

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: Huntington Beach City School District **Contact (Name, Title, Email, Phone Number):** Gregg Haulk, District Superintendent, ghaulk@hbcasd.us, 714-964-8888 **LCAP Year:** 2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>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.</p> <p>The LCAP process provided the District with an opportunity to demonstrate our community-developed Shared Values:</p> <p>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</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p> <p>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.</p>
<p>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:</p> <p>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</p>	<p>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.</p>

Involvement Process	Impact on LCAP
<p>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)</p>	
<p>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.</p>	<p>The ongoing feedback from these surveys drive the year-to-year adjustments made in District planning processes.</p>

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
It is essential for HBCSD to purchase curricular materials and assessment tools aligned to ELA and Mathematics Common Core State Standards. 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 drastically overhauled. Teachers will pilot 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 materials. HBCSD will also continue to monitor developments with the Next Generation Science	Adopt materials aligned to Common Core State Standards.	All	All	Pilot of instructional materials for CCSS Mathematics Teacher committee discussion of strengths and weaknesses of each pilot Recommendation of math program	Adoption and purchase of mathematics curriculum Full implementation of CCSS math curriculum Pilot of instructional materials for CCSS English Language Arts Teacher committee discussion of strengths and weaknesses of each pilot Recommendation of ELA program NGSS/ScienceWorks research and development implementation	Adoption and purchase of ELA curriculum Full implementation of CCSS ELA curriculum	State Priorities: Basic Services (COL) Implementation of State Standards (COL) Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Data and research based instruction	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
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. Metrics: instructional materials pilot committee involvement training records classroom observations								
HBCSD teachers will continue to implement research-based District-wide instructional practices. 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. 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. 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	Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	All (SAI) (EL)	All	Professional development and implementation continues for: ST Math, CGI / ECM, DII, CCSS PD (Administrators) Students will benefit from continuously improved CCS standards-aligned instruction. Analysis of ST Math participation data Establish student baselines using CAASPP and interim benchmark assessment data	Continue to utilize standards-based best practices Analyze CAASPP and interim benchmark assessment data in comparison to baseline and increase student proficiency rates based on state proficiency bands by a percentage determined during annual update	Continue to utilize standards-based best practices Analyze CAASPP and interim benchmark assessment data in comparison to baseline and increase student proficiency rates based on state proficiency bands by a percentage determined during annual update	State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO) Pupil Engagement (E) Shared Values: High academic standards Collaboration among staff, students, parents, and community for the benefit of all students Data and research based instruction	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>fossilization in students while continually developing content and academic vocabulary. Professional development for DII is ongoing and includes instructional supports. This includes coaching, co-planning, co-teaching, observational walkthroughs, and feedback sessions. 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.</p> <p>Metrics: participation reports (ST Math) teacher observation and evaluation data training records classroom observations coaching schedule (+ substitute requests)</p>								
<p>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</p>	Continue implementation of Illuminate	All (SAI) (EL) (LI)	All	<p>Implement the use of interim benchmark assessments</p> <p>Implement the use of Common Core standards sequence schedules</p> <p>Establish student baselines using CAASPP and interim benchmark assessment data</p>	<p>Continue to implement the use of interim benchmark assessments</p> <p>Continue to implement the use of Common Core standards sequence schedules</p> <p>Analyze CAASPP and interim benchmark assessment data in comparison to baseline and increase student proficiency rates based on state proficiency bands by a percentage determined during annual update</p>	<p>Continue to implement the use of interim benchmark assessments</p> <p>Continue to implement the use of Common Core standards sequence schedules</p> <p>Analyze CAASPP and interim benchmark assessment data in comparison to baseline and increase student proficiency rates based on state proficiency bands by a percentage determined during annual update</p>	<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO)</p> <p>Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>benchmark assessments that replicate the Smarter Balanced assessment.</p> <p>Metrics: CAASP interim benchmark assessments CELDT training records Professional Learning Communities (PLCs) and data talks participation logs</p>								
<p>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. 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.</p> <p>Metrics: percent of classrooms covered (wireless) traditional and mobile labs bandwidth utilization system uptime Help Desk performance utilization records</p>	Technology upgrades	All	All		<p>Initial implementation of District-wide wireless network</p> <p>Continue expansion of computer labs and mobile computer environments</p> <p>Monitor and assess technology needs</p>	Continue and expand District technology services	Continue and expand District technology services	<p>State Priorities: Basic Services (COL)</p> <p>Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment</p>
<p>The District will continue to utilize web-based communication, including the strategic use of social media (Facebook, Twitter) to engage parents. Additionally, the District website will increasingly be used as a space to communicate key information to stakeholders. As a positive reinforcement reward system, HBCSD will pilot a Digital Badges program to recognize student achievements in academics, attitude, attendance, and other customizable student goals.</p>	Web-based communication	All (EL)	All		<p>Summer training for Badges</p> <p>Implementation of Badges program: build and customize student recognition model</p>	Monitor and adjust programs	<p>Potential expansion of pilot Badge program</p> <p>Establish connections with HBUHSD and community colleges for Badge program</p>	<p>State Priorities: Pupil Engagement (E) Parent Involvement (E) Other Pupil Outcomes (PO) School Climate (E)</p> <p>Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metrics: social media posts and logs Digital Badge PD participation and reports site visitation to model Badge program utilization logs</p>								
<p>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. Potential revenues generated by attendance recovery can be used to expand the instructional program of the District.</p> <p>Metrics: increased focus on attendance data attendance rate increase of .25% per year program participation program reports and data expansion of attendance technician role in District Office, Business Services attendance letters and notifications</p>	Attendance Recovery Program	All	All		<p>Implementation of attendance recovery program</p> <p>Exploration of distance and blended learning options</p>	<p>Implementation of distance and blended learning options based on student course needs</p> <p>Increase in attendance rate by .25%</p>	<p>Implementation of distance and blended learning options based on student enrichment needs</p>	<p>State Priorities: Pupil Achievement (PO) Pupil Engagement (E) Course Access (COL)</p> <p>Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>
<p>HBCSD remains committed to providing students with support services to meet the learning needs of students. Remaining proactive in providing these supports, 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</p>	Proactive intervention supports	All (EL) (LI)	All		Monitor and adjust programs	<p>Monitor and collect data of counseling program (Outreach Concern, Phoenix House) usage</p> <p>Monitor and collect data of impact on additional Kindergarten hours</p> <p>Continue to monitor and adjust Early Childhood program</p>	<p>Monitor and collect data of counseling program (Outreach Concern, Phoenix House) usage</p> <p>Monitor and collect data of impact on additional Kindergarten hours</p> <p>Continue to monitor and adjust Early Childhood program</p>	<p>State Priorities: Pupil Engagement (E) Pupil Achievement (E) Other Pupil Outcomes (PO) School Climate (E)</p> <p>Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>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. Additionally, the District will support the extension of Kindergarten hours to a full day and a proposed expansion. Also, the District will explore recommendations to improve the coordination of early childhood programs and operations with a focus on School Readiness Program, Twilight Education Project, Preschool Academy, and related early childhood programs.</p> <p>Metrics: participation logs early childhood program participation teacher observation data expansion of Kindergarten hours Outreach Concern / Phoenix House records early childhood support staffing</p>							instruction	
<p>The District will develop layered approaches to providing services and interventions to non-proficient learners. 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.</p> <p>Metrics: CAASP interim benchmark assessments CELDT program attendance</p>	Before and After-School Supports	All (SAI) (EL) (LI)	Perry & Dwyer	<p>Expand before- and after-school opportunities</p> <p>Analysis of student performance data</p> <p>Assess before- and after-school program needs (standards mastery, skills development)</p>	Monitor and adjust before- and after-school program offerings	Monitor and adjust programs Potential expansion of pilot	<p>State Priorities: Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: High academic standards Belief that each child will learn to his or her highest potential Supportive educational and professional environment Data and research based instruction</p>	
HBCSD will lead the development of a new media center model, in which a Library/Media Technician	Develop Library/Media Center Model	All (EL) (LI)	Perry & Dwyer		Hiring and training of LMTs Implement new model	Monitor and adjust LMT program based on pilot data	Monitor and adjust programs Potential expansion of pilot	State Priorities: Implementation of State Standards (COL)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>collaborates with educators to provide additional texts and technology support. The implementation of Common Core standards requires embedded technology skills development. 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. Potentially, HBCSD will also develop a technology checkout system.</p> <p>Metrics: expansion of LMT hours LMT schedule LMT training / PD utilization logs program attendance</p>					Potential expansion of pilot to two other schools		<p>Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>	
	Supplemental services for English Learners	EL	District-wide				<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: High academic standards Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Adopt materials aligned to Common Core State Standards.	<p>State Priorities: Basic Services (COL) Implementation of State Standards (COL)</p> <p>Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Data and research based instruction</p>	District purchase of Common Core-aligned curriculum materials for English Language Arts, Mathematics, and Specialized Academic Instruction	District-wide		Common Core materials Base \$0	Common Core materials Base \$2,100,000	Common Core materials \$0
Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: High academic standards Collaboration among staff, students, parents, and community for the benefit of all students Data and research based instruction</p>	Utilizing partnerships with the Orange County Department of Education (math/CGI/ECM), Action Learning Systems (DII), and the MIND Research Institute (ST Math), teachers and staff will collaborate on the alignment of standards, curriculum, and instruction.	District-wide		Professional Development contracts Base \$150,000	Professional development contracts Supplemental \$150,000	Professional development contracts Supplemental \$150,000
Continue implementation of Illuminate	<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO)</p> <p>Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and</p>	Illuminate provides a data management system, professional development, and support services.	District-wide		Illuminate services Base \$40,000	Illuminate services Base \$40,000	Illuminate services Base \$40,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	professional environment Data and research based instruction						
Technology upgrades	State Priorities: Basic Services (COL) Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment	Technology equipment and services	District-wide		Equipment and service contract costs Base \$150,000	Equipment and service contract costs Supplemental \$340,000	Equipment and service contract costs Supplemental \$490,000
Web-based communication	State Priorities: Pupil Engagement (E) Parent Involvement (E) Other Pupil Outcomes (PO) School Climate (E) Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment	Digital Badge training and Facebook/Twitter accounts	District-wide		Supplemental costs for social media efforts \$0	Supplemental costs for social media efforts Supplemental \$5,000	Supplemental costs for social media efforts Supplemental \$5,000
Attendance Recovery Program	State Priorities: Pupil Achievement (PO) Pupil Engagement (E) Course Access (COL) Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff,	The District will explore distance and online content provider options for the Attendance Recovery Program.	District-wide		Content contract and additional teacher hours Supplemental \$40,000	Content contract and additional teacher hours Supplemental \$40,000	Content contract and additional teacher hours Supplemental \$40,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?					
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17			
	students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction									
Proactive intervention supports	State Priorities: Pupil Engagement (E) Pupil Achievement (E) Other Pupil Outcomes (PO) School Climate (E) Shared Values: Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction	Additional Kindergarten hours, early childhood education, and student support counseling services	District-wide		Intervention support costs \$415,400	Supplemental	Intervention support costs \$427,915	Supplemental	Intervention support costs \$440,750	Supplemental

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Before and After-School Supports	<p>State Priorities: Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: High academic standards Belief that each child will learn to his or her highest potential Supportive educational and professional environment Data and research based instruction</p>	Perry & Dwyer represent our largest population of EL, RFEP, and LI students; the District will pilot extended day learning opportunities (before or after school) to support non-proficient students in attaining grade level skills and content.	Perry & Dwyer		Additional teacher hours Supplemental \$10,000	Additional teacher hours Supplemental \$11,000	Additional teacher hours Supplemental \$12,000
Develop Library/Media Center Model	<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>	Perry & Dwyer represent our largest population of EL, RFEP, and LI students; the District will pilot expansion of the Library/Media Center at both sites and increase Library/Media Technician hours to increase text accessibility.	Perry & Dwyer		Additional LMT hours Supplemental \$60,000	Additional LMT hours Supplemental \$60,000	Additional LMT hours Supplemental \$60,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Supplemental services for English Learners	<p>State Priorities: Implementation of State Standards (COL) Pupil Achievement (PO) Pupil Engagement (E)</p> <p>Shared Values: High academic standards Belief that each child will learn to his or her highest potential Collaboration among staff, students, parents, and community for the benefit of all students Supportive educational and professional environment Data and research based instruction</p>	Supplemental services for English Learners include assessment, notification, interventions, and professional development. EL-specific supports provided by site staff (instructional aides, classroom teachers - Read 180 & English Language Development courses) and centralized EL staff (EL Coordinator, Bilingual Instructional Aides, EL Technician). Additional supplementary programs include instructional materials, translation services, parent consultations, and progress monitoring (EL and RFEP students).	District-wide		EL services and support Supplemental \$312,000	EL services and support Supplemental \$312,000	EL services and support Supplemental \$312,000

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Huntington Beach City School District 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 \$410,187 of the \$792,187 LCFF Supplemental Funds to improve student achievement District-wide for all students, as outlined in Section 3A. 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. 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 pedagogical shifts in mathematics instruction. In ELA, 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. The implementation of Illuminate provides both professional development and support services for HBCSD towards planning and assessing learning. Illuminate serves 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 positive feedback through the Badge program. 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.

The nine 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.

- D. 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). 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). 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.

Huntington Beach City School District has developed a plan to utilize LCFF Supplemental Funds specifically to meet the needs of English Learners (EL), Low Income (LI) and Foster Youth (FY) students by allocating \$71,000 for a variety of programs and services. The amount of \$312,000 is the maintenance of effort funds for English Learners, which has been designated to continue the services provided to all schools along with the school site allocation. The minimum proportionality percentage is 1.85%. The funds will be used to meet goals by increasing and maintaining services for unduplicated pupils identified as English Learners, Low Income and Foster Youth by increasing the actions outlined in Section 3B. The District's percentage of unduplicated pupils who are LI, EL, or FY is 19.78%.

The District continues to assess and support programs for these specific subgroups. 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. The schools selected for the pilot of these programs are the District's highest percentage schools of LI, EL, and RFEP students. HBCSD will pilot a new LMT program with the addition of hours to the Library/Media Technician position at these two schools. Through educator collaboration, this broadening of the Library/Media Center can potentially increase access to media and a variety of texts for EL and LI students, increasing depth and addressing the pedagogical shifts of the ELA CCSS. Before- and After-School Supports provide students with the opportunity for smaller instructional groups where staff will be able to individualize and personalize instruction. The District goals and expenditure plan also directly supports the needs of these subgroups. These costs reflect the increase in staffing with additional Kindergarten hours. By using an early-intervention model, students learning mastery of foundational skills can be focused upon early to be prevent future non-proficiencies. For LI and EL students who are potentially at risk of non-proficiency, the development of these skills is very important.

Additionally, federal requirements through Title III reporting continue to require that the District support EL student growth on the California English Language Development Test as well as the CAASPP ELA assessment. As such, students receive English Language Development for an allocated time per day and are placed in proper support initiatives based on their abilities and needs. Similar systems are in place for Title I services designed to support LI students, with the same data sets used to determine student needs and growth.