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:** 2015-16

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.

BOARD APPROVED: 6/30/15

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.

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

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

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. 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) gauged stakeholder opinions of a wide range of topics, including teaching and learning, school climate, and technology implementation. 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.

As a reflection of the improved involvement in the LCAP has improved this year, 45 comments left online and attendance at the three community meetings. Additionally, the LCAP was brought for public comment at Special

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.

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 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

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:
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)

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.

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	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	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 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 with timelines based on establishment of CDE adoption lists. HBCSD will also continue to 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. HBCSD teachers will continue to implement research-based District-wide instructional practices to address the Common Core State Standards. 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 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. 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.

HBCSD will lead the development of a new media center 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. Potentially, HBCSD will also develop a technology checkout system.

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

LCAP Year 1: 2015-16

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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt materials aligned to Common Core State Standards for ELA/ELD.	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
Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth	Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue implementation of Illuminate	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 40,000
Develop Library/Media Center Model	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional LMT hours 2000-2999: Classified Personnel Salaries Supplemental 60,000

LCAP Year 2: 2016-17

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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). 100% of students will have access to science materials from ScienceWorks tied to the NGSS. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt 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 1,500,000
Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, 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)	Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150,000
Continue implementation of Illuminate	LEA-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners	Illuminate services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 40,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop Library/Media Center Model	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional LMT hours 2000-2999: Classified Personnel Salaries Supplemental 60,000

LCAP Year 3: 2017-18

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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). This is the NGSS assessment Field Test year and the district will utilize instructional materials guidance from the state accordingly. 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt 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:	Common Core materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds 1,500,000

		(Specify)	
Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, 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)	Professional development contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150,000
Continue implementation of Illuminate	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 40,000
Develop Library/Media Center Model	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional LMT hours 2000-2999: Classified Personnel Salaries Supplemental 60,000

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

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

Identified Need :	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. 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 District Parent Survey along with the LCAP Input Survey are available to all stakeholders, including parents, students, teachers, support staff and community members, on the District website. Sections of the survey are dedicated to specific programs, including GATE, English Learner, and Title I programs. Analysis of the results allows the district to determine school safety and climate perceptions as well as plan information sessions and other parent events. 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 continue to pilot a Digital Badges program to recognize student achievements in academics, attitude, attendance, and other customizable student goals. The community has identified the need for streamlined communication from the district, focusing on key themes and common messages. Lastly, we will also begin strengthening our school safety plans and look to continually improve access to high-quality and well-maintained facilities.

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

LCAP Year 1: 2015-16	
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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Supplemental 100,000
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 1000

LCAP Year 2: 2016-17

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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). 100% of students will have access to science materials from ScienceWorks tied to the NGSS.

Expected Annual Measurable Outcomes content continued:

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Supplemental 100,000
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 1000

LCAP Year 3: 2017-18

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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). This is the NGSS assessment Field Test year and the district will utilize instructional materials guidance from the state accordingly. 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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 Supplemental 100,000
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 1000

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

	Connections	Related State and/or Local Priorities:
GOAL 3:		1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	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. HBCSD remains committed to providing students with support 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. 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. The Annual District Parent Survey along with the LCAP Input Survey are available to all stakeholders, including parents, students, teachers, support staff and community members, on the District website. Analysis of the results allows the district to determine school safety and climate perceptions as well as plan information sessions and other parent events. The data regarding school climate will be used to inform decisions regarding intervention supports for students. 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. 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. The District will also look to develop clubs and extra-curricular activities. 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. Additional supplementary services include instructional materials, technology, and teacher collaboration time focusing on literacy and language development that helps improve productive language skills.

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

<table>
<tr><td colspan="4" align="center">LCAP Year 1: 2015-16</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">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
Blended learning program data and course catalog access
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</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Blended Learning 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 110,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental 26,000
Proactive intervention supports	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental 540,000 Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000

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

LCAP Year 2: 2016-17			

| 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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). 100% of students will have access to science materials from ScienceWorks tied to the NGSS.
 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
 Blended learning program data and course catalog access
 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 |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Blended Learning 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 50,000 Teacher mentor stipends 1000-1999: Certificated Personnel Salaries Supplemental 26,000
Proactive intervention supports	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental 540,000 Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000
Before and After-School Supports	LEA-wide	_ All ------------ OR:	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental 11,000

		X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Supplemental services of EL	LEA-wide	_ All - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	EL services and support 0000: Unrestricted Supplemental 318,000

LCAP Year 3: 2017-18

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. Should the district be able to pilot materials in 2015-16, 100% of students will have access to standards-aligned materials for ELA/ELD (if not, this will be a pilot year). This is the NGSS assessment Field Test year and the district will utilize instructional materials guidance from the state accordingly. 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 Blended learning program data and course catalog access 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Blended Learning Program	LEA-wide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners	Content contract with Fuel Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000 Teacher mentor stipends 1000-1999: Certificated Personnel

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental 26,000
Proactive intervention supports	LEA-wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental 540,000 Counseling contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental 60,000
Before and After-School Supports	LEA-wide	_ All ----- OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental 11,000
Supplemental services of EL	LEA-wide	_ All ----- OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	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:	Adopt materials aligned to 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: | instructional materials
pilot committee involvement
training records
classroom observations
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
Continue to utilize standards-based best practices | Actual Annual Measurable Outcomes: | The mathematics pilot was very successful, leading to the recommendation of mathematics instructional materials to the Board of Trustees. After allocating required public viewing time, the Board will consider adoption of the recommended programs prior to the end of the 2014-15 school year. The new materials provided by McGraw-Hill Education are highly engaging for both parents and students, use real-world applications, and have strong technology compontents in addition to being a good fit with the District instructional initiatives. A similar plan will be utilized for ELA/ELD materials based on adoption lists provided by the State Board. ELA/ELD Framework training has also commenced in the district with a comprehensive plan to provide additional resources aligned to the framework.

Additional metrics added after LCAP was approved:
• 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing
• 100% of students have access to standards-aligned instructional materials
• School facilities are in good repair based on FIT reporting.
• The CCSS in ELA and Mathematics have been implemented
• Services are in place to enable EL students access to the CCSS and ELD standards
• 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886
• Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic
• Grade 8 science - 65% advanced, 21% proficient, 11% |

	basic, 2% below basic, 2% far below basic
	• CELDT progress 57.1%
	• Reclassification rate 9.44%
	• Attendance rate 95.4%
	• Chronic absenteeism rate 8.4%
	• Suspension rate 2.44%
	• Expulsion rate 0.03%
	• Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions
	• Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable
	• Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District purchase of Common Core-aligned curriculum materials for English Language Arts, Mathematics, and Specialized Academic Instruction	Common Core Materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds $0	Math materials adoption	Common Core Materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds 1,016,461
Scope of Service District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop Library/Media Center Model			
Scope of Service		Scope of Service	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	The pilot process was very successful; upon receiving the State adopted list for ELA/ELD materials, we will conduct a similar process to determine the best programs for our students.		

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:	Continue and expand District-wide instructional professional development: ST Math, CGI/ECM, DII, and Common Core Professional Development for Administrators.	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:	participation reports (ST Math) teacher observation and evaluation data training records classroom observations coaching schedule (+ substitute requests)	Actual Annual Measurable Outcomes:	CAASPP and SBAC data will be provided for the first time this summer with the establishment of baseline scores. Teachers and staff have analyzed benchmark assessments throughout the year to adjust instruction and pacing in alignment to the teacher-created standards sequence schedules. These standards sequence schedules will be updated by teacher committees after the school year. The baseline data provided will be used prior to the school year to evaluate continued professional development needs. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4%

- Chronic absenteeism rate 8.4%
- Suspension rate 2.44%
- Expulsion rate 0.03%
- Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions
- Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable
- Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Professional development contracts Base $150,000	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.	Professional development contracts Base $150,000
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-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	HBCSD is looking to expand PD offerings, including differentiating PD for teachers by interest, grade level, and subject. Feedback from teachers indicates more-focused PD is necessary now that the initial steps of CCSS implementation have been completed.		

goals?	

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:	Continue implementation of Illuminate	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:	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 implement the use of interim benchmark assessments Continue to implement the use of Common Core standards sequence schedules	Actual Annual Measurable Outcomes:	HBCSD successfully implemented online benchmarks for the first time this year to help students prepare for the SBAC. Benchmarks were administered in three separate occasions (Orange - Oct/Nov, Green - Jan/Feb, and Blue - May/June). These assessments were directly tied to teacher-created standards sequence schedules that helped guide instruction throughout the school year with adjustments made at the end of the year. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4%

	- Suspension rate 2.44% - Expulsion rate 0.03% - Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions - Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable - Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue implementation of Illuminate	Contract 5000-5999: Services And Other Operating Expenditures Supplemental $40,000	Continue implementation of Illuminate	Contract 5000-5999: Services And Other Operating Expenditures Supplemental $38,000
Scope of Service · District-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · District-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?	The District made changes through the year to the benchmarking system to best implement for our teachers and students. Our original plan included a fourth benchmark assessment (Pink) to be administered just prior to SBAC; however, feedback from staff required this to become an optional assessment. Moving forward, data received from SBAC will be used in conjunction with benchmark data to determine efficacy of programs and professional development

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.

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Original GOAL 4 from prior year LCAP:	Technology upgrades		Related State and/or Local Priorities: 1 <u>X</u> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Continue and expand District technology services percent of classrooms covered (wireless) traditional and mobile labs bandwidth utilization system uptime Help Desk performance utilization records Monitor and adjust programs	Actual Annual Measurable Outcomes:	Devices have continued to be purchased throughout the district, including iPads and ChromeBooks that students utilize to access online content and produce 21st-century work. The Help Desk continues to be an effective tool in responding to technical support needs at the site level. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44% • Expulsion rate 0.03% • Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to

	consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions
	• Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable
	• Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Technology equipment and services	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Supplemental $150,000	Technology equipment and services	Equipment and service contract costs 5000-5999: Services And Other Operating Expenditures Supplemental $108,000
Scope of Service District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-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?	The District technology team is developing a long-term plan to continue improving infrastructure as well as the procurement of devices for both staff and students.

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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 5 from prior year LCAP:	Web-based communication	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 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:	Potential expansion of pilot Badge program social media posts and logs Digital Badge PD participation and reports site visitation to model Badge program utilization logs school safety plans	Actual Annual Measurable Outcomes:	After piloting the use of social media during the 2014-15 school year, stakeholders requested more frequent and aligned messages across multiple platforms. Although the district website has been redesigned, requests for important messages being more-prominently displayed are being considered in addition to the use of multiple methods of communication to reach stakeholders. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44% • Expulsion rate 0.03%

	• Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions • Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable • Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Digital Badge training and Facebook/Twitter accounts	Supplemental costs of web-based communication 5000-5999: Services And Other Operating Expenditures Supplemental $0	Digital Badge training and Facebook/Twitter accounts	Supplemental costs of web-based communication 5000-5999: Services And Other Operating Expenditures Supplemental $0
Scope of Service District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-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?	The Digital Badges implementation became more complicated due to student account set-up and unanticipated costs. HBCSD will determine next steps during the summertime in scaling up the project. Social media has been a relative success in the number of people reached, however requests have been made to update and upgrade the district website, safety plans, and communication systems with parents.

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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 6 from prior year LCAP:	Attendance Recovery Program		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	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 Implementation of distance and blended learning options based on student course needs participation logs	Actual Annual Measurable Outcomes:	The district piloted alternative delivery methods for instruction with an online/blended pilot program. The intention of the pilot was to gain an understanding and anticipation of what implementation of a larger-scale virtual program entails. Moving forward, the district plans to utilize the lessons learned to expand the online offerings for attendance recovery in 2015-16. The district will also expand the attendance letters and notifications process. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44%

	• Expulsion rate 0.03%
	• Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions
	• Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will explore distance and online content provider options for the Attendance Recovery Program.	Content contract and additional teacher hours 5800: Professional/Consulting Services And Operating Expenditures Supplemental $40,000	The District will explore distance and online content provider options for the Attendance Recovery Program.	Content contract and additional teacher hours 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,276
Scope of Service District-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-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?	The blended learning program is slated to expand and scale up next year. After learning the ropes for this type of instructional delivery, HBCSD is looking to potentially hire mentor teachers to expand this program.

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

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

Expected Annual Measurable Outcomes:	early childhood program participation teacher observation data expansion of Kindergarten hours Outreach Concern / Phoenix House records Monitor and collect data of impact on additional Kindergarten hours Continue to monitor and adjust Early Childhood program	Actual Annual Measurable Outcomes:	Early prevention efforts have yielded the expansion of Kindergarten hours across the district (to full day) and further growth of the Early Childhood Program. A Director of Early Childhood Education has brought forth coordinated efforts to increase preschool attendance and improve the overall program. Mental health services are also being expanded this year after successful implementation at select schools. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44%

	- Expulsion rate 0.03% - Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions - Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable - Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Additional Kindergarten hours, early childhood education, and student support counseling services	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental $415,000	Additional Kindergarten hours, early childhood education, and student support counseling services	Intervention support costs 1000-1999: Certificated Personnel Salaries Supplemental $415,000
Scope of Service : District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : District-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?	The counseling program is expanding to all schools across the district. Early childhood programs are also expanding to include a summer program and refined connections with the transitional Kindergarten program.

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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 8 from prior year LCAP:	Before and After-School Supports	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Dwyer, Perry
	Applicable Pupil Subgroups:	LI, EL

Expected Annual Measurable Outcomes:	Expand before- and after- school opportunities Analysis of student performance data Assess before- and after- school program needs (standards mastery, skills development)	Actual Annual Measurable Outcomes:	After-school programs at both and Perry and Dwyer were piloted to meet the needs of students that needed extended learning opportunities. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44% • Expulsion rate 0.03% • Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community

	Input Sessions
	• Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable
	• Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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	Additional teacher hours 1000-1999: Certificated Personnel Salaries Supplemental $10,000	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	Additional teacher hours Supplemental $10,000
Scope of Service Perry and Dwyer _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Perry and Dwyer _ All OR: X Low Income pupils X 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?	HBCSD will continue to explore ways to increase strategic after-school offerings.		

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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 9 from prior year LCAP:	Pilot and develop library/media center	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	expansion of LMT hours LMT schedule LMT training / PD utilization logs program attendance	Actual Annual Measurable Outcomes:	The pilot of a new Library/Media Center has commenced at Perry, Sowers, and Dwyer. Standards and expectations for the position were very high, with the individual(s) selected having a very specific set of skills. The role of a library is evolving from that of location where paper records/books can be accessed to one where all kinds of media are stored, including virtual libraries, E-readers, the internet, as well as offering ability to remotely access numerous other sources. As a result, Library Media Technicians are consolidating traditional librarian responsibilities with duties related to evolving technology, including programming language, web design, and multimedia projects. With stringent qualifications, the technicians were hired only after appropriate personnel were found; this process continued into the school year but all three positions are now filled. Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic

| | • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic
• CELDT progress 57.1%
• Reclassification rate 9.44%
• Attendance rate 95.4%
• Chronic absenteeism rate 8.4%
• Suspension rate 2.44%
• Expulsion rate 0.03%
• Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions
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• Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students |

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 $42,000
Scope of Service — Perry, Dwyer and Sowers X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — Perry, Dwyer and Sowers 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	With additional technology environments added on a consistent basis and a foundation laid for successful expansion of the LMT role within the next few years, HBCSD will continue to explore ways the Library/Media Center can be utilized to improve student learning in alignment with the CCSS, NGSS, and other student needs.		

goals?

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

Goal Applies to: Schools: All

Applicable Pupil Subgroups: EL

Expected Annual Measurable Outcomes:	CELDT data and reclassification rate	Actual Annual Measurable Outcomes:	Additional metrics added after LCAP was approved: • 100% of teachers are appropriately placed and credentialed in the subject areas they are instructing • 100% of students have access to standards-aligned instructional materials • School facilities are in good repair based on FIT reporting. • The CCSS in ELA and Mathematics have been implemented • Services are in place to enable EL students access to the CCSS and ELD standards • 3-year weighted API: Smith 907, Eader 921, Peterson 929, Perry 806, Hawes 934, Moffett 916, H. Seacliff 960, Dwyer 888, Sowers 886 • Grade 5 science: 57% advanced, 30% proficient, 11% basic, 2% below basic, 0% far below basic • Grade 8 science - 65% advanced, 21% proficient, 11% basic, 2% below basic, 2% far below basic • CELDT progress 57.1% • Reclassification rate 9.44% • Attendance rate 95.4% • Chronic absenteeism rate 8.4% • Suspension rate 2.44% • Expulsion rate 0.03% • Parent input is received through the Annual Parent Survey, DAC/DELAC meetings (for unduplicated pupils, in addition to consultation meetings), PTA and Board Meetings, GATE Parent Advisory Committee, and multiple LCAP Community Input Sessions • Course access is pursuant to Ed.Code Sections 51210 and 51220 (a)-(i), as applicable

		• Differentiated instruction is provided for all learning needs, including supplemental services provided to EL, LI, Special Education, and GATE students

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
EL services and supports	EL services and supports 0000: Unrestricted Supplemental $318,000	EL services and supports	EL services and supports 0000: Unrestricted Supplemental $303,251
Scope of Service District-wide _ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District-wide _ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth X 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?	With a new ELA/ELD framework adopted by the state, integrated and designated English Language Development supports are being developed to support learning needs of students. Research-based programs continue to be implemented through intervention programs and in-class supports while an eye will remain on the state adoption lists in order for our teachers to pilot,

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:	$1,492,000

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 $1.492 million in 2015 - 16 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 the $1,492,000 LCFF Supplemental 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 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 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.

3.19 %

California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For the HBCSD the proportionality percentage is 3.19%. 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, 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.

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).

01-13-15 [California Department of Education]