Introduction:

LEA: Huntington Beach City School District   **Contact (Name, Title, Email, Phone Number):** Gregg Haulk, District Superintendent, ghaulk@hbcsd.us, 714-964-8888   **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
HBCSD has a long and successful history of collaboratively involving stakeholders in the planning, implementation and evaluation of educational programs and services for students and families. Parents, students, staff, local businesses, and non-profit organizations are all valued as integral partners in the delivery of high quality educational services for students. The LCAP process provided the District with an opportunity to demonstrate our community-developed Shared Values:	These Shared Values set the stage for the HBCSD Leadership Team, providing a framework through which conversations were held. Serving as guiding principles, the LCAP was seen as an opportunity to blend and align strongly-held community values with the priorities outlined by state and federal policy. The Shared Values remind us of who we are and how we go about accomplishing our collective ambitions, allowing our District to thrive, grow, and improve as an organization through decisions that hone in on our goals.

H – High Academic Standards

B – Belief that each child will learn to his or her highest potential

C – Collaboration among staff, students, parents, and community for the benefit of all students

S – Supportive educational and professional environment

D – Data and research-based instruction

Although the LCAP process formally commenced in January 2014 with the development of a timeline and communication plan aligned to the State template, the District Cabinet worked to ensure stakeholders were kept abreast of both the development of the State budget/LCFF and the progress made at the state level of the LCAP statutory language. LCFF and LCAP presentations have been and continue to be regular agenda items at School Board meetings, site leadership meetings, and various parent advisory meetings. District and site leaders consistently gathered and discussed the changing policy and statewide implementation of LCFF and Cabinet members visited each school site to discuss the new funding plan with staff members. Huntington Beach City School District has held a number of meetings to gather input from the community.

Comprehensive communication strategies were employed using multiple communicative modalities including auto-dialer calls, site/District websites, and newly-developed social media links (Facebook, Twitter) to reach out to parents to ensure they were fully aware of dates, times, and locations of LCAP meetings. Stakeholder input was sought to ensure the involvement and representation of subgroups within the District. HBCSD's internal structure regularly calls for the involvement of the public, including meetings of the Board, PTA, District Advisory Council / District English Learner Advisory Council, and School Site Councils. Additionally, community meetings consisting of certificated and classified staff, parents, administrators, and members of the Huntington Beach community were held to evaluate and review strengths and weaknesses of the current HBCSD program. This allowed stakeholders to identify opportunities for improvement in relation to the eight state priorities of the LCAP.

Relying upon a bevy of professional networks, District leaders sought and shared hot-off-the-press information to remain prepared and flexible for policy changes. With regular and ongoing support from the Orange County Department of Education, HBCSD's LCAP process remains aligned with newly-adopted State education policy. This also ensured the organized dissemination of key information, allowing for the identification and clarification of potential concerns or questions.

The review of District programs centers on analysis of student performance data. Summative assessment scores (Spring 2013 CST exams and 2012-13 CELDT) were presented throughout the LCAP process and shared at stakeholder gatherings to provide an overview of current District performance levels disaggregated by key subgroups and tied to accountability reports and goals. This quantitative data framed discussions and provided a foundation upon which stakeholders collaborated in meeting the diverse learning needs of students.

Conversations and polling amongst community members in attendance at these meetings provided guidance for District leadership to focus on specifics within the eight state priorities, manifested in the goals outlined in this document. The structure of this process allowed stakeholders to funnel through the variety of District programs and services to focus upon high-yield, strategic changes. This maximized meeting time and provided opportunities for deep conversations about each state priority and alignment of programs and services for children. Additionally, the collaborative nature of the LCAP produces greater sustainability of the process itself, building capacity amongst both staff and members of the community to ensure the development and use

of this plan as a living document. In the drafting of this document, input from stakeholders led to direct modifications and additions of District goals; for example, community members have been strong advocates of the District counseling offerings and the exploration of the expansion of delivery systems of instruction that will be piloted through an attendance recovery model. Additionally, changes to the LCAP were made to reference the District's commitment to arts integration.

Some of the dates related to the development and writing of the LCAP, in addition to regularly-held site and leadership meeting, are listed below:
February 6, 2014 – DAC/DELAC Meeting
February 12, 2014 – LCAP Community Meeting
February 18, 2014 – Board of Trustees Meeting
March 17, 2014 – LCAP Leadership Meeting
March 28, 2014 – LCAP Leadership Meeting
April 29, 2014 – Board of Trustees Meeting
May 8, 2014 – DAC/DELAC Meeting
May 20, 2014 – LCAP Leadership Meeting
May 28, 2014 – LCAP Community Meeting
June 17, 2014 – Board of Trustees LCAP Public Hearing
June 24, 2014 – Board of Trustees Meeting (LCAP Approval)

The consistent and regular meetings with the community allowed for feedback of LCAP goals and the vision for learning in Huntington Beach. In consulting with parents and members across the community, District leadership and staff were able to assess stakeholder opinions and priorities to shape the LCAP in meeting student and family needs. Additionally, remaining collaborative and open ensures transparency of the development of the plan for stakeholders.

The HBCSD Annual Parent Survey, administered in May, addresses the following categories/topics: Academic Program, Parent Involvement, School Environment, Parent Information, Special Programs for English Learners, Gifted and Talented, Title I, and Special Education Students. This robust questionnaire provides the District with necessary data for the Leadership Team to analyze and determine next steps based on community needs and goals communicated through the survey. HBCSD is also developing a similar survey to be used with students.

The ongoing feedback from these surveys drive the year-to-year adjustments made in District planning processes.

2015-16 Annual Update
As a reflection of the improved involvement in the LCAP this year, with 45 comments left online and strong attendance at the three community meetings. Additionally, the LCAP was brought for public comment at Special Meetings of the Board of Trustees on two occasions, providing community members with significantly more opportunities to provide input. Aspects of the LCAP were also discussed on:

Input from these forums has led to specific changes to the HBCSD LCAP. Previous goals were consolidated into three thematic pieces that make the document easier for stakeholders to understand and articulate: Common Core State Standards, Communication, and Connections. By consolidating our previous goals into these three with specific actions and tasks associated with each goal, the hope is that the LCAP will be a more meaningful document that drives strategic planning throughout the district and at each site through

November 20, 2014 – DAC/DELAC Meeting
January 7, 2015 – Eader PTA Meeting
January 15, 2015 – Seacliff PTA Meeting
January 21, 2015 – HBCSD Leadership Meeting
January 21, 2015 – Moffett PTA Meeting
January 22, 2015 – LCAP Steering Committee
February 4, 2015 – LCAP Community Meeting
February 12, 2015 – DAC/DELAC Meeting
February 18, 2015 – HBCSD Leadership Meeting
February 19, 2015 – Smith PTA Meeting
February 25, 2015 – LCAP Steering Committee
March 4, 2015 – LCAP Community Meeting
March 11, 2015 – LCAP Steering Committee Meeting
March 18, 2015 – HBCSD Leadership Meeting
March 24, 2015 – Special Board of Trustees Meeting (Public Comment)
April 1, 2015 – LCAP Community Meeting
April 22, 2015 – HBCSD Leadership Meeting
May 7, 2015 – DAC/DELAC Meeting
May 20, 2015 – HBCSD Leadership Meeting
June 23, 2015 – Special Board of Trustees Meeting (Public Comment)
June 30, 2015 –Board of Trustees Meeting (LCAP Approval with Budget)

alignment with Single Plans for Student Achievement.

The goal to continue implementation of the Common Core State Standards (CCSS) is imperative in preparing our students for their futures by focusing on standards-based student learning and generating more creativity and critical thinking with our students. Several district initiatives are included in this goal, including: the adoption of instructional materials aligned to the standards, the use of our data management system for standards sequence scheduling and benchmark assessments, and the continued expansion of professional development to support meeting the diverse learning needs of our learners. Input from teachers has influenced the potential changes to the professional development structure and offerings moving forward. Additionally, input from stakeholders has led to further development of the library/media center pilot and the development of a District-wide keyboarding program to better serve students in their mastery of the skills demanded of CCSS.

Stakeholders would appreciate a common messaging across multiple modes of communication, as stakeholders expressed the desire for more and improved communication across all input sessions. This included improving the communication between schools and with community agencies providing services to students and their families. Input from stakeholders towards strengthening school safety plans will also be addressed in this thematic goal as well as previous goals to improve our web-based communication. Our focus on communication includes improving technology through the continued procurement of devices for students and staff members that contribute to a 21st-Century learning environment.

The hope for students to feel a greater sense of ownership in the school community led to the development of the Connections goal as the goal continues to be offering students with enriching learning opportunities before, during, and after the school day. Interventions for students who are non-proficient are also included in this goal, as we believe students who feel successful will feel more connected to their school and improve the quality of school life for students. The previous LCAP goal to create an Attendance Recovery program to support students who may miss school time has been included in this goal along with the district's goal to address the reduction of class sizes.

Annual Update:

HBCSD's work to engage stakeholders in the LCAP was guided by the district's Shared Value to collaborate for the benefit for all students. We sought input from various groups, including students, parents, certificated and classified staff, and community members, to help with the development and review of the LCAP. Invitations to LCAP Community Meetings were a regular part of site and district newsletters, social media, and extended to both the teacher (HBETA) and classified associations (CSEA), with representatives from both associations participating in the Community Meetings. Parent representatives from our District Advisory Committee and District English Learner Advisory Committee also attended these meetings to focus on the needs of unduplicated pupils and administrators regularly engaged students at the site level. The LCAP has remained a regularly-referenced document during regular conversations in existing district organizational structures, including the District Advisory Council/District English Language Advisory Council (DAC/DELAC), Parent-Teacher Associations (PTAs), School-Site Councils, and regular Board of Trustees Meetings. We know that when we actively reach out at a community level, we hear a wider range of perspectives and priorities than those expressed by people who attend centralized events. As such, leaders across the District were challenged to increase participation for input at community meetings as well as District staff attending site-based events to promote LCAP participation.

Throughout the process, conversations regarding the LCAP have come alongside presentations that explain the details of the state goals and the district's alignment to them through the LCAP goals. In order to seek input, LCAP progress monitoring has been a standing agenda item in district meetings throughout the year and three LCAP Community Meetings have been held in conjunction with the creation of an online comment form. The primary objective throughout the process has been to seek consultation from stakeholder groups in preparing the LCAP Annual Update by reviewing pertinent data and providing input on district goals. Information related to the LCAP has been shared at these meetings in order to help stakeholders understand the process for goals development and how their input would be a part of that process. This information has been shared by presenters with follow-up discussions that stakeholders can utilize to share their perspectives on the actions necessary to be taken moving forward. Additionally, student

Annual Update:

Stakeholder engagement has shaped the LCAP by helping the District focus goals and services to best meet the needs of students. Continuing to strive improved involvement every year, the added participation has increased the quality and quantity of input. This has led to more perspectives being shared to help evaluate and build the programs and services that serve our students. During these various stakeholder events, information on how state funding for public schools will support students and examples of how HBCSD's goals and strategies help students succeed has been shared. The Annual Update has offered the opportunity to monitor progress, revisit, and update goals presented last year. Reflecting our Shared Value of data and research-based instruction, we were also able to evaluate programs through the analysis of both qualitative and quantitative data. For example, analysis of CELDT participation and achievement data was utilized during the process of reviewing the effectiveness of English learner programs. Additionally, the feedback received during the engagement process has also heavily influenced the general structure of our LCAP goals as well as the key details and action steps of those goals. The impact of this regular stakeholder input has led to stronger relationships with stakeholders in developing a plan that meet the needs of students in the Huntington Beach City School District.

The hope for the LCAP engagement process during the 2015-16 school year was to refine and build upon progress made with actions and expenditures in the plan. The foundation of the plan continues to be grounded in HBCSD's three goals – Common Core State Standards, Communication, and Connections. Input gathered has directly affected the District's plan in a multitude of ways that are outlined in this document. Specifically, stakeholder engagement has informed decisions related to the procurement of technology devices, foreign language offerings, resources for school libraries, before/after school programs, professional development for GATE and ELA/ELD, the development of an attendance recovery program, and the addition of specific metrics to be used to monitor progress. Through the engagement and survey process, stakeholders have requested that the District continue to strive higher in the availability of technology devices for both students and staff members in order to utilize digital instructional practices and materials; our recent

achievement data has been shared, when appropriate, including SBAC grade level achievement and claims data, as well as CELDT and AMAO data for ELs. Other data that has been shared during the LCAP process includes Early Developmental Index (EDI) information gathered by the Children & Families Commission of Orange County with the UCLA Center for Healthier Children, Families, and Communities.

We asked participants to share ideas about what the district was doing effectively, what must be improved, and action steps the district needed to consider moving forward. For example, the HBCSD LCAP Input Survey (online comment form) serves as a drop box for over-arching concerns the community can communicate at their convenience. The three Community Forums that were held in respect to the LCAP have been used to inform stakeholders of the plan's elements in order to drive conversations about actions and expenditures moving forward. An LCAP Steering Committee consisting of district and site leaders was developed to facilitate community conversations, compile findings from those conversations, and share preliminary findings.

Additionally, HBCSD's Annual Parent Survey underwent a drastic overhaul thorough the use of a staff, student, and parent survey that took place in March. Focus groups of staff and parents developed the content focus areas for the survey using an item bank of topic clusters created through research conducted by the Harvard School of Education. Families were given the opportunity to take the survey online or via a mail-in paper copy; surveys were provided in both English and Spanish. Staff and students were surveyed online and provided time in their work day and instructional day to complete the survey. Our survey response rate increased from 8% to 30% for the family survey, collecting over 2,000 responses; 77% of support staff and teachers and 91% of students (grades 3+) responded as well, with school responses rates for staff ranging from 65 to 100% and response rates for students ranging from 82 to 97%. District-wide favorability rates for the topic clusters based on the survey results are:
- School Safety: 86% family, 84% support staff, 79% teachers, 69% students (grades 3-5), 56% students (grades 6-8)
- Special Programs: 90% family
- School Climate: 74% family, 74% support staff, 71% teachers, 72% students (grades 3-5), 51% students (grades 6-8)
- Barriers to Engagement - 87% family

mathematics adoption and several of our support practices, such as the Benchmarking process and supplemental programs like ST Math, are heavily reliant on the availability of these devices, which the District maintains as a high priority. A pilot foreign language program will be implemented at one elementary school next year as we begin to explore more supplemental and enriching programs for our students to use as part of our revitalized Library/Media Centers. During the 2015-16 school year, the District experimented with providing funding to schools for needs-based support programs that can be used to extend the school day for targeted students. This extended day, provided through a before or after-school program, allowed students to explore enrichment or intervention opportunities at each of our sites. After the stakeholder engagement process and with the successful launch of these programs to compliment other offerings that are provided before and after school, the District has committed to continue the support of these programs. Teachers and parents have both identified the desire for further professional development for GATE teachers in order to best-serve the needs of our GATE students; as such, the District has committed funding for this purpose over the next two years. Our ELA/ELD instructional materials pilot will occur during the 2016-17 school year; in addition to the PD associated with these materials, a cadre of ELA/ELD site coaches is under development with the support of OCDE to mirror our efforts in mathematics with the CGI/ECM model success. In addition to the ELA/ELD coaching model, HBCSD will continue to offer Reading Mastery and Corrective Reading trainings as a reading intervention program for students with exceptional needs. The pilot attendance recovery program has yielded the development of a permanent program that will be implemented in 2016-17; this program, operating on Saturdays, provides students with the opportunity to work with a teacher on grade-level materials in an enriching environment. Lastly, metrics such as CELDT and SBAC data have been included in the LCAP to track and monitor goal progress. The specifics of these changes can be found in the narrative descriptions of each goal in Section 2. Additionally, principals are undergoing the process of reviewing their site survey data and applying action steps based on the results for the 2016-17 school year. Structural changes to the document and additional refinements to goal statements and outcomes were made after consultation with OCDE.

- School Fit - 70% family
- Education and Technology - 57% family
- Family Engagement - 36% family

As a reflection of the improved involvement in the LCAP, attendance at Community Forums has surpassed 100 participants and an online comment box has also generated input from the community. Additionally, the LCAP was brought for public comment at Special Meetings of the Board of Trustees on two occasions, providing community members with significantly more opportunities to provide input. Aspects of the LCAP were also discussed on:
DAC/DELAC Fall Meeting - November 5, 2015
LCAP Steering Committee - January 25, 2016
HBETA & CSEA Leadership Teams - February meetings
PTA/PTSA Presidents' Meeting - February 2, 2016
DAC/DELAC Winter Meeting - February 11, 2016
Executive Leadership Meeting - February 24, 2016
LCAP Steering Committee - March 2, 2016
Community Forum #1 - March 9, 2016
Annual Parent Survey - March 14, 2016 through March 25, 2016
Leadership Meeting - March 16, 2016
OCDE LCAP Support Meeting - March 21, 2016
LCAP Steering Committee - March 22, 2016
Community Forum #2 - April 6 , 2016
Draft submitted to OCDE - by April 15, 2016
Public Comment #1 - April 19, 2016 (Board Meeting)
Executive Leadership Meeting - April 27, 2016
DAC/DELAC Spring Meeting - May 5, 2016
Community Forum #3 - May 11, 2016
Leadership Meeting - May 18, 2016
LCAP Steering Committee - June 1, 2016
Public Comment #2 June 21, 2016 (Special Board Meeting)
LCAP Approval June 28, 2016 (Board Meeting)

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

 When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Common Core State Standards HBCSD WILL - Provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program in: • English Language Arts • Mathematics • Science • Social Studies • Fine Arts • Physical Education HBCSD WILL - Provide all employees with comprehensive Professional Development to support each staff member with the skills to be successful.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments. Smarter Balanced Assessment Consortium 2014-15 Results English Language Arts HBCSD 71% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 44% Exceed or Meet Standards Mathematics HBCSD 63% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 33% Exceed or Meet Standards • Title III Accountability AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers 359 Number with Required Prior CELDT Scores 359 Percentage with Required Prior CELDT Scores 100% Number in Cohort Meeting Annual Growth Target 228 Percentage Meeting AMAO 1 in LEA 63.5% 2014-15 Target 60.5% AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT Less than 5 Years Cohort Number of 2014-15 English Learners in Cohort 292 Number in Cohort Attaining the English Proficient Level 86 Percentage in Cohort Attaining the English Proficient Level 29.5% 2014-15 Target 24.2%	

5 Years or More Cohort
Number of 2014-15 English Learners in Cohort 133
Number in Cohort Attaining the English Proficient Level 83
Percentage in Cohort Attaining the English Proficient Level 62.4%
2014-15 Target 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
Participation Rate for English Learner Student Group
English-Language Arts/Literacy 99%
Mathematics 98%

- CELDT
2014-15 Data
138 Advanced (31.3%)
152 Early Advanced (34.5%)
105 Intermediate (23.8%)
22 Early Intermediate (5.0%)
24 Beginning (5.4%)

Identified actions/services:
- Instruction must be delivered by Highly Qualified Staff and align to adopted State Standards in English Language Arts / English Language Development (ELA/ELD), Mathematics, Science, Social Studies, Fine Arts and Physical Education.
- Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, ELA/ELD, GATE, Reading Mastery and Corrective Reading, and professional development for Administrators.
- Continue use of Illuminate.
- Provide support staff and well-maintained facilities, including the development of the Library/Media Center Model.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Metrics: • Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students. • Meet measures for Title III accountability for English Learners. • 100% of students will have access to core curriculum - Williams Act • 100% of students will have access to Highly qualified staff - Williams Act • Professional development attendance	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
It is essential for HBCSD to purchase curricular materials and assessment tools aligned to ELA and Mathematics Common Core State Standards. All students will receive high quality instruction through implementation of CCSS for ELA and math and all state adopted standards in order to be prepared for college and career. The research-based pedagogical shifts demanded by the new mathematics standards include a deeper conceptual understanding of mathematical concepts, dually focusing on practice and application. Structure and sequencing of math concepts has been drasticaly overhauled. Teachers piloted math curriculum before convening in committees to determine District adoption. A similar plan is in place to purchase supplemental materials for our SAI (Specialized Academic Instruction) population and to pilot ELA/ELD materials during the 2016-17 school year. HBCSD will also monitor developments with the Next Generation Science Standards (NGSS) and continue partnerships with organizations like ScienceWorks to develop pilot programs and science kits during research and development years. The District also will continue with our commitment to the integration of the arts into the curriculum, outlined in the HBCSD Arts Priority Goals.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds $1,500,000
HBCSD will employ a Highly Qualified staff with authorizations to ensure students have access to a broad course of study to best prepare them for college and career. Our teachers will continue to implement research-based District-wide instructional practices to address the Common Core State Standards and meet the needs of English learners, foster youth, low income,	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base $31,026,014 Certificated staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $695,051 Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures

and special education students in order to ensure equal access and engagement. Spatial-Temporal (ST) Math is a game-based, visual mathematics instructional support (Grades K-8) software designed to improve conceptual understanding of mathematics concepts. In partnership with the MIND Research Institute, the software provides an individualized approach for students to develop problem-solving skills. The numerous interactive activities provide students with experimental applications of math, deepening their conceptual understanding; we believe the shifts in CCSS for mathematics require students to engage in these open-ended puzzles to further develop the skills required for applying mathematics. Based on over 25 years of research, teachers also use Cognitively Guided Instruction (CGI) (Grades K-3) and Extending Children's Mathematics (ECM) (Grades 4-6) to develop mathematics beyond memorization of facts and algorithms. These research-based instructional strategies are critical for the transition to Common Core mathematics, encouraging students to use intuitive mathematical insight to solve problems by exploring frameworks for problem types and solution strategies. The CCSS in mathematics and the Smarter Balanced Assessment require students to explain their mathematical process in order to display deep understanding of the content; CGI/ECM help students develop and practice this skill of rationalizing and describing their work. Utilizing research on Academic Learning Time, Direct Interactive Instruction (DII) provides teachers with strategies to differentiate and improve productive language skills in a whole-class setting. The systematic DII approach to instruction offers pre-corrective and corrective routines to avoid error fossilization in students while continually developing content and academic vocabulary. Professional development for DII is ongoing and includes instructional supports and will include training with the new ELA/ELD Frameworks to provide teachers with opportunities to develop the integrated and designated English Language Development (ELD) needs of students. This includes coaching, co-planning, co-teaching, observational walkthroughs, and feedback sessions. The District will begin an ELA/ELD coaching cadre similar to the model that has been successfully	_ Other Subgroups: (Specify)	Supplemental $52,000

used in mathematics; teachers in HBCSD provided input that they would like more opportunities to learn from one another and the coaching model allows the District to develop and share best practices for ELA/ELD. HBCSD has also committed to professional development in regards to meeting the needs of GATE students. Teachers will have the opportunity to attend the California Association for the Gifted Summer Institute in 2016 and 2017 as well as local CAG events. CAG provides professional development, resources, and instructional practices that aid teachers in challenging gifted students. HBCSD will also continue to provide professional development to meet the needs of students with exceptional needs. Our special education department regularly provides workshops to staff in best practices and the District will continue to implement the Learning Center Model. The purpose of the Learning Center is to provide students with disabilities with supplementary, direct instructional services in content, learning strategies, and progress monitoring in academics, transition, or social communication skills. Instruction in the Learning Center must be based on students' needs in the general education program. It is not to supplant core instruction in the general education classroom. The Learning Center is dedicated to providing specialized academic instruction tailored to a student's learning needs. The Learning Center is an integrated program where services may be provided in a pull-out setting, the general education classroom, or combination of the two. Additionally, the District will continue implementation of research-based reading intervention programs, such as Reading Mastery and Corrective Reading, which are recently-purchased reading programs designed to provide intervention to students with exceptional needs. Professional development for arts integration through a partnership with the Orange County Department of Education Arts Advantage, will also be continued in alignment to the HBCSD Art Priority Goals. District administrators will continue professional development in implementation strategies and instructional coaching supports for Common Core State Standards. This professional development includes cross-District collaborative Principal instructional walks, peer

coaching, and use of observation templates by District Cabinet. Moving forward, the District will look to strategically structure Thursday PDs, moving toward the potential for multiple offerings based on teacher needs.			
Illuminate provides student information and assessment data management in addition to professional development designed to support teachers in data-driven instruction. A committee of HBCSD teacher leaders will develop Common Core State Standards-aligned standards schedules to aid in planning instruction. These standards schedules will guide the instructional plan and delivery of Common Core State Standards lessons to students. Teachers will utilize resources from existing instructional materials, pilot instructional materials, and resources in Illuminate's Activate Instruction program to plan and deliver content instruction. Additionally, these standards schedules will be tied to new computer-based interim benchmark assessments that replicate the Smarter Balanced assessment. The work of these committees is essential in implementation of CCSS, as teachers need guideposts and data to inform their instruction as we continue to learn about and transition to the new standards.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $55,000
HBCSD will maintain quality facilities and provide both instructional and operational support staff to create learning environments that meet the needs of students. This includes the Library/Media Center, where HBCSD will lead the development of a new model in which a Library/Media Technician collaborates with educators to provide additional texts and technology support. The implementation of Common Core standards requires embedded technology skills development which the stronger media center will address. Access to a district-wide keyboarding program will also be provided. Additionally, the ELA/Literacy pedagogical shifts increase the demand for texts, requiring the availability of complex informational and literary texts. To facilitate this implementation, the District will implement a pilot LMT program that will expand across the District as positions become fiscally sustainable. Potentially, HBCSD will also develop a technology checkout system.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified staff salaries 2000-2999: Classified Personnel Salaries Base $10,256,574 Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental $92,636

In order to support the new design of the Library/Media Centers, the District has committed to expanding the catalogue of each library with subscriptions to World Book Online. World Book is a reference catalogue that will help students develop research and citation skills with engaging content.

LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	Metrics: • Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students. • Meet measures for Title III accountability for English Learners. • 100% of students will have access to core curriculum - Williams Act • 100% of students will have access to Highly qualified staff - Williams Act • Professional development attendance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of adopting materials aligned to Common Core State Standards.	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds $10,000
Continue and build upon previous year's action of expanded District-wide instructional professional development for Highly Qualified staff: ST Math, CGI/ECM, DII, ELA/ELD, GATE, Corrective Reading, Reading Mastery, Learning Center Model, and Common Core Professional Development for Administrators.	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base $31,646,534.30 Certificated staff salaries 1000-1999: Certificated Personnel Salaries Supplemental $708,952.02 Professional development contracts 5000-5999: Services And Other Operating Expenditures Supplemental $52,000
Continue and build previous year's action of Illuminate implementation.	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $55,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue and build previous year's action of providing well-maintained facilities and developing the Library/Media Center Model.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified staff salaries 2000-2999: Classified Personnel Salaries Base $10,461,705.50 Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental $94,488.72

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Metrics: • Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students. • Meet measures for Title III accountability for English Learners. • 100% of students will have access to core curriculum - Williams Act • 100% of students will have access to Highly qualified staff - Williams Act • Professional development attendance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of adopting materials aligned to Common Core State Standards.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Common Core materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds
Continue and build upon previous year's action of expanded District-wide instructional professional development for Highly Qualified staff: ST Math, CGI/ECM, DII, ELA/ELD, GATE, Corrective Reading,	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	Certificated staff salaries 1000-1999: Certificated Personnel Salaries Base $32,279,465 Certificated staff salaries 1000-1999: Certificated Personnel

Reading Mastery, Learning Center Model, and Common Core Professional Development for Administrators.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental $723,131.06 Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $52,000
Continue and build previous year's action of Illuminate implementation.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $55,000
Continue and build previous year's action of providing well-maintained facilities and developing the Library/Media Center Model.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified staff salaries 2000-2999: Classified Personnel Salaries Base $10,670,939.60 Classified staff salaries 2000-2999: Classified Personnel Salaries Supplemental $96,378.49

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Communication HBCSD WILL – Encourage community involvement in the improvement of our schools utilizing the Local Control Accountability Plan process and nurture a culture of continuous improvement. HBCSD WILL – Increase communication with all stakeholders to improve participation, feedback and collaboration in all areas.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain high level of parent engagement through multi-pronged communication outreach, including web solutions. Increase communication with all stakeholders to improve participation, feedback and collaboration in all areas. Our survey response rate increased from 8% to 30% for the family survey, collecting over 2,000 responses; 77% of support staff and teachers and 91% of students (grades 3+) responded as well, with school responses rates for staff ranging from 65 to 100% and response rates for students ranging from 82 to 97%. District-wide favorability rates for the topic clusters based on the survey results are: • School Safety: 86% family, 84% support staff, 79% teachers, 69% students (grades 3-5), 56% students (grades 6-8) • Special Programs: 90% family • School Climate: 74% family, 74% support staff, 71% teachers, 72% students (grades 3-5), 51% students (grades 6-8) • Barriers to Engagement - 87% family • School Fit - 70% family • Education and Technology - 57% family • Family Engagement - 36% family Identified actions/services: • Technology upgrades • Web-based communication

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Metrics: • Continue to increase technology inventory and improve technology infrastructure. • Continue to monitor online metrics to communicate effectively with stakeholders. • Continue to utilize Annual Survey data to promote parent engagement activities, events, and workshops.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The HBCSD Technology Department will continue to invest in computer labs, including the development of mobile computer labs that can be used in multiple locations on a school-site. The procurement of devices that can be used by staff and students is a continued priority. Additionally, technology upgrades to Internet and wireless connectivity will continue along with other overall infrastructure improvements. Lastly, the Department has implemented a Help Desk ticket system to improve turnaround time and technology equipment service.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Base $450,000
The District will continue to utilize web-based communication, including the strategic use of social media (Facebook, Twitter) to engage parents. HBCSD will also continue to utilize consistent messaging across multiple platforms of communication. Reaching out to parents and guardians remains a priority for the district in meeting the learning needs of all students, including unduplicated students and students with exceptional needs. The district will continue to utilize parent information sessions and consultations as well as committee groups; mobilizing and empowering DAC/DELAC members to share information and engage stakeholders of unduplicated pupils and promote information sessions also remains a priority. The Annual Survey along with the LCAP Input Form are available to all stakeholders, including parents, students, teachers, support staff and community members, on the District website and links to the survey were individually e-mailed to staff and letters were sent to families with postage-paid envelopes for completed surveys to be returned. Additionally, the District website will increasingly be used as a space to communicate key information to stakeholders and HBCSD will offer	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental costs for web efforts 5900: Communications Supplemental $5,000

workshops based on needs identified by stakeholders. Lastly, we will also begin strengthening our school safety plans and look to continually improve access to high-quality and well-maintained facilities.			

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Metrics: • Continue to increase technology inventory and improve technology infrastructure. • Continue to monitor online metrics to communicate effectively with stakeholders. • Continue to utilize Annual Survey data to promote parent engagement activities, events, and workshops.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of technology upgrades.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Base $450,000
Continue and build upon previous year's action of web-based communication.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental costs for web efforts 5900: Communications Supplemental $5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Metrics: • Continue to increase technology inventory and improve technology infrastructure. • Continue to monitor online metrics to communicate effectively with stakeholders. • Continue to utilize Annual Survey data to promote parent engagement activities, events, and workshops.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of technology upgrades.	LEA-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Base $450,000
Continue and build upon previous year's action of web-based communication.	LEA-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental costs for web efforts 5900: Communications Supplemental $5,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Connections HBCSD intends to support academic success by providing access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain high attendance rates, low chronic absenteeism rates. Maintain low middle school dropout rates. Maintain low pupil suspension and expulsion rates. • Attendance Rate: 96.36% • Chronic Absenteeism Rate: 5.8% • Middle School Dropouts: 0 • Suspension Rate: 2.68% • Expulsions: 0 Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments. • Smarter Balanced Assessment Consortium 2014-15 Results English Language Arts HBCSD 71% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 44% Exceed or Meet Standards Mathematics HBCSD 63% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 33% Exceed or Meet Standards • Title III Accountability AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers 359 Number with Required Prior CELDT Scores 359 Percentage with Required Prior CELDT Scores 100% Number in Cohort Meeting Annual Growth Target 228 Percentage Meeting AMAO 1 in LEA 63.5%

2014-15 Target 60.5%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort
Number of 2014-15 English Learners in Cohort 292
Number in Cohort Attaining the English Proficient Level 86
Percentage in Cohort Attaining the English Proficient Level 29.5%
2014-15 Target 24.2%
5 Years or More Cohort
Number of 2014-15 English Learners in Cohort 133
Number in Cohort Attaining the English Proficient Level 83
Percentage in Cohort Attaining the English Proficient Level 62.4%
2014-15 Target 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
Participation Rate for English Learner Student Group
English-Language Arts/Literacy 99%
Mathematics 98%

- CELDT
2014-15 Data
138 Advanced (31.3%)
152 Early Advanced (34.5%)
105 Intermediate (23.8%)
22 Early Intermediate (5.0%)
24 Beginning (5.4%)

Identified actions/services:
- Blended Learning / Attendance Recovery Program
- Proactive Intervention Supports
- Before/After School Supports
- Supplemental services of EL

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Metric:
	• Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students.
	• Meet measures for Title III accountability for English Learners.
	• 100% of students will have access to core curriculum - Williams Act
	• 100% of students will have access to Highly qualified staff - Williams Act
	• Maintain high attendance rates, low chronic absenteeism rates
	• Maintain low middle school dropout rates
	• Maintain low pupil suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
HBCSD will develop a program for attendance recovery. The infrastructure of this system will be designed collaboratively, allowing students to make up class time that they miss due to illness or other absences from school. Several studies have found a positive correlation between attendance and student achievement. Additionally, the program will allow the District to expand upon delivery systems of instruction that meet the diverse learning styles of students, including the implementation of a blended learning program. Potential revenues generated by attendance recovery can be used to expand the instructional program of the District. The District will use a Saturday School model to help students reduce the absences on their attendance records.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Content contract with Fuel Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental $4,000
Remaining proactive in providing supports is also critical, so the District will provide counseling and is considering expansion of programs and services intended for our youngest students. The District will continue to utilize the services of Outreach Concern, Inc., which develops, implements, and manages comprehensive school counseling programs. These supports help students prepare and be ready to learn; studies show that when students can focus their energies on learning, rather than being concerned about outside issues, achievement is higher. HBCSD also plans to continue partnering with Phoenix House, a preventive character education program. HBCSD remains committed to providing students with support	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $64,000 Early Childhood Education 0000: Unrestricted Supplemental $10,000

services to meet the learning needs of students. Part of addressing these needs is developing a stronger connection between teachers and students; as such, the goal over the next three years will be to have no more than 30 students per classroom with the exception of a few specific courses. To support this goal now, staffing for the 2015-16 school year will be figured at a districtwide average of 28:1 for Kindergarten and 29.9:1 for grades 1-8. Lastly, the District remains committed to providing a quality Early Childhood Education program.			
The District will develop layered approaches to providing services and interventions to non-proficient learners and supports for students with exceptional needs. Building upon the before- and after-school programs currently in place, these embedded supports create systems of instruction and intervention that are guided by student outcome data. Identifying the learning needs of students becomes easier in the smaller setting of before- and after-school programs, providing an opportunity for close collaboration amongst teachers, support staff, and parents in making decisions to employ necessary resources for student progress. Thus far, LCAP before and after school programs in HBCSD span from intervention services in reading and math as well as STEM and enrichment opportunities. These before/after school programs will be determined by individual sites based on their needs after analyzing data for low income, EL, and foster youth in order to provide services needed at the local level. The District will also pilot an after-school foreign language program at one site, utilizing the pilot to determine implementation at scale; HBCSD will be using Rosetta Stone to support learning a foreign language during the elementary years.	LEA-wide	_ All _____ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) intervention, GATE, enrichment, exceptional needs	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $13,000
HBCSD will also continue to offer supplementary services for English Learners including assessment, notification, interventions, and professional development. EL-specific supports are also provided by site staff (instructional aides, classroom teachers - Read 180 & English Language Development classes) and centralized EL staff (EL Coordinator, Bilingual Instructional Aides, EL Technician) and include translation services, parent consultations, and progress monitoring for both EL and reclassified students. The District will continue to use supplementary materials for	LEA-wide	_ All _____ OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) intervention, GATE, enrichment	EL services and support 0000: Unrestricted Supplemental $318,000

students who need additional resources in for language development. Additional supplementary services include instructional materials, technology, and teacher collaboration time focusing on literacy and language development that helps improve productive language skills.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Metric:
- Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students.
- Meet measures for Title III accountability for English Learners.
- 100% of students will have access to core curriculum - Williams Act
- 100% of students will have access to Highly qualified staff - Williams Act
- Maintain high attendance rates, low chronic absenteeism rates
- Maintain low middle school dropout rates
- Maintain low pupil suspension and expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of Blended Learning / Attendance Recovery Program	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Content contract with Fuel Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental $4,000
Continue and build upon previous year's action of Proactive intervention supports	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $64,000 ECE 0000: Unrestricted Supplemental $10,000
Continue and build upon previous year's action of Before and After-School Supports	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ OR:	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $13,000

		X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) intervention, GATE, enrichment, exceptional needs	
Continue and build upon previous year's action of Supplemental services of EL	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) intervention, GATE, enrichment	EL services and support 0000: Unrestricted Supplemental $318,000

LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:	Metric: • Maintain student achievement levels that have historically been and continue to be above State and County-wide averages on mandated assessments for all students. • Meet measures for Title III accountability for English Learners. • 100% of students will have access to core curriculum - Williams Act • 100% of students will have access to Highly qualified staff - Williams Act • Maintain high attendance rates, low chronic absenteeism rates • Maintain low middle school dropout rates • Maintain low pupil suspension and expulsion rates		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue and build upon previous year's action of Blended Learning / Attendance Recovery Program	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Content contract with Fuel Education 5000-5999: Services And Other Operating Expenditures Supplemental $15,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental $4,000

		_ Other Subgroups: (Specify)	
Continue and build upon previous year's action of Proactive intervention supports	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $64,000 ECE 0000: Unrestricted Supplemental $10,000
Continue and build upon previous year's action of Before and After-School Supports	LEA-wide	_ All ------------ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>intervention, GATE, enrichment, exceptional needs</u>	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $13,000
Continue and build upon previous year's action of Supplemental services of EL	LEA-wide	_ All ------------ OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>intervention, GATE, enrichment</u>	EL services and support 0000: Unrestricted Supplemental $318,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Common Core State Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Teacher credentials - 100% of teachers will be properly credentialed. Access to and implementation of standards-aligned instructional materials, including ELA/ELD and Mathematics - 100% of students will have access to standards-aligned mathematics materials. Based on the release of the statewide ELA adoption list, HBCSD will pilot materials for ELA/ELD. SBAC data - Utilizing the 2014-15 SBAC results as a baseline, the district will analyze the assessment data and implement targeted changes to improve student results. CELDT data and reclassification rate - With increasing implementation of the ELA/ELD Frameworks in combination with the Common Core State Standards, the district will work towards increasing the reclassification rate. Academic Performance Index Attendance rates, chronic absenteeism rates - The district will continue to seek ways to improve attendance rates. Middle school dropout rates - The district will continually look decrease middle school dropout rates. School facility maintenance records - FIT reports will be used to make necessary adjustments	Actual Annual Measurable Outcomes:	Smarter Balanced Assessment Consortium 2014-15 Results English Language Arts HBCSD 71% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 44% Exceed or Meet Standards Mathematics HBCSD 63% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 33% Exceed or Meet Standards • Title III Accountability AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers 359 Number with Required Prior CELDT Scores 359 Percentage with Required Prior CELDT Scores 100% Number in Cohort Meeting Annual Growth Target 228 Percentage Meeting AMAO 1 in LEA 63.5% 2014-15 Target 60.5% AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT Less than 5 Years Cohort Number of 2014-15 English Learners in Cohort 292 Number in Cohort Attaining the English Proficient Level 86 Percentage in Cohort Attaining the English Proficient Level 29.5%

| | 2014-15 Target 24.2%
5 Years or More Cohort
Number of 2014-15 English Learners in Cohort 133
Number in Cohort Attaining the English Proficient Level 83
Percentage in Cohort Attaining the English Proficient Level 62.4%
2014-15 Target 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
Participation Rate for English Learner Student Group
English-Language Arts/Literacy 99%
Mathematics 98%

• CELDT
2014-15 Data
138 Advanced (31.3%)
152 Early Advanced (34.5%)
105 Intermediate (23.8%)
22 Early Intermediate (5.0%)
24 Beginning (5.4%)

• Attendance Rate: 96.36%

• Chronic Absenteeism Rate: 5.8%

• Middle School Dropouts: 0

• Suspension Rate: 2.68%

• Expulsions: 0

• Teacher credentials - 100% of teachers are properly credentialed.

• Instructional materials - 100% of students have access to standards-aligned materials

• School Facility Conditions and Planned Improvements reports were included in each School Accountability Report Card. Inspections of school facilities, including Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External systems, reported good repair status of facilities. |

	Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adopt materials aligned to Common Core State Standards for ELA/ELD.	Common Core materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds $1,500,000	Adopt materials aligned to Common Core State Standards for ELA/ELD.	Common Core materials (math) 4000-4999: Books And Supplies Common Core Standards Implementation Funds $1,328,466
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $150,000	Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $51,885
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Continue implementation of Illuminate	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000	Continue implementation of Illuminate	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $54,752
Scope of Service · · · LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · · · LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop Library/Media Center Model	Additional LMT hours 2000-2999: Classified Personnel Salaries Supplemental $60,000	Develop Library/Media Center Model	Additional LMT hours 2000-2999: Classified Personnel Salaries Supplemental $95,620
Scope of Service · · · LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · · · LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After OCDE consultation, specific changes were made to the goal statements for further clarification and expected expenditures were added. Changes have also been made to the expected and annual measurable outcomes. Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Communication	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 _ 8
		COE only: 9 _ 10 _
		Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

| Expected Annual Measurable Outcomes: | Access to and implementation of standards-aligned instructional materials, including ELA/ELD and Mathematics - 100% of students will have access to standards-aligned mathematics materials. Based on the release of the statewide ELA adoption list, HBCSD will pilot materials for ELA/ELD. SBAC data - Utilizing the 2014-15 SBAC results as a baseline, the district will analyze the assessment data and implement targeted changes to improve student results. CELDT data and reclassification rate - With increasing implementation of the ELA/ELD Frameworks in combination with the Common Core State Standards, the district will work towards increasing the reclassification rate. Academic Performance Index Attendance rates, chronic absenteeism rates - The district will continue to seek ways to improve attendance rates. Middle school dropout rates - The district will continually look decrease middle school dropout rates. Pupil suspension and expulsion rates - The district will continually look decrease suspension and expulsion rates. DAC/DELAC meeting minutes Parent survey data School Safety Plans | Actual Annual Measurable Outcomes: | Smarter Balanced Assessment Consortium 2014-15 Results English Language Arts HBCSD 71% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 44% Exceed or Meet Standards

Mathematics HBCSD 63% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 33% Exceed or Meet Standards

• Title III Accountability AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers 359 Number with Required Prior CELDT Scores 359 Percentage with Required Prior CELDT Scores 100% Number in Cohort Meeting Annual Growth Target 228 Percentage Meeting AMAO 1 in LEA 63.5% 2014-15 Target 60.5%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort Number of 2014-15 English Learners in Cohort 292 Number in Cohort Attaining the English Proficient Level 86 Percentage in Cohort Attaining the English Proficient Level 29.5% |

2014-15 Target 24.2%
5 Years or More Cohort
Number of 2014-15 English Learners in Cohort 133
Number in Cohort Attaining the English Proficient Level 83
Percentage in Cohort Attaining the English Proficient Level 62.4%
2014-15 Target 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
Participation Rate for English Learner Student Group
English-Language Arts/Literacy 99%
Mathematics 98%

- CELDT
2014-15 Data
138 Advanced (31.3%)
152 Early Advanced (34.5%)
105 Intermediate (23.8%)
22 Early Intermediate (5.0%)
24 Beginning (5.4%)

- Attendance Rate: 96.36%

- Chronic Absenteeism Rate: 5.8%

- Middle School Dropouts: 0

- Suspension Rate: 2.68%

- Expulsions: 0

- Survey data
Our survey response rate increased from 8% to 30% for the family survey, collecting over 2,000 responses; 77% of support staff and teachers and 91% of students (grades 3+) responded as well, with school responses rates for staff ranging from 65 to 100% and response rates for students ranging from 82 to 97%. District-wide favorability rates for the topic clusters based on the survey results are:
- School Safety: 86% family, 84% support staff, 79% teachers, 69% students (grades 3-5), 56% students (grades 6-8)
- Special Programs: 90% family
- School Climate: 74% family, 74% support staff, 71%

teachers, 72% students (grades 3-5), 51% students (grades 6-8)
- Barriers to Engagement - 87% family
- School Fit - 70% family
- Education and Technology - 57% family
- Family Engagement - 36% family

- Parent events and workshops: maintain high number of opportunities for parent involvement

- Teacher credentials - 100% of teachers are properly credentialed.

- Instructional materials - 100% of students have access to standards-aligned materials

- School Facility Conditions and Planned Improvements reports were included in each School Accountability Report Card. Inspections of school facilities, including Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External systems, reported good repair status of facilities.

Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Technology upgrades	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Supplemental $100,000	Technology upgrades	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Supplemental $238,495
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Web-based communication	Supplemental costs for web efforts 5900: Communications Supplemental $1,000	Web-based communication	Supplemental costs for web efforts 5900: Communications Supplemental $0
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After OCDE consultation, specific changes were made to the goal statements for further clarification and expected expenditures were added. Changes have also been made to the expected and annual measurable outcomes. Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Connections	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 X 6 X 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Teacher credentials - 100% of teachers will be properly credentialed. Access to and implementation of standards-aligned instructional materials, including ELA/ELD and Mathematics - 100% of students will have access to standards-aligned mathematics materials. Based on the release of the statewide ELA adoption list, HBCSD will pilot materials for ELA/ELD. SBAC data - Utilizing the 2014-15 SBAC results as a baseline, the district will analyze the assessment data and implement targeted changes to improve student results. CELDT data and reclassification rate - With increasing implementation of the ELA/ELD Frameworks in combination with the Common Core State Standards, the district will work towards increasing the reclassification rate. Academic Performance Index Attendance rates, chronic absenteeism rates - The district will continue to seek ways to improve attendance rates. Middle school dropout rates - The district will continually look decrease middle school dropout rates. School facility maintenance records - FIT reports will be used to make necessary adjustments	Actual Annual Measurable Outcomes:	Smarter Balanced Assessment Consortium 2014-15 Results English Language Arts HBCSD 71% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 44% Exceed or Meet Standards Mathematics HBCSD 63% Exceed or Meet Standards Orange County 53% Exceed or Meet Standards California 33% Exceed or Meet Standards • Title III Accountability AMAO 1 - Percentage of ELs Making Annual Progress in Learning English Number of 2014-15 Annual CELDT Takers 359 Number with Required Prior CELDT Scores 359 Percentage with Required Prior CELDT Scores 100% Number in Cohort Meeting Annual Growth Target 228 Percentage Meeting AMAO 1 in LEA 63.5% 2014-15 Target 60.5% AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT Less than 5 Years Cohort Number of 2014-15 English Learners in Cohort 292 Number in Cohort Attaining the English Proficient Level 86 Percentage in Cohort Attaining the English Proficient Level 29.5%

2014-15 Target 24.2%
5 Years or More Cohort
Number of 2014-15 English Learners in Cohort 133
Number in Cohort Attaining the English Proficient Level 83
Percentage in Cohort Attaining the English Proficient Level 62.4%
2014-15 Target 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
Participation Rate for English Learner Student Group
English-Language Arts/Literacy 99%
Mathematics 98%

- CELDT
2014-15 Data
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- Attendance Rate: 96.36%

- Chronic Absenteeism Rate: 5.8%

- Middle School Dropouts: 0

- Suspension Rate: 2.68%

- Expulsions: 0

- Teacher credentials - 100% of teachers are properly credentialed.

- Instructional materials - 100% of students have access to standards-aligned materials

- School Facility Conditions and Planned Improvements reports were included in each School Accountability Report Card. Inspections of school facilities, including Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External systems, reported good repair status of facilities.

	Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Blended Learning Program	Content contract with Fuel Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $110,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental $26,000	Blended Learning Program	Content contract with Fuel Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $104,800 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental $26,000
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Proactive intervention supports	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental $540,000 Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $60,000	Proactive intervention supports	Additional teaching staff 1000-1999: Certificated Personnel Salaries Supplemental $540,000 Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental $63,450
Scope of Service LEA-wide X All OR:		Scope of Service LEA-wide X All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Before and After-School Supports	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $11,000	Before and After-School Supports	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $13,000
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) GATE, exceptional needs, struggling students	
Supplemental services of EL	EL services and support 0000: Unrestricted Supplemental $318,000	Supplemental services of EL	EL services and support 0000: Unrestricted Supplemental $318,000
Scope of Service LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) GATE, exceptional needs, struggling students	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	After OCDE consultation, specific changes were made to the goal statements for further clarification and expected expenditures were added. Changes have also been made to the expected and annual measurable outcomes. For our last two actions/services in this goal, we served a larger number of students by including GATE, students with exceptional needs, and struggling students. The programs that were designed at the site levels positively impacted students as we were able to

| goals? | be more inclusive with selection of participants. Based on promising results in the current year and stakeholder feedback, these actions/services will be continued into future years. |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

    Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

    For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 1,603,811

The Huntington Beach City School District is committed to providing students with an effective, high quality core instructional program. Given the pattern of District enrollment of unduplicated and other high needs students, increased services are provided district-wide. Our English Learners, low income students, foster youth, students with disabilities, and other high needs students are enrolled in all 9 schools to varying degrees. In order to meet their needs, services are most-effectively administered district-wide. In support of English Learners, low income students, foster youth, students with disabilities, and other high needs students, the District will spend an estimated $1.6-million in 2016 - 17 on supplemental services in the following areas:

HBCSD continues to move ahead in implementing the Common Core State Standards and personalizing education for our students. We believe that the course we have set forth with the goals outlined in this document are the most effective use of funds to continue providing excellent services and programs for our community and students. By using our Shared Values as a foundational framework, our LCAP displays the collaborative efforts required to address the significant changes in education assessment, instruction, curriculum, and funding. Specifically, we believe that the plan laid forth in this document will substantially improve our instructional program in meeting the college, career, citizenship, creative, and critical thinking goals of our students because the District's plans are aligned to the pedagogical shifts required by Common Core and support services for non-proficient students to attain grade level skills. The process of assessment, analysis, and action is alive in all aspects of our plan, as efforts to regularly obtain data in the monitoring of programs will allow the District to make adjustments as needed.

HBCSD has budgeted funds to improve student achievement District-wide for all students. Professional development toward addressing the Common Core State Standards consists of supporting multiple initiatives that provide the opportunity to discuss and develop best practices for instruction and align instruction with new curricular materials. Each of the instructional initiatives outlined in this document have been evaluated and informed by research related to college and career readiness. For mathematics, these initiatives include ST Math and CGI/ECM - ST Math further develops deep conceptual understandings while CGI/ECM provides students with the skills to explain their mathematical thinking. In conjunction, these programs directly address the research-based pedagogical shifts in mathematics instruction. In ELA, the CCSS are informed by research related to the complexity of texts required for college and career readiness; based on Madeline Hunter's research-based instructional model, DII focuses on productive language skills and correctives, developing all language domains as students are encouraged to interact using academic vocabulary. The new standards are organized by language domains - reading, writing, speaking, and listening - further emphasizing the importance of the DII foundation. As the State has implemented a new ELA/ELD Framework, teachers will continue to integrate and designate ELD for students in the classroom and through intervention models. The implementation of Illuminate provides both professional development and support services for HBCSD towards planning and assessing learning. Illuminate servces as the District's data management system, allowing for quick access to valuable student achievement and demographic data that helps in adjusting and modifying instructional goals and services. This data includes interim benchmark assessments that measure student progress towards standard mastery. Web-based communication tools allow the District to continue to inform parents of student progress and information in addition to providing feedback. Lastly, the intervention programs for both instructional and mental health needs help students receive specific services to support student achievement. As the District continues to expand the technology program, we will need to purchase new equipment, such as devices for

traditional or mobile labs. Additionally, equipment to expand wireless connectivity may be needed as well as other infrastructural costs. This equipment may also transition use towards a checkout system; this could potentially be a step in providing additional technology access to LI students. Reserve funds, such as the Common Core Implementation Funds, will be used on curriculum adoptions and fill needs related to the implementation of Common Core that are not addressed by Base and Supplemental Grants.

The three goals we have addressed in this document serve the differentiated needs of our students and position our District positively for the future. However, this plan is a living document and will be frequently referred to and worked with as the teachers, administrators, staff, and all stakeholders continually reflect on the actions necessary to improve learning for the students of Huntington Beach.

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.72   %

California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For the HBCSD the proportionality percentage is 3.72%. The services below exceed this requirement and reflect the District's commitment to improve student achievement:
•   Coordinated EL services with implementation of District-wide ELA/ELD Framework Plan
•   Coordinated LI services through proactive intervention supports
•   Data analysis and teacher collaboration/planning to identify and meet student needs
•   School-based interventions through differentiated instruction and additional instructional materials, including technology
•   Instructional strategies: best-practices for Common Core implementation in Mathematics and ELA, ELA/ELD Framework, Direct Interactive Instruction, Cognitively Guided Instructed, Extending Children's Mathematics, Spatial-Temporal Math, Thinking Maps, Project-based learning, interactive instructional technology, integrated and designated English Language Development, STEM

The District continues to assess and support programs for all students through the LCAP and these specific subgroups in particular: EL, LI, exceptional need and FY. The number of foster youth in our District is very low, however services such as the counseling program outlined above are available to provide emotional and social support and guidance for students. These are factors that are critical for academic success. As mentioned above, layers of intervention will continue to provide students with necessary supports if displaying non-proficiency, including Before- and After-School Supports and the development of a new Library/Media Center Model.

Collaborative analysis of student data, including Benchmark, SBAC, CST (Science), DIBELS, CELDT, District Writing Prompts and other assessments allows staff to focus on the learning needs of unduplicated students. After assessing and analyzing, staff are able to take action to improve student outcomes for targeted students, including assigning integrated and designated interventions during the school day or after school. Utilizing intervention in conjunction with strategic use of instructional strategies allows staff members to address the unique needs of unduplicated pupils after using data. The data allows staff to actions to improve services and apply unique services for unduplicated pupils.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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