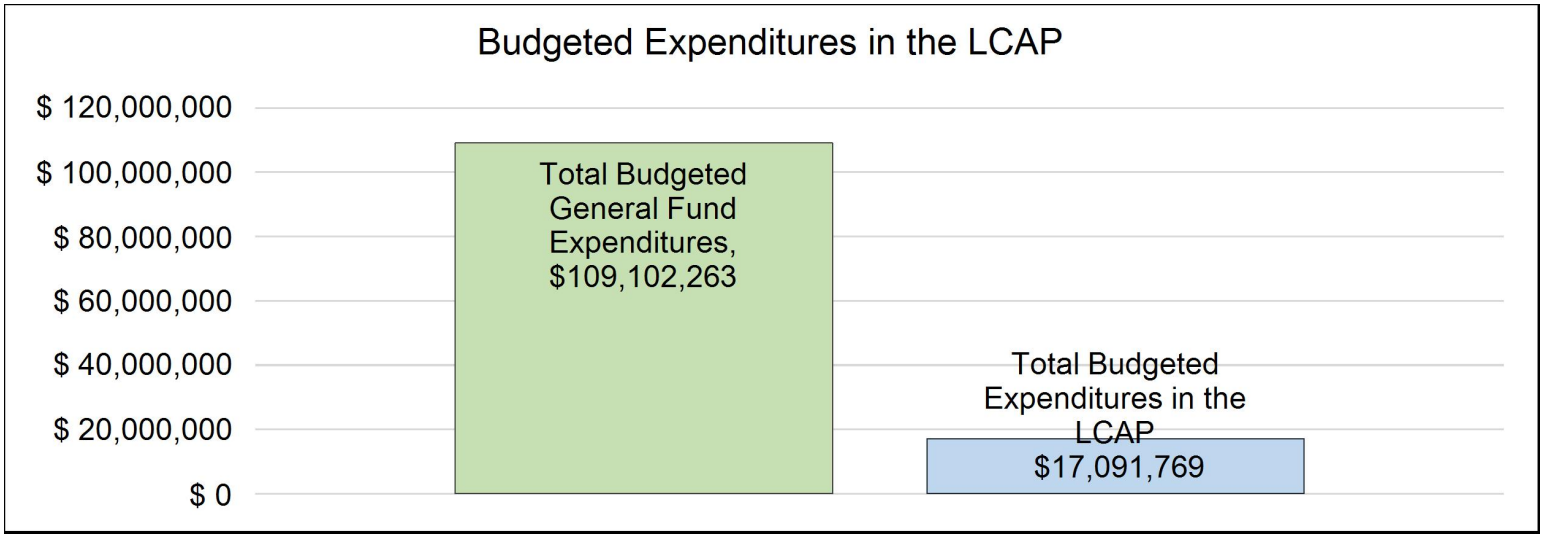


This chart shows the total general purpose revenue Hollister Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hollister Elementary School District is $111,668,775, of which $81,145,767 is Local Control Funding Formula (LCFF), $18,185,362 is other state funds, $8,819,134 is local funds, and $3,518,512 is federal funds. Of the $81,145,767 in LCFF Funds, $13,500,041 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hollister Elementary School District plans to spend $109,102,263 for the 2026-27 school year. Of that amount, $17,091,769 is tied to actions/services in the LCAP and $92,010,494 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

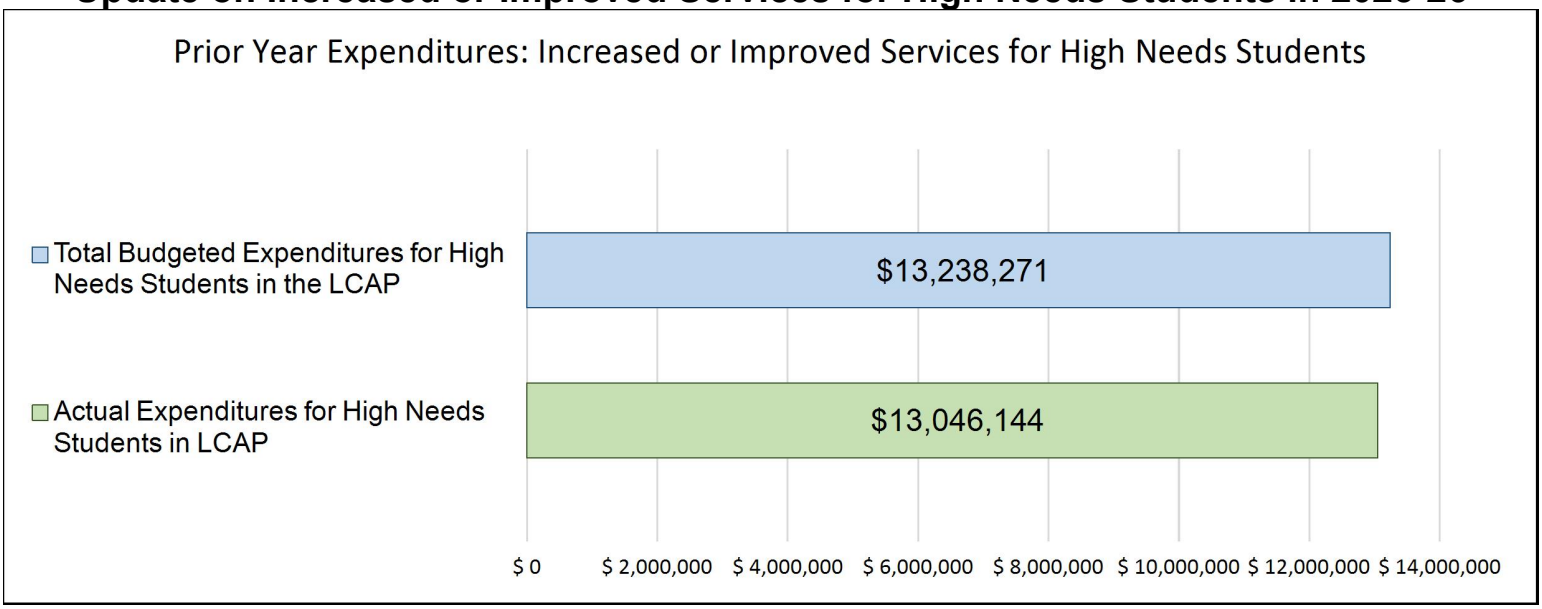
The 2026-27 LCAP proposes to spend $759,519 of estimated, prior year, carried over, supplemental and concentration funds on the continuance of goals and actions in the plan. Other expenditures in the general fund budget, not included in the LCAP, are those of the base program, necessary to run all non-supplemental programs and services of the district and expenditures for categorical programs.

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

In 2026-27, Hollister Elementary School District is projecting it will receive $13,500,041 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 $14,259,560 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Hollister Elementary School District's LCAP budgeted $13,238,271 for planned actions to increase or improve services for high needs students. Hollister Elementary School District actually spent $13,046,144 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $192,127 had the following impact on Hollister Elementary School District's ability to increase or improve services for high needs students:

The 2025-26 LCAP budget included staffing for smaller class sizes which were ultimatly not hired. Classes remained smaller because enrollment was not as high as anticipated in the TK-3 grades.

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 [2026-27]

General Information

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

The 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, with 43,000 residing in the City of Hollister.

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 over 700 dedicated employees, we are one of the largest employers 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 (2025 Dashboard Data):
Student population.....5909
English Learner.....1,505; 25.5%
Foster Youth.....6; 0.1%
Homeless.....139; 2.4%
Socioeconomically Disadvantaged.....3796; 64.2%
Students with Disabilities.....850; 14.4%
Hispanic.....4815; 81.5%
(2025 DataQuest)
Migrant.....649; 10.1%
Long-Term English Learners.....169; 7.5%

Unduplicated Students (UPP).....3962; 66.07%

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 (3):
Cerra Vista.....602 enrollment
R.O. Hardin.....461 enrollment
Sunnyslope.....602 enrollment
Tk-8 schools (4):
Calaveras.....556 enrollment
Hollister Dual Language Academy...858 enrollment
Ladd Lane.....767 enrollment
Rancho Santana.....678 enrollment
5-8 Schools (1):
Accelerated Achievement Academy...151 enrollment

6-8 Schools (2):
Marguerite Maze.....580 enrollment
Ranch San Justo.....653 enrollment

Reflections: Annual Performance

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

The California School Dashboard provides a clear look at how students in our district are doing with learning and staying engaged in school. In 2025 English Language Arts, "all students" IMPROVED by 9 points from the previous year, while in math, the same student group achieved "MAINTAINED," with a 1.7-point gain. English Learner Progress was MAINTAINED with a decrease of -1.8%. In student engagement, Chronic Absenteeism IMPROVED by 1.8%, and suspensions increased by 0.5%. Notwithstanding these outcomes, specific student groups to continue to monitor include Long Term English learners, Homeless Students, and Students with Disabilities

SUMMARY

The 2025 California School Dashboard Student Outcomes report reflects meaningful progress across the district, including steady gains in English Language Arts and mathematics and a significant reduction in chronic absenteeism from prior years. These improvements demonstrate the positive impact of focused district efforts, particularly in supporting English Learners, students experiencing homelessness, and Students with Disabilities. While some student groups, especially Long-Term English Learners and Students with Disabilities, continue to show opportunities for growth in academic achievement, language development, attendance, and discipline, the district has clear, targeted strategies in place. Through continued implementation of supports such as PBIS, mental health services, restorative practices, and targeted academic interventions, the district is well-positioned to build on its successes and further improve outcomes for all students.

CALIFORNIA SCHOOL DASHBOARD 2025

The annual performance report for the California School Dashboard Student Outcomes provides 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 ETS CAASPP report indicates varying levels of proficiency across different subjects and student populations. While there was a five percentage-point IMPROVEMENT, from 33% to 38%, of all students who met or exceeded standards in English Language Arts (ELA), disparities exist among subgroups, particularly for English learners, Long term English Learners, and Students with Disabilities. Similarly, in mathematics, the percentage of students meeting or exceeding standards IMPROVED from 23.77% to 25.16%, with Long Term English Learners and Students with Disabilities exhibiting lower proficiency rates. The underperformance of certain subgroups, especially Long-term English learners and students with disabilities, underscores the urgent need for targeted interventions and support in these areas.

The English Learner Progress Indicator (ELPI) data reveal both declines and stagnation in language proficiency. 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 was observed in two student groups in the RED. While the district successfully IMPROVED its overall chronic absenteeism rate to 19.5%, continuing a significant downward trend from the 29.3% baseline established in 2022-2023. Major improvements were noted for English Learners, Homeless students, and Students with Disabilities. Absenteeism increased for Long-Term English Learners, who remain a critical "Red" indicator for the district. High-priority challenges persist at specific sites, such as Cerra Vista and Sunnyslope, which the district continues to address through targeted LCAP actions, including mental health services and enhanced parent communication.

The District's overall suspension rate rose to 4.2%, with performance declines for Long-Term English Learners (11.3%), Students with Disabilities (6.4%), and Homeless students (5.0%), all of whom are currently flagged as district-wide "Red" indicators. While exclusionary discipline decreased for African American and Filipino students, significant site-specific challenges persist at Maze Middle School, Rancho Santana, and Rancho San Justo. To address these trends, the district is prioritizing LCAP actions such as Positive Behavioral Interventions and Supports (PBIS), mental health services, and restorative practices training to reduce suspensions and improve the overall school climate.

These overall syntheses of data trend favorably for student outcomes and highlight 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 (2025)

ACADEMIC PERFORMANCE
English Language Arts: 38.00% of all students met or exceeded standards (IMPROVED)
Student Subgroup met or exceeded standards performance:
Students with Disabilities 9.67% (IMPROVED)
Socioeconomically Disadvantaged 30.57% (IMPROVED)
English Learners 8.24% (decrease)
Long-Term English Learners 3.72% (IMPROVED)
Foster Youth- data is suppressed because fewer than 11 students tested.
Homeless 18.18% (IMPROVED)
Migrant 24.45% (IMPROVED)
Hispanic 34.15% (IMPROVED)
Student Subgroups indicated as declined and/or underperforming (in Red) for ELA:
Students with Disabilities
Long Term English Learners

Schools and Student groups in Red:
AAA (NONE)
Calaveras (Students with Disabilities)
Cerra Vista (NONE)
HDLA (Long Term English Learners, Students with Disabilities)
Ladd Lane (Students with Disabilities)
Maze (Long Term English Learners)
RO Hardin (All, English Learners, Socioeconomically Disadvantaged, Hispanic)
Rancho San Justo (Long Term English Learners, Students with Disabilities)
Rancho Santana (English Learners, Students with Disabilities)
Sunnyslope (Student with Disabilities)

Mathematics: 25.16% of all students met or exceeded standards (DataQuest) (IMPROVED)
Student Subgroup met or exceeded standards performance:
Students with Disabilities 7.1% (IMPROVED)
Socioeconomically Disadvantaged 19.73% (IMPROVED)
English Learners 7.99% (no change)
Long-Term English Learners 1.26% (IMPROVED)
Foster Youth- data is suppressed because fewer than 11 students tested.
Homeless 9.53% (IMPROVED)
Migrant 16.98% (IMPROVED)
Hispanic 21.86% (IMPROVED)
Student Subgroups indicated as declined and/or underperforming (in Red) for Math:
Students with Disabilities
Long Term English Learners
Schools and Student groups in Red:
AAA (NONE)
Calaveras (NONE)
Cerra Vista (Students with Disabilities)
HDLA (Students with Disabilities)
Ladd Lane (NONE)
Maze (Long Term English learners, Hispanic, English Learners)
RO Hardin (All, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)
Rancho San Justo (All, Long Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic)
Rancho Santana (English Learners, Students with Disabilities)
Sunnyslope (Students with Disabilities)

English Learner Progress Indicator (ELPI) (Dashboard)
45.2% making progress toward proficiency (decrease)
41.9% progressed 1 level (decrease)

3.6% maintained level 4 (decrease)
34% maintained level 1, 2L, 2H, 3L, 3H (decrease)
20.6% Decreased one level (IMPROVED)
Student Subgroups indicated as declined and/or underperforming (in Red) for ELPI:
NONE (no change)
Schools and Student groups in Red:
AAA (NONE)
Calaveras (All, English Learners)
Cerra Vista (NONE)
HDLA (NONE)
Ladd Lane (NONE)
Maze (NONE)
RO Hardin (NONE)
Rancho San Justo (NONE)
Rancho Santana (NONE)
Sunnyslope (All, English learners)

ACADEMIC ENGAGEMENT
Chronic Absenteeism (Dashboard)
Overall 19.5% (IMPROVED)
Student Subgroup Performance: Chronic Absenteeism
English Learners 17.2% (IMPROVED)
Long-Term English learners 20.9% (increase)
Foster Youth data is suppressed because fewer than 11 students tested.
Homeless 27.8% (IMPROVED)
Socioeconomically Disadvantaged 23.0% (IMPROVED)
Students with Disabilities 26.8% (IMPROVED)
African American 12.7% (increase)
American Indian or Alaska Native 33.3% (increase)
Asian 11.8% (increase)
Filipino 4.3% (IMPROVED)
Hispanic 20.7% (IMPROVED)
Native Hawaiian or Pacific Islander 11.8% (increase)
White 14.1% (IMPROVED)
Two or more Races 15.2% (IMPROVED)
Student Subgroups indicated as declined and/or underperforming (in Red) for Chronic Absenteeism:
Long Term English Learners
Students with Disabilities
Schools and Student groups in Red:
AAA (NONE)

Calaveras (NONE)
Cerra Vista (All, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic)
HDLA (NONE)
Ladd Lane (English Learners)
Maze (Long Term English Learners, English Learners)
RO Hardin (Homeless)
Rancho San Justo (NONE)
Rancho Santana (NONE)
Sunnyslope (All, Students with Disabilities, White)

CONDITIONS AND CLIMATE
Suspension Rate (Dashboard)
Overall 4.2% (increase)
Student Subgroup Performance: Suspension
English Learners 3.6% (increase)
Long-Term English learners 11.3% (increase)
Foster Youth data is suppressed because fewer than 11 students tested.
Homeless 5.0% (increase)
Socioeconomically Disadvantaged 5.1% (increase)
Students with Disabilities 6.4% (increase)
African American 2.7% (IMPROVED)
American Indian or Alaska Native 0.0% (no change)
Asian 0.0% (no change)
Filipino 0.0% (IMPROVED)
Hispanic 4.4% (increase)
Native Hawaiian or Pacific Islander 2.9% (IMPROVED)
White 4.0% (increase)
Two or more Races 7.5% (increase)
Student Subgroups indicated as declined and/or underperforming (in Red) for Suspension:
Homeless
Long Term English Learners
Students with Disabilities
Schools and Student groups in Red:
AAA (NONE)
Calaveras (NONE)
Cerra Vista (Students with Disabilities)
HDLA (NONE)
Ladd Lane (NONE)
Maze (All, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White)
RO Hardin (NONE)

Rancho San Justo (Long term English learners, English learners, Two or More Races)
Rancho Santana (All, Socioeconomically Disadvantaged, Hispanic)
Sunnyslope (Students with Disabilities)

LOCAL ASSESSMENT STUDENT OUTCOMES (2025)

ACADEMIC PERFORMANCE
HSD has adopted an assessment framework designed to deliver comprehensive diagnostic, progress monitoring, and standards-aligned performance evaluations, utilizing STAR Reading and STAR Math as localized assessments for students in grades 3-8. Data is conveniently presented and accessible through user-friendly platforms such as Schoolzilla/eduClimber, Ellevation, and Renaissance. This meticulous implementation has enabled the identification of individual student needs and facilitated targeted interventions for student groups, which is achieved through the implementation of MTSS Teams at each elementary school site. Moreover, real-time access to assessment results is provided to all parents, enabling teachers to utilize personalized student reports for targeted interventions and effective 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.

STAR Reading
2025-2026 Spring District STAR Reading as reported in Renaissance
At or Above Proficiency
Overall 48.6% (IMPROVED)
English Learners 10.83% (IMPROVED)
Foster Youth 40% (IMPROVED)
SED 30.47% (IMPROVED)
Homeless 27.14% (IMPROVED)

STAR Math
2025-2026 Spring District STAR Math as reported in Renaissance
At or Above Proficiency
Overall 46.9% (IMPROVED)
English Learners 18.42% (IMPROVED)
Foster Youth 20% NA
SED 30.26% (IMPROVED)
Homeless 22.86% (IMPROVED)

STAR CBM
2025-2026 Spring District STAR CBM as reported in Renaissance
At or Above Proficiency
Overall 51% (IMPROVED)

ACADEMIC ENGAGEMENT

In addition to the California School Dashboard summative data, HSD uses Schoolzilla/eduClimber and Aeries student information systems to measure and monitor local academic engagement and attendance data. Local data indicates the following successes:
2024-2025 Average Daily Attendance ranged from 95.7% to 93.6%, averaging 93.7%.
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 Kelvin Pulse Surveys to assess students' social-emotional learning and school climate in grades 2-8. Reported percentages represent the highest-scoring results within a survey section.
2025-2026 Kelvin Pulse Survey Results
2-3 grade
83% Feel connected at school
83% Feel school is a safe place (IMPROVED)
86/% Feel the adults at the school care about them
4-8 grade
75% Feel connected at school (IMPROVED)
78% Feel school is a safe place (IMPROVED)
81% Feel the adults at the school care about them (IMPROVED)

SUCCESSES:

Academic Performance:
ELA INCREASED 9 points on the dashboard
Difference from 2022-2023 to 2024-2025 CAASPP English as reported on the CA School Dashboard Language Arts Negative Distance from Standard
Overall IMPROVED by 4.9
English Learners IMPROVED by 7.6
Foster Youth - NA
SED IMPROVED by 10.5
African American - NA
Hispanic IMPROVED by 4.6
Native Hawaiian or Pacific Islander - NA
White IMPROVED by 9.8

Math maintained by an INCREASE of 1.7 points on the dashboard
Difference from 2022-2023 to 2024-2025 CAASPP Mathematics as reported on the CA School Dashboard
Negative Distance from Standard
Overall IMPROVED by 1.9
English Learners IMPROVED by 3.7
Foster Youth - NA

SED IMPROVED by 5.7
African American IMPROVED by 5
Hispanic IMPROVED by 0.8
Native Hawaiian or Pacific Islander - NA
White IMPROVED by 11.6

English Learner Progress was MAINTAINED by only decreasing by 1.8 points on the dashboard, despite showing a negative difference from 2022-2023 to 2024-2025 on ELPAC by -6.1%

Academic Engagement:
Chronic Absenteeism IMPROVED 1.8% on the dashboard
Difference from 2022-2023 to 2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest
Overall IMPROVED 9.8%
English Learners IMPROVED 11.4%
Homeless IMPROVED 11.8%
SED IMPROVED 10.7%
SWD IMPROVED 9.9%
African American IMPROVED 10.2%
White IMPROVED 9.0%
Two or More Races IMPROVED 11.8%

Conditions and Climate
Suspension Rate increased by 0.5% on the dashboard, but showed a difference from 2022-2023 to 2024-2025 at +0.1 overall reported on CDE DataQuest
Difference from 2022-2023 to 2024-2025 Suspension Rate as reported on CDE DataQuest
English Learners IMPROVED 0.2%
Foster Youth NA%
Homeless IMPROVED 2.0%
SED IMPROVED 0.4%

CHALLENGES:

ACADEMIC PERFORMANCE
Academic Performance:
ELA IMPROVED 9 points on the dashboard
Difference from 2022-2023 to 2024-2025 CAASPP English as reported on the CA School Dashboard Language Arts Negative Distance from Standard
Homeless regressed by 10.2
SWD regressed by 6.1

Math maintained by an IMPROVEMENT of 1.7 points on the dashboard
Difference from 2022-2023 to 2024-2025 CAASPP Mathematics as reported on the CA School Dashboard
Negative Distance from Standard
Homeless regressed by 36
SWD regressed by 9.6
Filipino regressed by 15.4
Two or More Races regressed by 4.3

English Learner Progress MAINTAINED by only decreasing by 1.8 points on the dashboard, despite showing a negative difference from 2022-2023 to 2024-2025 on ELPAC by -6.1%
Difference from 2022-2023 to 2024-2025 ELPAC
-6.1% Making progress towards English Language proficiency reported on the CA School Dashboard

Academic Engagement:
Chronic Absenteeism IMPROVED 1.8% on the dashboard
Long Term English Learners increased 1.7%
Students with Disabilities IMPROVED 0.1%

Conditions and Climate
Suspension Rate increased by 0.5% on the dashboard, but showed a difference from 2022-2023 to 2024-2025 at +0.1 overall reported on CDE DataQuest
Difference from 2022-2023 to 2024-2025 Suspension Rate as reported on CDE DataQuest
Overall increased 0.1%
SWD increased 0.2%

2025 CA SCHOOL DASHBOARD District Student Groups in RED Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)
District Wide:
Long-Term English Learners; CA, SR, ELA, Math
Homeless: SR, Math
Students with Disabilities: CA, SR, ELA, Math

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)
Accelerated Achievement Academy (0): NONE
Calaveras (3): All Students: ELP; English Learners: ELP; Students with Disabilities: ELA
Cerra Vista (4): All Students: CA; Socioeconomically Disadvantaged: CA; Students with Disabilities
Hollister Dual Language Academy (2): Long Term English Learners: ELA; Students with Disabilities: ELA, M
Ladd Lane (2): English Learners: CA; Students with Disabilities: ELA

Maze Middle (7): All Students: SR; English Learners: CA, M; Long Term English Learners: CA, ELA, Math; Socioeconomically Disadvantaged: SR; Students with Disabilities: SR; Hispanic: SR, M, White: SR
RO Hardin (6): All Students: ELA, M, Science; English Learners: ELA, M; Homeless: CA; Socioeconomically Disadvantaged: ELA, M, Science; Students with Disabilities: M; Hispanic: ELA, M, Science
Rancho San Justo (7): All Students: M; English Learners: SR; Long Term English Learners: SR, ELA, Math; Socioeconomically Disadvantaged: Math; Students with Disabilities: ELA, M;, Hispanic: Math; Two or More Races: SR
Rancho Santana (5): All Students: SR; English Learners: ELA, M; Socioeconomically Disadvantaged: SR; Students with Disabilities: ELA, M; Hispanic: SR
Sunnyslope (4): All Students: ELP, CA; English Learners: ELP; Students with Disabilities: CA, SR, ELA, Math; White: CA

2023 CALIFORNIA SCHOOL DASHBOARD STUDENT OUTCOMES
2023 ACADEMIC PERFORMANCE

2023 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

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

2023 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

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

2023 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

2023 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

2023 ACADEMIC ENGAGEMENT
Chronic Absenteeism (Dashboard)
Overall 29.3%

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

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, Students with Disabilities, Hispanic)
Ladd Lane (White)
RO Hardin (All Students, Socioeconomically Disadvantaged, Students 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%

REFLECTION (2025)

ACADEMIC
ENGLISH LANGUAGE ARTS (ELA)
Successes and Growth Trends
Broad Proficiency Gains: The district achieved an overall proficiency rate of 38.00%, marking a successful upward trend in ELA performance.
Subgroup Progress: Growth was not limited to the general population; significant IMPROVEMENT was seen among Socioeconomically Disadvantaged (30.57%), Hispanic (34.15%), and Migrant (24.45%) students. Even subgroups flagged for underperformance, such as Students with Disabilities (9.67%) and Long-Term English Learners (3.72%), showed incremental INCREASES in proficiency, suggesting that current interventions are beginning to yield results.

Challenges and Identified Disparities
The English Learner Gap: While Long-Term English Learners (LTELs) showed a slight IMPROVEMENT, the general English Learner (EL) subgroup experienced a performance decrease to 8.24%. This divergence suggests a potential plateau or decline in effectiveness for initial language acquisition supports compared to those for students who have been in the system longer.
Systemic Underperformance (Red Indicators): Despite IMPROVEMENT, Students with Disabilities and Long-Term English Learners remain the primary "Red" indicators district-wide.
Site-Specific Struggles: R.O. Hardin presents a critical challenge, as it is in the "Red" for nearly every major category (All students, EL, Socioeconomically Disadvantaged, and Hispanic). Similarly, Rancho San Justo and HDLA are struggling to effectively support their LTEL and Students with Disabilities populations.

Strategic Conclusions and Surmised Needs
Targeted Resource Allocation: The concentration of "Red" indicators at specific sites like R.O. Hardin and Rancho San Justo suggests a need for site-specific "Focus Goals" rather than broad, district-wide actions.
Integration of Specialized Support: The data indicates that being a "Student with Disabilities" is the most frequent predictor of being in the "Red" across the district's schools (Calaveras, HDLA, Ladd Lane, RSJ, Santana, and Sunnyslope). This necessitates a strategic shift toward inclusive classroom support and professional development for general education teachers to better implement IEP accommodations.
Differentiated EL Strategies: Because EL performance declined while LTEL performance rose slightly, the district may need to re-evaluate its language acquisition programs for newer English Learners to ensure they are receiving the foundational literacy support required to meet standards.

MATHEMATICS
Successes and Growth Trends
Widespread Proficiency IMPROVEMENT: The district saw a positive trend with an overall math proficiency rate of 25.16%, an increase from previous years.
Broad Subgroup IMPROVEMENT: Growth was nearly universal across demographic groups, including Socioeconomically Disadvantaged (19.73%), Homeless (9.53%), and Hispanic (21.86%) students. Even those flagged as underperforming, such as students with Disabilities (7.1%) and Long-Term English Learners (1.26%), demonstrated INCREASES, suggesting that foundational math interventions are reaching most student populations.

Critical Challenges and Performance Gaps
Stagnation for English Learners: Unlike most other groups, English Learners (EL) showed "no change" in their proficiency (7.99%). This lack of progress, coupled with the low proficiency of 1.26% among Long-Term English Learners (LTELs), indicates that the current math curriculum or instructional delivery may not be sufficiently accessible to students still acquiring English.
Systemic Underperformance for Students with Disabilities: This group is flagged in "Red" at six different school sites (Cerra Vista, HDLA, RO Hardin, Rancho San Justo, Rancho Santana, and Sunnyslope) [history]. This widespread "Red" status across the district indicates a systemic need for improved co-teaching models or specialized math supports within the Special Education department.
Intense Site-Specific Needs: Two schoolS, R.O. Hardin and Rancho San Justo, are in the "Red" for nearly every major subgroup, including "All Students."

Strategic Conclusions and Surmised Needs
Requirement for Targeted Actions: Because Long-Term English Learners and Students with Disabilities are identified as district-wide "Red" indicators, thus the LCAP includes specific actions directed at these groups to address the state indicators on which they received the lowest performance levels.
Schoolwide vs. Limited Interventions: Given that sites like Maze, R.O. Hardin, and Rancho San Justo have multiple subgroups in the "Red," the district will consider schoolwide actions at these locations to upgrade the entire educational program, rather than limited services for specific students.
Focus on Math Accessibility: The discrepancy between overall growth and EL stagnation suggests a need for professional development for teachers focused specifically on "integrated ELD" within math instruction to ensure that language barriers do not prevent students from mastering mathematical concepts.

ENGLISH LANGUAGE PROFICIENCY
Successes and Baseline Context
Avoidance of District-Wide "Red" Status: A notable IMPROVEMENT in this dataset is that no student subgroups are currently flagged in the "Red" district-wide for ELPI performance.
Significant Percentage Making IMPROVEMENT: Despite the reported decline, 45.2% of English Learners are still making progress toward English proficiency, indicating that nearly half of the EL population is moving successfully through the proficiency levels.

Challenges and Downward Trends
Universal Regression in Progress Metrics: The data shows a broad decline across all positive movement indicators. There was a decrease in the percentage of students making progress (45.2%), those progressing at least one level (41.9%), and those maintaining the highest proficiency level (3.6%).
Increase in Proficiency Regression: Most concerning is the increase in students who decreased by one level, now at 20.6%. This suggests that one in five EL students is losing ground in their language acquisition rather than moving forward or remaining stable.
Stagnation at Lower Levels: 34% of students maintained a lower proficiency level (Levels 1, 2, or 3), a decrease from previous maintenance rates, further illustrating a lack of forward momentum for a significant portion of the EL population.

Site-Specific Vulnerabilities (Red Indicators)
Critical Needs at Calaveras and Sunnyslope: While the district as a whole avoided "Red" subgroup indicators, Calaveras Elementary and Sunnyslope Elementary are both in the "Red" for their English Learner populations.
Requirement for Action: Because some schools received the lowest performance level (Red) for ELPI, the district will deepen the specific actions in the LCAP for these school sites to address this deficiency.

Strategic Conclusions and Surmised Needs
Addressing the "Decrease" Trend: The 20.6% regression rate suggests that current integrated and designated ELD (English Language Development) strategies may need to be strengthened through more intensive professional development for general education teachers to ensure consistent language support throughout the day.
Focus on Foundational Stability: The decline in students' "maintaining" levels 1-3 suggests that students are not just failing to progress, but are actively sliding back. This points to a need for increased mental health and engagement supports (Goal 1) to ensure that external barriers to learning are removed for these unduplicated students.

ACADEMIC ENGAGEMENT
CHRONIC ABSENTEEISM
Successes and District-Wide Trends
Significant Overall IMPROVEMENT: The district has successfully lowered its chronic absenteeism rate to 19.5%, continuing a strong downward trend from the previously recorded 29.3% baseline.
Subgroup Breakthroughs: Several high-risk populations showed a remarkable IMPROVEMENT in attendance. Notably, Homeless students (27.8%), Socioeconomically Disadvantaged students (23.0%), and Students with Disabilities (26.8%) all saw decreases in their absenteeism rates, suggesting that district-wide engagement and mental health initiatives (Goal 1) are successfully reaching many unduplicated students.
Broad Demographic IMPROVEMENT: Reductions in absenteeism were observed across Hispanic (20.7%), White (14.1%), and Filipino (4.3%) populations, indicating a generally improving school climate.

Critical Challenges and Identified Disparities
Regression for Long-Term English Learners: While English Learners as a whole improved, Long-Term English Learners (LTELs) saw an increase in absenteeism to 20.9%. This divergence is a significant challenge, as LTELs are also struggling with academic proficiency in ELA and Math.
Escalation in Smaller Subgroups: Absenteeism rates increased for several smaller demographic groups, most notably American Indian or Alaska Native students (33.3%), African American students (12.7%), and Asian students (11.8%).
Persistent "Red" Indicators: Despite the progress mentioned above, Long-Term English Learners and Students with Disabilities remain the two student groups flagged in "Red" for chronic absenteeism district-wide.

Site-Specific Vulnerabilities
Schoolwide "Red" Status: Cerra Vista and Sunnyslope are in the "Red" for the "All Students" category. This indicates that absenteeism at these sites is a systemic issue affecting the general population, not just isolated subgroups.
Targeted Site Concerns: Specific schools are struggling with high-need populations:
Maze Middle School: Flagged in "Red" for both English Learners and Long-Term English Learners.
R.O. Hardin: Flagged in "Red" specifically for its Homeless student population.
Ladd Lane:** Flagged in "Red" for English Learners.

Strategic Conclusions and Surmised Needs
Schoolwide Interventions Required: For RO Hardin, Cerra Vista, and Sunnyslope, the district will prioritize schoolwide actions that upgrade the entire educational program to improve attendance, rather than limiting interventions to specific subgroups.
Addressing the Engagement Gap: The increase in LTEL absenteeism suggests a need for more meaningful engagement with educational partners at the middle school level (specifically Maze) to identify the specific barriers, whether cultural, academic, or social, that are preventing these students from attending school regularly.

CONDITIONS AND CLIMATE
SUSPENSION RATE
Successes and Positive Trends
Targeted IMPROVEMENT in Exclusionary Discipline: While the district saw an overall increase, several demographic groups experienced reductions in suspension rates. Specifically, rates IMPROVED for African American (2.7%), Filipino (0.0%), and Native Hawaiian or Pacific Islander (2.9%) students.
Stability in Specific Demographics: Suspension rates remained at 0.0% (no change) for American Indian or Alaska Native and Asian students, indicating a positive and stable school climate for these small populations.

Critical Challenges and Identified Disparities
Overall Rate Increase: The district's total suspension rate rose to 4.2%, posing a challenge to maintaining a positive school climate district-wide.
Severe Disparities for Vulnerable Groups: The data reveals significant performance gaps for the three subgroups currently flagged in "Red":
Long-Term English Learners (LTELs): At 11.3%, this group has a suspension rate nearly three times the district average.

Students with Disabilities: A high rate of 6.4% suggests a need for improved behavioral support and alternative disciplinary strategies for students with special needs.
Homeless Students: A rate of 5.0% indicates that students facing housing instability are also experiencing higher rates of school exclusion.
Broad Subgroup Declines: Increases were also noted among Socioeconomically Disadvantaged (5.1%), Hispanic (4.4%), White (4.0%), and students of Two or more Races (7.5%).

Site-Specific Vulnerabilities
Systemic School-Wide Challenges: Two sites, Maze Middle School and Rancho Santana, are in the "Red" for "All Students." This indicates that high suspension rates at these locations are a systemic issue requiring school-wide interventions.
Middle School Discipline Gaps: Both Maze and Rancho San Justo are flagged for multiple subgroups, including English Learners and students of two or more races, suggesting that the transition to middle school may be a point at which behavioral challenges escalate.
Special Education Discipline Concerns: Cerra Vista and Sunnyslope are specifically in the "Red" for Students with Disabilities, reinforcing the district-wide trend for this population.

Strategic Conclusions and Surmised Needs
Requirement for LTEL Support: Given that LTELs have the highest suspension rate in the district (11.3%), the LCAP's mandatory actions for this group must extend beyond academic support to include behavioral and engagement strategies.
Prioritizing Inclusive Behavioral Practices: The frequent appearance of "Students with Disabilities" in the "Red" at various sites highlights an urgent need for professional development focused on de-escalation, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices, specifically tailored for students with IEPs.
School-Wide Upgrades: For sites like Maze and Rancho Santana, the LCAP should prioritize school-wide actions that upgrade the entire educational program at those locations to improve the overall climate, rather than focusing solely on targeted students.

LEARNING RECOVERY EDUCATIONAL BLOCK GRANT (LREBG)
The Learning Recovery Emergency Block Grant provides Hollister School District with critical funding to support accelerated learning and address the long-term impacts of the COVID-19 pandemic on student achievement and well-being. In alignment with HSD’s equity-driven approach outlined in the 2026–2027 Local Control and Accountability Plan, these funds are strategically used to complement and enhance existing supplemental and concentration grant-funded initiatives. Through a data-informed, districtwide planning process, HSD ensures that Learning Recovery funds directly support students most affected by disrupted learning, particularly students with disabilities, English Learners (including Long-Term English Learners), Foster Youth, and socioeconomically disadvantaged students. Investments may include additional staffing for early intervention, intensive academic interventions, extended day and summer learning opportunities, mental health and wellness supports, and professional learning for educators on trauma-informed practices and evidence-based instruction. These actions are coordinated across school sites with guidance and oversight from district leadership to ensure coherence, impact, and sustainability. By integrating Learning Recovery funding into its broader system of support, HSD continues to prioritize equitable access to high-quality instruction and wraparound services, accelerating learning while fostering a sense of belonging and resilience for all students.
To date, HSD has not expended all of the LREBG funds. LREBG funds are assigned to Goal 1 Action 2: Early Literacy and Action 9: Summer School.

For Goal 1, Action 2 (Early Literacy): LREBG Funded Action: This action is supported in part by LREBG funds as they contribute to the summer learning program. Allowable Use & Needs Alignment: Aligns with EC § 32526(c)(2) by providing early intervention and academic support to address learning loss identified in local literacy assessments, specifically targeting English Learners, Low-Income students, and Students with Disabilities. Research Support: Supported by research indicating that early, direct literacy intervention prevents persistent reading difficulties and accelerates academic recovery. Monitoring Metrics: Monitored via Local Literacy Assessment growth and CAASPP ELA metrics.

For Goal 1, Action 9 (Summer School): LREBG Funded Action: This action is supported by LREBG funds in the amount of $855,369. Allowable Use & Needs Alignment: Aligns with EC § 32526(c)(2) by providing extended learning time to address instructional gaps identified through district performance data. Research Support: Supported by research showing that structured summer learning opportunities mitigate summer learning loss and accelerate academic growth for high-needs student groups. Monitoring Metrics: Monitored via Summer School Pre/Post-Assessment gains and Summer Program Attendance rates.

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 sections 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 acknowledges the diverse needs of schools and districts across the state and aims to provide tailored support that facilitates continuous improvement, ensuring all students have the opportunity to succeed. Differentiated Assistance eligibility is determined if one or more student groups fail to meet performance standards in two or more California School Dashboard state priority areas, fail to meet standards on two or more local indicators, fail to submit required data on time, or show a combination of state and local indicator underperformance.

Hollister School District's eligibility:
2023 Performance Indicators: Academic and Chronic Absenteeism; Student Group: Homeless
2024 Performance Indicators: Academic and Suspension; Student Group: Students with Disabilities
2025 Performance Indicators: Academic and Suspension; Student Group: Homeless; Academic, Chronic Absenteeism, & Suspension; Student Groups: Long Term English Learners, Students with Disabilities

For 2025, performance indicators highlight ongoing needs in academics and suspension rates, with particular attention to students experiencing homelessness. Data also show continued areas of focus in academics, chronic absenteeism, and suspension rates for Long-Term English Learners and Students with Disabilities, reinforcing the need for targeted supports and equitable interventions across these student groups. Initial efforts commenced in 2024 with collaborative meetings facilitated by the San Benito County Office of Education (SBCOE), subsequently transitioning to a provider partnership arrangement involving the Tulare County Office 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.

Hollister Educational Services Department hosts four convenings throughout the year, bringing together labor partner leaders, classified and certificated staff, administrators, and parents. These meetings employ Improvement Science methods to address student performance challenges in a deliberate, step-by-step manner. The process begins with identifying a clear problem and examining available data. From there, the group works to uncover the root causes of the challenge, often using tools like the 5 Whys to dig deeper and move beyond surface-level explanations. Once the root causes are better understood, participants utilize Carnegie improvement activities, such as fishbone diagrams and driver diagrams, to map out contributing factors and identify potential entry points for change. Together, they brainstorm solutions, select one promising idea, and design a small test of change. After trying it out, the group studies the results, discusses what worked and what didn't, and then decides whether to adapt, expand, or abandon the idea. This Plan-Do-Study-Act cycle repeats, allowing the team to learn and improve with each round. Currently, the HSD DA team is in the do-study phase, concentrating on Students with Disabilities (DA eligibility 2024) and Attendance (DA eligibility 2023), while also proactively addressing Math performance. These convenings keep the district focused on data-driven, collaborative problem solving, ensuring that efforts are targeted, systematic, and designed to create meaningful, lasting improvements for students.

Actions that specifically serve the Homeless, Long Term English Learner, and Student with Disabilities groups:
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	The Board of Trustees receives semiannual LCAP reports at public board meetings held twice a year, in February and June. Additionally, two board members attend at least one community meeting, which includes a presentation of the current LCAP and data. The Board of Trustees' feedback is captured in the board meeting minutes and in annotated notes from community meetings. Meeting Dates: February 24, 2026 June 9, 2026 June 23, 2026
District and School Administrators	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. Meeting Dates: September 4, 2025 October 9, 2025 November 6, 2025 December 4, 2025 January 8, 2026 February 5, 2026 March 5, 2026 April 9, 2026

Educational Partner(s)	Process for Engagement
	May 7, 2026
Community Meetings	Each Trustee Area hosted a public gathering inviting community members, families, staff, and board members to review and provide feedback on the LCAP. Additionally, LCAP informational videos were posted on the District website in January. Attendee and viewer input was captured in meeting notes and digitally via a Google Form survey. Meeting Dates: January 12, 2026, @ Rancho San Justo February 2, 2026, @ Maze Middle School February 9, 2026, @ Ladd Lane
School Site Staff (classified, certificated, administrator)	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. Meeting Dates: February 3, 2026- Cerra Vista February 3, 2026 - Hollister Dual Language Academy February 3, 2026- Ladd Lane February 10, 2026 - R.O. Hardin February 24, 2026- Rancho San Justo March 17, 2026- Sunnyslope May 7, 2026 - Rancho Santana May 12, 2026- Calaveras/Accelerated Achievement Academy May 12, 2026 - Maze
Parents and Families	Parents and families have the opportunity to provide feedback on the LCAP at each of the school sites' community meetings, School Site Council meetings, and district-led parent meetings, such as DELAC and PAC. Additionally, LCAP informational videos were posted on the District website in English and Spanish in January. A Google Form survey was available for parents and families to provide feedback. The survey link and QR code were posted at school sites and shared with parents via the district and school communication platform on February 2, 2026 March 23, 2026 April 9, 2026 April 27, 2026

Educational Partner(s)	Process for Engagement
Students	Students have the opportunity to provide LCAP feedback at each of the school sites' community meetings. A Google Form survey was also available for them to provide feedback individually or with their parents. LCAP informational videos were posted in English and Spanish on the District website in January. The survey link and QR code were posted at school sites and shared with parents via the district and school communication platform on February 2, 2026 March 23, 2026 April 9, 2026
District English Language Advisory Committee (DELAC)	Members of DELAC are presented with an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually. Meeting Date: March 18, 2026
Migrant Parent Advisory Committee (PAC)	Members of PAC are presented with an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually. Meeting Date: April 29, 2026
Hollister Elementary School Teachers Association (HESTA)	HESTA members are presented with an overview of the CA School Dashboard results and have the opportunity to contribute input and feedback on the LCAP at each staff meeting. Meeting Dates: October 22, 2025 January 1, 2026 February 11, 2026 March 25, 2026
California School Employee Association (CSEA)	Members of CSEA are presented with an overview of the CA School Dashboard results and have an opportunity to contribute input and feedback on the LCAP annually. Meeting Dates: October 22, 2025 January 1, 2026 February 11, 2026 March 25, 2026

Educational Partner(s)	Process for Engagement
SELPA	SELPA Consult May 26, 2026 Compliance Collaborative Meetings August 20 September 17 October 29 November 19 January 7 February 11 March 18 April 15 May 20 June 15
Special Education Parent Collaboration Group	March 2, 2026 AM & PM - Sunnyslope March 11, 2026 AM & PM - HDLA March 12, 2026 AM & PM - Ladd Lane March 16, 2026 AM - Rancho San Justo March 17, 2026 PM - Maze March 18, 2026 - RO Hardin March 19, 2026 PM - Cerra Vista March 20, 2026 PM - Cerra Vista March 23, 2026 AM & PM -Rancho Santana March 27 PM -Calaveras

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

The district's LCAP hosts three overarching Goals: (1) Student Achievement, (2) Staff Success, (3) Parent Support, and Engagement.

Hollister School District engaged in a comprehensive and inclusive educational partner engagement process to inform the development of the Local Control and Accountability Plan (LCAP). In alignment with statutory requirements, HSD ensured meaningful consultation with all required educational partner groups, including teachers, principals, administrators, classified staff, local bargaining units, parents, students, and community members. Specialized outreach was conducted to engage parents and guardians of English Learners, students with disabilities, Foster Youth, and socioeconomically disadvantaged students, ensuring that the voices of historically underserved groups were heard and reflected in the planning process.
The LCAP development process followed a structured timeline beginning in the fall and continuing through the spring, with multiple engagement opportunities offered throughout. Once district and school performance data were available on the CA School Dashboard, HSD launched surveys to gather broad input from families, staff, and students. From January through May, a series of in-person and virtual meetings were held with stakeholder groups, including School Site Councils, English Learner Advisory Committees (ELACs), the District

English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), student focus groups, and staff leadership teams. Each meeting included data reviews, progress updates, and facilitated discussions to gather input on needs, priorities, and proposed actions. Feedback was continuously synthesized and used to refine LCAP goals, actions, and expenditures. This transparent and collaborative process reflects HSD's commitment to shared decision-making, ensuring that the LCAP is grounded in the perspectives, experiences, and aspirations of the entire school community.

2025-2026 Hollister School District Educational Partner LCAP Input Survey Responses
203 Responses as of May 2026 INCREASE of 100 from 2024-2025
Responder Role:
90.6% Parent/Caregiver
9.9% HSD Student
9.4% CSEA Employee
10.3% HESTA Employee
1.5% Administrative
3.9% Community Member

Campus Representation Reflected:
AAA 6.4%
Calaveras 8.4%
Cerra Vista 7.9%
HDLA 61.1%
Ladd Lane 6.4%
Maze Middle 3.9%
RO Hardin 6.9%
Rancho San Justo 6.4%
Rancho Santana 8.4%
Sunnyslope 7.4%
District Office 1%
Not affiliated with a campus 2%

Grade Level Representation Reflected:
Tk-3 72.9%
4-8 at an elementary site 37.4%
6-8 at a comprehensive middle school 33.5%
None 2%

Goal 1 Actions that should remain or be a priority
Action 1: College and Career Readiness 63.05% Strongly Agree
Action 2: Early Literacy 77% Strongly Agree
Action 3: Multilingual Learner Support 69.95% Strongly Agree

Action 4: Inclusive Classrooms 54.68% Strongly Agree
Action 5: Mental Health and Wellness 67.98% Strongly Agree
Action 6: Relevant Technology 56.65% Strongly Agree
Action 7: Safe Spaces 64.53% Strongly Agree
Action 8: Student Engagement 67.49% Strongly Agree
Action 9: Summer School 46.8% Strongly Agree
Action 10: Supportive Assessments, Interventions, and Materials 71.43% Strongly Agree
Action 11: Universal PreKinder 46.8% Strongly Agree

Based on the provided responses, several common themes emerge regarding actions to improve student outcomes:

- Academic and Instructional Support: Implement more tutoring options (after-school, one-on-one for struggling students) available to all, not just those who qualify, and focus on small-group instruction. Prioritize increasing academic achievement, closing learning gaps, and using data to guide decisions. Actions suggested include offering more reading and math intervention at all grade levels, early intervention programs, and providing staff with more tools and training to teach.
- Student Wellness and Safety: Strengthen anti-bullying programs and prioritize student wellness centers/counseling services with mental health check-ins. Ensure safe, supportive campuses by addressing facility needs, such as building a multipurpose room or solid canopies for shelter during extreme weather, and improving safety and comfort in non-classroom areas like recess spaces.
- Staffing, Training, and Support: Hire and retain well-trained, correct staff, and provide more support for teachers and principals. Staff training should focus on addressing situations with empathy, understanding, and clear communication with students. Maintain current intervention teachers, as they have made a significant impact.
- Equity, Access, and Engagement: Ensure programs and opportunities are offered to all students. Improve family engagement through clear, bilingual communication and increase transparency regarding fund usage and allocation. Increase support for Multilingual Learners in both English and Spanish acquisition.
- Enrichment and Facilities: Offer more enrichment opportunities, clubs (recreation other than sports), summer school options available to all students, and greater exposure to CTE and AVID in middle school. Maintain current schools and consider building more elementary and middle schools to prevent overcrowding.

Goal 2 Actions that should remain or be a priority
Action 1: Instructional Development 69.46% Strongly Agree
Action 2: Instructional Support 76.35% Strongly Agree
Action 3: Teacher Recruitment and Retention 67.98% Strongly Agree

Based on the provided responses, several common themes emerge regarding actions to improve student outcomes:
Teacher and Staff Support/Compensation: Focus on providing quality pay, incentives, and better compensation for teachers and staff to aid in the recruitment and retention of qualified personnel. This includes site-based support, access to classroom supplies so teachers are not paying out of pocket, child care services, and addressing burnout and disengagement.

- Instructional Support and Training: Increase support roles such as Literacy/Math Coaches, Intervention Teachers, and TOSA's (Teacher on Special Assignment). Provide appropriate and practical Professional Development that is applicable in the classroom, offering training after school or on non-school days to minimize disruption, and continuing/starting mentorship programs for new teachers and principals.

- Classroom and Administrative Management: Address the need for more planning time and dedicated collaboration time for teachers, especially those sharing students. Improve class management and learning environments by increasing Paraprofessionals or 1:1 support for students, particularly in grades Tk-3rd, and focus on early intervention for children falling behind. Strengthening site administration leadership practices and accountability is also critical to team morale and effective implementation of instruction.
- Facility and Safety Improvements: Prioritize safe and adequate school facilities, citing the lack of multipurpose rooms at some elementary schools for shelter during extreme weather. Increase support roles for classroom and school safety, and update amenities like teacher lounges, parking, and audio/video equipment.
- Communication and Transparency: Enhance communication between parents and teachers, and improve transparency and communication from principals and the district overall.

Goal 3 Actions that should remain or be a priority
Action 1: Family Support 62.07% Strongly Agree
Action 2: Parent Communication 79.8% Strongly Agree
Action 3: Parent Engagement and Education 68.97%

Based on the provided responses, several common themes emerge regarding actions to improve student outcomes:
Communication and Transparency: Increase the frequency and clarity of information sent to parents to ensure timely, ongoing communication, especially regarding a child's progress, IEPs, and 504 plans. Information should be provided in Spanish and through physical newsletters for those without access to technology. There is also a need for greater transparency and improved communication among parents, administrative/front office staff, and school directors.

- Parent Engagement and Workshops: Offer more programs, workshops, and classes for parents, such as those focused on using Parent Square, understanding school culture, math and reading readiness, and developing tools to help with their children's education. These events should be scheduled at times that accommodate working families, with options like Zoom or quick video summaries for those who cannot attend 5:00 PM meetings.
- Staff and Administrative Support: Ensure front office staff are welcoming and supportive, and that teachers are responsive to communication via platforms like the parent portal. There is a need to hire and retain admin who actively engage with students and families, and to properly train teachers and staff on incident handling and supporting students' mental and emotional development. Paying teachers for after-hours communication with parents should also be considered.
- Volunteerism and Support Programs: Consider requiring parents to sign contracts or volunteer a minimum number of hours (e.g., 5 or 30 hours) per school year. Provide equal opportunity for all students and families to access after-school programs, including fee-based options for middle-class families who need care but do not qualify for free programs. Identify families in need of support through active review.

Feedback provided about services and supports provided to English Learners, Foster Youth, Socioeconomically Disadvantaged, and/or Students with Disabilities

- Increased Support for Targeted Student Groups: There is an expressed need for more support, resources, and individualized attention for English Learners (ELs), students with special needs, and foster youth. Specific requests include more supports for ELs at all grade levels (especially in early grades to aid reclassification), free tutoring for foster children, and additional Special Education (SPED) classrooms, paraprofessional support, and resources for students with special needs.

- Improve Communication and Family Engagement: The district needs to strengthen communication, transparency, and collaboration with families, especially regarding student progress and available services. This involves providing clear communication, bilingual outreach, scheduling meetings at accessible times, offering homework strategies for parents of ELs, and hosting more parent workshops.
- Staff Training and Accountability: Staff must be fully trained in their hired roles, particularly in the SPED department, with a focus on better professional development on protocols for communication, response time, and designated/integrated English Language Development (ELD). There is also a call for consistency in staffing and stronger leadership.
- Academic and After-School Programming: Respondents request more proactive, consistent, and equitable academic supports, including strengthening early identification and intervention. Many suggested offering more after-school programs, summer school/programs, and classes for one-on-one or small-group support to help students who are struggling or close to passing the ELPAC exam.
- Mental Health and Basic Needs Resources: Mental health services are valued, with suggestions to expand offerings like bringing Enhanced Care Management into wellness centers. One suggestion was to open a student "store" for foster children and other students in need, providing basic clothing and pantry staples.

Feedback provided about what should be the highest priority of the Hollister School District:

- Student Safety and Well-being: The most frequently mentioned priority is ensuring student safety, encompassing physical safety, maintaining a safe and respectful environment, providing mental health support, and having clear anti-bullying policies. Specific concerns include securing gates/doors (e.g., at HDLA kindergarten/TK areas) and addressing issues with traffic signs and safety rules at school entrances.
- Academic Achievement and Quality Instruction: A core priority is focusing on student academic success, including improving reading and math proficiency, early literacy, providing consistent and well-resourced instruction for all students, addressing academic rigor, and offering college readiness pathways. Interventions and support for students who struggle academically, including dual language learners and those with learning disabilities, were also highlighted, with some respondents advocating for services beginning in 1st grade and high-level academic education.
- Support for Vulnerable Students and Equity: Several responses emphasized providing support and equitable access for all students, not just those who qualify for free services or specific programs. This includes prioritizing differentiated support for behavior versus mental health, ensuring proper staff training and timely execution of IEP/504 plans, closing achievement gaps, and better supporting special needs students, while acknowledging that full inclusion may not always be the best option.
- Operational and Staff Support: Priorities include improving accountability and transparency from administration, greater communication with parents, listening to parent and student voices, ensuring teachers are happy and supported, and improving staff retention. Other operational concerns included lowering class sizes and addressing the need for more schools or classrooms due to town growth, while opposing the closure of existing schools.

Feedback provided from Partnering with Parents Special Education group:

- Hollister School District’s success in fostering a strong culture of inclusion and belonging, where students feel genuinely accepted by their peers and families value the high level of responsiveness and communication from staff
- Significant social and academic growth for students
- Improvement is needed in the initial IEP experience, which many parents find intimidating and anxiety-inducing due to the emotional weight and the size of the meeting teams

- Consider a targeted improvement strategy that focuses on early relationship building, including reaching out to new families before their first formal IEP meeting to explain the process and roles, thereby establishing a foundation of trust and reducing parental anxiety

62.87% 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.
70.3% Agree or Strongly Agree with the statement: I would recommend the Hollister School District to others.

Overall, the LCAP reflects the voices and priorities of HSD’s educational partners, ensuring that investments align with the most pressing needs of students and schools while advancing the district’s commitment to equity, achievement, and well-being.

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.

WHY STATEMENT:
Hollister School District is committed to ensuring that every student, regardless of background or circumstance, has equitable access to high-quality education and the support needed to thrive. This goal was developed in direct response to data from the California School Dashboard and robust input from educational partners, which revealed persistent academic and behavioral disparities among key student groups, including English Learners, Long-Term English Learners, Foster Youth, students with disabilities, students experiencing homelessness, and socioeconomically disadvantaged students.
The data made clear that focused efforts are required in English Language Arts, Mathematics, school climate, and student connectedness. By targeting these areas, the district aims to close achievement gaps, reduce suspension and chronic absenteeism rates, and improve outcomes for students who have historically been underserved. This goal represents a comprehensive approach to supporting the whole child, academically, socially, and emotionally, through targeted interventions, enrichment activities, and inclusive environments that cater to students' diverse needs. It reflects a commitment to utilizing actionable data and educational partner feedback to drive continuous improvement, ensuring that all students, particularly those identified as most in need, are empowered to succeed in school and beyond.
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, especially students with disabilities, Foster Youth, multilingual learners, long-term English learners, and socioeconomically disadvantaged students, including those experiencing housing insecurity (Homeless).

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

Our overarching goal is to ensure that all students, particularly homeless students, long-term English learners, and 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.

Learning Recovery Educational Block Grant (LREBG) funds are designated to Goal 1, Action 2 (Early Literacy) and Goal 1, Action 9 Summer School. The metrics used to monitor each of these actions are:
Goal 1, Action 2: STAR Reading, STAR CBM
Goal 1, Action 9: STAR Reading, STAR Math, CAASPP English Language Arts, CAASPP Math, English Language Proficient Indicator

DATA:
2025 CA SCHOOL DASHBOARD District Student Groups in RED Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)

District Wide:
Long-Term English Learners; CA, SR, ELA, Math; 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
Homeless: SR, Math; Addressed in Action(s) 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Students with Disabilities: CA, SR, ELA, Math; 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

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)
Accelerated Achievement Academy (0): NONE
Calaveras (3): All Students: ELP; English Learners: ELP; Students with Disabilities: ELA; 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

Cerra Vista (4): All Students: CA; Socioeconomically Disadvantaged: CA; Students with Disabilities: CA, SR, Math, 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
Hollister Dual Language Academy (2): Long Term English Learners: ELA; Students with Disabilities: 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
Ladd Lane (2): English Learners: CA; Students with Disabilities: ELA, 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
Maze Middle (7): All Students: SR; English Learners: CA, M; Long Term English learners CA, ELA, Math; Socieconomically Disadvantaged: SR; Students with Disabilities: SR; Hispanic: SR, M, White: SR; 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
RO Hardin (6): All Students: ELA, M, Science; English Learners: ELA, M; Homeless: CA; Socieconomically Disadvantaged: ELA, M, Science; Students with Disabilities: M; Hispanic: ELA, M, Science, 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
Rancho San Justo (7): All Students: M; English Learners: SR; Long Term English Learners: SR, ELA, Math; Socieconomically Disadvantaged: Math; Students with Disabilities: ELA, M;, Hispanic: Math; Two or More Races: SR, 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
Rancho Santana (5): All Students: SR; English Learners: ELA, M; Socioeconomically Disadvantaged: SR; Students with Disabilities: ELA, M; Hispanic: SR, 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
Sunnyslope (4): All Students: ELP, CA; English Learners: ELP; Students with Disabilities: CA, SR, ELA, Math; White: CA, 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

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD
Action 1.1: Long Term English Learners, Homeless, Students with Disabilities
Action 1.2 Long Term English Learners, Homeless, Students with Disabilities
Action 1.3 Long Term English Learners, Homeless, Students with Disabilities
Action 1.4 Long Term English Learners, Homeless, Students with Disabilities
Action 1.5 Long Term English Learners, Homeless, Students with Disabilities
Action 1.6 Long Term English Learners, Homeless, Students with Disabilities
Action 1.7 Long Term English Learners, Homeless, Students with Disabilities
Action 1.8 Long Term English Learners, Homeless, Students with Disabilities
Action 1.9 Long Term English Learners, Homeless, Students with Disabilities
Action 1.10 Long Term English Learners, Homeless, Students with Disabilities
Action 1.11 Long Term English Learners, Homeless, 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
1.1	Spring District STAR Reading % Meets or Exceeds Standards as reported in Schoolzilla	2023-2024 Spring District STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 38.6% English Learners 8.5% Foster Youth 33.33 SED 26.6% Homeless 15.4%	2024-2025 Spring District STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 46.4% English Learners 14% Foster Youth 50% SED 40.3% Homeless 16.9%	2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14%	2026-2027 Spring District STAR Reading: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	Difference from 2023-2024 to 2025-2026 District STAR Reading At or Above Proficiency Overall IMPROVED by 10% English Learners IMPROVED 2.33% Foster Youth IMPROVED 6.67% SED IMPROVED 3.87% Homeless IMPROVED 11.74%
1.2	Spring District STAR Math % Meets or Exceeds Standards as reported in Schoolzilla	2023-2024 Spring District STAR Math as reported in Schoolzilla At or Above Proficiency Overall 44.2% English Learners 18.2% Foster Youth N/A SED 17.3% Homeless 20.0%	2024-2025 District Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 44.1% English Learners 20.5% Foster Youth N/A SED 19.6% Homeless 16.5%	2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86%	2026-2027 Spring District STAR Math: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	Difference from 2023-2024 to 2025-2026 District STAR Math At or Above Proficiency Overall IMPROVED 2.7% English Learners IMPROVED 0.22% Foster Youth (enrollment change) 20% SED IMPROVED 12.96% Homeless IMPROVED 2.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 38.8% English Learners 2.4% Foster Youth N/A SED 30.4% Homeless 0%	2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 49.6% English Learners 21.5% Foster Youth NA SED NA Homeless 0%	2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a merger from Renaissance to EduClimber in the assessment platform, "overall" for specific student group is not available.	2026-2027 Spring STAR CBM: Overall 66% Meets or Exceeds Standards as reported in Schoolzilla	Difference from 2023-2024 to 2025-2026 STAR CBM At or Above Proficiency Overall IMPROVED 12.2% Difference from 2023-2024 to 2024-2025 Star CBM At or Above Proficiency English Learners IMPROVED 19.1% Foster Youth NA SED NA Homeless no change 0%
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	2023-2024 CAASPP English as reported on the CA School Dashboard Language Arts Negative Distance from Standard Overall - 43.8 English Learners -74.1 Homeless - 100.4 Foster Youth - NA SED - 63.2 SWD - 109 African American - NA	2024-2025 CAASPP English Language Arts as reported on the CA School Dashboard Distance from Standard Overall -34.8 English Learners -66.1 Long Term English Learners -93.1 Homeless -95.7 Foster Youth NA SED -52.6 SWD -109	2026-2027 CAASPP English Language Arts as reported on the CA School Dashboard Negative Distance from Standard: Overall 0	Difference from 2022-2023 to 2024-2025 CAASPP English as reported on the CA School Dashboard Language Arts Negative Distance from Standard Overall IMPROVED by 4.9 English Learners IMPROVED by 7.6 Long Term English (new subgroup measure) -66.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic - 52.5 Native Hawaiian or Pacific Islander - NA White - 10.1	African American - 14 Hispanic -44 Native Hawaiian or Pacific Islander - 13.3 White +4.8		Homeless regressed by 10.2 Foster Youth - NA SED IMPROVED by 10.5 SWD regressed by 6.1 African American - NA Hispanic IMPROVED by 4.6 Native Hawaiian or Pacific Islander - regressed 6.6 White IMPROVED by 9.8
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 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	2023-2024 CAASPP Mathematics as reported on the CA School Dashboard Negative Distance from Standard Overall - 70.7 English Learners - 98 Homeless - 106.4 Foster Youth - NA SED - 88.7 SWD - 133.8 African American - 54.3 Filipino - 39.2 Hispanic - 78.9 Native Hawaiian or Pacific Islander - 26.6	2024-2025 CAASPP Mathematics as reported on the CA School Dashboard Distance from Standard Overall -69 English Learners - 94.2 Long Term English Learner -154.2 Homeless -135.2 Foster Youth NA SED -86.3 SWD -134.1 African American - 35.5 Filipino -9.2 Hispanic -77.8	2026-2027 Mathematics as reported on the CA School Dashboard Negative Distance from Standard: Overall 0	Difference from 2022-2023 to 2024-2025 CAASPP Mathematics as reported on the CA School Dashboard Negative Distance from Standard Overall IMPROVED by 1.9 English Learners IMPROVED by 3.7 Homeless regressed by 17 Foster Youth - NA SED IMPROVED by 5.7 SWD regressed by 9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White - 38.7 Two or More Races - 50	Native Hawaiian or Pacific Islander -52 White -30.1 Two or More Races -38.7		African American IMPROVED by 5 Filipino IMPROVED by 14.6 Hispanic IMPROVED by 0.8 Native Hawaiian or Pacific Islander regressed by 25.4 White IMPROVED by 11.6 Two or More Races regressed by 4.3
1.6	CAST % Meets or Exceeds Standards as reported on DataQuest	2022-2023 CAST: Overall 22.67% Meet or Exceeds Standards as reported on DataQuest	2023-2024 CAST: Overall 30.7% Meet or Exceeds Standards as reported on DataQuest	2024-2025 CAST Overall 25.16% Meet or Exceeds Standards as reported on DataQuest	2026-2027 CAST: Overall 33% Meet or Exceeds Standards as reported on DataQuest	Difference from 2022-2023 to 2024-2025 CAST Meet or Exceeds Standards as reported on DataQuest: Overall IMPROVED 2.49%
1.7	% English Learners Reclassified Fluent English Proficient (RFEP) reported on the "Ever EL" report on CDE Data Quest website	2022-2023 19.6% 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	2024-2025 26.7% 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	Difference from 2022-2023 to 2024-2025 Reclassified Fluent English Proficient (RFEP) reported on the "Ever EL" report on CDE Data Quest website IMPROVED 7.1%
1.8	ELPAC	2022-2023 ELPAC	2023-2024 ELPAC	2024-2025 ELPAC	2026-2027 65% Making progress	Difference from 2022-2023 to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Making progress towards English Language proficiency as reported on the CA School Dashboard	51.3% Making progress towards English Language proficiency reported on the CA School Dashboard	47% Making progress towards English Language proficiency reported on the CA School Dashboard	45.2% Making progress towards English Language proficiency reported on the CA School Dashboard	towards English Language proficiency reported on the CA School Dashboard	2024-2025 ELPAC Making progress towards English Language proficiency reported on the CA School Dashboard regressed 6.1%
1.9	% Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website	2022-2023 9.8% Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website	2023-2024 8% Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website	2024-2025 7.5% Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website	2026-2027 5% of Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website	Difference from 2022-2023 to 2024-2025 Long Term ELs (LTEL: 6+ years) as reported on reported on the CDE Data Quest website regressed 2.3%
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	2024-2025 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	2025-2026 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	Difference from 2023-2024 to 2025-2026 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-MAINTAINED
1.11	Percentage of District schools implementing co-teaching.	2023-2024 50% of district schools implement co-teaching	2024-2025 50% of district schools implement co-teaching	2025-2026 50% of district schools implement co-teaching	2026-2027 100% of district schools implementing co-teaching	Difference from2023-2024 to 2025-2026 % of district schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						implement co-teaching- no change
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%	2024-2025 At or above 3.0 GPA as reported in Schoolzilla Overall 58.2% English Learner 32.1% Foster Youth 100% SED 53.8%	2025-2026 At or above 3.0 GPA as reported in Aeries Overall 59.09% English Learner 35.73% Foster Youth 50% SED 53.73%	2026-2027 66% Overall At or above 3.0 GPA as reported in Aeries	Difference from 2023-2024 to 2025-2026 At or above 3.0 GPA as reported in Aeries Overall IMPROVED by 14.09% English Learner IMPROVED by 7.43% Foster Youth regressed by 50% SED IMPROVED by 13.13%
1.13	% Broad course of study for all students, including those with disabilities and English learners, as measured by a master schedule and student course access as reported by master schedules	2023-2024 Broad Course of Study as reported by master schedules 100%	2024-2025 Broad Course of Study as reported by master schedules 100%	2025-2026 Broad Course of Study as reported by master schedules 100%	2026-2027 Broad Course of Study as reported by master schedules 100%	Difference from 2023-2024 to 2025-2026 Broad Course of Study as reported by master schedules - MAINTAINED
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%	2024-2025 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%	2025-2026 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%	2026-2027 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%	Difference from 2023-2024 to 2025-2026 Sufficient instructional materials by the Instructional Materials Sufficiency Report- MAINTAINED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 100% implementation of CCSS by the Instructional Materials Sufficiency Report	2025-2026 100% implementation of CCSS by the Instructional Materials Sufficiency Report	2026-2027 100% implementation of CCSS by the Instructional Materials Sufficiency Report	Difference from 2023-2024 to 2025-2026 100% implementation of CCSS by the Instructional Materials Sufficiency Report - MAINTAINED
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%	2024-2025 School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT) 100%	2025-2026 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%	Difference from 2023-2024 to 2025-2026 School facilities are maintained in good repair as measured by the Facilities Inspection Tool (FIT)- MAINTAINED
1.17	Average Attendance Rate % as reported by Schoolzilla	2023-2024 Average Attendance Rate as reported by Schoolzilla 93.3%	2024-2025 Average Attendance Rate as reported by Schoolzilla 93.7%	2025-2026 Average Attendance Rate as reported by Renaissance 93.18%	2026-2027 Average Attendance Rate as reported by Schoolzilla 95%	Difference from 22023-2024 to 2025-2026 Average Attendance Rate as reported by Schoolzilla regressed 0.12%
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%	2023-2024 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 21.4% English Learners- 18.4% Homeless- 33.7% SED 25.4%	2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 19.5% English Learners- 17.2% Homeless- 27.8% SED 23.0%	2026-2027 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 10%	Difference from 2022-2023 to 2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest Overall IMPROVED 9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 36.7% African American 22.9% White 23.1% Two or More Races 27%	SWD 27.4% African American 10.9% White 16.8% Two or More Races 11%	SWD 26.8% African American 12.7% White 14.1% Two or More Races 15.2%		English Learners IMPROVED 11.4% Homeless IMPROVED 11.8% SED IMPROVED 10.7% SWD IMPROVED 9.9% African American IMPROVED 10.2% White IMPROVED 9.0% Two or More Races IMPROVED 11.8%
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%	2023-2024 Suspension Rate as reported on CDE DataQuest Overall- 3.5% English Learners- 2.8% Foster Youth- 16.7% Homeless- 3.6% SWD- 5.9% SED- 4%	2024-2025 Suspension Rate as reported on CDE DataQuest Overall- 4.2% English Learners- 3.6% Foster Youth- NA Homeless- 5.0% SWD- 6.4% SED- 5.1%	2026-2027 Suspension Rate as reported on CDE DataQuest Overall- 1%	Difference from 2022-2023 to 2024-2025 Suspension Rate as reported on CDE DataQuest Overall regressed 0.1% English Learners IMPROVED 0.1% Foster Youth NA% Homeless IMPROVED 2.0% SWD regressed 0.6% SED IMPROVED 1.1%
1.20	Expulsion % as reported by California Department of Education DataQuest website	2023-2024 Expulsion Rate as reported on CDE DataQuest 0.1%	2024-2025 Expulsion Rate as reported on CDE DataQuest 0%	2025-2026 Expulsion Rate to be reported on CDE DataQuest 0.0%	2026-2027 Expulsion Rate as reported on CDE DataQuest 0.00%	Difference from 2023-2024 to 2025-2026 Expulsion Rate as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reported on CDE DataQuest regressed 0.1%
1.21	Kelvin Pulse Survey	2023-2024 Kelvin Pulse Survey Results 2-3 grade 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	2024-2025 Kelvin Pulse Survey Results 2-3 grade 86% Feel connected at school 84% Feel school is a safe place 88/% Feel the adults at the school care about them 4-8 grade 73% Feel connected at school 68% Feel school is a safe place 80% Feel the adults at the school care about them	2025-2026 Kelvin Pulse Survey Results 2-3 grade 83% Feel connected at school 83% Feel school is a safe place 86/% Feel the adults at the school care about them 4-8 grade 75% Feel connected at school 78% Feel school is a safe place 81% Feel the adults at the school care about them	2026-2027 Kelvin Pulse Survey Results 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	Difference from 2023-2024 to 2025-2026 Kelvin Pulse Survey Results 2-3 grade regressed 1% Feel connected at school IMPROVED 2% Feel school is a safe place regressed 1% Feel the adults at the school care about them 4-8 grade IMPROVED 2% Feel connected at school IMPROVED 1% Feel school is a safe place IMPROVED 2% Feel the adults at the school care about them
1.22	SEL Counseling Sessions Districtwide Per Year	2023-2024 SEL Counseling Sessions Districtwide 5900	2024-2025 SEL Counseling Sessions Districtwide 6760	2025-2026 SEL Counseling Sessions Districtwide 5516	2026-2027 SEL Counseling Sessions Districtwide 6000	Difference from 2023-2024 to 2025-2026 SEL Counseling Sessions Districtwide declined 384

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 Parent Survey 67% 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	2025-2026 Parent Survey 62.81% 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	Difference from 2023-2024 to 2025-2026 Parent Survey regressed .39% 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
1.24	Middle School Dropout (local data)	2023-2024 Middle School Dropout 0%	2024-2025 Middle School Dropout 0%	2025-2026 Middle School Dropout 0%	2026-2027 Middle School Dropout 0%	Difference from 2023-2024 to 2025-2026 Middle School Dropout %-MAINTAINED

Goal Analysis [2025-26]

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

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

Student Achievement: All students will demonstrate growth towards meeting or exceeding the common core content standards, social-emotional, and behavioral competencies.

Goal 1, focusing on Student Achievement, social-emotional, and behavioral competencies, was developed in response to needs identified through data analysis and feedback from educational partners. The analysis highlighted a clear need to support English Language Arts, Mathematics, Student Engagement, school climate, and student connectedness, particularly for students with disabilities, Foster Youth, multilingual learners, long-term English learners, and socioeconomically disadvantaged students, including those experiencing housing insecurity.

Overall Implementation and Planned Actions:
All Actions were implemented as planned. Implementation efforts aimed to achieve this through a strong focus on enhancing student

achievement and engaging the whole child. The planned action implementation in the previous year included a wide range of initiatives spread across the district. These actions address various aspects of the student experience:

- Academic Support, Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11: College and Career Readiness programs like AVID and CTE, Early Literacy intervention and support, Multilingual Learner Support focusing on ELD instruction and reclassification, Inclusive Classrooms through professional development, materials, and co-teaching, Supportive Assessments, Interventions, & Materials utilizing staff and supplemental programs, Summer School programs to mitigate learning loss, and Universal Prekindergarten initiatives. These actions were designed to address identified needs in ELA and Math proficiency among various student groups.
- Social-Emotional and Behavioral Support, Action 1.5: Mental Health and Wellness services, including counselors and therapists, Safe Spaces initiatives focusing on supervision, activities, and facilities, and Student Engagement programs such as athletics, BCBAs, PBIS, and art. These actions were linked to addressing chronic absenteeism and contributing to a positive school climate.
- Foundational Support, Action 1.6: Ensuring Relevant Technology access, sufficient instructional materials, broad course of study access, implementation of CCSS, and school facilities maintenance.

Implementation Status- Full

There were no substantive differences between the planned actions and the actual implementation of this goal.

SUCCESSES

HSD has achieved notable successes in its Staff Success initiatives:

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24

- Overall Academic Performance on CAASPP Assessments: students who meet or exceed standards have steadily increased in ELA: 23/24 (33.7%) to 24/25 (38%), and in Math: 23/24 (23.77%) to 24/25 (25.16%).

Action 1.3, Metric 1.7, 1.8, 1.9, 1.10

- Increased English Learner Reclassification Rates: HSD's reclassification rates for English Learners have shown a consistent upward trajectory. English Learners Reclassified Fluent English Proficient 22/23 (19.6%) to 24/25 (26.7%).
- English Learner progress toward language reclassification, with a +7.1% increase in RFEP and a decrease of 2.3% in Long-Term ELs, signaling the effectiveness of multilingual learner supports.

Action 1.5, Metric 1.18, 1.22

- Social-emotional Supports: 5516 SEL counseling sessions districtwide. These efforts, along with initiatives focused on Safe Spaces and student engagement, contributed to a -9.8% overall drop in Chronic Absenteeism from 22/23 to 24/25.

CHALLENGES

Action 1.7; Metric 1.21

- Student Connectedness Survey: Second through Fourth graders showed a slight decline in feeling connected (-1%) and feeling the adults at the school care about them (-1%) in the 2025-2026 Kelvone Pulse Survey

Action 1.8; Metric 1.20
- Suspension Rate: The student suspension rate increased 0.1% from 2022-2023 to 2024-2025

Action 1.1, 1.4, 1.8; Metric 1.4
- Math Achievement: Although positively trending for all student groups, math progress continues to be a challenge. The negative distance difference from 2022-2023 to 2024-2025 CAASPP Mathematics, as reported on the CA School Dashboard, improved by 1.9.

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; Metric 1.23
- Effective use of LCAP funding: The 2025-2026 Parent Survey results showed a -2.2% of parents who believe the district has been successful in serving the needs of all students through the LCAP.

Action 1.4; Metric 1.11
- Inclusive Classrooms: With persistent staffing changes, especially within special education, the district has not been able to increase the number of school sites implementing co-teaching.

Budgetary Adjustments:
The majority of these actions were planned to be implemented on an LEA-wide or schoolwide basis to ensure equitable access for Unduplicated Pupil (UPP) groups. There were no substantive differences in this goal, as overall funds committed to the goal experienced a savings of -5.3% ($462,971). These savings were transferred to other goals.

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 implementation of this goal resulted in a -5.3% difference from the adopted plan as individual actions were modified as the year progressed.
*Action 1 was reduced ($20,000) due to expenditure savings which were used to support Goal 2, Action 1
*Action 2 was reduced ($238,397) due to staff savings from over anticipated need for instructional aides which were used to support Goal 2, Action 2.
*Action 3 was reduced ($67,112) due to a re-distribution of administrative needs which was used to support Goal 2, Action 1
*Action 4 was reduced ($61,950) due to staffing costs lower than anticipated which was transfered to Goal 2, Action 2 and Goal 3, Action 2 to support unduplicated and special needs populations
*Action 7 was reduced ($187,591) due to savings in staffing costs which were used to support increases in Action 8 and 10 with increased services due to enrollment; and
*Action 7 further reduced ($59,644) to support increases in Goal 2, Action 2 and Goal 3, Action 2 to support unduplicated and special needs populations
*Action 11 was reduced ($10,000) as other funds hae been used to support Universal Pre-K

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

Goal 1 focuses on student achievement from a whole-child perspective and is evaluated through Academic, Behavioral, and Social-emotional competencies.

Description of effectiveness or ineffectiveness based on Positive and Negative Differences in Outcomes:

PROVEN EFFECTIVE
Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; Metric 1.4, 1.5, 1.6

- Improved Academic Performance in CAASPP Assessments: The percentage of students overall who meet or exceed standards has steadily increased in ELA: 23/24 (33.7%) to 24/25 (38%), and Math 23/24 (23.77%) to 24/25 (25.16%).

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; Metric 1.7, 1.8, 1.9, 1.10

- Increased English Learner Reclassification Rates: HSD's reclassification rates for English Learners have shown a consistent upward trajectory. English Learners Reclassified Fluent English Proficient 22/23 (19.6%) to 24/25 (26.7%).

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11; Metric 1.12

- Middle school students with a GPA at or above 3.0 increased significantly (+14.05% overall from 2023-2024), suggesting middle school-focused actions like College and Career Readiness may be yielding positive academic results for this age group.

Action 1.5; Metric 1.22

- Increased Support Services: SEL Counseling Sessions Districtwide indicates that the Mental Health and Wellness action was successful in providing a greater volume of socio-emotional support services to students.

Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11; Metric 1.18

- Improved Chronic Absenteeism: The Chronic Absenteeism rate decreased by 9.8% overall from 2022-23 to 2024-25, with decreases across all reported student groups. This positive change may reflect the effectiveness of actions focused on Mental Health and Wellness, Safe Spaces, and Student Engagement in addressing attendance barriers.

Action 1.8; Metric 1.20

- Decreased Expulsions: A decrease of 0.1% in the expulsion rate from 2023-24 to 2024-25 suggests positive outcomes in managing student behavior, potentially linked to actions such as Safe Spaces and Student Engagement (including PBIS).

EMERGING INEFFECTIVENESS
Action 1.7, 1.8; Metric 1.21

- Perception of Safety and Connectedness: The Kelvin Pulse Survey 2nd-3rd grade results highlight an area of concern related to students' perceptions of safety. From 2023-2024 to 2025-2026, 2nd-3rd grade students reported a -1% Feel connected at school and -1% Feel the adults at the school care about them

Action 1.1, 1.4, 1.8; Metric 1.4

- CAASPP Math Distance from Standard Math Achievement: Although positively trending for all student groups, math progress continues to be a challenge. The negative distance difference from 2022-2023 to 2024-2025 CAASPP Mathematics, as reported on the CA School Dashboard, improved by 1.9.

Action 1.8; Metric 1.20

- Suspension Rate: Overall, the suspension rate increased from 22/23 (4.1%) to 24/25 (4.2%). Students with Disabilities were the only student group to increase 0.2% from 22/23 to 24/25.

Conclusion based on Data:
The data indicate that the district’s comprehensive investments in academic achievement, English learner supports, student wellness, engagement, and positive school climate are producing meaningful results. Improvements in both English Language Arts and Mathematics CAASPP performance demonstrate continued progress toward increasing student achievement, while the steady rise in English Learner reclassification rates reflects the effectiveness of targeted language development and instructional supports. Expanded social-emotional

counseling services have strengthened the district's capacity to address student well-being, which may also contribute to the notable reduction in chronic absenteeism across all student groups. Additionally, decreases in both absenteeism and expulsion rates suggest that efforts focused on mental health, safe and supportive learning environments, PBIS implementation, and student engagement are helping students remain connected to school and experience greater success. Overall, these outcomes provide evidence that the district's integrated approach to academic, behavioral, and social-emotional support is positively impacting student achievement, engagement, and school climate.

Based on the current outcomes and their differences, this year's implementation efforts for Goal 1 appear to have had a significant positive impact on student outcomes: 73% of data points IMPROVED or MAINTAINED

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.

The only change to this Goal moving forward will be the Metric used to collect early literacy data. Between 2024-2025 and 2025-2026, the Schoolzilla platform was converted, in part, to Renaissance and eduClimber. During this transition, the "overall" Early Literacy data ceased to be disaggregated by sub-assessment. The District will investigate which measurement to use beginning with the new LCAP in 2027.

Current outcome data suggest that the implementation of Goal 1 during the previous year led to measurable improvements in interim academic assessments (STAR ELA, Math, CBM) and English Learner reclassification rates, with clear progress observed between the end of the 2023–24 and 2024–25 school years. There were also positive shifts in chronic absenteeism, suspension, and expulsion rates. However, outcome data from 2023–24 compared to earlier baselines revealed less consistent gains in performance on state assessments (CAASPP and ELPAC), along with a decline in student perceptions of safety. Disciplinary outcomes for Foster Youth and Students with Disabilities also deteriorated, highlighting disparities that persist for highly impacted student groups. These mixed results point to key lessons learned: while broad academic and some engagement strategies are beginning to yield results, targeted support in areas such as school climate, state test readiness, and behavior intervention for vulnerable populations requires further refinement. The data helps illuminate where implementation was effective and where adjustments are needed, though it does not fully detail the operational challenges behind these outcomes. These lessons will guide future planning to better align strategies with student needs and system capacity.

Feedback from families, staff, students, and community members was instrumental in shaping Goal 1 of the Hollister School District LCAP. A consistent theme from this engagement was the need for expanded academic support, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students. In response, HSD prioritized Actions 1.1 through 1.11, which include initiatives such as summer school programs, additional instructional aides, enhanced district administrative support (.22 FTE), and smaller class sizes to provide more individualized support. These priorities directly informed both the design of Goal 1 and the allocation of funds to support staffing and instructional time. Stakeholders also emphasized the importance of social-emotional and behavioral supports. Reflecting this input, HSD maintained and strengthened Actions 1.3, 1.4, 1.8, and 1.10. Specifically, expanding and strengthening academic interventions to better support students in Math, Reading, and Writing, with an emphasis on smaller group instruction and consistent implementation across all sites. Special attention will be given to 4th- and 5th-grade math to address gaps in number sense and multiplication. Multilingual Learner support will be enhanced through the implementation of consistent language development strategies across all grades, with teachers receiving training in evidence-based bilingual and biliteracy approaches and integrating language instruction into core lessons. In addition, the Eureka Math curriculum will be upgraded based on teacher feedback and student needs to provide a more targeted and effective learning

experience. Overall, stakeholder input ensured that Goal 1 is closely aligned with the needs and priorities of students and the broader school community. A District Administrator will coordinate and plan for increased and improved participation in services and professional development opportunities for targeted student populations such as students with disabilities, socioeconomically disadvantaged, Foster youth, English learners, as well as engagement with parents and pupil access. Escalated support will be provided to school administrators, and staff will be trained to ensure effective and consistent inclusive instruction is provided to all Students with Disabilities using research-based strategies and Common Core standards-aligned materials.

Actions to Adopt/Maintain: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Action 1.1
- Continuation of AVID and CTE

Action 1.3
- Continuation of district administrative staffing

Action 1.4
- Continuation of support to increase inclusive opportunities for students
- Continuation of district administrative staff supporting school site MTSS Teams

Action 1.5
- Continuation of mental health staff at each school site

Action 1.6
- Continuation of equitable and relevant instructional technology

Action 1.7
- Continuation of staffing and facility access for Safe Spaces for students

Action 1.8
- Continuation of PBIS, General Education BCBA staff, athletics, and art access

Action 1.9
- Continuation of access to learning supports over the summer

Action 1.11
- Continuation of UPK materials and supplies

Actions to Adapt/Change:
Action 1.2
- Continuation of Early Literacy staff at a reduced staffing ratio due to lower-than-anticipated enrollment, continuation of materials, and supplemental supports

Action 1.10
- Continuation of supportive assessments, interventions, and materials, with salary and benefit increases

Actions to Abandon: None

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness	Sample activities: AVID, CTE Programs such as AVID (Advancement Via Individual Determination) and CTE (Career and Technical Education) in schools enhance 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 offers hands-on, practical training aligned with industry standards, equipping students with the technical skills necessary for specific careers. Together, these programs ensure a well-rounded education that addresses both academic and vocational needs, fostering student success in higher education and the workforce.	$160,500.00	Yes
1.2	Early Literacy	Sample activities: Teachers On Special Assignment (TOSA), Instructional Aides (IA), Library Media Specialist (LMS), Materials (PAF, FUNdations) 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 strategies by implementing daily, small-group instruction in early literacy. -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 implementing 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 the development of literacy skills. Additional activities include ensuring sufficient access to CCSS and ELD materials, as measured by the Instructional Materials Sufficiency Report.	$3,771,249.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Purchase supplemental individualized instructional resources (ie, PAF, Lexia, Accelerated Reader, Zearn Learning Recovery Emergency Block Grant will be used to support this action by providing targeted resources to address areas identified in the district's needs assessment, including the demonstrated need for smaller class sizes to improve individualized support. Learning Recovery Emergency Block Grant will be used to support this goal, while funds exist, in the following ways: -Early first instruction through the hiring of additional transitional kindergarten teachers (7 FTE) -Smaller class sizes (projected maximum ratio 3:24) with the hiring of instructional aides(11.25 FTE) -Purchase of highly effective instructional materials Research demonstrates that early literacy instruction is critical for building strong reading and language skills, which are foundational for long-term academic success. Programs that provide systematic, evidence-based early literacy support—such as phonics, guided reading, and small-group interventions—help prevent reading difficulties and close achievement gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students. High-quality early literacy instruction is most effective when it is consistent, personalized, and integrated into daily classroom practice. For Hollister School District, investing in early literacy ensures students develop the skills they need to succeed in reading, writing, and overall academic achievement.		
1.3	Multilingual Learner Support	Sample activities: District Coordinator, Clerical Support, District Director The Director of Educational Services (0.2 FTE) and Coordinator of English Learner Services will coordinate and plan for increased and improved participation in 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 that effective and consistent ELD instruction is provided to all English learners, utilizing research-based strategies and ELD standards-aligned materials.	$320,103.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Coordinator of English Learner (1.0 FTE) services will provide support for ELD instruction district-wide; through the use of classroom walk-throughs and observations, data on classroom visitations will be evaluated to ensure that appropriate ELD support is in place for high-quality instruction. The Director of Educational Services and the Coordinator of English Learner Services will oversee and direct the reclassification process for all school sites. 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 enable consistency and oversight of accurate reclassification throughout the district.		
1.4	Inclusive Classrooms	Sample activities: Professional Development, Materials and Supplies, Program Specialist, Instructional Aides, Co-teachers 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 assessment and feedback ensure continuous improvement, creating a supportive environment where students can learn together based on their abilities. A District Administrator (.22 FTE) will coordinate and plan for increased and improved participation services and professional development	$151,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for targeted student populations such as students with disabilities, socioeconomically disadvantaged, Foster youth, English learners,as well as engagement with parents, and pupil access. Escalated support will be provided to school administrators, and staff will be trained in MTSS to ensure effective and consistent inclusive instruction is provided to unduplicated students using research-based strategies, Tiered supports, and Common Core standards-aligned materials.		
1.5	Mental Health and Wellness	Sample activities: Social Emotional Staff The Hollister School District will maintain 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.	$1,648,927.00	Yes
1.6	Relevant Technology	Sample activities: Device purchase, Device maintenance, Chromebooks, headphones, etc. The District will support the use of equitable and adequate relevant instructional technology; ensure that classroom computers are current, in good working order, and grade-appropriate; and provide students with access to tools that enable them to use technology during the school day and at home.	$458,346.00	Yes
1.7	Safe Spaces	Sample activities: Student Supervision, Lunchtime activities, Facilities 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	$1,389,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		entry points, functional emergency systems, and clean, accessible spaces, contribute to a sense of security and well-being. These combined efforts create a supportive atmosphere where students can focus on learning and personal growth without fear. Maintain a minimum of 23 FTE with recruitment of additional staff.		
1.8	Student Engagement	Sample activities: Athletics, General Education Board Certified Behavior Analyst (BCBA), Positive Behavior Interventions and Supports (PBIS), Art Students feel connected to their school community through diverse programs, including athletics (via stipends), the support of Board Certified Behavior Analysts (BCBAs) (0.5 FTE) (which was added during the 2024-25 school year with additional funding) is slated to continue, Positive Behavior Interventions and Supports (PBIS), and art initiatives. Participation in athletics fosters teamwork, school spirit, and a sense of belonging. BCBAs provide tailored behavioral support, helping students navigate challenges and achieve academic and social success. 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 create a cohesive and inclusive environment where students feel valued and engaged.	$229,246.00	Yes
1.9	Summer School	Summer school services will be funded with the Learning Recovery Emergency Block Grant, provided funds are available. Sample activities: Materials and Supplies, Staffing 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 provides targeted academic instruction to reinforce and build upon the learning from the previous year. 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	$855,369.00	No

Action #	Title	Description	Total Funds	Contributing
		academically and personally. By focusing on these areas, the summer school program can bridge educational gaps and promote equity and inclusion. Research shows that summer school effectively prevents learning loss and accelerates student achievement, particularly in Reading and Math. Programs that provide small-group instruction, targeted interventions, and enrichment support help close achievement gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students. The most successful programs are structured, aligned with classroom instruction, and include skilled teachers and ongoing assessment. For Hollister School District, summer school offers a proven strategy to strengthen foundational skills, provide individualized support, and advance equity for all students.		
1.10	Supportive Assessments, Interventions, & Materials	Sample Actions: Certificated staff (Intervention, auxiliary teachers, etc.), Classified Staff (IAs), District Coordinator, Formative Assessments, Library Supplies, Supplemental Programs The plan includes retaining a District Coordinator of Interventions and up to 8 FTE intervention support staff assigned to each of the elementary schools. 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 delivering an effective program. The Intervention support staff (Including Interventionists, auxiliary teachers, etc.) will implement 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. 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	$2,545,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district staff support a broader reach for student learning through supportive scheduling and student groupings. The district will use STAR Reading, Math, and CBM to monitor student academic growth four times a year.		
1.11	Universal Prekindergarten	Sample activities: Materials & Supplies 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 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.	$10,000.00	Yes

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 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.

WHY STATEMENT:
Hollister School District recognizes that the quality of teaching and learning environments has a direct impact on student success. Goal 2 was developed in response to both local and state-level data, as well as extensive feedback from educational partners, which highlighted the urgent need to enhance staff capacity in order to effectively support academic growth, school climate, and student connectedness, especially for our most vulnerable student groups.
Dashboard indicators reveal persistent challenges in English Language Arts, Mathematics, and suspension rates, particularly among English Learners, Long-Term English Learners, Foster Youth, students with disabilities, and students experiencing homelessness. These patterns demonstrate a critical need for targeted professional development, coaching, and ongoing support that equips educators with the tools and strategies necessary to deliver high-quality, inclusive instruction and foster supportive learning environments.
This goal affirms the district's belief that sustained investment in comprehensive staff development is key to closing achievement gaps, reducing disparities in discipline, and promoting equity across all schools. By ensuring educators are prepared to meet the diverse academic, linguistic, and social-emotional needs of our students, Hollister School District aims to build a culture of excellence and inclusion where every student can thrive.
The California School 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, socioeconomically disadvantaged students, and the Homeless.

To achieve this, comprehensive staff placement, training, and development will be crucial. 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 that may arise. 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.

DATA:
2025 CA SCHOOL DASHBOARD District Student Groups in RED Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)

District Wide:
Long-Term English Learners; CA, SR, ELA, Math; 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
Homeless: SR, Math; Addressed in Action(s) 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Students with Disabilities: CA, SR, ELA, Math; 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

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)
Accelerated Achievement Academy (0): NONE
Calaveras (3): All Students: ELP; English Learners: ELP; Students with Disabilities: ELA; 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
Cerra Vista (4): All Students: CA; Socieconomically Disadvantaged: CA; Students with Disabilities: CA, SR, Math, 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
Hollister Dual Language Academy (2): Long Term English Learners: ELA; Students with Disabilities: 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
Ladd Lane (2): English Learners: CA; Students with Disabilities: ELA, 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
Maze Middle (7): All Students: SR; English Learners: CA, M; Long Term English learners CA, ELA, Math; Socieconomically Disadvantaged: SR; Students with Disabilities: SR; Hispanic: SR, M, White: SR; 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
RO Hardin (6): All Students: ELA, M, Science; English Learners: ELA, M; Homeless: CA; Socieconomically Disadvantaged: ELA, M, Science; Students with Disabilities: M; Hispanic: ELA, M, Science, 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
Rancho San Justo (7): All Students: M; English Learners: SR; Long Term English Learners: SR, ELA, Math; Socieconomically Disadvantaged: Math; Students with Disabilities: ELA, M;, Hispanic: Math; Two or More Races: SR, 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

Rancho Santana (5): All Students: SR; English Learners: ELA, M; Socieconomically Disadvantaged: SR; Students with Disabilities: ELA, M; Hispanic: SR, 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
Sunnyslope (4): All Students: ELP, CA; English Learners: ELP; Students with Disabilities: CA, SR, ELA, Math; White: CA, 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

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD
Action 2.1: Long Term English Learners, Homeless, Students with Disabilities
Action 2.2: Long Term English Learners, Homeless, Students with Disabilities
Action 2.3 Long Term English Learners, Homeless, 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	2024-2025 100% of short term staff were assigned a NEST provider	2025-2026 100% of short term staff were assigned a NEST provider	2026-2027 100% of short term staff were assigned a NEST provider	Difference from 2023-2024 to 2024-2025 100% of short term staff were assigned a NEST provider - MAINTAINED
2.2	% Fully credentialed teachers as measured by California Teacher Credentialing	2023-2024 Fully Credentialed teachers: 90.62% *percentage includes interns Percent without interns = 85.06%	2024-2025 Fully Credentialed teachers: 85% *percentage does not include interns	2025-2026 Fully Credentialed teachers: 84.96% *percentage does not include interns	2026-2027 Fully Credentialed teachers by California Teacher Credentialing: 100%	Difference from 2023-2024 to 2025-2026 Fully Credentialed teachers: regressed 0.1%

Goal Analysis [2025-26]

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

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

Staff Success: Ensuring Equitable Access to Responsive Learning Environments

The Hollister School District has developed its "Staff Success" goal in direct response to identified needs from data analysis and feedback from educational partners. This goal aims to ensure that all students have equitable access to a learning environment that is responsive to their academic, social-emotional, and behavioral learning needs. The district recognizes that comprehensive staff placement, training, and development are essential for achieving this goal.

Overall Implementation and Planned Actions:
All Actions were implemented as planned. Key actions under this goal focus on Instructional Development, Instructional Support, and Teacher Recruitment and Retention.

- Instructional Development, Action 2.1: HSD provides professional development (PD) to teaching staff, paraprofessionals, and instructional assistants. This PD is designed to equip educators with research-based instructional strategies to meet the diverse needs of English Learners (ELs), including Long-Term English Learners (LTELs) and individual students' learning needs, using programs such as Constructing Meaning, Benchmark ELD, and Eureka² Math Equip. The district dedicates up to 2.5 professional development days on the work calendar for teachers, administrators, and classified staff. Training also includes social-emotional, positive behavior interventions and supports, and restorative practices training for all TK-8 certificated, classified, and administrative staff. Additionally, annual Mental Health First Aid (MHFA) training is provided to TK-8 staff, and PD for inclusion strategies is supported. PD efforts are intended to be sequenced over time, with foundational best practices in Level 1, follow-up learning in Level 2, and site-based capacity building in Level 3.
- Teacher Recruitment and Retention, Action 2.3: This action focuses on ensuring a diverse and highly qualified teaching staff capable of meeting the unique needs of the unduplicated pupil population. A key component is the New Educator Support Teacher (NEST) program, which was initiated in the 2023-24 school year to support new teachers, short-term staff, long-term substitutes, and intern teachers. In the 2025-2026 school year, this program supports 36 staff members, with 25 experienced educators acting as mentors, and has documented 940 interactions covering various topics, including classroom management and professional development. The district also offers a Teacher Induction Program, provided by SBCOE, which involves 60 teachers and 26 HSD Induction Coaches. Future initiatives include piloting a structured peer observation initiative. Additional support is offered to staff through the classified BOOST Support Program, which this year focuses on paraprofessionals and instructional assistants. This year's BOOST program serves 50 first or second-year hire Paras and IAs, with 16 mentors, through 360 interactions.

Implementation Status- Full

There were no substantive differences in planned actions and actual implementation of this goal.

SUCCESSES

HSD has achieved notable successes in its Staff Success initiatives:
Action 2.1, 2.2, 2.3; Metric 2.1

- NEST Program Effectiveness: A mid-year survey on NEST Program Effectiveness indicated high value among participants for the quality and support provided by individual NEST providers, who share ideas and offer exceptional guidance. Participants particularly valued regular communication through routine NEST meetings, check-ins, and emails, which helped build a sense of community and ensured consistent support. The program effectively builds confidence and promotes professional growth by providing experienced educators as a source of guidance, feedback, and collaboration. The program supported more than 37 staff members

in its first year and has expanded to all new HSD teachers in the 2025-26 academic year. Retention data is included in the effectiveness description section.

Action 2.1, 2.2, 2.3; Metric 2.2

Despite a slight decline in Fully Credentialed teachers, the following areas are noted as successes.

- High interest in PD Participation: HSD remains steadfast in its commitment to delivering top-tier PD aimed at fostering effective instruction.
- Specialized Training Implementation: 100% of elementary schools participated in Chartwell Coaching for Early Literacy. Restorative Practices training was offered to all administrators, certificated, and classified staff to support anti-discriminatory discipline practices.
- Curriculum Implementation Support: The district has utilized EL Achieve and purchased the updated Benchmark Adelante to enhance its English Language Development (ELD) programs and support integrated language instruction through Constructing Meaning (CM) and Designated ELD Enrichment strategies. This partnership aims to empower educators to create inclusive learning environments for ELs.
- Positive Behavioral Initiatives: The Capturing Kids' Hearts (CKH) program has been a district-wide initiative since 2014, promoting positive student outcomes by fostering positive relationships, developing social-emotional skills, and cultivating a supportive school climate. PBIS has demonstrated success at all schools thanks to funding from the CalHOPE grant.
- Collaborative Environment: Administrators surveyed expressed appreciation two years in a row for the positive energy and supportive environment cultivated in admin meetings, noting openness to feedback, flexibility, and consistent sharing of valuable information, which creates a sense of collaboration and shared purpose.
- PAF Program: The PAF (Preventing Academic Failure) program was widely praised by teachers as highly effective in improving student reading skills across all students, with some reporting that 70% of first graders were reading at or above grade level due to the program. Its continuation is strongly advocated for by teachers.

CHALLENGES

Action 2.3; Metric 2.2

- Teacher Recruitment and Retention: The district faces challenges with staff turnover and a shortage of credentialed teachers, particularly in specialized areas such as special education and dual language in the middle grades. Educators frequently emphasize the need for higher salaries to compete with neighboring districts and attract highly qualified teachers
- Support Staff Shortages: There's an urgent need for well-equipped paraprofessionals to assist SPED teachers. The district also needs to determine how to recruit and retain qualified Paras and Instructional Aides, rather than relying on contracted employees who may be less inclined to participate in certain job duties.

Action 2.1, 2.2; Metric 2.2

- Professional Development Effectiveness and Scheduling: There's a strong desire for PD to occur outside of crucial planning times, or for teachers to be paid their per diem rate (not just hourly) for attending.

Overall, the district demonstrates a proactive approach to staff development and support, continuously refining its strategies based on feedback and data to enhance the quality of education for all students. The Hollister School District is deeply committed to Staff Success, recognizing that it directly leads to all students having equitable access to a learning environment that is responsive to their academic, social-emotional, and behavioral learning needs. This overarching goal (LCAP Goal 2) was developed following a comprehensive analysis of the California School Dashboard and local data, along with crucial feedback from educational partners. This feedback collectively highlighted

ongoing needs in English Language Arts (ELA), Mathematics, Science, school climate, and student engagement. The district aims for comprehensive staff placement, training, and development to address these areas for all students, with particular emphasis on those with disabilities, Foster Youth, multilingual learners (including long-term English learners), and socioeconomically disadvantaged students, including those experiencing housing insecurity.

Budgetary Adjustments:
The majority of these actions were planned to be implemented on an LEA-wide basis to ensure equitable access for Unduplicated Pupil groups. There were increases in all actions resulting in an overall goal increase of 16.9% ($400,020) and additional services in all actions. These additional fund were supported by changes in other goals.

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 implementation of thei goal resulted in a 16.9% difference from the adopted plan to the estimated actuals as individual actions were modified as the year progressed.
*Action 1 was increased ($87,112) due to increased investment in staff training which was accomplished through transfers from Goal 1, Action 1 and Goal 1, Action 3
*Action 2 was increased ($284,354) to support and additional 1.4 FTE in the middle of the year to support unduplicated and special needs populations which was accomplished through transfers from Goal 1, Action 2 and Goal 1, Action 4
*Action 3 was increased (28,554) due and increased investment in new teacher trainings which was accomplished through a transfer from Goal 1, Action 7

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

Goal 2 focuses on comprehensive staff placement, training, and development to enhance the quality of education and create supportive learning environments for all students.

Description of effectiveness or ineffectiveness based on Positive and Negative Differences in Outcomes:

PROVEN EFFECTIVENESS
Action 2.1, 2.2, 2.3; Metric 2.1

- The Hollister School District's New Educator Support Teacher (NEST) program has emerged as a notably effective initiative in supporting new and emergency permit educators, directly contributing to the district's overarching goal of "Staff Success". Launched in the 2023-24 school year, the program was designed to address an influx of short-term and emergency permit educators by pairing seasoned teachers with novice educators. The core objective was to foster their growth, ensure the delivery of high-quality teaching and learning experiences for students, and ultimately retain talented educators by motivating them to pursue formal credentialing. Implementation and Reach: This year, the NEST program successfully supported all new teachers, including short-term staff, long-term substitutes, and intern teachers. A cadre of veteran teachers, designated as NEST providers, were assigned to oversee the program's implementation and provide mentorship and guidance to the program's participants. These providers engaged in 940 documented interactions with their mentees, covering a wide range of topics, including classroom management, daily duties, testing, professional development, and general advice. This extensive support amounted to approximately 3,000

student learning opportunities daily. The program's metric for short-term staff participation was 100% in 2023-2024, 2024-2025, and 2025-2026, indicating full engagement of its target audience. NEST Participant Retention Data: 2025 (94.5%), 2024 (83%)

Action 2.1, 2.2, 2.3; Metric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12

- Improved Academic Performance in CAASPP Assessments: The percentage of students overall who meet or exceed standards has steadily increased in ELA: 23/24 (33.7%) to 24/25 (38%), and Math 23/24 (23.77%) to 24/25 (25.16%).
- Increased English Learner Reclassification Rates: HSD's reclassification rates for English Learners have shown a consistent upward trajectory. English Learners Reclassified Fluent English Proficient 22/23 (19.6%) to 24/25 (26.7%).

EMERGING EFFECTIVENESS

Action 2.3, Metric 2.2

- Teacher recruitment and retention remain significant concerns for the district, with administrative feedback highlighting staff stability as a significant concern. There is a recognized shortage of credentialed teachers, particularly in bilingual and special education, which makes it challenging to recruit and retain qualified staff and reduces reliance. Feedback also indicates the need for the district to offer competitive salaries to attract top talent. Additionally, some teachers reported feeling overwhelmed by their students' needs and the demands of their roles, leading to burnout. Fully credentialed Teacher 23/24 (85.06%) to 24/25 (84.96%)
- Prioritizing the recruitment and retention of qualified staff, particularly in areas such as SPED and language support, including qualified paraprofessionals and aides. Address SPED staffing vacancies.

Conclusion based on Data:

Based on the current outcomes and their variation, this year's implementation efforts for Goal 2 appear to have had positive impacts on staffing that result in positive student performance activities, including progress in instructional practices, intervention strategies, and professional development participation, as observed in the changes from the end of 2023–24 to 2025–26. These improvements in student outcomes, despite the ongoing challenges in teacher recruitment and retention, suggest that the district's multifaceted approach, particularly the direct support and mentorship provided through programs like NEST, BOOST, and ongoing professional development, has played a crucial role in strengthening instructional quality and fostering a supportive learning environment. The positive and concerning trends suggest that while many professional learning and engagement initiatives may be gaining traction, specific areas, such as instructional alignment, EL-focused supports, and differentiated resources for staff working with highly impacted populations, continue to require attention. The data provides insight into where implementation efforts were successful or met barriers, though it does not capture the full scope of operational conditions or execution strategies.

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.

The district is transitioning from contracting with Capturing Kids' Hearts to full implementation of PBIS. Another change to this Goal will be the Metric used to collect early literacy data. Between 2024-2025 and 2025-2026, the Schoolzilla platform was converted, in part, to Renaissance and eduClimber. During this transition, the "overall" Early Literacy data ceased to be disaggregated by sub-assessment. The District will investigate which measurement to use beginning with the new LCAP in 2027.

To address the aforementioned issues, Hollister School District will strengthen recruitment and retention of Special Education and bilingual educators through targeted outreach to universities, credentialing programs, professional associations, job fairs, and online platforms.

Competitive compensation, signing bonuses, mentorship programs, and streamlined application processes will help reduce barriers to employment and support successful hiring and retention. The District will also increase Assistant Principal staffing to a total of 12.0 FTE, with 0.70 FTE allocated to Goal 2.2. This additional administrative capacity will strengthen school-site leadership, provide additional support to staff, reduce workload, and enhance the implementation and monitoring of district and site priorities. Ongoing professional development, classroom support, clear career pathways, and data-driven monitoring of vacancies, retention, and exit feedback will further support educator well-being and guide continuous improvement of staffing strategies.

Actions to Adopt/Maintain:
Action 2.1
- Continuation of the NEST and BOOST programs
- Sustaining transition from Capturing Kids' Hearts to full implementation of PBIS at a cost-neutral impact

Action 2.3
- Prioritize the recruitment and retention of qualified staff, particularly in areas such as SPED and language support, including qualified paraprofessionals and aides. Address SPED staffing vacancies.

Actions to Adapt/Change:
Action 2.2
- Increase Assistant Principal FTE to a total 12 FTE, .70 in Goal 2.2

Actions to Abandon: None

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Development	Sample activities: Consulting, Coaching, Training 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, ELD, and Eureka Math². (LCFF) 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.	$847,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide annual Positive Behavior Intervention Supports (PBIS) training to all comprehensive middle school classified, certificated, and administrative staff. (LCFF) Provide annual Mental Health First Aid (MHFA) training to Tk-8 classified, certificated, and administrative staff. (Other State, ELO) Provide hourly and stipend pay as needed to complete PBIS training. (LCFF)		
2.2	Instructional Support	Sample activities: Assignment of Assistant Principals to each school site, Implementation of Positive Behavior Intervention and Supports (PBIS), and Mental Health First Aid All school principals and/or assistant principals will assist teachers with responsive instructional strategies, specifically focusing on students with disabilities, English Learners, including Long Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The district will maintain 70% of Assistant Principals (8.4 FTE) for this action. School administration will focus on ensuring responsive academic instruction for unduplicated students, using high-quality strategies to promote student engagement. Provide access to resources from programs such as Positive Behavior Intervention Supports (PBIS), and Mental Health First Aid (MHFA).	$1,760,847.00	Yes
2.3	Teacher Recruitment and Retention	Sample activities: Induction, Recruitment, NEST, Credentialing The district will provide induction support to qualified teachers, pay district staff for support, and cover the salary and benefits of extra-duty teacher mentor teachers, while ensuring contracted services through SBCOE for teacher induction support.	$318,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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.

WHY STATEMENT:
Hollister School District believes that students thrive when families are actively engaged in their educational journey. Goal 3 was created in direct response to data trends and input from educational partners, highlighting the need to strengthen family-school partnerships to better support student learning, engagement, and well-being, particularly for English Learners, Long-Term English Learners, Foster Youth, students experiencing homelessness, students with disabilities, and socioeconomically disadvantaged students.
The California School Dashboard continues to identify key areas of need in English Language Arts, Mathematics, suspension rates, and chronic absenteeism. These challenges are especially pronounced for the student groups listed above. Addressing these disparities requires a comprehensive strategy that includes families as partners in the educational process.
This goal aims to deepen collaboration with parents and caregivers through transparent communication, accessible resources, and inclusive opportunities for involvement in school life and decision-making. Empowering parents with knowledge about curriculum, student progress, and available supports ensures that they can effectively advocate for and assist their children. Special attention will be given to ensuring that families of historically underserved student groups are equipped with the tools and confidence to navigate the school system and access needed supports.
Through this partnership, the Hollister School District aims to create a more connected, responsive, and inclusive educational environment, one where every student, regardless of their background or circumstances, is supported both at school and at home.
The analysis of the California School 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 crucial to achieving this goal. 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 by joining 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:
2025 CA SCHOOL DASHBOARD District Student Groups in RED Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)

District Wide:
Long-Term English Learners; CA, SR, ELA, Math; 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
Homeless: SR, Math; Addressed in Action(s) 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11
Students with Disabilities: CA, SR, ELA, Math; 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

School Site Student Groups in RED for English Learner Progress (ELP), Chronic Absenteeism (CA), Suspension Rate (SR), English Language Arts (ELA), Mathematics (M)
Accelerated Achievement Academy (0): NONE
Calaveras (3): All Students: ELP; English Learners: ELP; Students with Disabilities: ELA; 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
Cerra Vista (4): All Students: CA; Socioeconomically Disadvantaged: CA; Students with Disabilities: CA, SR, Math, 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
Hollister Dual Language Academy (2): Long Term English Learners: ELA; Students with Disabilities: 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
Ladd Lane (2): English Learners: CA; Students with Disabilities: ELA, 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
Maze Middle (7): All Students: SR; English Learners: CA, M; Long Term English learners CA, ELA, Math; Socieconomically Disadvantaged: SR; Students with Disabilities: SR; Hispanic: SR, M, White: SR; 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
RO Hardin (6): All Students: ELA, M, Science; English Learners: ELA, M; Homeless: CA; Socieconomically Disadvantaged: ELA, M, Science; Students with Disabilities: M; Hispanic: ELA, M, Science, 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
Rancho San Justo (7): All Students: M; English Learners: SR; Long Term English Learners: SR, ELA, Math; Socieconomically Disadvantaged: Math; Students with Disabilities: ELA, M;, Hispanic: Math; Two or More Races: SR, 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
Rancho Santana (5): All Students: SR; English Learners: ELA, M; Socioeconomically Disadvantaged: SR; Students with Disabilities: ELA, M; Hispanic: SR, 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
Sunnyslope (4): All Students: ELP, CA; English Learners: ELP; Students with Disabilities: CA, SR, ELA, Math; White: CA, 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

Actions that specifically serve the student groups that were indicated in RED on the CA DASHBOARD
Action 3.1: Long Term English Learners, Homeless, Students with Disabilities
Action 3.2 Long Term English Learners, Homeless, Students with Disabilities
Action 3.3 Long Term English Learners, Homeless, Students with Disabilities

The district plans to enhance academic, social-emotional, and behavioral performance through targeted actions that support and improve student learning. Progress toward this goal will be measured using the metrics outlined 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	2024-2025 37% of parents responded to the annual Kelvin Pulse Survey	2025-2026 19% of parents responded to the annual Kelvin Pulse Survey	2026-2027 51% of parents responded to the annual Kelvin Pulse Survey	Difference from 2023-2024 to 2025-2026 % of parents responded to the annual Kelvin Pulse Survey regressed 12%
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	2024-2025 100% of schools hosted 1 family education event	2025-2026 100% of schools hosted 1 family education event	2026-2027 100% of district and school site hosted 1 family education event	Difference from 2023-2024 to 2025-2026 100% of schools hosted 1 family education event - IMPROVED 10%
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)	2023-2024 70% of schools have filled Parental Membership roles for school and district committees	2024-2025 78% of schools have filled Parental Membership roles for school and district committees	2025-2026 80% 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	Difference from 2023-2024 to 2025-2026 % of schools have filled Parental Membership roles for school and district committees IMPROVED 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	% of parents who would recommend Hollister School District to others as identified in the annual parent survey	2023-2024 71% of parents who would recommend Hollister School District to others	2024-2025 73% of parents who would recommend Hollister School District to others	2025-2026 70.3% of responding parents who would recommend Hollister School District to others	2026-2027 95% of parents who would recommend Hollister School District to others in the annual parent survey	Difference from 2023-2024 to 2025-2026 % of parents who would recommend Hollister School District to others regressed 0.7%
3.5	% of contactable families through the district communication platform	2023-2024 99% of contactable families through the district communication platform	2024-2025 97% of contactable families through the district communication platform	2025-2026 98.5% of contactable families through the district communication platform	2026-2027 100% of contactable families through the district communication platform	Difference from 2023-2024 to 2025-2026 % of contactable families through the district communication platform regressed 0.5%
3.6	% of Community Schools that host at least one Parent Liaison	2023-2024 100% of Community Schools that host at least one Parent Liaison	2024-2025 100% of Community Schools that host at least one Parent Liaison	2025-2026 100% of Community Schools that host at least one Parent Liaison	2026-2027 100% of Community Schools that host at least one Parent Liaison	Difference from 2023-2024 to 2025-2026 100% of Community Schools that host at least one Parent Liaison - MAINTAINED

Goal Analysis [2025-26]

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

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

Parent Support and Engagement: Rich and meaningful partnerships will be developed and maintained between caregivers and educational partners

Hollister School District has committed to fostering rich and meaningful partnerships between caregivers and community partners, as outlined in its Goal 3: Parent Support and Engagement in the 2024-2027 Local Control and Accountability Plan. This goal aims to foster high levels of parent involvement, education, and student engagement, ensuring that all parents feel welcome and involved in their child's education. The

district's strategy aligns with LCAP priorities for parental involvement and is grounded in collaboration, communication, and empowerment, fostering strong home-school partnerships.

Overall Implementation and Planned Actions:
All Actions were implemented as planned. HSD's approach to parent engagement is multifaceted, covering family support, communication, and educational opportunities:

- Family Support, Action 3.1: The district employs a 1.0 FTE Parent and Family Liaison at the district office, primarily serving Foster Youth and home-insecure families. This position directly supports efforts to increase attendance and provide resources to families. This action includes five Community School Liaisons who focus on removing barriers to parent engagement at Community Schools, addressing student and family needs, and promoting participation in school meetings, events, and education classes. Additionally, Health Clerks and a District Nurse serve as health liaisons and parent educators.
- Parent Communication, Action 3.2: HSD aims for clear and consistent communication, utilizing and monitoring a universal communication platform, such as ParentSquare. Ninety-eight percent of parents are connected to ParentSquare for school and district information. Assistant Principals and School Secretaries are dedicated to supporting families of unduplicated student groups, facilitating school-to-home and home-to-school connections focused on connectivity, programmatic offerings, school events, social needs, attendance, and literacy development. Multiple communication methods, including newsletters, school websites, social media, email, text messages, and traditional flyers or phone calls, are employed, with information provided in multiple languages to ensure accessibility.
- Parent Engagement and Education, Action 3.3: A district-level coordinator facilitates and provides resources for parents of unduplicated students, designing and promoting activities to increase productive interactions. HSD organizes workshops and informational sessions on topics such as academic standards, navigating the education system, and supporting student learning at home. These activities include literacy training and the use of technology, empowering parents to actively engage in their child's learning. Parents are also encouraged to participate in school and district committees like School Site Council (SSC), English Learner Advisory Council (ELAC), and District English Learner Advisory Council (DELAC). Childcare is provided to promote participation in events.

Implementation Status- Full

There were no substantive differences between the planned actions and the actual implementation of this goal.

SUCCESSES

HSD has achieved several successes in parent engagement, contributing to overall student progress:
Action 3.2; Metric 3.2, 3.3, 3.5, 3.6

- High Parent Connectedness to Communication: A significant success is that 98% of parents are connected to the district's communication platform, ParentSquare, ensuring they receive timely and relevant school and district information. Parents have expressed appreciation for the availability of information in Spanish.
- The number of responders to the annual LCAP survey increased from 103 in 2024-2025 to 203 in 2025-2026. This increase allows for a broader collection of perspectives and feedback.

Action 3.3; Metric 3.3

- Strong Participation in Key Events:
- 100% of schools held at least two parent/family engagement events during the 2025-2026 school year.
- 100% of schools held one parent engagement event held during the year.
- 100% of schools held parent-teacher conferences
- 100% of schools held back-to-school nights.

Action 3.3; Metric 3.3

- Full Committee Membership: The District English Learner Advisory Committee (DELAC) had full membership, and all schools successfully hosted full School Site Council Committees and English Language Advisory Committees.

Action 3.1, 3.2, 3.3; Metric 1.4, 1.5, 1.6, 1.8,1.18, 3.3

- Impact on Student Outcomes: Parent engagement is recognized as vital to student success, leading to enhanced academic achievement, better attendance and behavior, improved communication, holistic support, and increased accountability. For example, improved student attendance is partly attributed to the Parent Attendance Liaison and district-wide attendance programs.

CHALLENGES

Action 3.1, 3.3; Metric 3.1, 3.4

- Parent Satisfaction and Recommendation: Despite the highly favorable ratings of the specific goals and actions, respondents' overall rating of HSD successfully serving students through the LCAP showed a decline. 62.87% of parents agreed or strongly agreed that HSD has been successful in serving student needs through LCAP goals and actions, a decrease from 71% in 2023-2024. However, of those that responded, 70.3% of parents would recommend HSD to others.

Action 3.1; Metric 3.1

- Parent Survey Participation Rates: Despite efforts to gather feedback, the participation rate in the overall Educational Partner Survey and Kelvin Pulse surveys is less than desirable, with only 19% participating in the Kelvin Pulse Survey and 193 responses to the LCAP feedback survey.

Action 3.2; Metric 3.5

- Parent Communication: Although higher than the baseline, a slight decline is evident in the number of contactable parents from 2024-2025. This may be a result of the continual influx of student enrollment, changes in parental mobile access, or incorrect email addresses provided. The school site liaison duties include monitoring and amending these when possible.

Overall, HSD continues to prioritize parent engagement as a cornerstone for student success, implementing a range of programs and services. While significant strides have been made in communication reach and parental satisfaction, challenges persist in maximizing direct participation in certain events and ensuring consistent engagement across all families, particularly those needing specific support for navigating school systems and language barriers. The district's ongoing LCAP updates and reallocation of resources reflect a continuous effort to adapt and strengthen these crucial partnerships.7

Budgetary Adjustments:

The majority of these actions were planned to be implemented on an LEA-wide basis to ensure equitable access for Unduplicated Pupil groups. There were increases in all actions resulting in an overall goal increase of only 2.1%

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

There were no material differences between the adopted budgeted expenditures and the estimated actual expenditures.

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

Goal 3 is designed to promote meaningful parent involvement, family education, and student engagement, ensuring all parents feel welcomed, informed, and actively connected to their child's educational experience. The district's approach aligns with LCAP priorities for family engagement and is rooted in collaboration, clear communication, and empowerment, strengthening the partnership between home and school.

Description of effectiveness or ineffectiveness based on Positive and Negative Differences in Outcomes:

PROVEN EFFECTIVENESS

Action 3.1, 3.2, 3.3; Metric 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

- Strong Agreement on Priority: A high percentage of educational partners, including parents, consistently rate "Family Support," "Parent Communication," and "Parent Engagement & Education" as priorities for the LCAP goals. Many parents strongly agree that these actions should remain priorities. 2025-2026 Family Support 91.7%, Parent Communication 95.6%, Parent Engagement 92.3%, similar to 2024-2025 Family Support 90.3%, Parent Communication 99.0%, Parent Engagement 95.1%
- Collaborative Decision-Making: HSD encourages teachers to foster positive relationships with parents through regular communication and by involving them in decision-making processes related to their child's education. Feedback mechanisms, such as surveys and focus groups, are employed to gather input, with parent feedback actively influencing the development of the LCAP.
- Dedicated Support Staff: The district allocates resources to assign a District-level Liaison to support Foster Youth and homeless families, as well as Community School Liaisons to mitigate barriers to parent engagement. Additionally, 10 School Site Health Clerks and three District Nurses serve as health liaisons and parent educators. The LCAP emphasizes redirecting funds to bolster parent engagement initiatives by dedicating staff and resources to informing, involving, and educating parents and families.
- Robust Committee Representation: The District English Learner Advisory Committee (DELAC) achieved full membership, and 80% of schools successfully established full School Council Committees and English Language Advisory Committees. These committees annually review, revise, and approve parent engagement policies and compacts, which are available in both English and Spanish.
- Increased participation in the year's LCAP survey up to 203 in 2025-2026 from 103 in 2024-2025

Action 3.2, Metric 3.5

- Broad Communication Reach: 98.5% of parents are connected to ParentSquare, the district's universal communication platform, ensuring they receive timely and relevant school and district information. The goal is to achieve 100% contactable families through this platform by 2026-2027.
- Culturally Responsive Outreach: The district provides information in multiple languages to ensure accessibility for diverse communities, including sharing school information in parents' native languages.

Action 3.3; Metric 3.3

- High Participation in Key Events:
- 100% of schools held at least two parent/family engagement events during the 2025-2026 school year.
- 100% of schools held one parent engagement event during the year.

- 100% of schools held parent-teacher conferences
- 100% of schools held back-to-school nights.

Action 3.3; Metric 3.1, 3.2, 3.3, 3.4, 3.5

- Positive Perceptions of Staff Support: Parents have shown strong satisfaction with the level of care provided by staff and the adequacy of communication channels between home and school.
- Impact on Student Outcomes: Parent engagement is recognized as vital to student success, leading to enhanced academic achievement, better attendance and behavior, improved communication, holistic support, and increased accountability. For example, improved student attendance is partly attributed to the Parent Attendance Liaison and district-wide attendance programs.
- Parent Education Opportunities: HSD offered workshops and informational sessions covering topics such as academic standards, navigating the education system, and strategies for supporting learning at home, aiming to empower parents academically, socially, emotionally, and behaviorally.

EMERGING EFFECTIVENESS

Action 3.1; Metric 3.5

- HSD should investigate how to increase effective communication with parents by adopting a more multi-modal approach that includes timely updates through text, email, social media, and translated materials to reach all families. Increasing opportunities for two-way communication, such as regular listening sessions, surveys, and accessible parent-teacher conferences, can help ensure parent voices are heard and valued. Additionally, streamlining messaging through a centralized platform can reduce confusion and help families stay better informed and engaged.

Action 3.3; Metric 3.1, 3.4

- Parent Satisfaction and Recommendation: The percentage of parents who believe HSD has been successful in serving the needs of all students through LCAP goals and actions declined from 63.2% in 2023-2024 to 62.87% in 2025-2026. Similarly, the percentage of parents who would recommend the district to others declined from 71% to 70.3% in 2025-2026. The district aims to reach 80% and 95%, respectively, by 2026-2027.

Conclusion based on Data:

Based on current outcomes and their variation, this year's implementation efforts for Goal 3 appear to have had positive impacts on student performance. Yet, educational partner feedback may indicate that more investigation is needed to gain a deeper understanding of partner priorities as they relate to the LCAP goals and actions.

The momentum and feedback suggest that while many engagement and educational initiatives may be gaining traction, specific areas, such as communication and differentiated resources for parents, are also gaining traction. The data provides insight into where implementation efforts were successful or met barriers, though it does not capture the full scope of operational conditions or execution strategies.

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

No structural changes are planned for this Goal.

PreviPreviously, communication was identified in parent feedback as less effective because messages had limited reach, were inconsistently delivered, and were not always accessible to non-English-speaking families, reducing engagement and opportunities for meaningful

feedback. To strengthen this action, Hollister School District expanded communication through multiple channels, including text, email, social media, and translated materials, while increasing two-way dialogue through listening sessions, surveys, and accessible parent-teacher conferences. The District will also increase Assistant Principal staffing to a total of 12.0 FTE, with 0.30 FTE allocated to Goal 3.2, providing additional site-level capacity to strengthen family communication and engagement. Centralizing messaging, streamlining communication platforms, and strengthening administrative support will help ensure families receive timely, clear, and accessible information and have meaningful opportunities to participate in their children's education.

Actions to Adopt/Maintain: 3.1, 3.2, 3.3
Actions 3.2 & 3.3

- Provide more frequent and accessible opportunities for parents to learn about instructional strategies, student data, academic expectations, and how to support learning at home. Offer workshops, parent learning nights, and utilize culturally relevant outreach
- Consider adopting a structured parent engagement strategy, such as the Parent Institute for Quality Education (PIQE), to empower parents and strengthen home-school partnerships.
- Implement actions to improve communication with families, ensuring it is clear, consistent, culturally responsive, and linguistically appropriate.

Action 3.3

- Explore providing training for parents on accessing online student progress and implementing more frequent parent-teacher conferences for students who are not meeting grade-level standards.

Actions to Adapt/Change:
Action 3.1

- Continuation of school and district staffing to broaden outreach and connection with families at the increased health and welfare benefits threshold

Action 3.2

- Increase Assistant Principal FTE to a total 12 FTE, .30 in Goal 3.2

Actions to Abandon: None

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Support	Sample activities: District Foster Youth and Homeless Liaison, school site Liaison at each Community School, District Health Nurse, school site health clerks	$880,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A District-level Liaison is assigned to support Foster Youth and homeless families districtwide. 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. 10 School Site Health Clerks and One District Nurse 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	Sample activities: Assistant Principals, School Secretaries, Materials, Supplies, and Platforms such as Parent Square, and Contracted Services Assistant Principals 30% of Assistant Principal time (3.6 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. 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.	$1,712,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Materials, Supplies, and Platforms The district will utilize and monitor a universal communication platform to share information with parents. Contracted Services The district will invest in multiple communication methods designed to disseminate information, events, and engagement opportunities.		
3.3	Parent Engagement and Education	Sample activities: District Coordinator, education events, child care Coordinator 25% of 1 FTE 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. Education The district will provide parents with various educational opportunities to promote parent and student competencies in academic, social, emotional, and behavioral learning. 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 for programs serving unduplicated students. Child Care To promote parent participation in events, child care will be provided as needed.	$32,410.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,500,041	$1,134,219

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
20.361%	0.000%	$0.00	20.361%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** College and Career Readiness **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.	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 skills 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
	2023-2024 At or above 3.0 GPA as reported in Schoolzilla Overall 45% English Learner 28.3% Homeless 17.5% Foster Youth 0% SED 40.6% 2024-2025 At or above 3.0 GPA as reported in Schoolzilla Overall 60.4% English Learner 36% Foster Youth 100% SED 53.8% 2025-2026 At or above 3.0 GPA as reported in Aeries Overall 59.09% English Learner 35.73% Foster Youth 50% SED 53.73% **Scope:** Schoolwide	applications and career planning, these initiatives ensure that UPP students are prepared for future opportunities. 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 for 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.	
1.2	**Action:** Early Literacy **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.	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	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
	2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2% Homeless 14.13% Foster Youth N/A SED 30.4% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide	with learning difficulties, ensuring they develop the necessary skills to succeed in later grades. 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 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.	
1.3	**Action:** Multilingual Learner Support **Need:** Most English Learners (including Long Term English learners), particularly those who are	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	Metric 1.8: % of English Learners making progress towards English Language proficiency reported on the CA School Dashboard will

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
	Homeless, face challenges making progress toward English Language proficiency, as reported on the CA School Dashboard. 2022-2023 ELPAC 51.3% Making progress towards English Language proficiency reported on the CA School Dashboard 2023-2024 ELPAC 47% Making progress towards English Language proficiency reported on the CA School Dashboard 2024-2025 ELPAC 45.2% Making progress towards English Language proficiency reported on the CA School Dashboard **Scope:** LEA-wide	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. 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, improve overall academic performance, and foster a lifelong love of learning among all UPP students.	be used to monitor the effectiveness
1.4	**Action:** Inclusive Classrooms **Need:** Most students, particularly those with disabilities, English Learners (including Long-Term English Learners), Foster Youth, and socioeconomically disadvantaged students (including those who are Homeless), face challenges in achieving proficiency on the Spring STAR ELA, Math, or CBM. 2023-2024 Spring STAR Reading as reported in Schoolzilla	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.	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
	At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2% 2024-2025 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14% 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% 2024-2025 Spring STAR Math as reported in Schoolzilla	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.	

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
	At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 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% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency		

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
	Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide		
1.5	**Action:** Mental Health and Wellness **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. 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% 2023-2024 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 21.4% English Learners- 18.4% Homeless- 33.7%	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, particularly in the face of challenges such as 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. 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	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
	SED 25.4% SWD 27.4% African American 10.9% White 16.8% Two or More Races 11% 2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 19.5% English Learners- 17.2% Homeless- 27.8% SED 23.0% SWD 26.8% African American 12.7% White 14.1% Two or More Races 15.2% **Scope:** LEA-wide	address the emotional and behavioral challenges associated with poverty, homelessness, and trauma, thereby improving overall academic performance and fostering a lifelong capacity for well-being and learning among all UPP students.	
1.6	**Action:** Relevant Technology **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. 2023-2024 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100%	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, particularly amid the challenges faced 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, particularly for students from disadvantaged backgrounds.	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
	2024-2025 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100% 2025-2026 Sufficient instructional materials by the Instructional Materials Sufficiency Report 100% **Scope:** LEA-wide	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.	
1.7	**Action:** Safe Spaces **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. 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%	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. Providing safe spaces programs on an LEA-wide (Local Education Agency-wide) basis ensures that all UPP students, regardless of which school they	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
	Two or More Races 27% 2023-2024 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 21.4% English Learners- 18.4% Homeless- 33.7% SED 25.4% SWD 27.4% African American 10.9% White 16.8% Two or More Races 11% 2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 19.5% English Learners- 17.2% Homeless- 27.8% SED 23.0% SWD 26.8% African American 12.7% White 14.1% Two or More Races 15.2% **Scope:** LEA-wide	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.	
1.8	**Action:** Student Engagement **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,	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 amid the challenges of poverty, homelessness, disability,	Metric 1.21: % of students who feel connected at school 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
	face challenges with attending school regularly. 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% 2023-2024 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 21.4% English Learners- 18.4% Homeless- 33.7% SED 25.4% SWD 27.4% African American 10.9% White 16.8% Two or More Races 11% 2024-2025 Chronic Absenteeism Rate as reported on CDE DataQuest Overall- 19.5% English Learners- 17.2% Homeless- 27.8% SED 23.0% SWD 26.8% African American 12.7% White 14.1% Two or More Races 15.2%	and language barriers. 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. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.9	**Action:** Summer School **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. 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% 2024-2025 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6%	This summer school action addresses critical UPP educational needs by laying a strong foundation 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. 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 make academic progress 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.	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
	English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14% 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% 2024-2025 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 2023-2024 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 39.4% English Learners 26.2%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth N/A SED 30.4% Homeless 14.3% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:**		
1.10	**Action:** Supportive Assessments, Interventions, & Materials **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.	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 amid the challenges of poverty, homelessness, disability, and language barriers. Implementing supportive assessments, interventions, and materials initiatives helps close achievement gaps for HSD's most vulnerable student populations by providing individualized	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
	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% 2024-2025 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14% 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%	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. 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 foundation for future success among all UPP students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 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% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA		

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
	2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide		
1.11	**Action:** Universal Prekindergarten **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. 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% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA	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 amid the challenges of poverty, homelessness, disability, and language barriers. 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. 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	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
	SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide	to participate in prekindergarten programs that support their academic and social development. By implementing universal prekindergarten initiatives 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 among all UPP students.	
2.1	**Action:** Instructional Development **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. 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% 2024-2025 Spring STAR Reading as reported in Schoolzilla	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. 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	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
	At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14% 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% 2024-2025 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency	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.	

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
	Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 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% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Instructional Support **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. 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% 2024-2025 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47%	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. 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 outcomes and fostering a supportive learning environment for all.	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
	Homeless 27.14% 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% 2024-2025 Spring STAR Math as reported in Schoolzilla At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 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%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide		
2.3	**Action:** Teacher Recruitment and Retention **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. 2023-2024 Spring STAR Reading as reported in Schoolzilla	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	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
	At or Above Proficiency Overall 35.1% English Learners 9.4% Foster Youth N/A SED 26.6% Homeless 18.2% 2024-2025 Spring STAR Reading as reported in Schoolzilla At or Above Proficiency Overall 48.5% English Learners 17.9% Foster Youth 33.3% SED 40.3% Homeless 18.9% 2025-2026 Spring District STAR Reading as reported in Renaissance At or Above Proficiency Overall 48.6% English Learners 10.83% Foster Youth 40% SED 30.47% Homeless 27.14% 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% 2024-2025 Spring STAR Math as reported in Schoolzilla	support and create a supportive learning environment that fosters their academic and emotional well-being. 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 equitably distributing teacher talent across schools serving diverse student populations. By prioritizing teacher recruitment and retention efforts across the entire LEA, schools can 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 a supportive learning environment for all.	

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
	At or Above Proficiency Overall 46.2% English Learners 23.3% Foster Youth 0% SED 19.6% 2025-2026 Spring District STAR Math as reported in Renaissance At or Above Proficiency Overall 46.9% English Learners 18.42% Foster Youth 20% SED 30.26% Homeless 22.86% 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% 2024-2025 Spring STAR CBM as reported in Schoolzilla: At or Above Proficiency Overall 43% English Learners 43% Foster Youth NA SED NA Homeless NA 2025-2026 Spring District STAR CBM as reported in Renaissance At or Above Proficiency		

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
	Overall 51% *Due to a transition in the assessment platform, "overall" for specific student groups is not available. **Scope:** LEA-wide		
3.1	**Action:** Family Support **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. 2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 2024-2025 37% of parents responded to the annual Kelvin Pulse Survey 2025-2026 19% of parents responded to the annual Kelvin Pulse Survey 2023-2024 70% of schools have filled Parental Membership roles for school and district committees 2024-2025 78% of schools have filled Parental Membership roles for school and district committees 2025-2026 80% of schools have filled Parental Membership roles for school and district committees	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. 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 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	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
	Scope: LEA-wide	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	**Action:** Parent Communication **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. 2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 2024-2025 37% of parents responded to the annual Kelvin Pulse Survey 2025-2026 19% of parents responded to the annual Kelvin Pulse Survey 2023-2024 99% of contactable families through the district communication platform 2024-2025 97% of contactable families through the district communication platform 2025-2026 98.5% of contactable families through the district communication platform **Scope:** LEA-wide	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. 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 and well-being. Schools can effectively reach parents and engage them in their children's education by employing various communication methods in the parents' home language via channels such as newsletters, social media	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
		platforms, phone calls, emails, and parent-teacher conferences. This approach recognizes the importance of fostering trust and collaboration between schools and families to meet 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.	
3.3	**Action:** Parent Engagement and Education **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. 2023-2024 31% of parents responded to the annual Kelvin Pulse Survey 2024-2025 37% of parents responded to the annual Kelvin Pulse Survey 2025-2026 19% of parents responded to the annual Kelvin Pulse Survey 2023-2024 90% of schools hosted one family education event 2024-2025 100% of schools hosted one family education event 2025-2026 100% of schools hosted one family education event	This parent engagement and education initiative addresses 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 and homeless students, as they often lack stable family environments and may require additional support and advocacy from caregivers.	Metric 3.2: % of each district and school site hosting at least one family education event per year 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
	Scope: LEA-wide	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.	

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.

All actions and services outlined in the LCAP are designed to support the success of all students, with intentional emphasis placed on addressing the needs of English Learners, Foster Youth, and socioeconomically disadvantaged students. Such actions are considered

contributing when they reflect a districtwide approach that increases the overall quality of services in a manner that is principally directed toward, and effective in, meeting the unique needs of unduplicated students. While the benefits of these actions extend to all students, they are developed and implemented with the specific needs of unduplicated students at the forefront, thereby justifying their inclusion in the calculation of improved services.

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% (66.76% for 2026-2027) unduplicated population. The increased apportionment based on the enrollment of English Learners, Foster Youth, and socio-economically disadvantaged students is $1,134,219 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 1.2 describes increases in direct services to students that will be done by classified staff, 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 3.1 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	1:50	1:41

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 certificated staff providing direct services to students	1:22	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	66,304,367	13,500,041	20.361%	0.000%	20.361%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,259,560.00	$2,832,209.00	$0.00	$0.00	$17,091,769.00	$15,086,135.00	$2,005,634.00

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maze Middle School, Rancho San Justo 7th & 8th Grades	Ongoing	$0.00	$160,500.00	$160,500.00				$160,500.00	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	$3,025,116.00	$746,133.00	$1,794,409.00	$1,976,840.00			$3,771,249.00	
1	1.3	Multilingual Learner Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$320,103.00	$0.00	$320,103.00				$320,103.00	
1	1.4	Inclusive Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$151,350.00	$0.00	$151,350.00				$151,350.00	
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	$1,645,927.00	$3,000.00	$1,648,927.00				$1,648,927.00	
1	1.6	Relevant Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$146,346.00	$312,000.00	$458,346.00				$458,346.00	

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	1.7	Safe Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,315,294.00	$74,000.00	$1,389,294.00				$1,389,294.00	
1	1.8	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$196,582.00	$32,664.00	$229,246.00				$229,246.00	
1	1.9	Summer School	All	No			All Schools	Ongoing	$715,172.00	$140,197.00		$855,369.00			$855,369.00	
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	$2,493,560.00	$51,500.00	$2,545,060.00				$2,545,060.00	
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	$678,196.00	$169,500.00	$847,696.00				$847,696.00	
2	2.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,760,847.00	$0.00	$1,760,847.00				$1,760,847.00	
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	$242,072.00	$76,580.00	$318,652.00				$318,652.00	
3	3.1	Family Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$864,848.00	$15,500.00	$880,348.00				$880,348.00	
3	3.2	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,530,722.00	$181,650.00	$1,712,372.00				$1,712,372.00	
3	3.3	Parent Engagement and Education	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$32,410.00	$32,410.00				$32,410.00	

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

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
66,304,367	13,500,041	20.361%	0.000%	20.361%	$14,259,560.00	0.000%	21.506 %	**Total:**	$14,259,560.00
								LEA-wide Total:	$14,099,060.00
								Limited Total:	$0.00
								Schoolwide Total:	$160,500.00

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	$160,500.00	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	$1,794,409.00	
1	**1.3**	Multilingual Learner Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,103.00	
1	**1.4**	Inclusive Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,350.00	
1	**1.5**	Mental Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,648,927.00	

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	$458,346.00	
1	1.7	Safe Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,389,294.00	
1	1.8	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,246.00	
1	1.9	Summer School				All Schools		
1	1.10	Supportive Assessments, Interventions, & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,545,060.00	
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	$847,696.00	
2	2.2	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,760,847.00	
2	2.3	Teacher Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$318,652.00	
3	3.1	Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$880,348.00	
3	3.2	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,712,372.00	
3	3.3	Parent Engagement and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,410.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,833,938.00	$14,137,381.00

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**	College and Career Readiness	Yes	$160,500.00	140,500
1	**1.2**	Early Literacy	Yes	$1,991,943.00	1,753,546
1	**1.3**	Multilingual Learner Support	Yes	$372,913.00	304,329
1	**1.4**	Inclusive Classrooms	Yes	$203,318.00	141,368
1	**1.5**	Mental Health and Wellness	Yes	$1,601,561.00	1,596,655
1	**1.6**	Relevant Technology	Yes	$446,615.00	450,320
1	**1.7**	Safe Spaces	Yes	$1,482,345	1,303,915
1	**1.8**	Student Engagement	Yes	$228,644.00	241,000
1	**1.9**	Summer School	No	$603,167.00	850,478
1	**1.10**	Supportive Assessments, Interventions, & Materials	Yes	$2,113,314.00	2,288,549
1	**1.11**	Universal Prekindergarten	Yes	$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Instructional Development	Yes	$761,641.00	848,753
2	**2.2**	Instructional Support	Yes	$1,322,780.00	1,607,134
2	**2.3**	Teacher Recruitment and Retention	Yes	$282,258.00	310,812
3	**3.1**	Family Support	Yes	$660,341.00	648,728
3	**3.2**	Parent Communication	Yes	$1,562,098.00	1,623,544
3	**3.3**	Parent Engagement and Education	Yes	$30,500.00	27,750

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,356,807	$13,238,271.00	$13,286,903.00	($48,632.00)	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	College and Career Readiness	Yes	$160,500.00	140,500	0	
1	1.2	Early Literacy	Yes	$1,991,943.00	1,753,546		
1	1.3	Multilingual Learner Support	Yes	$372,913.00	304,329		
1	1.4	Inclusive Classrooms	Yes	$203,318.00	141,368		
1	1.5	Mental Health and Wellness	Yes	$1,601,561.00	1,596,655		
1	1.6	Relevant Technology	Yes	$446,615.00	450,320		
1	1.7	Safe Spaces	Yes	$1,482,345.00	1,303,915		
1	1.8	Student Engagement	Yes	$228,644.00	241,000		
1	1.10	Supportive Assessments, Interventions, & Materials	Yes	$2,113,314.00	2,288,549		
1	1.11	Universal Prekindergarten	Yes	$10,000.00	0		
2	2.1	Instructional Development	Yes	$761,641.00	848,753		
2	2.2	Instructional Support	Yes	$1,322,780.00	1,607,134		
2	2.3	Teacher Recruitment and Retention	Yes	$282,258.00	310,812		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Family Support	Yes	$660,341.00	648,728		
3	**3.2**	Parent Communication	Yes	$1,562,098.00	1,623,544		
3	**3.3**	Parent Engagement and Education	Yes	$38,000.00	27,750		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
62,879,305	12,356,807	1.071	20.723%	$13,286,903.00	0.000%	21.131%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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