# Monitoring Goals, Actions, and Resources for the
# 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Hillsborough City School District | Ana de Arce<br>Superintendent | adearce@hcsdk8.org<br>(650) 342-5193 |

# Goal 1

| Goal Description |
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| By the end of the 2027 academic year, 90% of all students in HCSD will meet or exceed standards and benchmarks on both state metrics in ELA, math, and science and Students with Disabilities will see improved academic outcomes in all areas. Currently, approximately 83.5% of all students meet or exceed standard on the CAASPP assessment in ELA and approximately 86% of students meet or exceed standard on the CAASPP assessment in math. Currently, almost 81% of students meet or exceed standard on the California Science Test. Additionally, on the California School Dashboard, all student groups will remain within one performance indicator of overall student achievement in ELA and math. There is not yet an indicator on the dashboard for science. Academic achievement for Students with Disabilities is further highlighted in Goal 3. |

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
| --- | --- | --- | --- | --- | --- | --- |
| 1.1 | Appropriately Assigned Teachers (Priority 1) | 86.5% of teachers marked 'clear' for being appropriately credentialed (2023 CA School Dashboard) | 89.5% of teachers marked 'clear' for being appropriately credentialed (2024 CA School Dashboard) | | 89.5% of teachers marked 'clear' for being appropriately credentialed (2024 CA School Dashboard) | 100% of teachers marked 'clear' for being appropriately credentialed (2026 CA School Dashboard) |
| 1.2 | Access to Standards-aligned Instructional Material (Priority 1) | 100% of students with access to standards-aligned instructional materials (2023 CA School Dashboard) | 100% of students with access to standards-aligned instructional materials (2024 CA School Dashboard) | | 100% of students with access to standards-aligned instructional materials (2024 CA School Dashboard) | 100% of students with access to standards-aligned instructional materials (2026 CA School Dashboard) |
| 1.3 | Facilities Inspection Tool (FIT) Good or Excellent Overall Rating (Priority 1) | 100% of facilities meeting Good or Excellent Overall rating on FIT (2023 CA School Dashboard) | 100% of facilities meeting Good or Excellent Overall rating on FIT (2024 CA School Dashboard) | | 100% of facilities meeting Good or Excellent Overall rating on FIT (2024 CA School Dashboard) | 100% of facilities meeting Good or Excellent Overall rating on FIT (2026 CA School Dashboard) |
| 1.4 | State Standards Implementation Rubric on the California School Dashboard - Indicators at Full Implementation (Level 4) or Above (Priority 2) | 57% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2023 CA School Dashboard) | 57% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2024 CA School Dashboard) | | 57% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2024 CA School Dashboard) | 85% of all indicators on the State Standards Implementation Rubric at Level 4 or higher (2026 CA School Dashboard) |
| 1.5 | Parent and Family Engagement Self Reflection Rubric on the California School Dashboard - Indicators at Full Implementation (Level 4) or Above (Priority 3) | 67% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2023 CA School Dashboard) | 83% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2024 CA School Dashboard) | | 83% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2024 CA School Dashboard) | 100% of all indicators on the Parent and Family Engagement Self Reflection Rubric at Level 4 or higher (2026 CA School Dashboard) |
| 1.6 | Meeting or Exceeding Standard on CAASPP ELA (Priority 4) | 83.45% of all students meeting or exceeding | 85.23% of all students meeting or exceeding | | 85.23% of all students meeting or exceeding | 90% of all students meeting or exceeding |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| | | standard on CAASPP ELA (2022-2023) | standard on CAASPP ELA (2023-2024) | | standard on CAASPP ELA (2023-2024) | standard on CAASPP ELA (2025-2026) |
| 1.7 | Meeting or Exceeding Standard on CAASPP Math (Priority 4) | 86.31% of all students meeting or exceeding standard on CAASPP Math (2022-2023) | 84.06% of all students meeting or exceeding standard on CAASPP Math (2023-2024) | | 84.06% of all students meeting or exceeding standard on CAASPP Math (2023-2024) | 90% of all students meeting or exceeding standard on CAASPP Math (2025-2026) |
| 1.8 | Meeting or Exceeding Standard on CAASPP Science (Priority 4) | 80.68% of all students meeting or exceeding standard on CAASPP Science (2022-2023) | 76% of all students meeting or exceeding standard on CAASPP Science (2023-2024) | | 76% of all students meeting or exceeding standard on CAASPP Science (2023-2024) | 90% of all students meeting or exceeding standard on CAASPP Science (2025-2026) |
| 1.9 | English Learner Progress Indicator on the California School Dashboard - Percent of students making progress toward English language proficiency (Priority 4) | 100% making progress toward English language proficiency (2023 CA School Dashboard ELPI) | No performance indicator given; fewer than 11 students in data set (2024 CA School Dashboard ELPI) | | No performance indicator given; fewer than 11 students in data set (2024 CA School Dashboard ELPI) | 100% making progress toward English language proficiency (2026 CA School Dashboard ELPI) |
| 1.10 | English Learner Proficiency for Summative ELPAC - Percent of students scoring Well Developed (Level 4) (Priority 4) | 50% of English Learners scored Well Developed Level 4 on the Summative ELPAC (2022-2023) | 17.65% of English Learners scored Well Developed Level 4 on the Summative ELPAC (2023-2024) | | 17.65% of English Learners scored Well Developed Level 4 on the Summative ELPAC (2023-2024) | 100% of English Learners will be score Well Developed Level 4 on the Summative ELPAC (2025-2026) |
| 1.11 | English Learner Reclassification Rate (Priority 4) | 65.2% of English Learners reclassified within 3 years (2022-2023) | 39% of English Learners reclassified within 3 years (2023-2024) | | 39% of English Learners reclassified within 3 years (2023-2024) | 100% of English Learners will reclassify within 3 years (2025-2026) |
| 1.12 | Students enrolled in a broad course of study including all core courses and a range of elective courses - middle school (Priority 7) | 66 unique courses offered - Middle School (2023-2024 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | 62 unique courses offered - Middle School (2024-2025 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | | 62 unique courses offered - Middle School (2024-2025 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | 60 or more unique courses offered - Middle School (2026-2027 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) |
| 1.13 | Students enrolled in a broad course of study including all core courses and a range of specialist courses - elementary school (Priority 7) | 63 unique courses offered - elementary (2023-2024 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | 63 unique courses offered - elementary (2024-2025 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | | 63 unique courses offered - elementary (2024-2025 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) | 60 or more unique courses offered - elementary (2026-2027 CalPADS Fall 2 Report 3.6 - Course Section Enrollment - Count by Content Area) |
| 1.14 | California Physical Fitness Test (Priority 8) | 98% participation on the California Physical | Pending | | Pending - PFT participation rate will | 95% or higher participation on the |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| | | Fitness Test for 5th and 7th graders (2023-2024) | | | be calculated in June 2025 | California Physical Fitness Test for 5th and 7th graders (2026-2027) |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 1.1 | **ELA Instructional Materials Implementation and Inclusive Practices** Full implementation of instructional resources for elementary ELA with related professional development to focus on inclusive instructional strategies to support literacy. Review of middle school ELA instructional materials during 2024-2025 school year with potential adoption and implementation to begin in the 2025-2026 school year. | No | Partially Implemented | Instructional Resources: Amplify ELA, Wordly Wise/Classical Roots, Newsela, Flocabulary, and NoRedInk (Crocker), extra Wonders class set (3rd grade), Cursive handwriting (2nd grade), Phonics curriculum and handwriting (TK), RAZ Kids and Lexia Core5 (elementary)<br><br>PD: Amplify, NoRedInk, PLC conference, summer Open Court Reading training (K and 1st grade)<br><br>ELA intervention resources: Open Court Reading teach set and Wonders online for 3rd and 5th (for Reading Specialist and reading intervention teacher)<br><br>Beginning Crocker ELA instructional resources review; planning to extend into the 2025-2026 school year based on instructional resource deep dives and release days with the ELA team. | 84% at/above benchmark on Star Reading (Winter 2025)<br><br>6th grade - 97.9% B or higher (T1)<br><br>7th grade - 99.3% B or higher (T1)<br><br>8th grade - 95.8% B or higher (T1)<br><br>K-5th Reading - 87.7% with report card average 2.5 or higher (T1)<br><br>K-5th Writing - 80.8% with report card average 2.5 or higher (T1) | $43,022.75 | $53,639.42 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 1.2 | **Science Instructional Materials Implementation and Inclusive Practices** Full implementation of instructional resources for elementary science with related professional development to focus on inclusive instructional strategies to support science. Review of middle school science instructional materials during 2024-2025 school year with potential updated materials adoption and implementation to begin in the 2025-2026 school year. | No | Partially Implemented | Instructional Resources: Twig Science kits (elementary), Flocabulary (Crocker) PD: Twig Trainer on 11/1 | 6th grade - 91.2% B or higher (T1) 7th grade - 96% B or higher (T1) 8th grade - 90.8% B or higher (T1) K-5th Science - 98.7% with report card average 2.5 or higher (T1) | $7,000.74 | $14,266.31 |
| 1.3 | **Mathematics Instructional Materials Implementation and Inclusive Practices** Provide increased teacher professional development in TK-8 mathematics in alignment with the new math framework in 2024-2025; facilitate instructional materials review process and potential materials adoption in 2025-2026; begin implementation of new mathematics instructional resources beginning in 2026-2027 school year with focus on inclusive instructional strategies in mathematics. | No | Partially Implemented | Instructional Resources: PrismsVR (Crocker), SVMI membership PD: PrismsVR, Youcubed, Graham Fletcher Updated elementary district math benchmark assessments; further revisions for 2025-2026 likely. Planning review of Math Framework in anticipation of instructional resources review in 2025-2026. | 79.6% at/above benchmark on Star Math (Winter 2025) 6th grade - 93.9% B or higher (T1) 7th grade - 82.9% B or higher (T1) 7th/8th Compressed - 100% B or higher (T1) 8th grade - 100% B or higher (T1) | $41,390.00 | $54,386.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | | Algebra 1 - 98.5% B or higher (T1) | | |
| | | | | | K-5th Math - 92% with report card average 2.5 or higher (T1) | | |
| 1.4 | **Social Studies Instructional Materials Implementation and Inclusive Practices** Complete a full review of elementary social studies resources, adopt, and implement use of updated instructional resources by the end of 2027 with inclusive instructional strategies to support social studies. | No | Planned | Instructional Resources: EdPuzzle and textbook replacements (Crocker), Studies Weekly (elementary), Let's Find Out (TK) | 6th grade - 98% B or higher (T1) 7th grade - 98% B or higher (T1) 8th grade - 95% B or higher (T1) K-5th Social Science - 96.6% with report card average 2.5 or higher (T1) | $13,011.75 | $13,011.75 |
| 1.5 | **Curriculum Standards and Framework Professional Development** Increased professional development to staff focusing on curriculum standards and deepening understanding of instructional frameworks to support teaching and learning. | No | Partially Implemented | PD: Summer TK Institute, PLC conference HCSD-led PD: prioritizing essential standards, PLC focus questions, and developing writing rubrics (Elementary) | | $50,000.00 | $11,164.23 |
| 1.6 | **Inclusive Instructional Design** Fully integrate Universal Design for Learning as an instructional design framework to support inclusive | No | Partially Implemented | PD: Concious Teaching - The Engaged Brain (8/21/2024) and Participation by Design | | $30,000.00 | $14,544.72 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation<br>Level | Mid-year Outcome Data | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|---|---|---|---|---|---|---|---|
| | teaching and learning through all curricular areas. | | | (11/1/2024), UDL conference, Concious Teaching Virtual Academies<br><br>Site-based UDL leadership team coaching at end of February 2025. | | | |
| 1.7 | **Elective and Specialist Courses Instructional Materials and Inclusive Practices**<br>Provide instructional resources and related professional development for elementary specialist teachers/courses and middle school electives. | No | Partially Implemented | Instructional Resources: Tynker Coding (elmentary), FactCite (all), library management system, Quaver music (elementary), textbooks and online tools (Mandarin), digitial design and computer science materials (Crocker), bowling (elementary PE)<br><br>PD: Library Summer Camp, CASMEC Conference (music teachers), CA STEAM Symposium (iLab teachers), county-wide collaboration for elementary (11/1/2024) | | $40,204.10 | $54,181.31 |
| 1.8 | **Multi-Tiered System of Support and Progress Monitoring - Academics**<br>Full implementation of HCSD's Multi-Tiered system of support with a focus on Tier 1, Tier 2, and Tier 3 academic supports and progress monitoring. | No | Partially Implemented | Instructional Resources: Daily Language Instruction (RSP), Sonday, Orton-Gillingham<br><br>Systematic Assessment and Progress Monitoring: Renaissance Star and Freckle suite, | | $43,994.00 | $37,525.00 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | EduClimber, ESGI assessments (TK) | | | |
| **1.9** | **Inclusive Instruction for Gifted Learners**<br>Reconvene the Giftedness Study Team to review HCSD's giftedness implementation plan, study best practices, and revise the plan. Areas of focus will include identification of giftedness, planning and providing support to students and educators, identified parent support needs, and monitoring progress of identified students. | No | Planned | Instructional Resources: Renzulli Learning, books<br><br>PD: Nueva Giftedness Institute, California Assiciation for the Gifted<br><br>Screening Assessments: OLSAT-8, CogAT | | $10,000.00 | $9,840.76 |
| **1.10** | **SST and CARE Team Process Update**<br>Revamp Student Study Team and CARE team process to ensure measurable action plans for all students. | No | Partially Implemented | SST has been completed. CARE Team alignment is in process. | | $5,000.00 | $0.00 |
| **1.11** | **English Learner Support and Progress Monitoring**<br>Provide support for English Learners consistent with identified needs. This support includes ELPAC assessment, progress monitoring, EL case managers for each English Learner, supplemental curriculum, integrated and designated ELD provided by CLAD-certified teachers, and summer assessment to allow EL students to | Yes | Partially Implemented | Instructional Resources: Lexia English<br><br>PD: Kate Kinsella Workshop at SMCOE for reading specialists (elementary) and Assistant Principal (Crocker).<br><br>Initial ELPAC completed. | | $115,506.00 | $10,345.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | begin instruction as the year begins. | | | | | | |
| 1.12 | **Supporting HCSD New Hires** Support for new certificated hires to HCSD include New Teacher Induction (for those in their first two years teaching in California), HCSD New Hire Orientation, New Hire Mentor support, and professional development. | No | Partially Implemented | PD: New Teacher Induction at SMCOE, New Hire Orientation (August 2024), New Hire Buddy/Mentor teachers assigned to new certificated staff, New Hire Meetings (October 2024, February 2025, April 2025), coaching support for new hires | | $16,435.00 | $7,290.00 |
| 1.13 | **Academic Intervention** Provide staffing and resources to support ELA and Math achievement, such as continued funding of reading specialists and resources and math intervention educators and resources at elementary schools and Math Lab and Literacy Lab staffing and resources at Crocker. Unduplicated pupils will be the first considered for these supports. | Yes | Partially Implemented | Instructional Resources: Lexia Core5 and PowerUp Math and additional ELA Tier 2 interventions in place at elementary schools. | | $101,446.13 | $66,640.00 |

# Goal 2

| Goal Description |
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| HCSD will continue to support the social-emotional well-being of students and staff through professional development and curriculum implementation. |

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 2.1 | Suspension Rates - All Students (Priority 6) | 1.1% Suspension Rate - All Students (2023 CA School Dashboard) | 0.5% Suspension Rate - All Students (2024 CA School Dashboard) | | 0.5% Suspension Rate - All Students (2024 CA School Dashboard) | 0% Suspension Rate - All Students (2026 CA School Dashboard) |
| 2.2 | Expulsion Rate - Crocker Middle School (Priority 6) | 0.0% Expusion Rate - Crocker Middle School (2022-2023 DataQuest Expulsion Rate Report) | 0.0% Expulsion Rate - Crocker Middle School (2023-2024 DataQuest Expulsion Rate Report) | | 0.0% Expusion Rate - Crocker Middle School (2023-2024 DataQuest Expulsion Rate Report) | 0.0% Expusion Rate - Crocker Middle School (2025-2026 DataQuest Expulsion Rate Report) |
| 2.3 | School Connectedness - 5th Grade (Priority 6) | 85% reporting high levels of school connectedness (2023-2024 California Healthy Kids Survey) | Pending | | Pending - CHKS will be administered in March 2025 | 100% reporting high levels of school connectedness (2026-2027 California Healthy Kids Survey) |
| 2.4 | School Connectedness - 7th Grade (Priority 6) | 74% reporting high levels of school connectedness (2023-2024 California Healthy Kids Survey) | Pending | | Pending - CHKS will be administered in March 2025 | 100% reporting high levels of school connectedness (2026-2027 California Healthy Kids Survey) |
| 2.5 | School Safety - 5th Grade (Priority 6) | 90% reporting feeling safe at school most or all of the time (2023-2024 California Healthy Kids Survey) | Pending | | Pending - CHKS will be administered in March 2025 | 100% reporting feeling safe at school most or all of the time (2026-2027 California Healthy Kids Survey) |
| 2.6 | School Safety - 7th Grade (Priority 6) | 78% reporting feeling safe at school most or all of the time (2023-2024 California Healthy Kids Survey) | Pending | | Pending - CHKS will be administered in March 2025 | 100% reporting feeling safe at school most or all of the time (2026-2027 California Healthy Kids Survey) |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 2.1 | **Implementation of SEL Program - Crocker** Full implementation of SEL program at middle school (Character Strong). | No | Fully Implemented | Instructional Resources: Character Strong (Crocker) PD: Character Strong Conference and retreat presenter (Crocker) | | $5,993.00 | $15,057.36 |
| 2.2 | **Implementation of SEL Program - Elementary** Full implementation and alignment of SEL programs at elementary schools (Second Step). | No | Fully Implemented | Instructional Resources: Second Step SEL curriculum | 93.9% in expected range on Dessa (Fall Screening) | $20,000.00 | $5,980.62 |
| 2.3 | **Multi-Tiered System of Support - SEL** Full implementation of HCSD's Multi-Tiered system of support with a focus on Tier 1, Tier 2, and Tier 3 social emotional support and progress monitoring. | No | Partially Implemented | Resources: One Life Counseling, sensory toolkits for classrooms PD: Health Connected Family Engagement Workshop Assessment and Progress Monitoring: DESSA | | $9,370.58 | $73,574.49 |
| 2.4 | **Professional Development - Trauma Informed Instructional Practices** Professional development to support all staff in understanding trauma-informed teaching practices. | No | Planned | PD: Working with Challenging Student Behavior workshop (Crocker), McKinnery-Vento training | | $5,000.00 | $2,275.00 |
| 2.5 | **Diversity, Equity, and Inclusion Plan** | No | Partially Implemented | Activities: Week of Belonging (Fall 2024) | | $5,000.00 | $0.00 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation<br>Level | Mid-year Outcome Data | Other<br>Data/Evidence<br>(qualitative,<br>quantitative,<br>artifacts) | Total Funds<br>Budgeted | Mid-Year<br>Expenditures |
|---|---|---|---|---|---|---|---|
| | Continued refinement of HCSD's DEI plan to include closer involvement from educational partners, such as the IDEA and RISE parent groups. Foci include support for professional development for staff, community engagement, student engagement inclusion, curriculum review, and regular reviews of multiple data points (including the California School Dashboard) to support student connectedness and inclusion in all aspects of HCSD. Some events include Building Belonging Week, Abilities Awareness, monthly recognitions with resources to support at home and at school, and training on supporting LGBTQ awarenes and inclusion. These are to serve as examples and are not a comprehensive list of groups or actions. | | | and Kindness Week (January 2025), Special Olympics (October 2024 and January 2025)<br><br>Social content review when adopting new instructional resources. | | | |

# Goal 3

| Goal Description |
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| By the end of the 2027 academic year, HCSD will reduce academic performance discrepancies in ELA, Math, and Science between students with disabilities and students without identified disabilities. Students with disabilities will receive a green or blue academic performance indicator on the California School Dashboard in both ELA and Math and a minimum of 60% of students with disabilities will meet or exceed standards on the California Science test. By the end of 2027, students with disabilities will receive a green or blue performance indicator for suspensions on the California School Dashboard. Currently, students with disabilities are receiving the following: <br><br> • **CA School Dashboard ELA - Orange** <br> • **CA School Dashboard Math - Yellow** <br> • **California Science Test Meets/Exceeds Standard - 44.83%** <br> • **CA School Dashboard Suspension Rate - Orange** |

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 3.1 | Meeting or Exceeding Standard on CAASPP ELA for Students with Disabilities (Priority 4) | 42.72% meeting or exceeding standard on CAASPP ELA (2022-2023) | 44.34% meeting or exceeding standard on CAASPP ELA (2023-2024) | | 44.34% meeting or exceeding standard on CAASPP ELA (2023-2024) | 60% or more meeting or exceeding standard on CAASPP ELA (2025-2026) |
| 3.2 | Meeting or Exceeding Standard on CAASPP Math for Students with Disabilities (Priority 4) | 47.52% meeting or exceeding standard on CAASPP Math (2022-2023) | 49.06% meeting or exceeding standard on CAASPP Math (2023-2024) | | 49.06% meeting or exceeding standard on CAASPP Math (2023-2024) | 60% or more meeting or exceeding standard on CAASPP Math (2025-2026) |
| 3.3 | Meeting or Exceeding Standard on CAASPP Science for Students with Disabilities (Priority 4) | 44.83% meeting or exceeding standard on CAASPP Science (2022-2023) | 42.86% meeting or exceeding standard on CAASPP Science (2023-2024) | | 42.86% meeting or exceeding standard on CAASPP Science (2023-2024) | 60% or more meeting or exceeding standard on CAASPP Science (2025-2026) |
| 3.4 | Suspension Rates - Students with Disabilities (Priority 6) | 2.6% Suspension Rate - Students with Disabilities (2023 CA School Dashboard) | 1.6% Suspension Rate - Students with Disabilities (2024 CA School Dashboard) | | 1.6% Suspension Rate - Students with Disabilities (2024 CA School Dashboard) | 0% Suspension Rate - Students with Disabilities (2026 CA School Dashboard) |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 3.1 | **Co-Teaching Implementation** Improved access to general education courses: Full | No | Partially Implemented | PD: Co-Teaching Mentor Support (outside consultant) | Co-Taught Math Classes - 87.5% B or higher (T1) | $4,000.00 | $3,445.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | implementation of co-teaching at middle school and beginning implementation in elementary schools. | | | | and 54.2% meet benchmark on Star Math (Winter)<br><br>Co-Taught English Classes - 100% B or higher (T1) and 73.5% meet benchmark on Star Reading (Winter)<br><br>Co-Taught Science Classes - 100% B or higher (T1) | | |
| 3.2 | **Inclusive Instructional Practices Professional Development - Focus on Students with Disabilities** Professional development for all educators on effective and inclusive instructional practices to support needs of all students, with special attention to students with disabilities. | No | Partially Implemented | Resources: Educator books, intevention resources from core ELA curricula<br><br>PD: Every Child Counts Conference | | $15,000.00 | $5,690.72 |
| 3.3 | **Refine and Progress Monitor Special Education Systems and Processes** Students served according to their IEPs, collaboration between General Education and Special Education/Special Services teachers, continued professional development for all staff that work | No | Partially Implemented | Instructional Resources: Pioneer Valley, N2Y, Read Naturally, Learning Ally, Voyager VMath, Apple iShare<br><br>PD: Compliance Improvement Monitoring process (Fall 2024) to | | $2,000.00 | $3,751.91 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | with students with identified special needs, intensive support provided as per IEP based on needs. | | | deepen understanding of achievement discrepancies between students with disabilities and those without identified disabilities and design action plans to address student needs. | | | |

# Goal 4

| Goal Description |
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| By the end of the 2027 academic year, all schools and identified student groups within those schools and throughout HCSD will receive a yellow, green, or blue chronic absenteeism indicator on the California School Dashboard. Currently, the following groups are receiving a red or orange indicator:<br><br>• HCSD - (none) Red and (All Students, Asian, English Learners, Two or More Races, Socioeconomically Disadvantaged, and White) Orange<br>• Crocker Middle - (none) Red and (Asian and Two or More Races) Orange<br>• North Hillsborough - (none) Red and (All Students, Asian, and White) Orange<br>• South Hillsborough - (none) Red and (All Students, Asian, an White) Orange<br>• West Hillsborough - (All Students) Red and (Asian, Two or More Races, and White) Orange |

## Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|---|---|---|---|---|---|---|
| 4.1 | School Attendance Rates (Priority 5) | 96.08% School Attendance Rate (2023-2024 P-2 ADA Rate) | Pending | | 95.69% Attedance (per EduClimber on 1.31.2025) | 100% School Attendance Rate (2026-2027 P-2 ADA Rate) |
| 4.2 | Chronic Absenteeism Rates - All Students (Priority 5) | 9.2% Chronic Absenteeism Rate (2023 CA School Dashboard) | 3.4% Chronic Absenteeism Rate (2024 CA School Dashboard) | | 3.4% Chronic Absenteeism Rate (2024 CA School Dashboard) | 0% Chronic Absenteeism Rate (2026 CA School Dashboard) |
| 4.3 | Middle School Dropout Rate - Crocker Middle School (Priority 5) | 0% Dropout Rate - Crocker Middle School (2023 CalPads Fall 1 Report 1.12) | 0% Dropout Rate - Crocker Middle School (2024 CalPads Fall 1 Report 1.12) | | 0% Dropout Rate - Crocker Middle School (2024 CalPads Fall 1 Report 1.12) | 0% Dropout Rate - Crocker Middle School (2026 CalPads Fall 1 Report 1.12) |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| 4.1 | **Multi-Tiered System of Support - Attendance and Progress Monitoring**<br>Full implementation of HCSD's Multi-Tiered system of support with a focus on Tier 1, Tier 2, and Tier 3 attendance supports and progress monitoring. | No | Partially Implemented | Tier 1 safe and inclusive schools to proactively support positive attenance.<br><br>Tier 2 attendance contracts and SSTs for students needing additional support. | | $2,000.00 | $0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 4.2 | **Attendance Policy Implementation** Full implementation of systems and HCSD attendance policy to notify parents of student absenteeism and provide support to families, as needed. | No | Partially Implemented | Principals sharing attendance letters with families for notice of chronic absenteeism or risk for chronic absenteeism | | $0.00 | $0.00 |
| 4.3 | **School-Family Communication System** Proactive communication with families of students at risk for chronic absenteeism. | No | Planned | Included in Action 4.2 | | $0.00 | $0.00 |
| 4.4 | **Short-Term Independent Study** Increase awareness and understanding, and encourage the use, of short term independent study as an option for absences between 3 and 14 days. | No | Partially Implemented | Sharing independent study options with families via school newsletters | | $0.00 | $0.00 |
| 4.5 | **MTSS Progress Monitoring - SED and EL** Socioeconomically disadvantaged students and English Learners have an 'orange' indicator for chronic absenteeism on the 2023 California School Dashboard. Given this, specific monitoring of attendance of these groups of students will be put | Yes | Partially Implemented | Socioeconomically Disadvantaged students maintained 'orange' and English Learners did not receive a color on the 2024 California School Dashboard. | Attendance Rates - SED: Full Day: 87.6% average SIS: 95.6% average (February 2025) | $2,000.00 | $0.00 |

| Goal #<br>Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|---|---|---|---|---|---|---|---|
| | in place. Resources to support better attendance will be provided as specific needs of families are determined. | | | | Attendance Rates - EL, RFEP, and TBD:<br>Full Day: 93.2% average<br>SIS: 96.9% average<br>(February 2025) | | |

# Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|---|---|---|
| Total LCFF Funds | $29,057,576 | $29,115,200 |
| LCFF Supplemental/Concentration Grants | $101,817 | $102,783 |