LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delano Union School District

CDS Code: 1563404

School Year: 2024-25

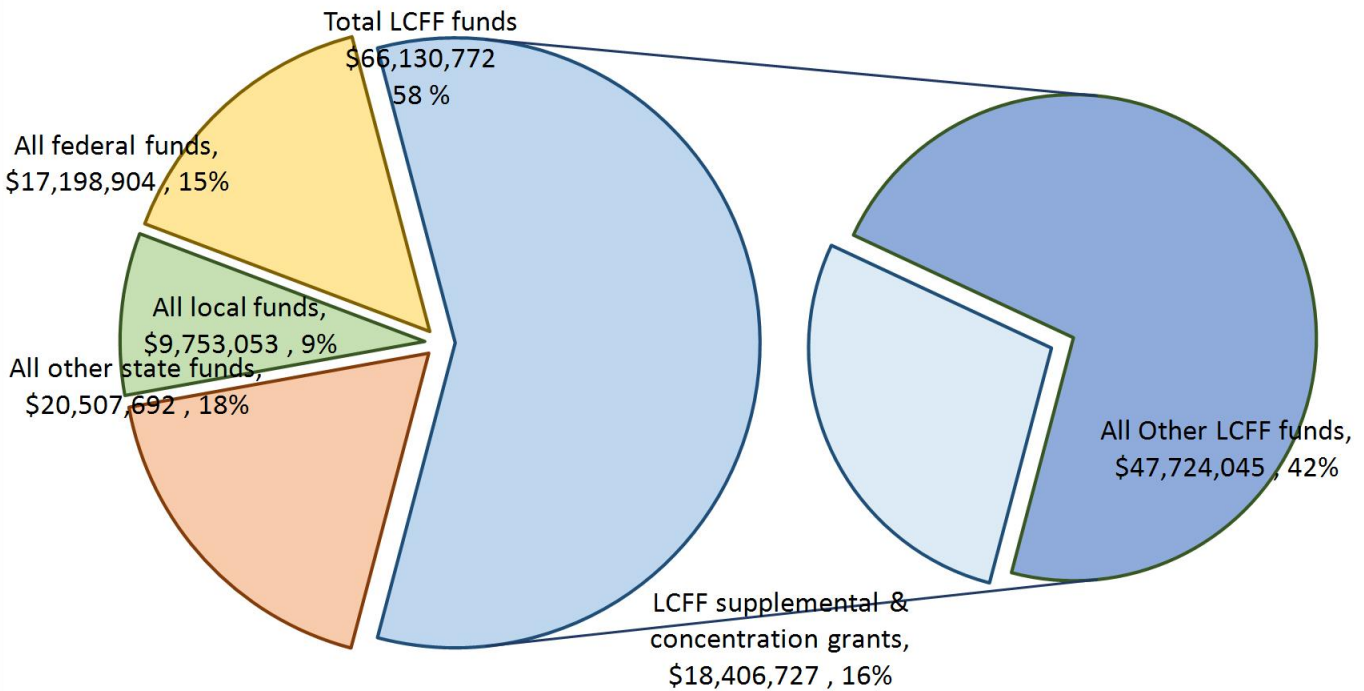LEA contact information:

Rosalina Rivera

Superintendent

rrivera@duesd.org

(661) 721-5000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$66,130,772
58 %

All federal funds,
$17,198,904 , 15%

All local funds,
$9,753,053 , 9%

All other state funds,
$20,507,692 , 18%

LCFF supplemental &
concentration grants,
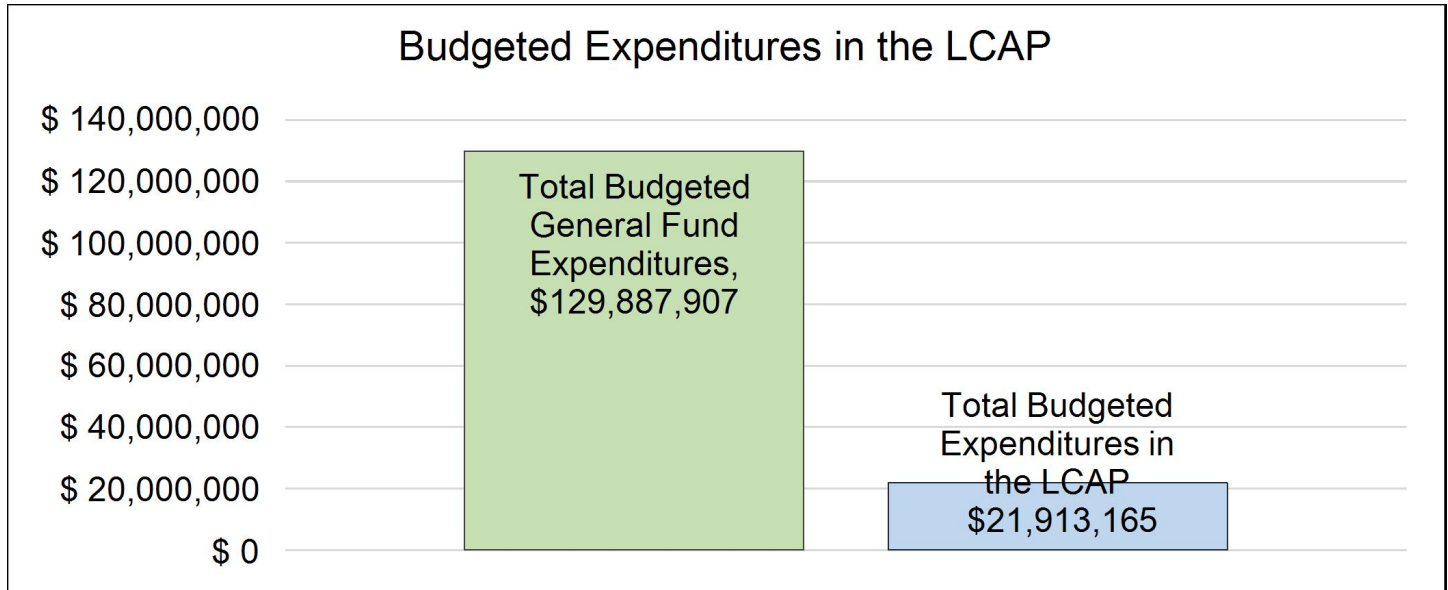$18,406,727 , 16%

All Other LCFF funds,
$47,724,045 , 42%

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

The text description for the above chart is as follows: The total revenue projected for Delano Union School District is $113,590,421, of which $66,130,772 is Local Control Funding Formula (LCFF), $20,507,692 is other state funds, $9,753,053 is local funds, and $17,198,904 is federal funds. Of the $66,130,772 in LCFF Funds, $18,406,727 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $129,887,907	
	Total Budgeted Expenditures in the LCAP $21,913,165

(Chart y-axis: $0 to $140,000,000)

This chart provides a quick summary of how much Delano Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Delano Union School District plans to spend $129,887,907 for the 2024-25 school year. Of that amount, $21,913,165 is tied to actions/services in the LCAP and $107,974,742 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
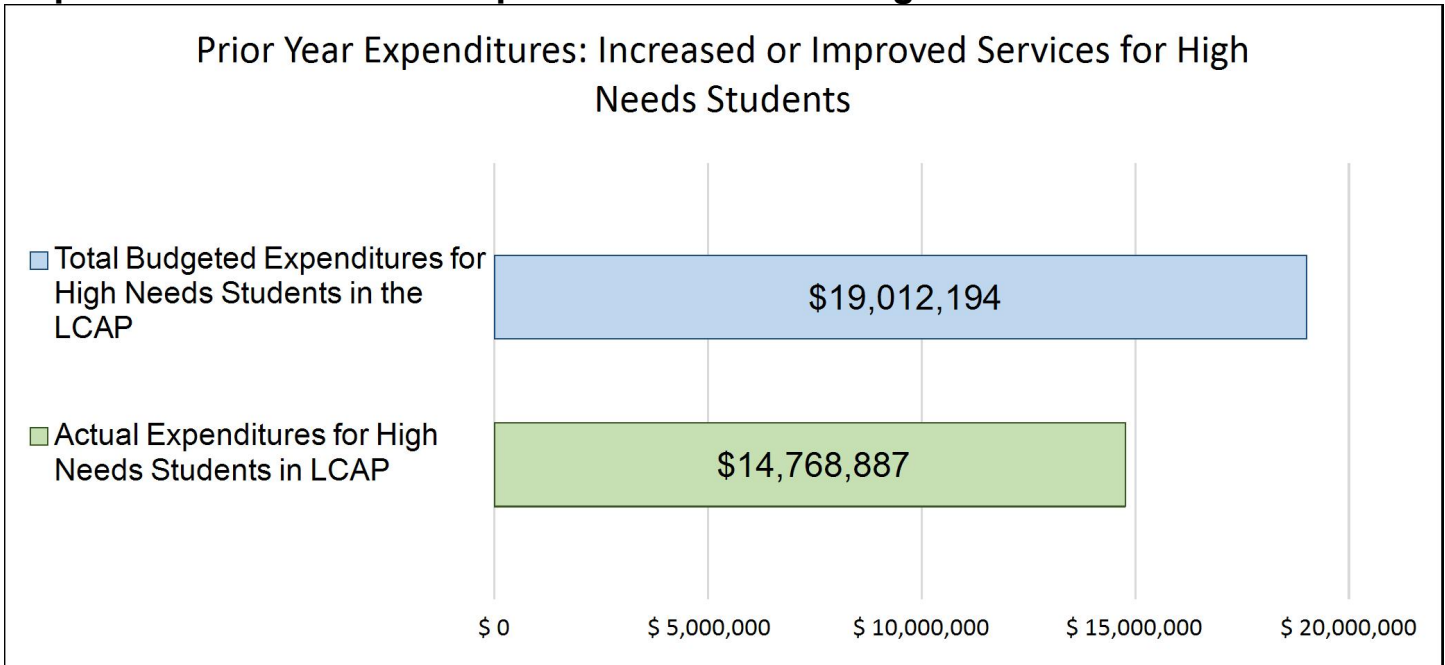
In addition to the funds that are allocated in the Local Control and Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (art, music, etc.). The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ratio of 24:1 in grades K-3rd. Learning Coordinators are also provided at all schools to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. The District uses state funds to support reading intervention teachers. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Delano Union School District is projecting it will receive $18,406,727 based on the enrollment of foster youth, English learner, and low-income students. Delano Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Union School District plans to spend $21,913,165 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: **$19,012,194**

Actual Expenditures for High Needs Students in LCAP: **$14,768,887**

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000

This chart compares what Delano Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Delano Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Delano Union School District's LCAP budgeted $19,012,194 for planned actions to increase or improve services for high needs students. Delano Union School District actually spent $14,768,887 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-4,243,307 had the following impact on Delano Union School District's ability to increase or improve services for high needs students:

The Delano Union School District continues to work on addressing the academic and social-emotional needs of students. As demonstrated by data on the California School Dashboard and local data, growth continues to be made by most subgroups, however; the growth has been limited and the district still has many students performing below grade level. Achievement gaps continue to exist for our unduplicated subgroups in the areas of ELA and mathematics. Our English learners foster youth, and low income students continue to perform lower on state assessments when compared to "All Students" and fall below the state average.

English Learners:
While our ELs have made increases in academic areas, and the English Learner Progress is at a very high 59.3%, they are in the orange performance level for ELA and in the yellow performance level in Math. All students are 15.9 points below standard in ELA while English learners are 74.8 points below standard. In Math, All Students are 47.8 points below standard and English learners are 90.6 points below standard.

Low Income:
Our low income students are in the yellow performance level in ELA and Math as per the California State Dashboard. Further desegregation of data from 2023 from the California School Dashboard indicates that

All Students are 15.9 points below standard in ELA while low income students are 21.7 points below standard. In Math, All Students are 47.8 points below standard and low income students are 53.1 points below standard.

Foster Youth:
Foster Youth students had no performance level reported in either ELA or Math on the California State Dashboard. However, local data reports that 71.43% are below grade level in math and 80.95%are below grade level in reading. They also have 13% that are chronically absent.

The district has also utilized local data for the 2023-2024 school year to measure student progress. According to the STAR data, there is a need for additional reading and math intervention. Since this data does indicate that unduplicated groups such as English Learners, foster youth, and low income students are achieving at lower levels than all students as a whole, these groups will continue to be prioritized for interventions and monitored closely. STAR reading and math scores indicate that all unduplicated subgroups are scoring below the all students category. 51% of SED students are scoring below grade level in math and 63% are scoring below grade level in ELA. 85% of English Learners are scoring below grade level in ELA and 75% are below grade level in math. Foster youth has scored 86% below grade level in ELA and 69% in math. This is a significant gap that needs to be addressed. Supporting students through small group instruction with a focus on foundational reading and math skills, fluency, and comprehension at their instructional levels will be a key to increasing student achievement. In order to provide more intensive intervention for students who are in need of those skills, additional professional development will be needed. These needs will be addressed through the actions in goal 1.

Based on the 2023 data from the California Schools Dashboard, English learners, Hispanic, Homeless, and Students with Disabilities scores in the Orange performance level. SED students are in the green performance level and Foster Youth are in the blue performance level. Although the district has seen a significant decrease in chronic absentee rates, the district needs to continue its efforts to improve attendance rates. The California Schools Dashboard indicates that All Students have a chronic absentee rate of 14.5%. English Learners 13.4%, Foster Youth 12.9%, Low Income is 15.4%. Actions in goal 2 of this LCAP will provide resources, such as a chronic absentee taskforce, to ensure that unduplicated students feel more connected to school and improve overall attendance rates. Educational Partner feedback also highlighted the need to continue to address the physical health needs, as well as social-emotional and mental health needs of students. The actions in goal two are designed to meet the needs of unduplicated students first as they often lack access to health services such as medical and mental health services.

Our unduplicated pupils will have full access to a broad course of study and a well-rounded education for students. As evidenced by our school district's demographics, most of our students fall within at least one unduplicated subgroup. Providing not only academic and social/emotional intervention opportunities but a wide array of enrichment activities will improve the goals of unduplicated pupils and encourage them to participate in activities that inspire 21st century skills such as critical thinking and problem-solving. In addition, educational partner feedback from staff and parents indicates a need for additional supports in the areas of Language Arts and Math specifically in providing technology resources, increasing access to literacy readiness and reading materials, and access to programs that will increase exposure to all STEAM, college and career programs, AVID and GATE. This is addressed in the actions in goal 3 of this LCAP.

The Delano Union School District believes that these actions will be effective in increasing the academic achievement of unduplicated pupils and provide them with the necessary timely interventions to address the academic gaps. These actions will also address attendance, health services and social emotional and mental health support to unduplicated pupils. Constant and consistent data review will allow for the district to make necessary adjustments in the approach of each action. These actions are critical to the success

of low-income students, foster youth, and English Learners who do not have the same access to academic supports outside of the regular school day.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Union School District	Rosalina Rivera Superintendent	rrivera@duesd.org (661) 721-5000

Goals and Actions

Goal

Goal #	Description
1	DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a) - Basic Services - Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by the CALPADS report 4.1 and local data from human resources.	The Delano Union School District has 306 teachers that are fully credentialed and 29 that are not. This indicates that 92% of all teachers in the district are appropriately assigned and fully credentialed.	The current rate of appropriately assigned and fully credentialed teachers for the district for 2021-2022 is 90%.	The current rate of appropriately assigned and fully credentialed teachers for the district for 2022-2023 is 95%.	The district currently has a total of 353 fully credentialed teachers and 18 that are not fully credentialed. This is 95% for the 23-24 school year.	The desired outcome for the 23-24 school year is that the district is able to have 98% of all teachers appropriately assigned and fully credentialed.
Priority 1 (b) - Every pupil in the school has sufficient access to the standards-aligned instructional materials as measured by the Williams Team review report on curriculum	Based on the Williams Team review in 2020, the district received a rating of 100% for sufficiency of standards aligned textbooks as per the report on the Kern County	Based on the Williams Team review in August 2021, the district has 100% sufficiency of standards aligned textbooks as per the Kern County	Based on the Williams Team review in August 2022, the district has 100% sufficiency of standards aligned textbooks as per the Kern County	The Williams Team visited three school sites in August 2023. Based on the Williams Team review, the district has 100% sufficiency of standards aligned textbooks.	The desired outcome for the 23-24 school year is to maintain a 100% sufficiency of standards-aligned textbooks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficiency of materials.	Superintendent of Schools Williams web page.	Superintendent of Schools web page.	Superintendent of Schools web page.		
Priority 1 (c) - School facilities are maintained in good repair as measured by the Facility Inspection Tool.	Based on the Facilities Inspection Tool form the Williams Team Review in 2020, the district received a rating of Exemplary.	Based on the Williams Team review in August 2021, the district received a rating of Exemplary on its facilities as measured by the Facility Inspection Tool.	Based on the Williams Team review in August 2022, the district received a rating of Exemplary on its facilities as measured by the Facility Inspection Tool.	In August 2023, the Williams team visited three school sites and based on the FIT tool, they received a rating of exemplary.	The desired outcome for the 23-24 school year is to maintain an Exemplary rating.
Priority 2 (a) - The implementation of state board adopted academic content and performance standards for all students as measured by classroom observations.	All schools will implement all content standards. Based on daily principal observations, 90% of teachers are fully implementing the Common Core State Standards	Based on daily principal observations for 2021-2022, 100% of teachers are fully implementing the Common Core State Standards.	Based on daily principal observations for the 22-23 school year, 100% of teachers are fully implementing the Common Core State Standards.	Based on daily principal observations, 100% of teachers are fully implementing the Common Core State Standards during the 23--24 school year.	The desired outcome for the 23-34 school year is 98% of teachers achieving full implementation.
Priority 2 (b) - How the programs and services will enable English learners to access the Common Core State Standards and English Language Development standards for purposes of gaining academic content knowledge and	The English Language Development (ELD) standards are substantially implemented based on administrator observations during the ELD designated block and during integrated ELD instruction.	For 2021-2022, the English Language Development (ELD) standards are substantially implemented based on daily administrator observations during the ELD designated block and during integrated ELD	For the 2022-23 school year, the English Language Development (ELD) standards are substantially implemented based on daily administrator observations during the ELD designated block and during integrated ELD	Based on classroom observations and lesson plans checked by principals during the 23-24 school year, the ELD standards are substantially implemented during designated and integrated ELD instruction.	The desired outcome for the 23-24 school year is to continue substantial implementation of ELD standards by teachers during designated and integrated ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English proficiency as measured by classroom observations.		instruction as reflected on daily lesson plans.	instruction as reflected on daily teacher lesson plans.		
Priority 4 (a) - Statewide assessments as measured by statewide assessment data in English Language Arts and Math.	Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year: All students: ELA: 42.88% Math: 32.67% English Learners: ELA: 14.21% Math: 12.23% Special Education: ELA: 5.73% Math: 5.74% Socio-Economically Disadvantaged: ELA: 40.36% Math: 30.28% Homeless Students: ELA: 10.00% Math: 16.67% Local Assessments: All Students:	State Assessments were not due administered during 2020-2021. As result, the most current data available is from 2018-2019. All students: ELA: 42.88% Math: 32.67% English Learners: ELA: 14.21% Math: 12.23% Special Education: ELA: 5.73% Math: 5.74% Socio-Economically Disadvantaged: ELA: 40.36% Math: 30.28% Homeless Students: ELA: 10.00% Math: 16.67%	State and Local Assessment results of students meeting or exceeding standard: State Assessments 21-22: All students: ELA: 39.84% Math: 22.85% English Learners: ELA: 15.27% Math: 8.77% Special Education: ELA: 14.41% Math: 7.63% Socio-Economically Disadvantaged: ELA: 34.21% Math: 17.60% Homeless Students: ELA: 9.52% Math: 1.59% Local Assessments for 2022-23 school	State and local assessment results of students meeting or exceeding standard in 23-24: State Assessments Spring 2023: All students: ELA: 42.47% Math: 29.85% English Learners: ELA: 15.69% Math: 10.85% Special Education: ELA: 13.49% Math: 11.73% Socio-Economically Disadvantaged: ELA: 40.12% Math: 27.67% Homeless Students: ELA: 14.55% Math: 12.73%	The desired outcomes for the 23-24 school year are as follows: All students: ELA: 46% Math: 36% English Learners: ELA: 18% Math: 16% Special Education: ELA: 9% Math: 8% Socio-Economically Disadvantaged: ELA: 44% Math: 34% Homeless Students: ELA: 13% Math: 19% Local Assessments: All Students: IXL ELA On/Above Grade Level: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	IXL ELA On/Above Grade Level: 29% Near Grade Level: 21% Below Grade Level: 19% Far Below Grade Level: 31% All Students: IXL Math On/Above Grade Level: 22% Near Grade Level: 30% Below Grade Level: 24% Far Below Grade Level: 24% All Students: STAR ELA On/Above Grade Level: 28% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 36% All Students: STAR Math	Local Assessments for 2021-22 school year: All Students: IXL ELA The district no longer uses this assessment as a local metric All Students: IXL Math The district no longer uses this assessment as a local metric All Students: STAR ELA On/Above Grade Level: 28% Near Grade Level: 15% Below Grade Level: 20% Far Below Grade Level: 37% All Students: STAR Math On/Above Grade Level: 38% Near Grade Level: 14% Below Grade Level: 20%	year (Please note: these assessments reflect results at the end of the first semester. Students will be assessed again at the end of the school year in late May). All Students: IXL ELA The district no longer uses this assessment as a local metric All Students: IXL Math The district no longer uses this assessment as a local metric All Students: STAR ELA On/Above Grade Level: 33% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 34% All Students: STAR Math	Local Assessments for through December 2023: All Students: STAR ELA On/Above Grade Level: 33% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 31% All Students: STAR Math On/Above Grade Level: 48% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 21%	Near Grade Level: 40% Below Grade Level: 20% Far Below Grade Level: 5% All Students: IXL Math On/Above Grade Level: 30% Near Grade Level: 40% Below Grade Level: 25% Far Below Grade Level: 5% All Students: STAR ELA On/Above Grade Level: 35% Near Grade Level: 25% Below Grade Level: 30% Far Below Grade Level: 10% All Students: STAR Math On/Above Grade Level: 45% Near Grade Level: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	On/Above Grade Level: 37% Near Grade Level: 12% Below Grade Level: 16% Far Below Grade Level: 31%	Far Below Grade Level: 28%	On/Above Grade Level: 45% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 24%		Below Grade Level: 25% Far Below Grade Level: 15%
Priority 4 (b) - Percentage of pupils who have successfully completed courses that satisfy the requirement for entrance to the University of California or California State University	N/A	N/A	N/A	N/A	N/A
Priority 4 (c) - Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and framework	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (d) - The percentage of pupils who have successfully completed both types of courses described in subparagraphs (b) and (c)	N/A	N/A	N/A	N/A	N/A
Priority 4 (e) - The percentage of English learner pupils who have progress towards English proficiency as measured by the English Language Proficiency Assessments for California	Due to COVID -19 and the cancellation of state assessments, the following data is the most current from the 18-19 school year: Current summative ELPAC assessment scores have not yet been released. Level 1 = 12.29% Level 2 = 29.13% Level 3 = 42.43% Level 4 = 16.15% 2019 California School Dashboard indicates 52.1% of EL students are making progress towards English language proficiency	Based on the California Educator Reporting System (CERS) the following are results of the 2020-21 Summative ELPAC assessment: Level 1 = 18% Level 2 = 36% Level 3 = 34% Level 4 = 11% 2019 California School Dashboard indicates 52.1% of EL students are making progress towards English language proficiency. According to the KiDS database, the estimated ELPI rate for 21-22 is 59.14%	Based on the California Educator Reporting System (CERS) the following are results of the 2021-22 Summative ELPAC assessment: Level 1 = 14.5% Level 2 = 33.15% Level 3 = 36.04% Level 4 = 16.32% 2022 California School Dashboard indicates 56.2% of EL students are making progress towards English language proficiency. This places the district at the High performance level in the dashboard. According to the KiDS database, the estimated ELPI	Based on the California Educator Reporting System (CERS) the following are results of the 2022-23 Summative ELPAC assessment: Level 1 = 20.33% Level 2 = 29.40% Level 3 = 33.77% Level 4 = 16.50% 2023 California School Dashboard indicates 59.3% of EL students are making progress towards English language proficiency. This places the district at the green performance level in the dashboard. According to the KiDS database, the current	The desired outcomes for the 23-24 school year are as follows: Level 1 = 5% Level 2 = 20% Level 3 = 50% Level 4 = 25% 60% of English learners making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			rate for 22-23 is 59.15%	23-24 estimated ELPI rate is 65.12%	
Priority 4 (f) - English learner reclassification rate as measured by local data.	Due to COVID-19 and the cancellation of state assessments, the current reclassification rate for English learners is at: 7%	The district's current reclassification rate for English learner for 2021-2022 is 10%	The district's current reclassification rate for English learner for 2022-2023 is 15%	According to the KiDS database, the current English learner reclassification rate for the district is 16.88% for the 23-24 school year.	The desired outcome for the 23-24 school year is: 14%
Priority 4 (g) - Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	N/A	N/A	N/A	N/A	N/A
Priority 4 (h) - Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	N/A	N/A	N/A	N/A	N/A

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Delano Union School District made all efforts to successfully implement all 10 actions of Goal 1. The following describes successes, challenges, and any substantive differences in implementation:

Action 1.1 - New Teacher Support was fully implemented. A total of 24 new teachers were served under this action. All new teachers met on a bi-monthly basis for professional development and guidance on their Induction completion process. All new teachers successfully completed either year one or two of their induction program. New teachers met with their mentors once per week to complete their induction reviews. Teachers received professional development on classroom management, data analysis, lesson design, lesson delivery, etc. The district will focus on on providing more professional development specifically targeted for new teachers next school year. There were no challenges in implementing this action. There were no substantive differences in the implementation of this action.

Action 1.2 - Professional Development and Instruction was successfully implemented. Teachers were provided multiple opportunities throughout the school year to participate in professional development. Professional development opportunities were targeted to improve instruction for unduplicated pupils served. The district focused on providing a summer professional development series which was open to all teachers. There were no challenges in the implementation of this action. There were no substantive differences in the implementation of this action.

Action1.3 - English Learner Support - This action was partially implemented. English learners were provided with appropriate support, but this position was funded using an alternate funding source. The challenge with this action was that the district was not able to hire an ELD coach within the school year. Academic coaches had to provide the support needed. This action is changing for next year as far as how the support is provided. The district will be hiring a learning coordinator to ensure the appropriate implementation and support of this action.

Action 1.4 - Grade Span Adjustment - A total of nine teachers were hired to provide grade span adjustment in the upper grades where there were large numbers of unduplicated pupils. There were no challenges in the implementation of this action and there were no substantive differences.

Action 1.5 - Instructional Program Support - This action was fully implemented without challenges. Instructional aides were hired to support all TK, Kinder, and special education classrooms. There were no substantive differences in the implementation of this action.

Action 1.6 - Literacy Coaches - This action was not implemented. The district used alternate funding sources to fund literacy support. The district will combine this action into one action to provide instructional coaches in all subject areas to students for the next LCAP cycle.

Action 1.7 - Math Coaches/Intervention Teachers - This action was fully implemented. A total of two math coaches and two math intervention teachers were hired to support students in the area of math. There were no substantive differences in the implementation of this action.

Action 1.8 - Technology Coach - This action was not implemented and will be removed from future LCAPs. After multiple recruitment efforts, the district was unable to fill this position.

Action 1.9 - Student Intervention Academies - This action was not implemented through the LCAP. Intervention academies were funded through the ELOP program. This action will be removed from the LCAP.

Action 1.10 - Co-teaching Intervention Teacher - This action was partially implemented. The co-teaching intervention teacher was able to support all classrooms who are participating in the co-teaching inclusion model for the district. All middle schools have adopted the co-teaching inclusion model. Next year, this model will be implemented in the primary grades. The co-teaching intervention teacher will support all classrooms that participate in co-teaching. There were no challenges in the implementation of this action The only substantive difference was that the district had planned for two co-teaching intervention teachers, but only one was hired.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 1 was $8,258,628. The Estimated Actual Expenditures for Goal 1 was $5,527,555. This is a difference of $2,731,073. The substantive differences were in actions 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, and 1.10. For action 1.2, the district conducted its own trainings and professional development. Not hiring outside agencies to conduct our trainings was a cost savings to the district so the funds for this action were under expended. Action 1.3 was funded using an alternate funding source for the 23-24 school year. This action will change into a learning coordinator to better support English learners. Action 1.5 was not fully expended as the district did not have to hire as many instructional aides as originally projected. Action 1.6 was not implemented in the LCAP. Literacy intervention was funded using alternate funding sources. Action 1.8 was not implemented. After multiple attempts, the district was unable to recruit for this position. Action 1.9 was implemented but partially funded using alternate funding sources. Action 1.10 was implemented but originally 2 co-teaching coaches were budgeted, but the district only hired one coach. This will be adjusted for the 24-25 LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1 and 1.2 were effective in achieving the district's goal of providing a high quality world class education for our students by providing ongoing professional opportunities for our teachers. These goals ensured that all teachers, including new teachers were provided with support to be able to address the specific needs of students with particular attention to unduplicated subgroups. According to staff surveys, 94.2% of staff stated that they receive the supplemental materials needed to provide appropriate instruction for students. 90.03% of staff stated that they are equipped through ongoing training with strategies to support English Learners, and 90.3% of staff state they have been provided with adequate training and professional development.

Actions 1.4, 1.5, 1.6, and 1.7 were somewhat effective in helping all students and all student subgroups either maintain or increase academic performance in ELA and Math according to the California School Dashboard. By providing direct support to teachers and students in the classroom through these actions, CAASPP scores in ELA and Math either maintained or improved. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Based on data from CAASPP state assessments in ELA and Math, the following growth was measured of students who Met or Exceeded

Standards from 2022 to 2023: All students ELA = +2.63%, Math = +7%, English Learners ELA = +.42%, Math = +2.08%, Special Education ELA = -0.92%, Math = +4.1% , SED ELA = +5.91%, Math = +10.07%, Homeless ELA = +5.03%, Math = 11.14%.

Action 1.3 was effective in providing English Learner Support. The district's ELPI increased by 5.98% over the last three years, and the percentage of students who score in Level 4 of the ELPAC increased by 5.5%.

Action 1.8 was not implemented. Effectiveness can not be evaluated.

Action 1.9 was fully implemented and somewhat effective. Student intervention academies helped to provide an extra layer of support to students.
As a result, state assessments demonstrated an increase in most subgroups. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Based on data from CAASPP state assessments in ELA and Math, the following growth was measured of students who Met or Exceeded Standards from 2022 to 2023: All students ELA = +2.63%, Math = +7%, English Learners ELA = +.42%, Math = +2.08%, Special Education ELA = -0.92%, Math = +4.1% , SED ELA = +5.91%, Math = +10.07%, Homeless ELA = +5.03%, Math = 11.14%.

Action 1.10 was somewhat effective in ensuring that students participating in the co-teaching inclusion program received adequate support to ensure a high quality education. Although the district did not show the improvement necessary to meet the expected outcome, the district did see an increase in scores from post pandemic state assessments. Special Education students scored as follows on the CAASPP assessment: ELA = -0.92%, Math = +4.1%. All Students scored ELA = +2.63%, Math = +7%. This was measured using post-pandemic scores and compared the 2022 and 2023 results.

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

Action 1.3 - The district will continue its efforts to support English learners and will look into employing a coordinator through the 2024-2025 LCAP to support language acquisition and compliance items of English learners.

Actions 1.6 and 1.7 will be combined into one action for the next LCAP because these positions served the same purposed but under different academic subject matter. The district will continue to provide this support with all of the subject matter coaches but they will all be under one action and will be measured by the same metrics.

Action 1.8 will be eliminated from the LCAP. Multiple efforts were made to fill this position, but the district did not have applicants.

Action 1.9 will be removed from the 24-25 LCAP cycle.

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

Goals and Actions

Goal

Goal #	Description
2	DUSD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a) - School attendance rates as measured by local data from SIS platform.	The district-wide current attendance rate is 96.14%	The current district-wide attendance rate for 2021-2022 is 91.95%.	The current district-wide attendance rate for the 2022-23 school year is 94.61%	The district's current attendance rate for the 23-24 school year is 96.10%.	The expected outcome for the 23-24 school year is 98% attendance rate district-wide.
Priority 5 (b) - Chronic absenteeism rate as measured by local data from SIS platform.	The district's current chronic absentee rate is 6.3%	The current chronic absentee rate for the district for 2021-2022 is 17.4%.	The current chronic absentee rate for the district for the 2022-23 school year is 11%.	The current chronic absentee rate for the district for the 23-24 school year is 14.5%	The expected outcome for the 23-24 school year is 3%.
Priority 5(c) - Middle School drop out rates as measured by CALPADS EOY report.	The current middle school drop out rate is 0 students.	The current middle school drop out rate for 2021-2022 is 0 students.	The current middle school drop out for the 2022-23 school year is 0 students.	The current middle school drop out rate for the 23-24 school year is 0 students.	The expected outcome for the 23-34 school year is to maintain the rate at 0.
Priority 5 (d) - High school dropout rates	N/A	N/A	N/A	N/A	N/A
Priority 5 (e) - High school graduation rates	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 (a) - Pupil suspension rate as measured by local data from SIS platform.	The district's current pupil suspension rate is at 0% due to the COVID-19 school closures for the 20-21 school year.	The district's current pupil suspension rate for 2021-2022 is 0.85%.	The district's current pupil suspension rate for the 2022-23 school year is 0.86%.	The district's current suspension rate for the 23-24 school year is .078%.	The expected outcome for the 23-24 school year is to maintain the pupil suspension rate under 2%.
Priority 6 (b) - Pupil expulsion rate as measured by local data from SIS platform.	The district's current pupil expulsion rate is at 0 due to the COVID-19 school closures for the 20-21 school year.	For 2021-2022, the district has had one suspended expulsion for this school year and one that is pending.	The current expulsion rate for the 2022-23 school year is 0 students.	Two students have been expelled this during the 23-24 school year.	The expected outcome for the 23-24 school year is to keep the expulsion rate to below 2 students.
Priority 6 (c) - Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness as measured by the CA Healthy Kids Survey.	Students were administered the CA Healthy Kids Survey. The results of the survey indicate that 60% of the students feel safe and connected to school.	The CA Healthy Kids Survey results run in a two-year cycle, therefore, the results of the survey remain the same. The results from the 2020-2021 survey indicate that 60% of the students feel safe and connected to school. Local student surveys revealed that 85% of students feel safe and connected to school.	The CA Healthy Kids Survey was administered on November 2022. The results of the survey indicated that 55% of the students surveyed feel connected to school and 52% of students surveyed feel safe at school.	The California Healthy Kids Survey was administered the week of November 13-17, 2023 to all 5th and 7th grade students. The results of the survey indicate that 76% of the students surveyed feel connected to school and 76% feel safe at school.	The expected outcome for the 23-24 school year is for 80% of the students to feel safe and connected to school.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Delano Union School District made all efforts to successfully implement all 13 actions of Goal 2. The following describes successes, challenges, and any substantive differences in implementation:

Action 2.1 - Health Services was successfully implemented. A total of 6 school nurses and 6 health assistants were hired along with 1 clerk. This action was successful in helping to address the chronic absenteeism rate post pandemic. The rate went from 24% to 14.5% in one school year with many efforts coming from this action. There were no substantive differences in the implementation of this action nor were there any challenges in its implementation.

Action 2.2 - Emergency Management Systems - This action was not implemented out of the LCAP. All emergency management efforts by the district were funded using alternate funding sources. This action will be removed from the next LCAP cycle.

Action 2.3 - School Safety - This action was successfully implemented and was successful in efforts to provide all schools with a safe and secure learning environment. Vice principals were a key component of the district's efforts to reduce the chronic absenteeism rates. They also led the safety efforts at their school sites along with ensuring that they provided a positive learning environment which led to less suspensions and expulsions. There were not substantive differences differences or challenges in implementing this action.

Action 2.4 - Campus Security - The district has maintained its efforts to provide a safe and secure environment at all school sites. This action was key in ensuring that those efforts were successfully implemented. Educational partner input places this action very high on their priorities. There were no challenges or substantive differences with the implementation of this action.

Action 2.5 - Positive School Climate - The district worked with all school sites to ensure that the students felt safe, secure, and connected to their school. This action successfully helped to create a positive school culture where students felt connected to their learning environment. This action was fully implemented without challenges and there were no substantive differences.

Action 2.6 - Student Support Services - The district successfully implemented this action. The director of student support services and the director of safety were key to the implementation of goal 2. The director of safety worked hand in hand with site and district administrators to ensure that the district's safety protocols were implemented. The director of student support services served as a liaison to McKinney-Vento, foster youth and all unduplicated subgroups. They worked with parents and guardians to ensure that their child had full access to a well rounded world class education while being supported to connect with their schools. This action was implemented without challenges or substantive differences.

Action 2.7 - Mental Health/Social Emotional Learning - This action was fully and successfully implemented. The district works with a strong mental health team to ensure that student mental health needs are met and addressed immediately. There were no challenges in the implementation of this action and there were no substantive differences.

Action 2.8 - Parent Training - There were challenges implementing this action. Goal 3, action 2 was very similar. Many of the parent trainings were funded out of the action in Goal 3. This action will be combined with the action in goal 3 for the next LCAP cycle.

Action 2.9 - Additional Student Supports - This action was to ensure that unduplicated students had additional student supports that may be barriers to their education. This action provides items they need to attend school on a regular basis such as shoes, hygiene items, uniforms, etc. While this action was successfully implemented, there was a substantive difference in the budget allocated and the budget that was used. A separate funding source was also used for partial implementation of this action. This will be adjusted for the next LCAP cycle.

Action 2.10 - DUSD Vision/Health Clinic - This action successfully provided unduplicated pupils and all students access to health care which included vaccinations and vision care. This action was also key in ensuring that students attended school regularly and decreased chronic absentee rates. There were no challenges in implementing this action and there were no substantive differences.

Action 2.11 - Behavior Intervention Instructional Assistants - This action was fully implemented but was funded using alternate funding sources. This action will be funded through the LCAP for the next cycle. This will assist with Tier 2 and 3 behavior as part of the implementation of the MTSS program in the district.

Action 2.12 - Intervention Counselors - Intervention counselors were employed at all middle schools to ensure that any barriers to access a full academic program for all students were addressed. This action was successfully implemented and helped to reduce suspension and expulsion rates and decrease chronic absenteeism rates. There were no challenges with implementing this action and there were no substantive differences.

Action 2.13 - Behavior Intervention Teachers - This action was successfully implemented. Behavior intervention teachers helped with Tier 3 behavior and helped to keep students in school while providing them not only with regular instructional curriculum, but also with SEL lessons to help improve student behavior. The budget for this action was higher than what was actually spent. This will be adjusted for the next LCAP cycle.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 2 was $6,771,372. The Estimated Actual Expenditures for Goal 1 was $6,350,422. This is a difference of $420,950. The substantive differences were in actions 2.2, 2.8, 2.9, 2.11, and 2.13. Action 2.2 was implemented using an alternate funding source. This action will be removed from the 24-25 LCAP. Action 2.8 was implemented, but the schools used action 3.2 to cover the costs of this training. These two actions will be combined for the next LCAP cycle. Action 2.9 was implemented but alternate funding sources were used to partially fund this action. The allotment will be adjusted for the action for the next LCAP. Action 2.11 was implemented using alternate funding sources. This action will be fully funded by the LCAP next year. Action 2.13 was fully implemented but

was partially funded by alternate funding sources. Action 2.3 was over expended by $77,870 and action 2.4 was over expended by $140,502. This will be adjusted for the next LCAP cycle.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.9, 2.11, 2.12, 2.13 were somewhat effective in achieving the district's goal of maintaining a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal was an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness. Although the three year expected outcome for the district attendance rate was not met, it significantly improved from year 1 to year 3 of LCAP implementation. The baseline for attendance was 96.14% and the current attendance rate for the 23-24 school year is 96.10%. However, looking at the attendance rate from year 1, which was 91.95% the district made a growth of 4.14% by year three. The chronic absentee rate was 6.3% for baseline and 14.5% for the current 23-24 school year. However, after the pandemic, in year one of the LCAP, the chronic absentee rate was 17.4%. The district was able to decrease the chronic absentee rate by 2.9%. The expected outcome for the suspension rates for the district was met and it was maintained under 2% over the three year LCAP cycle. The expected outcome for student connectedness rate was 80% by the end of the three year LCAP cycle. The district ended with a rate of 76% based on the CA Healthy Kids survey. However, this metric increased from the baseline year which was 60%. This marked a 16% increase in student connectedness.

Action 2.2 was not implemented, therefore effectiveness cannot be evaluated.

Action 2.8 was somewhat effective. Parents were provided with trainings and school-family events to increase school connectedness. Based on the CA Healthy Kids survey, 76% of students felt connected to school. However, most of the parent training offered were connected to a metric in Goal 3 and therefore this action will be combined with Goal 3, Action 2.

Action 2.9 and 2.10 were effective in ensuring that students that had any barriers for attending school regularly were eliminated. The baseline for attendance was 96.14% and the current attendance rate for the 23-24 school year is 96.10%. However, looking at the attendance rate from year 1, which was 91.95% the district made a growth of 4.14% by year three. The chronic absentee rate was 6.3% for baseline and 14.5% for the current 23-24 school year. However, after the pandemic, in year one of the LCAP, the chronic absentee rate was 17.4%. The district was able to decrease the chronic absentee rate by 2.9%.

Action 2.5 was effective in providing an environment that is engaging and stimulating for students and built more school connectedness. The California Healthy Kids Survey revealed an increase of 16% in students who felt connected to their school site.

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

Action 2.2 will be eliminated from the LCAP. Emergency Management Systems will be funded out of different budget sources and will not be part of the LCAP.

Action 2.3 will have a budget adjustment to increase the budget to cover all costs.

Action 2.6 will be separated into two separate actions since both will be measured by different metrics.

Action 2.8 will be combined with Goal 3, Action 2 and it will cover all aspects of parent trainings.

Action 2.9 will have a budget adjustment to decrease the allocation.

Action 2.11 and 2.13 will be combined into one action since they serve the same purpose and are measured by the same metrics.

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

Goals and Actions

Goal

Goal #	Description
3	DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 (a) - The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by a review of participation logs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were canceled. Baseline data is 0%	The district continued to provide all parent meetings virtually for the 2021-22 school year. Attendance logs and sign in sheets were not collected for parent events. Based on activities provided via Zoom, the district estimates a 60% parent participation rate.	Based on attendance logs and recordings of virtual meetings, the district's current parent participation rate is 79%.	Based on sign in sheets and attendance logs from virtual meetings, the current district participation rate for the 23-24 school year is 80%.	Based on sign in sheets, and recordings of meetings, the district will demonstrate an increase of parent participation by 10% annually.
Priority 3 (b) - How the school district will promote parental participation in programs for unduplicated pupils as measured by a review of attendance logs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were canceled. Baseline data is 0%	The district continued to provide all parent meetings virtually for the 2021-22 school year. Attendance logs and sign in sheets were not collected for parent events. All in-person events were canceled. Based on	In order to accommodate parent needs and to promote parent participation in all programs for unduplicated pupils, the district has provided hybrid opportunities. Most events and programs	The district has transitioned to full in-person activities, but continues to offer a hybrid option for parents wishing to attend certain events virtually. The current parent participation rate for the district for	Expected outcome for the 2023-24 school year is to increase the number of parents participating in all district and school site meetings, trainings, and activities by 10% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		activities provided via Zoom, the district estimates a 60% unduplicated pupil parent participation rate.	have transitioned to in-person, however; parents have the option of attending meetings such as School Site Council, Migrant, GATE, ELAC and DELAC virtually as well. The current parent participation rate for the district is 79%.	the 23-24 school year is 80%.	
Priority 3 (c) - How the school district will promote parental participation in programs for individuals with exceptional needs as measured by a review of local attendance logs for IEPs.	Due to COVID-19, data was not collected in this area as the entire year was conducted via distance learning. Many parent events were cancelled. Baseline data is 0%	For 2021-2022, 100% of parents of students with exceptional needs attended IEPs either virtually or in-person. Parents were invited to all events and trainings held virtually. Attendance logs were not collected for virtual trainings and events.	For the 2022-23 school year, 100% of parents of students with exceptional needs have attended IEPs either virtually or in person. Parents are invited and encouraged to attend all school and district events, meetings and trainings.	The district works in partnership with H.E.A.R.T.S. connection and holds monthly parent meetings for students with exceptional needs. The district has had four parent meetings with H.E.A.R.T.S. connection this school year. The district also holds IEPs throughout the school year. Parents are invited and encouraged to attend all school and district events, meetings, and trainings. The current participation rate for	Expected outcome for the 2023-24 school year is to have 100% of parents participating in IEP meetings and an increase of 10% of parents participating in other meetings and trainings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				parent attending IEPs for the 23-24 school year is 100%	
Priority 7 (a) - Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules.	100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning opportunities through high school level course offerings	For 2021-2022, 100% of students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher-level learning opportunities through high school level course offerings.	For the 2022-23 school year, 100% of students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher-level learning opportunities through high school level course offerings.	For the 23-24 school year, 100% of students are enrolled in and have access to all courses of study.	Expected outcome for the 2023-24 school year is for 100% of students to have access to all courses and for all qualifying students to have access to higher level learning opportunities.
Priority 7 (b) - Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data.	100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the	For 2021-2022, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have	For 2022-2023, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, ELOP, and AVID. Qualifying students will also have the opportunity to	For the 23-24 school year, 100% of unduplicated pupils have full access to participate in all programs and extended learning opportunities offered by the district through ASES, ELOP, and AVID. Qualifying students will also have the opportunity to	Expected outcome for the 2023-24 school year is for 100% of unduplicated pupils to have access to all programs and services they qualify for.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Migrant and GATE programs.	services through the Migrant and GATE programs.	have services through the Migrant and GATE programs.	have services through the Migrant and GATE programs.	
Priority 7 (c) Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data.	100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district.	For 2021-2022, 100% of students with exceptional needs have full access to all academic courses as stated in their IEP. Additionally, students with exceptional needs have access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district as stated in their IEPs.	For the 2022-2023 school year, 100% of students with exceptional needs have full access to all academic courses as stated in their IEP. Additionally, students with exceptional needs have access to extended learning opportunities including access to ASES, ELOP, intersession academies, summer school, and additional programs offered by the district as stated in their IEPs.	For the 23-24 school year, 100% of students with exceptional needs have full access to programs offered by the district that they qualify for as stated in their IEP including access to extended learning opportunities including access to ASES, ELOP, intersession academies, summer school, and additional programs offered by the district.	Expected outcome for the 2023-24 school year is for 100% of students with exceptional needs to have access to all programs and services they qualify for.
Priority 8 - Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data.	The district will implement the following local progress monitoring assessments to measure pupil growth continuously: ARI ELB IXL STAR Math	Current local data for progress monitoring for the 2021-22 school year: ARI - Percent of students reading at grade level: Kinder - 19% 1st - 33% 2nd - 42%	Current local data for progress monitoring for the 2022-23 school year (This data only reflects scores of first semester. Second semester scores are finalized in June): ARI - Percent of students reading at	Due to the amount of time that the IXL assessment, the district was taking to implement, and the significant amount of time that it would impact on instruction, the district has decided not to utilize the IXL assessments	Expected outcome for the 2023-24 school year is to demonstrate a 5% growth each subsequent year after the baseline is set during the 2021-22 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR Reading Fitnessgram Due to COVID 19, data was not collected this year. Baseline is 0%.	3rd - 63% 4th - 68% 5th - 76% ELB - This data was unavailable to report at the time that the LCAP was published. Data will be updated as soon as it is available. IXL - the district is no longer utilizing IXL as a local assessment tool. STAR Reading On/Above Grade Level: 26% Near Grade Level: 16% Below Grade Level: 21% Far Below Grade Level: 38% STAR Math On/Above Grade Level: 34.5% Near Grade Level: 14.8% Below Grade Level: 22.4%	grade level in first semester: 1st - 13% 2nd - 39% 3rd - 48% 4th - 62% 5th - 72% ELB - At this time, Kinder assesses at the end of the year. They take the ARI at the end of the year assessments in late May. ELB data from 21-22 is 52.5% IXL - the district is no longer utilizing IXL as a local assessment tool. Semester 1 data: STAR Reading On/Above Grade Level : 33% Near Grade Level: 14% Below Grade Level: 19% Far Below Grade Level: 34% STAR Math	to collect local data. To date, only STAR Math and STAR Reading results are available: The following are scores for the 23-24 school year: STAR Math: On/Above Grade Level: 33% Near Grade Level: 16% Below Grade Level: 20% Far Below Grade Level: 31% STAR Reading: On/Above Grade Level: 48% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 21%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Far Below Grade Level: 28.3%	On/Above Grade Level: 45% Near Grade Level: 13% Below Grade Level: 18% Far Below Grade Level: 24%		

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The Delano Union School District made all efforts to successfully implement all 12 actions of Goal 3. The following describes successes, challenges, and any substantive differences in implementation:

Action 3.1 - Visual/Performing Arts - The district successfully implemented this action. All schools had a band and all middle schools had a marching band. Middle schools also had opportunities for students to join color guard and choir. The district also offered folklorico classes and art. Based on feedback from educational partner surveys, the district will continue to expand visual and performing art opportunities for students. There were no substantive differences or challenges in the implementation of this action.

Action 3.2 - Parent Involvement - This action was successfully implemented. This action was over expended because most of the trainings for the district were funded out of this action. This action will be combined with Action 2, goal 8 in the next LCAP cycle. There were not challenges in the implementation of this action.

Action 3.3 - Extended Opportunities for Parents/School Liaisons - This action was successfully implemented. Each school site had two liaisons that helped with parent involvement and allowed parents access to the school site both before and after school hours. There were no substantive differences or challenges with the implementation of this action.

Action 3.4 - AVID Instruction/Electives - Although this action was fully implemented and was successful in providing students with a world class 21st century broad course of study, many of the professional development opportunities for staff were funded under a different budget source. There were no challenges in the implementation of this action.

Action 3.5 - Technology - This action was slightly over expended but it was not a substantive amount. This will be adjusted for next year's LCAP. This action was implemented successfully. All unduplicated student groups and all other students had access to technology programs that enhance their educational experience and prepares them for a 21st century environment. There were no challenges in implementing this action.

Action 3.6 - STEAM Instruction - This action had a substantive difference in what was budgeted and what was spent. However, this action was fully and successfully implemented. The reason for the substantive difference was that the district had access to an alternate funding source that covered professional development for staff. There were no challenges in implementing this action.

Action 3.7 - Science Education - SCICON - This action was slightly over budget but it was not substantive. All 5th grade students were able to attend SCICON for one day while 6th grade students were able to attend for a full week of outdoor science instruction. There were no challenges in implementing this action. The budget will be adjusted for next school year.

Action 3.8 - Gifted and Talented Education - GATE - This action was under expended because many GATE activities were funded out of a different source. This action was successfully implemented and provided GATE students with expanded opportunities for enrichment via a GATE summer academy, after school program and a GATE festival. There were no challenges in implementing this action.

Action 3.9 - Technology Equipment/Infrastructure - This action had a substantive difference in the allocated budget and the actual expenditures. The infrastructure and equipment was much less of an expense than what was initially projected. This will be adjusted for the 25-25 LCAP. There were no challenges in the implementation of this action.

Action 3.10 - Adaptive Physical Education Teacher - This action is being funded from a different funding source and will be removed from the next LCAP cycle.

Action 3.11 - Physical Education Teachers - This action was successfully implemented. All school, including elementary schools, had a physical education teacher to provide them with opportunities for physical activities and movement. They also received social emotional learning instruction since SEL is part of the content standards for physical education. There were no challenges or substantive differences with the implementation of this action.

Action 3.12 - Director of Technology - This action was fully and successfully implemented. There were no challenges and there were no substantive differences.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 3 was $7,425,932. The Estimated Actual Expenditures for Goal 3 was $5,725,228. This is a difference of $1,700,704. The substantive differences were in actions 3.2. 3.4, 3.6, 3.8, and 3.9. Action 3.2 was over expended by $30,137 because Goal 2, action 8 was funded out of this action. These two actions will be combined in the next LCAP cycle. Action 3.4 was under expended by $112,806 because the summer training for this action was taken from an alternate funding source. Action 3.6 was under expended by $238,735 because many of the professional development opportunities for the teachers were funded through a different funding source. Action 3.8 is under expended because many of the activities for GATE fell under a different funding source for the school year and for the summer academy. Action 3.9 was under expended by $1,178,993. The infrastructure and equipment was not as expensive as initially budgeted. All of these amounts will be adjusted for the 24-25 LCAP.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.

Action 3.2 and 3.3 were effective in increasing opportunities for parent involvement. Educational partner surveys indicate a growth in parent involvement opportunities. The district will continue to offer multiple opportunities both at the site and district levels for parents to be involved in their child's educational experience. Parent participation increased significantly from the baseline year by 80%.

Actions 3.1, 3.4, 3.5, 3.6, 3.7. 3.8, and 3.11 were effective in achieving the district's goal of increasing access to a broad course of study to include science, technology, engineering, arts and math. The expected measurable outcome for this goal was to implement 21st century learning and for students to access a broad course of study. These actions all contributed to the success implementation of this goal and an increase in all metrics utilized to measure effectiveness. 100% of students have access to a broad course of study. 100% of students with exceptional needs have access to programs that they qualify for under their IEP and 100% of unduplicated pupils have full access to not only a broad course of study, but to all programs offered by the district.

Action 3.10 was effective in providing students with special mobility needs the opportunity to participate in physical activity. 100% of students with exceptional needs have full access to programs offered by the district that they qualify for as stated in their IEP including physical education.

Actions 3.9 and 3.12 were effective in increasing access to technology programs, equipment and infrastructure. The district has successfully provided 1:1 devices to all students and some even have 2:1 access so that they are able to keep a device at home. Under the direction of the technology director, the district will continue to increase and improve services for unduplicated students so that they have full access to devices and connectivity.

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

Action 3.2 will be combined with Action 2.8 from goal 2 since they both address the same needs for parent involvement.

Action 3.10 will be removed from the LCAP since this position is funded using a different funding source.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Union School District	Rosalina Rivera Superintendent	rrivera@duesd.org (661) 721-5000

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Mission Statement
We are an innovative and progressive learning community of educators that honor passionate integrity and excellence as our core values. We are serving families that have entrusted their children to us. We will be deserving of that trust. We will be excellent role models; we will be highly skilled practitioners; and we will be dedicated and proactive in meeting the personal and academic needs of our students and their families. We embrace our responsibility to serve the community, and we define our personal success in terms of the success of our students.

Vision Statement
Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors.

Delano Union School District Pledge
1. We will commit to providing an environment of academic excellence for all students and will develop creative and critical thinkers including students with disabilities, English learners and students who are socio economically disadvantaged. (LCAP Goal1, LCAP Goal 4)
2023-24 Local Control and Accountability Plan for Delano Union School District Page 9 of 104
2. We commit to providing a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens. (LCAP Goal 1)
3. We commit to educating all students in a safe and nurturing family environment where they will learn to be active citizens of a culturally diverse society. (LCAP Goal 2)
4. We commit to engaging each of our students as individuals in order to prepare them for college and career readiness. (LCAP Goal 3)

The Delano Union School District is nestled in the Central Valley of California in a farming community of approximately 52,000 residents. The Delano Union School district is home to approximately 6,200 students in grades TK-8 and employs over 900 staff members. The district is comprised of 12 schools: six K-5 elementary schools, two K-6 elementary schools, three 6-8 middle schools, and one K-8 school. In addition, the district provides a variety of preschool programs that enroll approximately 300 students each year. The diversity of the community of Delano is reflected in its student population. The student demographics are as follows: Hispanic - 5,455 White - 78, American Indian - 15, Asian - 58, Pacific Islander - 2, Filipino - 516, African American - 29, Multi - 43, and Unknown - 12. Our student population is also divided into the following subgroups: 4,950 socio-economically disadvantaged, 2,068 English Learners, 340 Migrant, 77 Homeless, 30 Foster Youth, 721 Special Education, 609 GATE, and 161 Immigrant. The district's total unduplicated student count is 90% of our total student population.

Through this LCAP, the Delano Union School District is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically created to address our mission, vision, and goals and to address the needs of our unduplicated subgroups.

Reflections: Annual Performance

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

The Delano Union School District continues its efforts to close the achievement gap and return to and exceed academic levels that were attained during pre pandemic instruction. The district has focused on providing multiple tiers of support for all students with specific attention to unduplicated subgroups, students with disabilities, and Mckinney-Vento students.

The state and local data reported below highlights areas that have demonstrated success and areas that need additional support. Actions within this LCAP will focus on providing the necessary resources to ensure that unduplicated pupils receive the support they need to attain success.

Based on the California School Dashboard for 2023:

1. The English Learner Progress Indicator (ELPI) was 59.3% which demonstrated an increase of 3.2% from the previous school year. The dashboard also indicates that 88.6% of our students either maintained or progressed at least one ELPI level from the 2022 assessment. Additionally, 54% of our students who took the Alternate ELPAC either maintained or progressed at least one level on the ELPAC.

2. The district's Chronic Absentee rate is14.5%. This is a decrease of 14.2% from the previous school year. This has now placed the district in the yellow performance level. Our Filipino subgroup is in the blue performance level, and the Asian subgroup is in the green. The district has five subgroups in the yellow performance level and only one subgroup in each red and orange performance levels respectively. For these groups, the district has created actions in Goal 2 (Actions 1, 2, 4, 5 and 7) to target these students and create a taskforce at each school to address the needs of specific students and figure out the root causes of why they are struggling with attending school regularly. Once the root cause is identified, the district will support the student and remove barriers that affecting attendance.

3. The district increased 7.4 points in English Language Arts. This has placed the district in the yellow performance group. All subgroups either maintained or increased from last year's scores. The district improved from 23.4 points below standard to 15.9 points below standard.

4. In Mathematics, the district increased by 19.4 points. All subgroups showed an increase and no subgroups were in the red performance level. The district improved from 67.2 points below standard to 47.8 point below standard. The growth in our math scores has earned our district national notoriety by being featured in the New York Times newspaper as one of the few district's in the nation successfully closing the achievement gap after the COVID-19 pandemic.

5. The district is in the yellow performance level for suspension rate. The district had a slight increase in suspension rates of 0.3% from the previous year. There were no subgroups in the red performance level, 4 subgroups were in the orange , two subgroups were in the green, and four subgroups were in the blue performance level. The district will work with school sites to provide specific interventions via Goal 2, (Actions) to the subgroups in the orange performance level and will implement MTSS strategies to improve behavior.

6. The district had the English Learner subgroup at Fremont School in the red performance level in ELA. Both Almond Tree Middle School and Pioneer had the Students with Disabilities subgroup in the red performance level in ELA. Goal 1, Action 2 will address the specific needs of English Learners, Additionally, Actions 1, 4, 5, and 7 will provide support for English learners improvement in academic performance. The district will target Fremont School with extra assistance to provide the necessary support to increase English learner performance. Goal 1, Action 6 will provide targeted assistance and interventions for students with disabilities. The district will target Almond Tree Middle School and Pioneer school for extra support.

7. The district had the Students with Disabilities subgroup in the red performance level in ELA. Two or more races is in the red performance group for Chronic Absenteeism as well as Students with Disabilities for Pioneer School. Through Goal 1, Actions 1, 4, 5, 6, and 7, the district will address the Students with Disabilities subgroup in ELA and Math by providing students with timely interventions, direct student support, and by providing high quality professional development to equip teachers with best teaching practices and resources. Through Goal 2, Actions 1,2, 4, 5, and 7, the district will provide attendance incentives and will create a task force to address these student groups individually and work with the families on eliminating barriers that lead to chronic absenteeism.

Based on local data for 2023- 2024:
ARI -
All Students: On Grade Level = 71%, One Grade Level Below = 13%, Two Grade Levels Below = 9%, Three Grade Levels Below = 4%, More Than Three Grade Levels Below = 3%

ELB -
All Students: Standard Exceeded = 71%, Standard Met = 8%, Standard Nearly Met = 8%, Standard Not Met = 13%

STAR -
ELA - On/Above Grade Level = 39%, Near Grade Level 15%, Below Grade Level = 18%, Far Below Grade Level = 28%
Math - On/Above Grade Level = 51%, Near Grade Level = 13%, Below Grade Level = 16%, Far Below Grade Level = 20%

The district focused on creating actions in Goal 1 that will address the needs in ELA and Math to English learners, Foster Youth, Socio-economically disadvantaged and Students with Disabilities. Based on data analysis, these are the groups that need attention and support to ensure that they attain adequate growth and receive extra help with reading skills, math skills, and language acquisition to ensure that their specific academic needs are addressed. The district has created actions in Goal 2 to address attendance, suspensions, and SEL. The district will also address their personal needs such as clothing, hygiene packs, backpacks, shoes, glasses, and healthcare. In addition, the district created actions in Goal 3 to ensure that these subgroups have equal access to a well-rounded education. All students will have access to science, technology, engineering, arts, and math.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Superintendent's Cabinet	Superintendent's Cabinet held monthly meetings since October to discuss the results of state and local data. The cabinet held discussions on possible goals and actions to address the needs based on the results of the California School Dashboard and local data results. The cabinet then met with several educational partner groups to gather input that helped guide the creation of the goals and actions in this LCAP.
Administrative Cabinet	Superintendent's Cabinet had ongoing monthly meetings with the district's Administrative Cabinet team since October 2023 to discuss the results of state and local data. The Administrative Cabinet team discussed changes to LCAP actions to address areas of need and to keep specific actions that have helped the district to successfully address the needs of all students, but with a specific emphasis on unduplicated subgroups.
Principals	The district held meetings with site principals on a monthly basis beginning in August 2023 to ensure that their specific site needs are being address in the goals and actions of the LCAP. The district reviewed state and local assessment results individually with each principal and created data plans to address areas of concern. These data plans were taken into consideration when the actions were created. These actions are also mirrored in their school SPSA plans.
Students	The district sent surveys to all students in grades 4-8 in the month of April. The results of the surveys and the feedback from the students created revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services.

Educational Partner(s)	Process for Engagement
Local Bargaining Units	The district met with both certificated and classified bargaining units in April 2024. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the survey guided some actions within this LCAP.
Other School Personnel	The district met with other school personnel such as site resource teachers, academic coaches, librarians, nurses and other personnel during the months of March and April. After review of the results of state and local data, they were provided with an opportunity to engage in a question and answer session. They were also provided with a survey for them to provide any additional input.
Teachers	Teachers form part of the District Advisory Committee, so those that were part of this group were able to provide input during the consultation with this group. Site administrators held data meetings throughout the school year and the teachers were able to provide input on areas of need. The teachers received surveys and their responses were reviewed. Their input led to Goal 1, Action 7 to refine their professional development to help them serve unduplicated student groups effectively.
Migrant Education Program Parent Advisory Committee	The district presented to the Migrant Education Program Parent Advisory Committee in April 2024. They received surveys as part of the presentation. The committee did not have any questions or comments, but their survey results were recorded and compiled to guide the creation of the actions.
District English Learner Advisory Committee	The district met with the DELAC committee in April. They were presented with state and local data and had specific discussions about English learners. They engaged in a question and answer session and they were also provided surveys. Their input was used in the creation, revision, and enhancement of actions within this LCAP, particularly the action for English Learners.
District Advisory Committee	The district met with parent representatives from all 12 school sites along with administrators and teachers as part of a District Advisory Committee in April 2024. The district reviewed state and local data and had an interactive discussion about the data presented. They received surveys and their responses were utilized to assist in creating/revising the goals and actions of this LCAP.

Educational Partner(s)	Process for Engagement
H.E.A.R.T.S Connections Committee	The district met with the H.E.A.R.T.S. Connections Committee in April. This committee is comprised of parents of students with special needs. The parents were presented with state and local data and the data was disseminated by the Students with Disabilities subgroup. The district had an interactive discussion with the parents and they were provided with a survey where they could provide additional input. The results of the survey were compiled to create actions that would improve learning and school climate for students with disabilities.
SELPA	On December, 2023, the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2024. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors.

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

After every educational partner meeting, the district collected surveys to give each partner an opportunity to provide feedback regarding the LCAP. The surveys and the feedback given at all of the educational partner meetings were compiled and reviewed carefully. The feedback from the surveys and the discussions during the educational partner meetings helped guide the creation/revision of several actions in the LCAP.

After ongoing meetings with the administrative cabinet group, the team determined that the current LCAP goals were effective and recommended that the same broad goals be kept since both state and local data demonstrated progress and students were moving towards standard, including all subgroups. The principals had the opportunity to dissect their school's data and create data plans to address each area where the students were demonstrating some lacking skills. This provided guidance in revising current actions to address the areas of

most need by the district, specifically in regards to ELA, writing and math. During the consultation with the local bargaining units, both teams addressed the needs for training and staff development for all of their members. They requested training that was pertinent to each of their members. As a result, the district will address training and professional development in Goal 1, action 1 of the LCAP. The action has been revised to reflect that all staff will have training that is pertinent to their job assignment. After deep data analysis with site and district administrators, the district will ensure that academic coaches are available for teachers to access to help with lesson design, lesson delivery, data analysis, and small group instruction.

After meeting with several parent groups and analyzing all of the surveys, parents have high interest in maintaining our school environments safe and with a positive school climate. The district will continue its efforts via Goal 2 to address safety at the schools including employing vice principals, campus supervisors, and noon duty aides at all of the school sites. The district will also continue to fund the school nurses and health assistants to assist with students with health related concerns. this will assist with the district's efforts to decrease the chronic absentee rate. Additionally, parents have voiced the continued need to provide mental health services to students. The district will continue to offer mental health services and resources to all students, while ensuring that unduplicated students are prioritized.

Under Goal 3, GATE parents vocalized the need to offer GATE after school program all year with a culminating festival at the end of the school year. The students will also have the opportunity to attend an end of the year educational field trip. GATE facilitators will have multiple opportunities for training via the CAG institute. The GATE facilitators will receive training on implementing the icons of depth and complexity throughout the school day as well as during their after school sessions with the GATE students.

As a result of the educational partner meeting with the DELAC group, the district will be offering at least one Newcomers class for next school year. This is a need that has been vocalized by not only the parents, but also by site administrators. The district has designated some LCAP funding to address this need.

Additionally, the district received several inquiries for professional development on Universal Design for Learning to support students with disabilities. The district will ensure appropriate training for staff in this area as well as other areas of need for professional development. The district will provide professional development for all staff that works with students with disabilities to ensure that they are equipped with the most current best practices.

There were many surveys that addressed the need for upgrades to classroom furniture. The district has allocated funding from other sources to address this concern. The district will continue to have ongoing needs assessments to ensure that appropriate services are being provided to meet the needs of all students with particular attention to the unduplicated student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	DUSD will provide a world class education through a supportive learning environment that sparks an attitude of inquiry and enthusiasm for learning to ensure students success in college and career readiness. The expected outcome of this goal is to increase the quality of instruction and services for students to promote higher levels of academic achievement and ensure that students are ready for college, careers, and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessments and educational partner feedback, the district has identified the need to continue to increase the quality of instruction. Goal 1 was developed to improve instructional practices and provide all necessary tools to ensure that students are receiving necessary interventions. Based on the California School Dashboard data, all students are 15.9 points below standard in ELA. The Students With Disabilities subgroup scored in the red performance level and is 84.7 points below standard, our English learners are 42.4 points below standard, and our homeless population is 78.4 points below standard. In mathematics, All students are 47.8 below standard and our students with disabilities is 107.4 below standard. Even though all of our subgroups either maintained or increased in points, we have several groups that are significantly below standard, so our instructional practices need to continue to improve.

This data, along with stakeholder input has guided the creation of this goal and its corresponding actions. The district will make a continued effort to retain fully credentialed teachers and provide appropriate training for all teachers to improve instruction. Teachers need continuous support to ensure that students are receiving the best academic learning experience. The district will focus on providing ongoing support for all teachers via professional development opportunities, one on one coaching, and different tiers of support in all content areas. All professional development efforts will focus on supporting teachers to successfully provide tiered academic supports for students along with extra opportunities for learning for all students. By building staff capacity through professional development and new teacher supports, content area coaches, support for English learners, smaller class sizes, increased academic interventions and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased levels of student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of credentialed teachers and appropriately assigned. Source: CALPADS report 4.1 and local Human Resources data. Priority 1 (a)	In the 23-24 school year, the percentage of credentialed teachers and appropriately assigned: 95%			By the 2026-27 school year, the target for percentage of credentialed teachers and appropriately assigned: 98%	
1.2	Percentage of students with access to standards-aligned instructional materials. Source: Williams Team Review. Priority 1 (b)	In the 23-24 school year, the percentage of students with access to standards-aligned instructional materials: 100%			By the 2026-27 school year, the percentage of students with access to standards-aligned instructional materials: 100%	
1.3	Facilities in good repair. Source: FIT Tool Priority 1 (c)	In the 23-24 school year, facilities in good repair rating: Exemplary			By the 2026-27 school year, facilities in good repair rating: Exemplary	
1.4	Implementation of state board adopted academic content and performance standards. Source: Classroom observations. Priority 2 (a)	In the 23-24 school year, the percentage of implementation of Common Core State Standards: 100%			By the 2026-27 school year, the percentage of implementation of Common Core State Standards: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Implementation of CA ELD Standards. Source: Classroom observations Priority 2 (b)	In the 23-24 school year, the percentage of implementation of CA ELD standards: 100 %			By the 2026-27 school year, the percentage of implementation of CA ELD Standards: 100%	
1.6	Average Distance from Standard on CAASPP ELA and Math, CAST and CAA Assessments. Source: CA Dashboard Priority 4 (a)	2023 CAASPP data: ELA: Points Below Standard All Students: 15.9 English Learners: 42.4 Foster Youth: 58.9 SED: 21.7 SWD: 84.7 Math: Points Below Standard All Students: 47.8 English Learners: 68.8 Foster Youth: 75.9 SED: 53.1 SWD: 107.4 23-24 CAST data: Met or Exceeded Standard for Science All Students: 24.58% English Learners: 3.28% Foster Youth: Fewer than 11 students tested SED: 22.65% 23-24 CAA data:			Target for 2026-27 CAASPP: ELA: Points Below Standard All Students: 6.9 English Learners: 33.4 Foster Youth: 49.9 SED: 12.7 SWD: 75.7 Math: Points Below Standard All Students: 38.8 English Learners: 59.8 Foster Youth: 66.9 SED: 44.1 SWD: 98.4 CAST: Met or Exceeded Standard for Science All Students: 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Met: All Students: 15.91% English Learners: 18.18% Foster Youth: Fewer than 11 students tested SED: 19.44% Math Met: All Students: 2.27% English Learners: 0% Foster Youth: Fewer than 11 students tested SED:2.78%			English Learners: 12% Foster Youth: 15% SED: 32% CAA: ELA Met All Students: 24% English Learners: 27% Foster Youth: 15% SED: 28% Math Met All Students: 11%% English Learners: 9% Foster Youth: 15 % SED: 11%	
1.7	Percentage of English learners making progress in English. Source: CA School Dashboard Priority 4 (e)	In the 23 CA School Dashboard, the percentage of English learners making progress in English: ELPI: 59.3%			By the 2026 CA Dashboard, the percentage of English learners making progress in English: ELPI: 70%	
1.8	District reclassification rate. Source: KiDS	In the 23-24 school year, the Percentage of Students Reclassified: 16.96%			By the 2026-27 school year, the percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4 (f)				students reclassified: 20%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Instructional Support Needs	The district will provide students with all necessary instructional support to meet their academic needs. The district will provide supplemental materials, books, and supplies to ensure that students have access to a high quality instructional program. Students will have access to all the supplemental materials and supplies needed to access their instructional lessons. Special attention will be placed on unduplicated pupils to ensure they receive all necessary support materials and supplies to access	$846,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction and support their learning during the school day and as they complete lessons at home.		
1.2	English Learner Support	With nearly half of the student population classified as English learners, the district places top priority on offering high quality Integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Funds will be utilized to hire a Learning Coordinator to provide professional development to teachers, monitor English learners, recommend intervention support, and ensure that appropriate curriculum and language acquisition practices are implemented in all district classrooms. The Learning Coordinator will ensure that teachers and staff working with English learners are trained in utilizing the English Learner Road Map, utilize the ELD standards, and address language acquisition via Integrated and Designated ELD time. Instructional strategies utilized to help with language acquisition for English learners will be utilized in all classrooms throughout the school day which will benefit all students to support instruction. This instruction will be monitored by the Learning Coordinator. English learner students from Fremont School will have priority for services since they scored in the red performance level.	$171,721.00	Yes
1.3	Grade Span Adjustment in Upper Grades	The district will provide additional teachers to reduce class sizes in grades 4th-8th in order to increase opportunities for specialized and differentiated instruction for unduplicated pupils. Classes with high concentrations of unduplicated subgroups, with special emphasis on English learners, Long Term English Learners, Newcomers, Foster Youth, and SED students will receive priority for grade span adjustment.	$628,580.00	Yes
1.4	Instructional Program Support and Intervention	The district will provide instructional aides for all Transitional Kindergarten and Kindergarten classes. Instructional aides will provide support for tiered interventions during the instructional day to all TK and Kindergarten students with special emphasis on providing intervention support to unduplicated pupils. Aides will work either one on one or in small group	$2,138,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
		settings under the guidance of the classroom teacher, academic coaches, and site administration. Special attention to unduplicated subgroups will ensure that they are attaining the necessary foundational skills in ELA and Math.		
1.5	Instructional Support/Coaches and Tutors	The district will provide five instructional coaches to assist teachers with modeling of lessons, lesson design, and data analysis to guide instructional decisions to maximize the learning opportunities offered to students. Instructional coaches will work directly with teachers both one on one and in grade level teams to address specific academic deficits. A total of six specialized tutors will work directly with students to provide intervention during the school day ELA, Math and language acquisition. Instructional coaches and tutors will prioritize their assistance to teachers to help them improve instructional services for unduplicated pupils. They will provide subgroup data analysis to the teachers to ensure that academic needs of unduplicated subgroups are addressed. Tutors will work one on one or in small groups with unduplicated subgroups and any other student that is in need of extra academic support.	$1,328,736.00	Yes
1.6	Co-teaching Intervention Teacher	The district will fund a co-teaching intervention teacher to provide assistance to students who participate in the co-teaching model that are in need of intensive intervention. The intervention teacher will also focus on assisting with classroom strategies for the general education teachers and provide professional development on lesson differentiation and Universal Design for Learning to all teachers. The intervention teacher will focus on ensuring that all participants in the co-teaching classes are receiving the best learning experience with lessons that are scaffolded and conducive to learning at their level of instruction. They will support the co-teaching program throughout the entire district. Services will be for all students participating in the co-teaching model, but will be directed to provide intensive intervention to unduplicated pupils.	$177,054.00	Yes
1.7	Professional Development	The district will support teachers by providing a plethora of professional development training opportunities. All professional development is selected to build staff capacity in the successful instruction of all content	$1,677,951.00	Yes

Action #	Title	Description	Total Funds	Contributing
		areas. All professional learning is content focused and will be sustained in duration with a goal of equitable access for all. The district will support new teachers by providing them with additional training, induction program, and professional development with curriculum experts on a bi-monthly basis. Equipping teachers with the most current best teaching practices will ensure that students are provided with the effective learning opportunities in the classroom. Teachers will be equipped with knowledge to work with unduplicated pupils to address their specific learning needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	DUSD will maintain a safe and secure learning environment that is engaging and stimulating and will enable our students to become productive and responsible citizens. The expected measurable outcome for this goal is an increase in student attendance rates, decreased suspension rates and increased levels of student connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Delano Union School District places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students need additional support to increase connectedness and student participation. The current attendance rate is at 96.10% chronic absentee rate is 14.5% The district will make all efforts to encourage students to improve school attendance and be an active participant in their learning. The actions within this goal support the district's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in the district. By providing additional health and vision services for students, increasing safety through the use of additional staff, field trips, incentives and increased opportunities for parent involvement, students will thrive in a positive school climate and progress will be sustained in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate Source: SIS Platform State Priority 5 (a)	2023-24 Attendance rate: All Students: 96.10% ELs: 96.17% Foster Youth: 95.03% SED: 95.96%			2026-27 Attendance rate: All Students: 98% ELs: 98% Foster Youth: 97% SED: 97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 96.61%			Two or More Races: 98%	
2.2	Chronic absenteeism rate Source: CA School Dashboard State Priority 5 (b)	2023-24 Chronic absenteeism rate: All Students: 14.5% ELs: 13.4% Foster Youth: 12.9% SED: 15.4% Two or More Races: 20.5%			2026-27 Chronic absenteeism rate: All Students: 5% ELs: 4% Foster Youth: 3% SED: 6% Two or More Races: 11%	
2.3	Middle School drop out rate Source: CALPADS EOY report State Priority 5 (c)	2023-24 Middle School drop out rate: All Students: 0% ELs: 0% Foster Youth: 0% SED: 0%			2026-27 Middle School drop out rate: All Students: 0% ELs: 0% Foster Youth: 0% SED: 0%	
2.4	Suspension rate Source: Ca School Dashboard State Priority 6(a)	2023-24 Suspension rate: All Students: 1.5% ELs: 1.7% Foster Youth: 0% SED: 1.4% Two or More Races: 2.2%			2026-27 Suspension rate: All Students: <1% ELs: <1% Foster Youth: 0% SED: <1% Two or More Races: <1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Total number of Expulsions Source: SIS platform State Priority 6 (b)	2023-24 Expulsions: All Students: 2 ELs: 0 Foster Youth: 0 SED: 2			2026-27 Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	
2.6	Local Climate Survey Percentage of student connectedness Source: CA Healthy Kids State Priority 6 (c)	2023-24 Percentage of student connectedness: 76%			2026-27 Percentage of student connectedness: 85%	
2.7	Percentage of students who feel safe at school Source: Local Survey Priority 6 (c)	2023-24 Percentage of students who feel safe at school 76%			2026-27 Percentage of students who feel safe at school 85%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Health Services	The district will continue its efforts to enhance health services for all students. The district will expand the duties of the nurses to enhance parent communication to address the health and safety of students as well as attendance. The six nurses, six health services assistants, and one clerk will serve as liaisons for the school sites and provide parent and staff training. Training topics will include but not be limited to: epi-pens, chronic disease management, HIV/AIDS education for students, CPR certifications and use of AEDs. Nurses will continue to train all site administrators and designated classified staff on appropriate use of AEDs. The nurses will be trained by the Director of Health Services who will ensure that services are directed to support all students, but special attention will be to address the needs of unduplicated pupils. This action will address any health barriers related to chronic absenteeism of unduplicated pupils as well as all students.	$1,317,607.00	Yes
2.2	School Safety	The district will employ and train vice principals at each school site to oversee overall school safety, implement MTSS, and be responsible for creating a positive learning environment where students feel safe and connected to their school. The district will also contract with the Delano Police Department to provide two SROs to assist with school connectedness and helping to create a positive school culture and assist with outreach and connecting to families of unduplicated pupils. The vice principals will oversee attendance and discipline to ensure positive student engagement. Other duties will include providing additional services such as increased connection and outreach to families of unduplicated students.	$1,669,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Campus Security	The district will continue to promote student safety by employing campus security supervisors in each middle school. The district will increase supervision before, during, and after school by employing noon duty aides and crossing guards at all schools. Additional duties include participation in home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6	$972,250.00	Yes
2.4	Positive School Climate	The district will make all efforts to create a positive learning environment at each school site and will support activities that promote a positive school climate. Special efforts will be made to increase student attendance, drop the chronic absentee rate, promote positive behavior, and reduce the suspension and expulsion rates at all school sites. The district will provide activities such as academic or incentive field trips, assemblies, and motivational speakers. The district will also offer activities that promote a positive culture for staff, students and parents each year. Examples include: family nights, medals, plaques, parent education nights, shirts, etc. The district will make special efforts to ensure that unduplicated pupils are served and attend school activities to increase their school connectedness. Vice principals and their attendance task force will serve as liaisons to reach out to unduplicated subgroup parents to encourage them to attend activities that promote a positive school environment and school connectedness.	$530,465.00	Yes
2.5	Student Support Services	The district will employ the Director of Student Support Services to support the implementation of the MTSS program. The director will focus on providing professional development and working with vice principals and campus security personnel to increase safety on all campuses and ensure a safe and secure learning environment which fully implements the MTSS	$203,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
		model. The director of Student Support Services will serve as a liaison for foster youth, McKinney-Vento families, students with chronic absenteeism, and discipline concerns. The director will place special attention to ensure that unduplicated subgroups receive necessary support to have a positive learning experience both in and out of the classroom. They will monitor attendance, discipline, and academics of all unduplicated subgroup students at risk and provide them with additional support and resources to eliminate barriers to a positive learning experience.		
2.6	School Safety Support	The Director of School Safety will work with SROs, district, and site administration to provide a safe and secure learning environment for staff and students. The director will focus efforts on ensuring that all safety protocols are implemented and enforced district wide. They will work with vice principals to decrease suspension and expulsion rates at their schools and implement positive behavior interventions. They will also oversee all of the school's Comprehensive Safe School Plans and ensure that parents and staff are familiar with safety and emergency protocols. The director of school safety will ensure that unduplicated pupils are monitored for attendance, suspensions, and expulsions and that they are provided with a safe, secure, and positive learning environment as part of their academic learning experience.	$257,174.00	Yes
2.7	Additional Student Supports	The district will provide services for students in need of additional supports and eliminate any barriers that may keep them out of school or unable to access their learning. The district will provide instructional supplies, clothing, health care items, dental and eye wear and any other items needed by students. Services will be prioritized to low income, foster youth, English learners, and McKinney-Vento pupils to ensure that they have all items necessary to attend school daily and have full access to their academic experience.	$20,000.00	Yes
2.8	DUSD Vision Center/Health Clinic	The district will support the DUSD Vision Center/Health Clinic to provide vision and health services to all district students in need of eye exams, eye wear, immunizations, and other health related needs. A full time employee	$99,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be hired to assist with parent outreach. Services will be prioritized for unduplicated pupils.		
2.9	Behavior Intervention	Under the guidance of the district's BCBA, Tier 3 behavior intervention classes will be provided for students who need intensive behavior support intervention. The district will continue to employ 2 behavior intervention teachers and 2 instructional assistants to help with Tier 3 general education students who are in special need of targeted behavior intervention and cannot be in a regular classroom setting after intensive behavior interventions. Students will be placed on behavior intervention plans and will be transferred to their regular classrooms once behavior goals are attained. Services will be prioritized for unduplicated students.	$385,734.00	Yes
2.10	Intervention Counselors	The district will employ intervention counselors to serve middle school students to ensure that at risk students are meeting their academic potential and that any barriers to a successful academic path are identified and addressed. Services will be prioritized and special attention will be placed on the academic success of unduplicated pupils.	$490,636.00	Yes
2.11	Behavior Intervention Teachers	The district will fund 3 behavior intervention teachers to support MTSS and provide the Tier 2 behavior intervention. Two will be at the middle schools and one will be at the elementary schools. The district will also purchase character building curriculum and instructional materials. Services will be prioritized to meet the needs of unduplicated pupils.	$443,400.00	Yes
2.12	Mental Health Services	The district will employ a Marriage and Family Therapist to provide Tier 3 mental health support for students that need extra support for behavior intervention. They will provide ongoing support to students both in small group situations as well as one to one as needed. They will monitor the	$264,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students on their caseload and connect their parents to community resources to help outside of the school setting for extra support if needed. They will work hand in hand with school psychologists and the BCBA to provide well-rounded mental health services for students. They will focus on assisting with the implementation of social emotional learning in the classrooms and will prioritize services to unduplicated pupils.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	DUSD will implement a 21st Century learning community of students and parents by building a culture with opportunities for advancement and increase access to a broad course of study including Science, Technology, Engineering, Arts, and Mathematics and promoting higher levels of parent engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on input from educational partners, there is a need to provide students more experiences and enrichment opportunities in STEAM. The actions within this goal will allow for students to receive hands-on experiences. This will provide unduplicated pupils to attain hands on learning opportunities. Low income students have less access to experience STEAM activities, especially outside of the school day. This goal will allow equitable access for all students to receive hands-on STEAM instruction during the school day and opportunities for hands-on STEAM activities outside of the classroom through extended day opportunities, field trips, and visits to colleges and universities. During this year's meetings with educational partners, they expressed the need to increase parent participation opportunities. The parent surveys collected indicate that only % of parents feel that the district provides opportunities to increase parent engagement. The district will continue its efforts to increase parent participation and make parents an essential partner in the educational experience of their children. By increasing access to Visual and Performing Arts and STEM courses, parent involvement activities, extended hours opportunities offer equitable access for families, AVID implementation, and ongoing progress monitoring of metrics listed below, the overall quality of instruction will improve leading to increased access to a broad course of study and parent engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of parent participation Source: Attendance sheets, participation logs State Priority 3 (a)	2023-24 Percentage of parent participation: 80%			2026-27 Percentage of parent participation: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of parent participation of unduplicated pupils. Source: Attendance sheets, participation logs

Priority 3 (b) | 2023-24 Percentage of parent participation of unduplicated pupils: 80% | | | 2026-27 Percentage of parent participation of unduplicated pupils: 90% | |
| 3.3 | Percentage of of parent participation of students with exceptional needs. Source: Attendance sheets, participation logs, IEP logs

Priority 3 (c) | 2023-24 Percentage of parent participation of students with exceptional needs: IEPs: 100% Other parent events: 65 | | | 2026-27 Percentage of parent participation of students with exceptional needs: IEPS:100% Other parent events: 75% | |
| 3.4 | Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules.

State Priority 7 (a) | During the 2023-24 school year, 100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning opportunities through high school level course offerings | | | During the 2026-27 school year, 100% of general education students will be enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					learning opportunities through high school level course offerings	
3.5	Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data. Priority 7 (b)	During the 23-24 school year, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.			During the 2026-27 school year, 100% of unduplicated pupils will have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.	
3.6	Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data. Priority 7 (c)	During the 23-24 school year, 100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district.			During the 26-27 school year, 100% of students with exceptional needs will have full access to extended learning opportunities including access to ASES, summer school, and additional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					programs offered by the district.	
3.7	Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data. State Priority 8	2023-24 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 71% One grade level below - 13% Two grade levels below - 9% Three grade levels below - 4% More than three grade levels below - 3% Emerging Literacy Battery (ELB) - Standard Exceeded - 71% Standard Met - 8% Standard Nearly Met - 8% Standard Not Met - 13% STAR Reading - On/Above Grade Level : 39% Near Grade Level: 15% Below Grade Level: 18% Far Below Grade Level: 28% STAR Math			2026-27 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 77% One grade level below - 16% Two grade levels below - 6% Three grade levels below - 1% More than three grade levels below - 0% Emerging Literacy Battery (ELB) - Standard Exceeded - 80% Standard Met - 5% Standard Nearly Met - 5% Standard Not Met - 10% STAR Reading On/Above Grade Level : 52% Near Grade Level: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		On/Above Grade Level: 51% Near Grade Level: 13% Below Grade Level: 16% Far Below Grade Level: 20% CA Healthy Kids Survey: Percentage of students who reported negative self image: 68%			Below Grade Level: 9% Far Below Grade Level: 19% STAR Math On/Above Grade Level: 60% Near Grade Level: 22% Below Grade Level: 7% Far Below Grade Level: 11% CA Healthy Kids Survey: Percentage of students who reported negative self image: 50%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Visual/Performing Arts	The district will promote music, visual and performing arts at all school sites and expand participation to students at all school sites. The programs offered include but are not limited to the following: Marching band, jazz band, mariachi, ballet folklorico, honor band, dance group, choir, art instruction, and piano labs. Unduplicated pupils will be encouraged to actively participate in the visual and performing arts programs offered.	$1,026,332.00	Yes
3.2	Parent Involvement	The district will provide funds for parent involvement activities at the site and district levels to secure a partnership between the home and school to provide the best learning experience for students. Activities include but are not limited to: Parent University, math family nights, literacy family nights, general information meetings, Kiddie parade, Math field day, parent trainings, and other student events. Special efforts will be made to involve parents of unduplicated pupils. Funding from this action will include: consultant contracts, materials, supplies, facilities, child care, translation services, extra time for staff working the events after work hours.	$269,225.00	Yes
3.3	Extended Opportunities for parents/school liaisons	The district will support parent participation and learning opportunities for students by employing 12 resource clerks and 12 librarians. These employees will offer opportunities for parent involvement before, during, and after school such as extended library hours, access to computer labs, access to front office and some Saturdays. They will serve as liaisons for parents of unduplicated pupils.	$1,758,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	AVID Instruction/Electives	The district will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The district will provide training for teachers in AVID strategies, will provide all necessary materials and supplies, and will hire AVID tutors as needed. The district will also provide elective courses for all middle school students. Electives will include a plethora of subjects to provide students with a well-rounded educational experience. Special focus will be placed on unduplicated pupils to ensure they have access to a broad course of study.	$770,341.00	Yes
3.5	Technology	The district will enhance the current technology programs and will purchase platforms, software, and offer professional development to teachers to ensure that students have full access to a technology rich learning experience. Access to technology will allow students to experience 21st Century learning. Services will be prioritized for unduplicated pupils to ensure that they have full access to all technology programs offered by the district.	$680,000.00	Yes
3.6	STEAM Instruction	The district will promote the development and implementation of a district wide STEAM program that will provide students the opportunity to experience a rich academic curriculum that includes instruction in science, technology, engineering, art, and mathematics. The district will provide outdoor science instruction through a partnership with SCICON. The district will open math labs at all schools to allow students to explore hands on math and engineering lessons. STEAM labs and materials will be provided to all students. Special focus will be placed on ensuring that unduplicated pupil are prioritized to receive STEAM instruction and hands on opportunities.	$386,973.00	Yes
3.7	Gifted and Talented Education - GATE	The district will enhance student opportunities in GATE activities. Students will receive year-long engagement opportunities culminating in the annual GATE festival. Students will also receive a one-week summer school	$90,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enrichment as part of the program. The district is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The district has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the district's demographics, the majority of students participating in the GATE program are unduplicated pupils.		
3.8	Technology Equipment/Infrastructure	The district will purchase equipment needed to ensure that all staff and students have up to date devices to enhance daily classroom instruction. The district will update infrastructure continuously as stipulated in the District's Technology Plan. Services have been prioritized to best serve the needs of unduplicated pupils.	$2,029,150.00	Yes
3.9	Physical Education Teachers	The district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students and support the district's effort to incorporate physical activity as part of the students' daily academics. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.	$1,073,778.00	Yes
3.10	Director of Technology	The district will employ a director of technology to assist with the management of all technology programs and staff. The director will ensure that all students have appropriate technology devices and access to connectivity. Services have been prioritized to best serve the needs of unduplicated student groups to ensure that they have equitable access to technology needs, including hotspots and WiFi for connectivity.	$205,882.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,406,727	$2,368,666

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.321%	7.640%	$3,618,316.18	47.961%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student Instructional Support Needs **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster	This action will provide all necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. This action is provided as an LEA-wide basis because all students will benefit from a robust curriculum that includes supplemental instructional materials.	Metric # 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys, supplemental instructional materials that will allow them to scaffold instruction and provide students access to state standards in ELA and Math. **Scope:** LEA-wide		
1.3	**Action:** Grade Span Adjustment in Upper Grades **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard.	This action will provide smaller class sizes in the upper grades, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in upper grade classes with high populations of unduplicated subgroups. This action is being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the upper grades and receive targeted intervention and differentiated instruction during the school day.	Metric # 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on educational partner input, survey responses included the need for class size reduction. Parent surveys indicated this need for all grade levels. The district will prioritize grade span adjustment to students with high concentrations of unduplicated pupils. **Scope:** LEA-wide		
1.4	**Action:** Instructional Program Support and Intervention **Need:** Local data indicates a need to provide interventions during the school day to help students in TK and Kindergarten attain foundational skills in ELA and Math. According the the local assessment tool ELB, the following subgroups have not met standard: Low income = 21% and English learners = 19%. Only 4.63% of LTELS met or exceed standard in ELA and 3.11% in Math. We did not have any foster youth students on TK and Kindergarten. Aides will assist with running intervention groups, and with providing an environment conducive to learning that is developmentally appropriate for that age group. Educational partner input from teachers via surveys indicate the need to provide TK and Kindergarten classrooms with additional support to be able to work with students in small group settings. 61% of teachers who	Instructional Aides will be able to provide intervention to small groups of students and assist in the TK and Kindergarten classrooms. Providing small group intervention will assist students in acquiring key academic skills to assist with reading, writing, and math instruction. This action is being provided on an LEA-wide basis because all students will benefit from instructional support for teachers and receive targeted intervention and differentiated instruction during the school day.	Metric #1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	responded to the survey indicate their need for support staff to provide additional intervention opportunities Parent surveys also indicated a need to provide support in the classrooms to assist the students in their academic learning. **Scope:** LEA-wide		
1.5	**Action:** Instructional Support/Coaches and Tutors **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. By training our own staff in each academic field, the district will have on site experts to assist staff at any time. The district will be able to do all training and professional development internally without having to hire outside consultants. According to educational partner feedback on the staff surveys, 16% of teachers responded that they need to be better equipped to support unduplicated pupils. 18% of teacher	Instructional coaches will be able to provide professional development, training, data analysis, and guidance to help all district teachers to ensure that unduplicated pupils are provided with the best opportunities for learning. Specialized tutors will be able to work in small groups or one on one to provide intervention during the school day to unduplicated pupils who are in need of extra academic support. This action is provided on an LEA-wide basis because all students will benefit from their teachers being provided with strategies and assistance with lesson planning and design by the coaches. In addition, all of the students will benefit from the data analysis to identify areas of deficit so that the teachers can target all students. All students will benefit from the one on one or small group intervention during the school day provided by the specialized tutors.	Metric #1.4, 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	stated that they need more training and professional development to help students struggling in their classrooms. 45% of teachers who responded indicated a need for support with their instruction and selection of supplemental curriculum and materials to support unduplicated pupils. 48% of parents indicated in the surveys that they would like additional staff to support intervention programs during the school day. **Scope:** LEA-wide		
1.6	**Action:** Co-teaching Intervention Teacher **Need:** According to the California School Dashboard, All students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. Educational partner feedback from meeting with the parents indicates a need to provide more intervention opportunities for students. Parents indicated the need to equip teachers with strategies, and lessons to provide	The Co-teaching intervention teacher will assist in providing UDL strategies and will ensure that teachers utilize these strategies daily to assist unduplicated students. All lessons will be designed with targeted strategies that will address the skills that the students need to experience academic success. This action is provided on an LEA-wide basis because all students will benefit from the guidance of the co-teaching intervention teacher and their assistance to their classroom teacher to provide them with the necessary support for their learning needs.	Metric #1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	appropriate support to all students who participate in the co-teaching classrooms. **Scope:** LEA-wide		
1.7	**Action:** Professional Development **Need:** According to the California School Dashboard, All students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. Only 4.63% of LTELS met or exceed standard in ELA and 3.11% in Math. Based on local assessments, students are performing below standard in ELA and Math. Although continuous improvement has been attained annually, the district needs to refine efforts to continue growth. Based on Educational Partner feedback from teacher surveys and discussion, only 82 % of teachers feel they have received adequate training to support. The district will use the information from the surveys to address the professional	This action will provide professional development and training opportunities for all staff to refine current instructional practices. The professional development opportunities throughout the school year will provide emphasis on helping teachers address the needs of unduplicated pupils. This action is provided on an LEA-wide basis all students will benefit from having teachers that are appropriately trained in the most effective teaching practices and teachers who are knowledgeable in analyzing data and knowing how to adjust instruction to address academic deficits of all students they serve.	Metric #1.4, 1.5, 1.6, 1.7. 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development gaps that the teachers have identified in the surveys. **Scope:** LEA-wide		
2.1	**Action:** Health Services **Need:** The district has a growing number of unduplicated students who are presenting with medical needs and need frequent monitoring and assistance. Staff are in need of training to ensure that they are able to address/identify the medical needs of their students. Parents need support to monitor their child's health care needs during the school day. This will allow students to access their educational experience. Based on the California School Dashboard, the district's chronic absentee rate is 14.5%. This is more than double of what the rate was before the pandemic. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. The district needs to identify health barriers that are contributing to the chronic absentee numbers. Based on Educational Partner input, parents vocalized the need for the district to provide health related services for their children. Comments were specific to their child's needs.	All school sites will have a nurse or health assistant on site to ensure that students receive any necessary medical care during the school day. The nurses and health assistants will also assist with administering medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurses and nurse assistants will work with parents to identify health related barriers that are impacting attendance. They will also work with their school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. This action is provided on an LEA-wide basis because all students will benefit from the support that the nurse and nurse assistants will provide to monitor health and eliminate barriers that contribute to chronic absentee issues.	Metric # 2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Staff also commented on the need to enhance health services and training for teachers to help them identify health related issues in the classroom. **Scope:** LEA-wide		
2.2	**Action:** School Safety **Need:** The CA Healthy Kids Survey demonstrates that only 76% of students feel safe at school and 76% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. Based on educational partner surveys, parents and staff have placed a high priority on student safety. 96% of parents feel that the district provides a safe and secure learning environment. The parents vocalized their appreciation for the efforts that vice principals and SROs have made to provide a safe, secure, and positive learning environment. **Scope:** LEA-wide	The vice principals will lead the attendance task force at their school site and provide special attention to the unduplicated subgroup students. SROs will provide support with keeping safe and secure learning environments for the students and serve as liaisons to keep the schools and families connected. Special attention will be placed for the vice principals to work with unduplicated subgroups. This action is provided on an LEA-wide basis because all students will benefit from a safe and secure learning environment and from proactive attendance efforts by the vice principals.	Metric # 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Campus Security **Need:** Unduplicated pupils need a safe and secure learning environment to maximize their academic, social, and emotional learning experience. Per educational partner meeting discussions and surveys, school safety is at the top of their list of priorities for the schools. Educational partners want all campuses to be safe and have a positive learning environment. Chronic Absenteeism rate is at 14.5%. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06% **Scope:** LEA-wide	A safe and secure learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action will provide campus security personnel to address safety concerns at all of the schools. Unduplicated pupils will experience a safe and secure campus before, during, and after school hours. This action is provided LEA-wide because all students will benefit from having a safe and secure learning environment and will feel more connected to their school which will have a positive impact in their learning.	Metric #2.6, 2.7
2.4	**Action:** Positive School Climate **Need:** According to the CA Healthy Kids Survey, only 85% of students feel that they have a safe and secure learning environment. Per educational partner meeting discussions and surveys, maintaining a positive school culture is an	A positive learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action will provide activities both during the day and after school to promote school connectedness and a positive learning environment for unduplicated pupils. This action is provided on an LEA-wide basis because all students will benefit from having a positive	Metric # 2.1, 2.2, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment. Chronic Absenteeism rate is at 14.5 %. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. **Scope:** LEA-wide	learning environment that promotes school connectedness.	
2.5	**Action:** Student Support Services **Need:** Unduplicated pupils need to experience a safe and secure learning environment to maximize their academic learning experience. Per educational partner meeting discussions and surveys, maintaining a positive school culture is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment. Chronic Absenteeism rate is at 14.5 %.Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Suspension rate	The director of students support services will work with school teams to ensure that MTSS is successfully implemented and that all campuses monitor attendance and discipline. The director will monitor unduplicated subgroup students as well as Mckinney-Vento students to ensure that they have services both during school and are connected to community outreach services outside of the school. This action is provided as an LEA wide basis because all students will benefit from the implementation of the MTSS program, positive discipline, and resources to feel connected to school.	Metrics # 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. **Scope:** LEA-wide		
2.6	**Action:** School Safety Support **Need:** Unduplicated pupils will highly benefit from feeling safe and secure as they learn. Per educational partner meeting discussions and surveys, maintaining a safe and secure learning environment is an essential component of academic success. Educational partners want all campuses to be safe and have a positive learning environment. Chronic Absenteeism rate is at 14.5 %. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. **Scope:**	The director of safety will work with school and district administrators and SROs to ensure that the district's safety policies are successfully implemented and that all campuses monitor and implement their Comprehensive Safe School Plans. The director will monitor unduplicated subgroup students to ensure that they have a safe and secure learning environment both during school and are connected to community outreach services outside of the school. This action is provided as an LEA wide basis because all students will benefit from a safe and secure learning environment, positive discipline, and resources to feel connected to school.	Metric #2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** Additional Student Supports **Need:** Chronic absentee rate is currently at 14.5%. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Staff have found that unduplicated pupils are often times are not attending school due to lack of particular items such as appropriate clothing, shoes, hygiene care needs, etc. This action will ensure that all unduplicated pupils have all items needed to access a full academic experience. Educational partner discussions have indicated the need to continue to provide these items for students. Staff surveys indicate the need to eliminate any barriers for students in order to get them to school on a daily basis. **Scope:** LEA-wide	This action will ensure that unduplicated pupils have access to additional support items such as shoes, clothing, hygiene products and instructional supplies to use at home to complete assignments. This will eliminate any barriers for students to fully access their instructional program and to improve attendance This action is provided on an LEA-wide basis because all students in need will benefit from the additional student support if needed.	Metric #2.1, 2.2, 2.6
2.8	**Action:** DUSD Vision Center/Health Clinic **Need:** Unduplicated students in our district lack medical insurance and therefore many do not	Unduplicated pupils often lack access to appropriate medical and vision care. This action will provide them with vision screening, glasses, immunizations, and health screenings to ensure that they don't have any medical barriers to access their academic experience. This action is provided	Metric # 2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	receive wellness checks or appropriate medical care which affects their attendance to school and has contributed to chronic absentee rates. Chronic Absenteeism rate is at 14.5%. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Providing students with health and vision services will decrease attendance issues. Educational partner feedback indicates that 93% of parents agree that the district takes care of their child's health needs in a timely manner. This is due to the support from the DUSD Vision/Health Clinic. They have vocalized the need to continue to provide this support. **Scope:** LEA-wide	on an LEA-wide basis because all students will benefit from health and vision services and appropriate immunizations to decrease attendance issues.	
2.9	**Action:** Behavior Intervention **Need:** The district has identified the need to address Tier 3 behavior for unduplicated students who are unable to participate successfully in a classroom. Vice principals identify students who have not made any progress through the MTSS program and are unable to access their instructional program due to behavior issues. Unduplicated pupils are often not able to	This action will provide intensive Tier 3 behavior intervention to unduplicated students. This will help improve their suspension and expulsion rates and will help maintain a safe and secure learning environment at the school. This action is provided on an LEA-wide basis because all students in need of intensive behavior intervention will be able to receive the help from this class.	Metric 2.4, 2.5, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access behavior support outside of the school setting. Many lack medical insurance to seek behavior support through community resources and are therefore reliant on the help they can receive at school. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. Based on educational partner feedback, staff and parents have expressed the need to address challenging student behavior. This class will address students with chronic Tier 3 behavior who have not been successful with efforts from the school's MTSS program. **Scope:** LEA-wide		
2.10	**Action:** Intervention Counselors **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners	Academic counselors will be able to identify the unduplicated pupils who are at risk of failing academically. They will identify and address barriers contributing to the student's academic challenges. This action is provided on an LEA-wide basis because all students will benefit from having the assistance of intervention counselors to help identify academic barriers and assist site administration to address the needs of all students at risk.	Metric #2.1, 2.2, 2.3, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. Based on educational partner feedback via surveys, students need extra support to be able to access the core curriculum and demonstrate academic success. Intervention counselors will be able to identify learning gaps of unduplicated students who are at risk of failing academically. **Scope:** LEA-wide		
2.11	**Action:** Behavior Intervention Teachers **Need:** The district has identified a need to provide tier 2 behavior intervention support for unduplicated students. Students will receive specialized curriculum to help address specific behaviors. They will also receive specialized services from the district BCBA to address specific behaviors and triggers in the classroom. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. Based on educational partner feedback, staff and parents have expressed the need to address challenging student behavior. This	This action will provide Tier 2 behavior intervention to unduplicated students. This will help improve their suspension and expulsion rates and will help maintain a safe and secure learning environment at the school. This action is provided on an LEA-wide basis because all students in need of intensive behavior intervention will be able to receive the help from this class.	Metric # 2.4, 2.5, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	class will address students with Tier 2 behavior who have not been successful with efforts from the school's MTSS program. **Scope:** LEA-wide		
2.12	**Action:** Mental Health Services **Need:** The district has identified a need to provide tier 3 mental health intervention support for students based on referrals from school psychologists and social workers and from daily Social Emotional Learning logs in the classrooms. Chronic Absenteeism rate is at 14.5 %. Chronic Absentee rates by subgroup: ELs = 7%, Foster Youth = 10%, SED = 12%. Attendance rates by subgroups: All students = 95.94, ELs = 96.17, Foster Youth = 95.03, SED = 95.96. Suspension rate for the district is at less than 1%, however, 4 student groups are in the orange category in the California School Dashboard. Suspension rates by subgroups: ELs = 1.88%, Foster Youth = 2%, and SED = 2.06%. Based on educational partner feedback, parents feel strongly about their children receiving mental health support at home. Parents expressed the need for students to know how to express their feelings as part of their learning experience.	The Marriage and Family Therapist will prioritize Tier 3 mental health services for unduplicated pupils. Many unduplicated families lack the means to receive mental health services outside of school. This action is being provided on an LEA-wide basis because all students will benefit from having and MFT at the district that will be able to provide Tier 3 mental health services to all students who need them.	Metric #2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Visual/Performing Arts **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard. 100% of unduplicated students are provided with a broad course of study which includes visual and performing arts. This action will ensure that unduplicated students continue to receive the opportunity to access visual and performing arts opportunities which will provide them with a well-rounded education and increase and improve their academic achievement. Based on educational partner input via surveys and discussions during meetings, there is a need to provide visual and performing arts opportunities for unduplicated pupils. Parents have expressed their inability to be able to afford private lessons for their	This action will address the needs of unduplicated pupils by providing them with opportunities to participate in visual and performing arts during the school day and after school at no cost to parents. This action is provided on an LEA-wide basis because all students will benefit from having the opportunity to participate in visual and performing arts.	Metric # 1.6, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	children or purchase instruments, materials, costumes, uniforms, etc. Outside of the school day, most unduplicated pupils do not have the opportunity to participate in visual and performing arts. Visual and Performing Arts provide students with a well-rounded academic experience and will increase achievement. **Scope:** LEA-wide		
3.2	**Action:** Parent Involvement **Need:** Based on attendance sheets, only 80% of parents are participating in parental involvement activities at the school sites. This number is significantly lower for parents of unduplicated pupils which is at 65%. Educational partner discussions indicated that there is a need to increase parent participation, especially those of unduplicated pupils. They have requested an increase in opportunities to be involved at all schools like Family Math Nights, and student events. **Scope:** LEA-wide	This action will address the needs of unduplicated pupils as it will encourage and target parents of unduplicated pupils to participate and become more involved in their child's learning experience. School liaisons will focus on recruiting parents of unduplicated pupils to participate in parent engagement activities both at the school sites and in district-wide events. This action is provided on an LEA-wide basis because the parents of all students will benefit from increased opportunities to become involved in their child's learning experience.	Metric # 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Extended Opportunities for parents/school liaisons **Need:** Based on attendance sheets and participation logs only 80% of parents of unduplicated pupils participate in school. Educational partner discussions indicated that there is a need to increase opportunities for parents to have access to the school sites before and after school hours. Many parents of unduplicated pupils work in agriculture and are unable to access the school during regular operating hours. This action will allow parents to access school staff before, during, and after school hours. **Scope:** LEA-wide	This action will address the needs of unduplicated pupils by allowing their parents to be able to access the school before, during, and after school hours. This will increase parent involvement. This action is provided on an LEA-wide basis because all parents will be able to have school access outside of school operating hours. This will increase parent participation for all parents.	Metric #3.2
3.4	**Action:** AVID Instruction/Electives **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard.	Unduplicated pupils will be able to access elective courses and participate in AVID activities to prepare them for 21st century learning and prepare them with skills to fully participate in a broad coarse of study that will prepare them for career and college. This action is provided on an LEA-wide basis because all students will benefit from AVID instruction and from a broad course of study through elective offerings at their school site.	Metric # 1.6, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	100% of unduplicated students have access to and are enrolled in programs and services. Unduplicated pupils need to continue to receive AVID instruction to equip them with organizational strategies and encourage them to attend college after high school. Unduplicated pupils will have the opportunity to have electives as part of their school day to experience a broad coarse of study. Based on educational partner surveys, 94% of parents agree that students need to be exposed to electives and have access to a broad course of study. **Scope:** LEA-wide		
3.5	**Action:** Technology **Need:** According to the California School Dashboard, all students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners, 42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard.	This action will provide free access to educational platforms and programs to enhance and assist unduplicated students through their academic journey. They will have full access both during school hours and after school as they work on assignments. This action is provided on an LEA-wide basis because many students in our district do not have the means to access these programs from home. This will allow access to all students in the district. All students will benefit from the technology platforms and programs to enhance their learning.	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	100% of students are enrolled in and have access to programs and services offered by the district. Unduplicated pupils need to access technology programs to enhance their academic experience and continue to participate in these programs. The technology programs offered will provide students with resources to access the state's challenging academic standards. Technology programs will provide tools to fill any gaps not addressed by the adopted curriculum. Unduplicated pupils may not have access to technology programs therefore it is important to provide them access through school platforms and devices so that they are able to access their lessons from home. Based on educational partner feedback, surveys indicate the need to continue the district's efforts to remain 1:1 on devices to students. 98% of parents state that the district provides appropriate access to technology to students and should continue to do so. **Scope:** LEA-wide		
3.6	**Action:** STEAM Instruction **Need:** Unduplicated pupils need access to STEAM instruction in order to experience 21st Century instruction. Based on CAASPP test scores, the following percentage of unduplicated students	STEAM will provide hands on learning to unduplicated students. They will have access to a rich and robust STEAM experience that will increase their knowledge of STEAM. This will help to improve their knowledge and concepts in science which will improve their CAST assessment scores. This action is being provided on an LEA-wide basis because only 24.58% of all students	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	met or exceeded standard on the CAST assessment: All students - 24.58%,Low income - 5%, English Learners - 0.41%, and foster youth - 0%. Educational partner feedback, 55% of parents feel the need to improve STEAM services for students and provide additional hands on STEAM opportunities for students. **Scope:** LEA-wide	scored at meet or exceeded standard. All students will benefit from STEAM instruction.	
3.7	**Action:** Gifted and Talented Education - GATE **Need:** All students are performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners,42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard, Based on CAASPP test scores, the following percentage of unduplicated students met or exceeded standard on the CAST assessment: All students - 24.58%,Low income - 5%, English Learners - 0.41%, and foster youth - 0%.	Unduplicated pupils have a wide variety of needs. 91% of our GATE students are unduplicated pupils who are in need of enrichment experiences both during the school day and during extended day opportunities. This action is provided on an LEA-wide basis because all students will benefit from enrichment experiences both during their daily lessons and after school. All students will learn to use the icons of depth and complexity and use them as tools to enhance their learning.	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Discussions during educational partner meetings included the need to ensure that gifted unduplicated pupils receive enrichment opportunities. Staff surveys indicated the need for professional development in icons of depth and complexity to better support gifted students and enhance their daily lessons. **Scope:** LEA-wide		
3.8	**Action:** Technology Equipment/Infrastructure **Need:** Based on CAASPP test scores, the following percentage of unduplicated students met or exceeded standard on the CAST assessment: All students - 24.58%,Low income - 5%, English Learners - 0.41%, and foster youth - 0%. Based on educational partner feedback, unduplicated pupils need to be provided devices in order to be able to access their curriculum both during class and after school while they complete assignments at home. Parents and students communicated via surveys that they lack access to WIFI and appropriate devices at home to complete assignments through technology platforms or their Google Classrooms.	This action will provide unduplicated pupils with a device to use in the classrooms and one to take home to complete assignments. They will also have access to hot spots if they do not have access to WIFI at home. This action is provided on an LEA-wide basis because all students will benefit from having access to technology equipment and appropriate infrastructure to complete school and homework assignments.	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.9	**Action:** Physical Education Teachers **Need:** According to responses from the California Healthy Kids Survey, 68% of elementary school students report that they have been teased about what their body looks like. Providing physical fitness instruction in the elementary grade levels will teach and encourage students to adopt a healthy and active lifestyle that will in turn help with their mental health. Unduplicated students often do not have access to gyms or sports teams after school due to the cost of the programs. Educational partner surveys indicate that 96% of parents feel that the district is providing a safe and healthy environment and would like to continue to have students active and promote and for the schools to promote an active lifestyle. **Scope:** LEA-wide	This action will address the needs of unduplicated pupils because they will be educated on the importance of leading a healthy and active lifestyle. Physical education teachers will provide services that families of low income students are not able to afford outside of the school setting. This action is provided on an LEA-wide basis because all students will benefit from receiving support to lead a healthy and active lifestyle.	Metric # 2.6, 3.5
3.10	**Action:** Director of Technology **Need:** All students are	This action will ensure that unduplicated pupils have equitable access to technology needs both during the school day and at home so they are able to access their lessons, curriculum, and technology platforms from home as they work on	Metric # 1.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performing 15.9 point below standard in ELA and 47.8 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners,42.4 points below, SED 21.7 points below, and Foster Youth 58.9 points below standard. In Math they have scored as follows: English learners 68.8 points below, SED 53.1 points below, and Foster Youth 75.9 points below standard, Based on CAASPP test scores, the following percentage of unduplicated students met or exceeded standard on the CAST assessment: All students - 24.58%,Low income - 5%, English Learners - 0.41%, and foster youth - 0%. Unduplicated pupils need access to technology devices to enhance their academic experience. The technology devices will provide students access to the technology programs offered and will provide students with resources to access the state's challenging academic standards. Unduplicated pupils may not have access to technology devices and programs therefore it is important to provide them access through school platforms and devices so that they are able to access their lessons from home. Based on educational partner feedback, surveys indicate the need to continue the district's efforts to remain 1:1 on devices to students. 98% of parents state that the district provides appropriate access to technology to students and should continue to do so.	homework. This action is provided on an LEA-wide basis because all students will benefit from having access to technology devices and platforms to be able to access a technology rich curriculum.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** English Learner Support **Need:** Based on the California School Dashboard, English Learners are 42.4 point below standard in ELA and 68.8 points below standard in Math. Only 4.63% of LTELS met or exceed standard in ELA and 3.11% in Math. Based on educational partner survey feedback, 53% of parent survey responders have children who are English learners in our district. Their comments in the survey include the need for additional support to help their children succeed in school. Many are having issues completing class and homework. They struggle to access state standards and core curriculum due to language barriers. Long-term English learner support will be prioritized.	This action will provide targeted professional development for staff to ensure that appropriate and effective strategies are utilized during integrated and designated ELD. Additionally, all English learners will be monitored and provided with appropriate supports based on ongoing data reviews.	Metric # 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Delano Union School District used additional grant funding at Albany Park, Almond Tree Middle School, Fremont, Harvest, La Vina, Morningside, Pioneer, Princeton, and Terrace schools by implementing the following actions:
1.2 - The ELD Learning Coordinator provides direct services to EL students in the schools and supports language acquisition during integrated and designated ELD time.
1.4 - The district has hired paraprofessionals to assist in TK, Kinder, and special education classrooms to support foundational skills interventions during the school day.
1.5 - The district has hired instructional coaches to provide direct support to students in reading and math intervention.
1.6 - The district has hired a co-teaching intervention teacher to provide direct support to the students who participate in the co-teaching inclusion model classes in the district.
2.1 - The district has added six health assistants to assist the school nurses with their efforts to enhance health services to improve chronic absentee rates.
Action 2.12 - The district has added intervention counselors to the middle schools to ensure that at risk unduplicated students are meeting their academic potential
Action 3.11 - The district has added elementary PE teachers to provide specialized services for elementary students to increase their physical activity and improve their social emotional learning.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 15

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	45,650,062	18,406,727	40.321%	7.640%	47.961%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,913,165.00	$0.00	$0.00	$0.00	$21,913,165.00	$15,752,846.00	$6,160,319.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Instructional Support Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$846,000.00	$846,000.00				$846,000.00	
1	1.2	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$171,721.00	$0.00	$171,721.00				$171,721.00	
1	1.3	Grade Span Adjustment in Upper Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$628,580.00	$0.00	$628,580.00				$628,580.00	
1	1.4	Instructional Program Support and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,138,498.00	$0.00	$2,138,498.00				$2,138,498.00	
1	1.5	Instructional Support/Coaches and Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,328,736.00	$0.00	$1,328,736.00				$1,328,736.00	
1	1.6	Co-teaching Intervention Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$176,054.00	$1,000.00	$177,054.00				$177,054.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,006,151.00	$671,800.00	$1,677,951.00				$1,677,951.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,225,607.00	$92,000.00	$1,317,607.00				$1,317,607.00	
2	2.2	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,389,129.00	$280,000.00	$1,669,129.00				$1,669,129.00	
2	2.3	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$966,250.00	$6,000.00	$972,250.00				$972,250.00	
2	2.4	Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$530,465.00	$530,465.00				$530,465.00	
2	2.5	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$201,452.00	$2,500.00	$203,952.00				$203,952.00	
2	2.6	School Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$254,674.00	$2,500.00	$257,174.00				$257,174.00	
2	2.7	Additional Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.8	DUSD Vision Center/Health Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$95,455.00	$3,800.00	$99,255.00				$99,255.00	
2	2.9	Behavior Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,734.00	$0.00	$385,734.00				$385,734.00	
2	2.10	Intervention Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$490,636.00	$0.00	$490,636.00				$490,636.00	
2	2.11	Behavior Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$434,400.00	$9,000.00	$443,400.00				$443,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$198,366.00	$66,000.00	$264,366.00				$264,366.00	
3	3.1	Visual/Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongong	$755,332.00	$271,000.00	$1,026,332.00				$1,026,332.00	
3	3.2	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$88,225.00	$181,000.00	$269,225.00				$269,225.00	
3	3.3	Extended Opportunities for parents/school liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,758,644.00	$0.00	$1,758,644.00				$1,758,644.00	
3	3.4	AVID Instruction/Electives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$682,841.00	$87,500.00	$770,341.00				$770,341.00	
3	3.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$680,000.00	$680,000.00				$680,000.00	
3	3.6	STEAM Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$42,669.00	$344,304.00	$386,973.00				$386,973.00	
3	3.7	Gifted and Talented Education - GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$67,032.00	$23,300.00	$90,332.00				$90,332.00	
3	3.8	Technology Equipment/Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,029,150.00	$2,029,150.00				$2,029,150.00	
3	3.9	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,060,778.00	$13,000.00	$1,073,778.00				$1,073,778.00	
3	3.10	Director of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$205,882.00	$0.00	$205,882.00				$205,882.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
45,650,062	18,406,727	40.321%	7.640%	47.961%	$21,913,165.00	0.000%	48.002 %	**Total:**	$21,913,165.00
								LEA-wide Total:	$21,741,444.00
								Limited Total:	$171,721.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Instructional Support Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$846,000.00	
1	1.2	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$171,721.00	
1	1.3	Grade Span Adjustment in Upper Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$628,580.00	
1	1.4	Instructional Program Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,138,498.00	
1	1.5	Instructional Support/Coaches and Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,328,736.00	
1	1.6	Co-teaching Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,054.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,677,951.00	
2	2.1	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,317,607.00	
2	2.2	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,669,129.00	
2	2.3	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$972,250.00	
2	2.4	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,465.00	
2	2.5	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,952.00	
2	2.6	School Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,174.00	
2	2.7	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.8	DUSD Vision Center/Health Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,255.00	
2	2.9	Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$385,734.00	
2	2.10	Intervention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$490,636.00	
2	2.11	Behavior Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,400.00	
2	2.12	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$264,366.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Visual/Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,026,332.00	
3	3.2	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,225.00	
3	3.3	Extended Opportunities for parents/school liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,758,644.00	
3	3.4	AVID Instruction/Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$770,341.00	
3	3.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$680,000.00	
3	3.6	STEAM Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,973.00	
3	3.7	Gifted and Talented Education - GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,332.00	
3	3.8	Technology Equipment/Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,029,150.00	
3	3.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,073,778.00	
3	3.10	Director of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,882.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,455,932.00	$17,603,205.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	New Teacher Support	Yes	$227,138.00	$140,726
1	1.2	Professional Development and Instruction	Yes	$2,930,863.00	$1,884,536
1	1.3	English Learner Support	Yes	$137,448.00	$0
1	1.4	Grade Span Adjustment in Upper Grades	Yes	$1,496,435.00	$1,320,856
1	1.5	Instructional Program Support	Yes	$1,855,303.00	$1,436,589
1	1.6	Literacy Coaches	Yes	$360,000.00	$0
1	1.7	Math Coaches/Intervention teachers	Yes	$489,839.00	$493,238
1	1.8	Technology Coach	Yes	$170,369.00	$0
1	1.9	Student Intervention Academies	Yes	$229,503.00	$76,580
1	1.10	Co-teaching Intervention Teacher	Yes	$361,730.00	$175,030
2	2.1	Health Services	Yes	$1,252,484.00	$1,242,392

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Emergency Management Systems	No	$100,000.00	$0
2	2.3	School Safety	Yes	$1,998,035.00	$2,075,905
2	2.4	Campus Security	Yes	$821,721.00	$962,223
2	2.5	Positive School Climate	Yes	$524,611.00	$493,873
2	2.6	Student Support Services	Yes	$449,811.00	$421,805
2	2.7	Mental Health/Social Emotional Learning	Yes	$259,885.00	$173,174
2	2.8	Parent Training	Yes	$86,094.00	$2,000
2	2.9	Additional Student Supports	Yes	$30,000.00	$7,748
2	2.10	DUSD Vision Center/Health Clinic	Yes	$94,954.00	$91,378
2	2.11	Behavior Intervention Instructional Assistants	Yes	$67,582.00	$0
2	2.12	Intervention Counselors	Yes	$474,724.00	$457,116
2	2.13	Behavior Intervention Teachers	Yes	$611,471.00	$422,808
3	3.1	Visual/Performing Arts	Yes	$998,251.00	$995,098

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Parent Involvement	Yes	$84,022.00	$119,159
3	3.3	Extended opportunities for parents/school liaisons	Yes	$1,644,785.00	$1,580,747
3	3.4	AVID Instruction/Electives	Yes	$407,698.00	$294,892
3	3.5	Technology	Yes	$215,000.00	$221,321
3	3.6	STEAM Instruction	Yes	$295,970.00	$57,235
3	3.7	Science Education - SCICON	Yes	$237,618.00	$240,355
3	3.8	Gifted and Talented Education - GATE	Yes	$90,332.00	$20,055
3	3.9	Technology Equipment/Infrastructure	Yes	$2,058,129.00	$879,196
3	3.10	Adaptive Physical Education Teacher	No	$162,241.00	$164,096
3	3.11	Physical Education Teachers	Yes	$1,028,919.00	$948,948
3	3.12	Director of Technology	Yes	$202,967.00	$204,126

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,492,093	$19,012,194.00	$14,768,887.00	$4,243,307.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	New Teacher Support	Yes	$227,138.00	$140,726		
1	1.2	Professional Development and Instruction	Yes	$2,930,863.00	$1,884,536		
1	1.3	English Learner Support	Yes	$68,724.00	$0		
1	1.4	Grade Span Adjustment in Upper Grades	Yes	$1,496,435.00	$1,320,856		
1	1.5	Instructional Program Support	Yes	$1,855,303.00	$1,436,589		
1	1.6	Literacy Coaches	Yes	$0	$0		
1	1.7	Math Coaches/Intervention teachers	Yes	$0	$0		
1	1.8	Technology Coach	Yes	$0	$0		
1	1.9	Student Intervention Academies	Yes	$229,503.00	$75,579		
1	1.10	Co-teaching Intervention Teacher	Yes	$361,730.00	$175,030		
2	2.1	Health Services	Yes	$1,252,484.00	$1,242,392		
2	2.3	School Safety	Yes	$150,000.00	$0		
2	2.4	Campus Security	Yes	$821,721.00	$962,223		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Positive School Climate	Yes	$524,611.00	$393,873		
2	2.6	Student Support Services	Yes	$449,811.00	$421,805		
2	2.7	Mental Health/Social Emotional Learning	Yes	$259,885.00	$173,173		
2	2.8	Parent Training	Yes	$86,094.00	$1,938		
2	2.9	Additional Student Supports	Yes	$30,000.00	$7,748		
2	2.10	DUSD Vision Center/Health Clinic	Yes	$94,954.00	$91,377		
2	2.11	Behavior Intervention Instructional Assistants	Yes	$0	$0		
2	2.12	Intervention Counselors	Yes	$474,724.00	$457,116		
2	2.13	Behavior Intervention Teachers	Yes	$611,471.00	$422,807		
3	3.1	Visual/Performing Arts	Yes	$998,251.00	$951,111		
3	3.2	Parent Involvement	Yes	$84,022.00	$163,136		
3	3.3	Extended opportunities for parents/school liaisons	Yes	$1,644,785.00	$1,580,746		
3	3.4	AVID Instruction/Electives	Yes	$407,698.00	$294,892		
3	3.5	Technology	Yes	$215,000.00	$221,321		
3	3.6	STEAM Instruction	Yes	$119,022.00	$57,234		
3	3.7	Science Education - SCICON	Yes	$237,618.00	$240,355		
3	3.8	Gifted and Talented Education - GATE	Yes	$90,332.00	$20,055		
3	3.9	Technology Equipment/Infrastructure	Yes	$2,058,129.00	$879,196		
3	3.11	Physical Education Teachers	Yes	$1,028,919.00	$948,947		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	Director of Technology	Yes	$202,967.00	$204,126		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$47,360,327	17,492,093	1.89%	38.824%	$14,768,887.00	0.000%	31.184%	$3,618,316.18	7.640%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- • **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- • **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- • **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- • **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- • **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- • **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- • **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- • **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- • **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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