

LCFF Budget Overview for Parents

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

CDS Code: 15634120000000

School Year: 2024-25

LEA contact information:

Jason Garcia

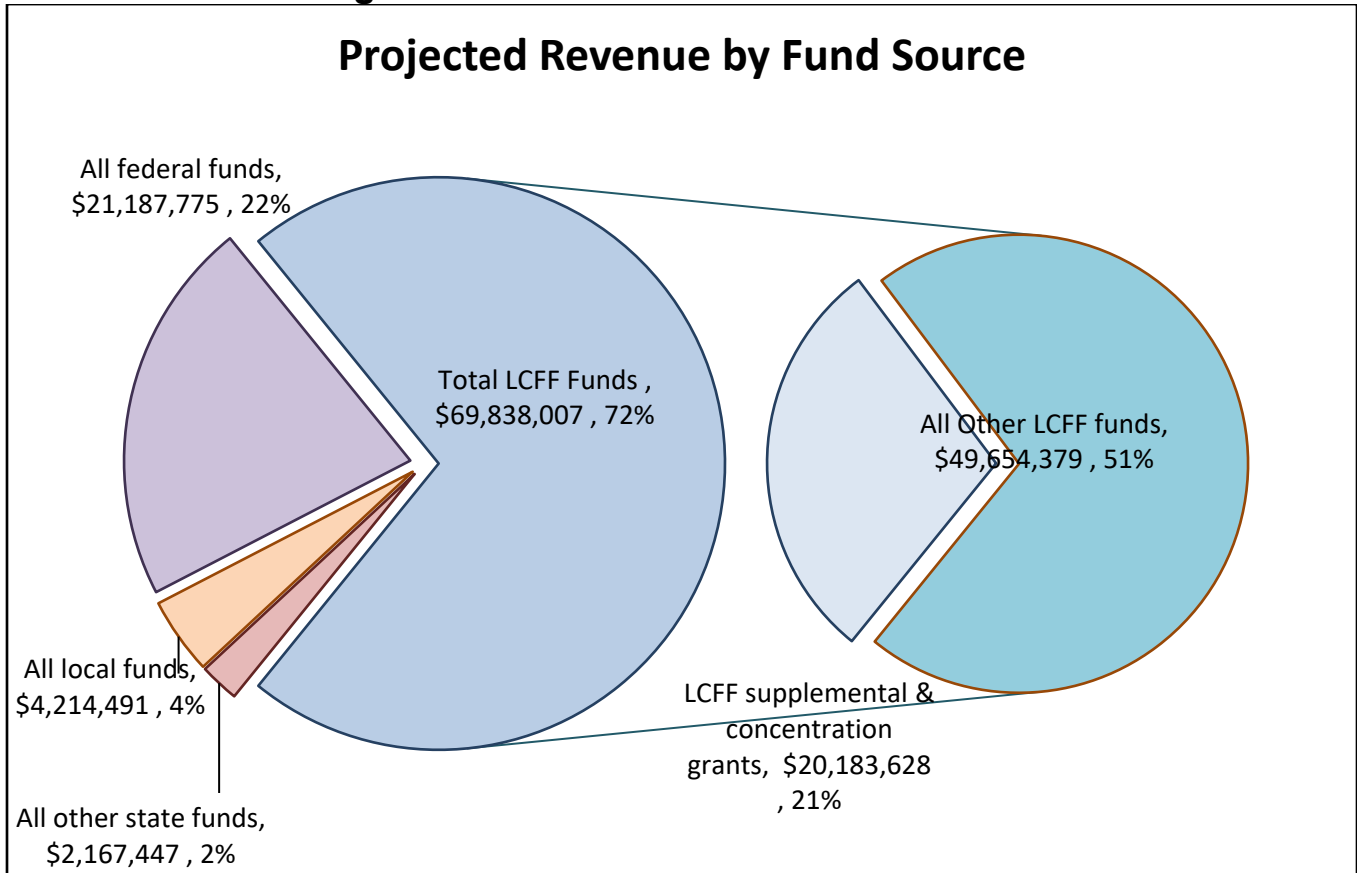
Superintendent

jgarcia@djuhsd.org

661-720-4100

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

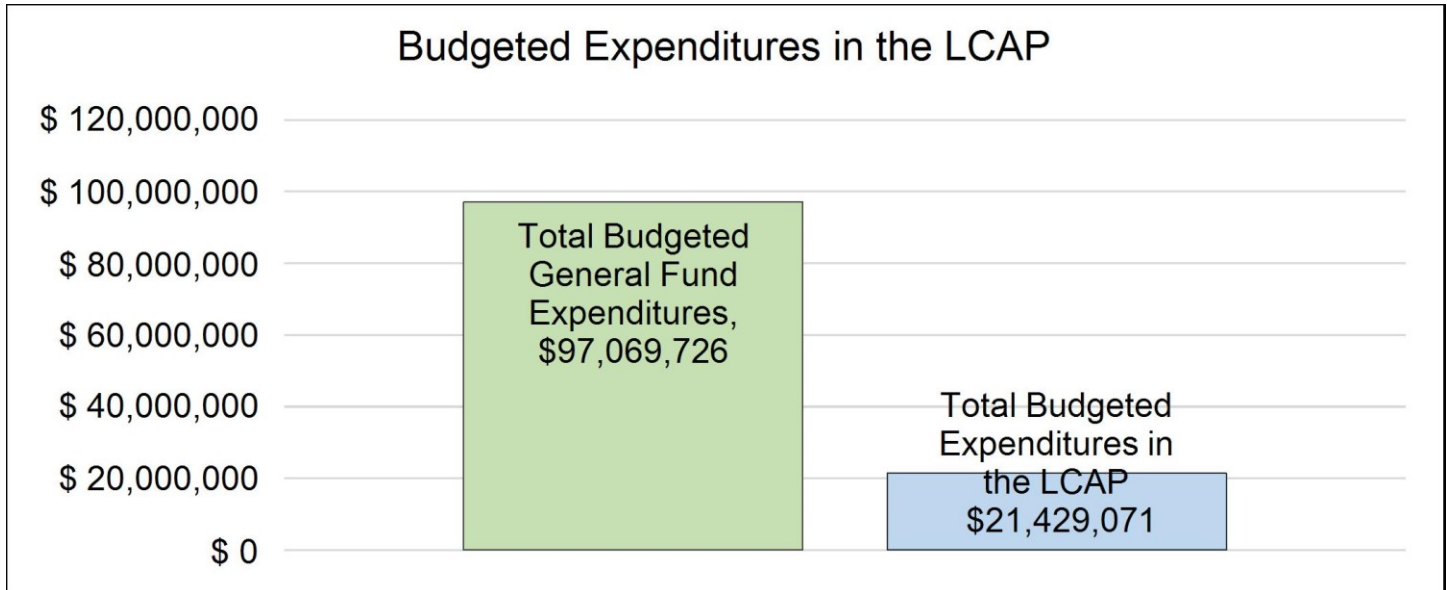


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Joint Union High School District is \$97,407,720.37, of which \$69,838,007 is Local Control Funding Formula (LCFF), \$2,167,446.92 is other state funds, \$4,214,491.13 is local funds, and \$21,187,775.32 is federal funds. Of the \$69,838,007 in LCFF Funds, \$20,183,628 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.



This chart provides a quick summary of how much Delano Joint Union High 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 Joint Union High School District plans to spend \$97,069,726.37 for the 2024-25 school year. Of that amount, \$21,429,071 is tied to actions/services in the LCAP and \$75,640,655.37 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

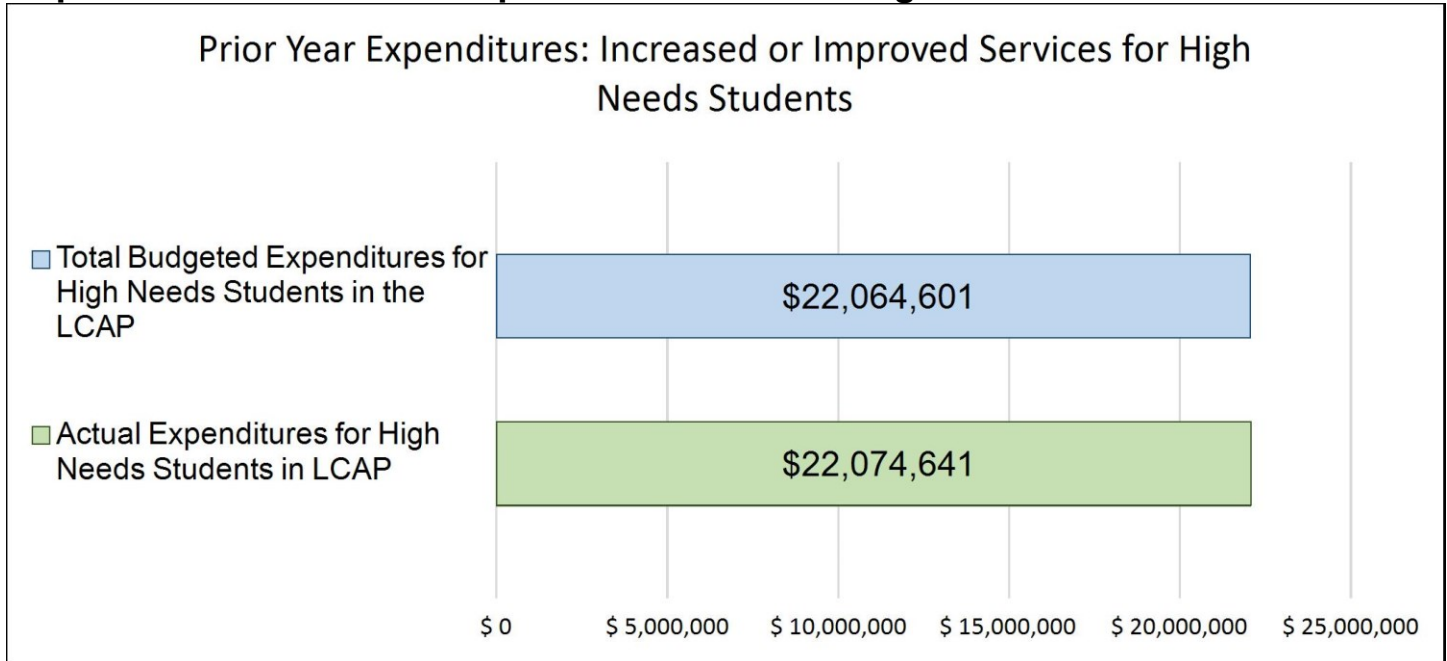
District expenditures not included in the LCAP are used to support regular, special, and career technical education and instruction. Budgeted expenditures are also used for instructional administration and support services used to develop curriculum and hone the professional acumen of instructional staff. At the site level, school administration expenses for Principal salaries and admin. support staff are budgeted in order to optimize the ebb and flow of operations and to support the channel communication between parents, the community and district staff. Instructional media and technology expenses are also budgeted along with auxiliary support services such as counseling, ASB, and athletics to promote college and career readiness and a positive school culture. Finally, included in the budget are security and safety expenses along with maintenance and operations, and facility improvements that are critical in ensuring that students learn in a positive, clean and in good repair, classroom setting.

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

In 2024-25, Delano Joint Union High School District is projecting it will receive \$20,183,628 based on the enrollment of foster youth, English learner, and low-income students. Delano Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Joint Union High School District plans to spend \$20,188,239 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



This chart compares what Delano Joint Union High 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 Joint Union High 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 Joint Union High School District's LCAP budgeted \$22,064,601 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent \$22,074,641 for actions to increase or improve services for high needs students in 2023-24.

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 Joint Union High School District	Jason Garcia Superintendent	jgarcia@djuhsd.org 661-720-4100

Goals and Actions

Goal

Goal #	Description
1	Provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1(a) The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	<p>2020 California Dashboard Reflection Tool Standard Met</p> <p>CALPADS 0% total teacher misassignment.</p> <p>93.5% teachers fully credentialed in the subject areas, and, for the pupils they are teaching.</p>	<p>2021 Teaching Assignment Monitoring Outcomes from Dataquest</p> <p>DJUHSD Intern - 4.7% Ineffective - 17.5%</p> <p>Kern County Intern - 3.7% Ineffective - 6.4%</p> <p>2021-2022 California Commission on Teacher Credentialing</p> <p>94.1% teachers fully credentialed in the subject areas, and for the pupils they are teaching.</p>	<p>2022 Teaching Assignment Monitoring Outcomes from Local Calculation</p> <p>DJUHSD Intern - 5% Ineffective - 2.5%</p> <p>2022-23 California Commission on Teacher Credentialing from Local Calculation</p> <p>95.0% teachers fully credentialed in the subject areas, and for the pupils they are teaching.</p>	<p>2022 Teaching Assignment Monitoring Outcomes from DataQuest</p> <p>DJUHSD Intern - 3.7% Ineffective - 9.4%</p> <p>2023-24 California Commission on Teacher Credentialing from Local Calculation</p> <p>96.0% teachers fully credentialed in the subject areas, and for the pupils they are teaching.</p>	Maintain 100% appropriately assigned 93% fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Quarterly Report Priority 1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2020 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2021 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2022 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2023 California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	California Dashboard, Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.
California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys 'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following: <ul style="list-style-type: none">Professional Development	As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: <ul style="list-style-type: none">Professional DevelopmentInstructional materials	As measured by the Self Reflection Tool on the Fall 2022 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: <ul style="list-style-type: none">Professional DevelopmentInstructional materials	As measured by the Self Reflection Tool on the Fall 2023 California Dashboard and teacher and school site administrator surveys 'Full Implementation' in all subject areas for the following: <ul style="list-style-type: none">Professional DevelopmentInstructional materials	Maintain full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 	<ul style="list-style-type: none"> • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 	<ul style="list-style-type: none"> • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 	<ul style="list-style-type: none"> • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 	
<p>California School Dashboard Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>As measured by the Self Reflection Tool on the 2020 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' or 'Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional materials • Policy and Program Support 	<p>As measured by the Self Reflection Tool on the Fall 2021 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards 	<p>As measured by the Self Reflection Tool on the Fall 2022 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards 	<p>As measured by the Self Reflection Tool on the Fall 2023 California Dashboard and teacher and school site administrator surveys</p> <p>'Full Implementation' in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards 	<p>Maintain full implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Implementation of Standards • Engagement of School Leadership 	<ul style="list-style-type: none"> • Engagement of School Leadership 	<ul style="list-style-type: none"> • Engagement of School Leadership 	<ul style="list-style-type: none"> • Engagement of School Leadership 	
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	<p>Dataquest & California Dashboard 2019 Distance From Standard (DFS)</p> <p>CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 61.6% Met Standard</p> <p>Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 59.8% Met Standard</p> <p>English Learners DFS -53.1 'Very Low-Red' 8.2% Met Standard</p> <p>Students with Disabilities</p>	<p>2019 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score</p> <p>CAASPP English Language Arts Performance Level All students DFS +26.7 'Medium-Yellow' 57% Met Standard Mean scale score 2019 2608 Mean scale score 2021 2603</p> <p>Socioeconomically Disadvantaged DFS +21.9 'Medium-Yellow' 55% Met Standard Mean scale score 2019 2607</p>	<p>2022 California Dashboard Distance From Standard (DFS) 2021 SBAC 'Met Standard' and Mean Scale Score</p> <p>CAASPP English Language Arts Performance Level All students DFS +25.1 'Medium' 64.6% Met Standard Mean scale score 2021 2603 Mean scale score 2022 2607</p> <p>Socioeconomically Disadvantaged DFS +19.5 'Medium' 63.4% Met Standard Mean scale score 2021 2595 Mean scale score 2022 2601</p>	<p>2023 California Dashboard Distance From Standard (DFS) 2023 SBAC 'Met Standard' and Mean Scale Score</p> <p>CAASPP English Language Arts Performance Level All students DFS +27.8 'Medium' 63.0% Met Standard Mean scale score 2022 2607 Mean scale score 2023 2609</p> <p>Socioeconomically Disadvantaged DFS +21.4 'Medium' 60.8% Met Standard Mean scale score 2022 2601 Mean scale score 2023 2604</p>	<p>Dataquest & California Dashboard Distance From Standard (DFS)</p> <p>CAASPP English Language Arts All students +30 DFS - 63% Met Standard Socioeconomically Disadvantaged +25 DFS - 61% Met Standard English Learners - 40 DFS - 20% Met Standard Students with Disabilities - 80 DFS - 20% Met Standard CAASPP Mathematics All students - 50 DFS - 34% Met Standard Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>DFS -94.1 'Very Low-Red' 16.1% Met Standard</p> <p>CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 32.4% Met Standard</p> <p>Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 30.8% Met Standard</p> <p>English Learners DFS -135 'Very Low-Red' 2.4% Met Standard</p> <p>Students with Disabilities DFS -183 'Very Low-Red' 0% Met Standard</p>	<p>Mean scale score 2021 2595</p> <p>English Learners DFS -53.1 'Very Low-Red' 11% Met Standard</p> <p>Mean scale score 2019 2492</p> <p>Mean scale score 2021 2476</p> <p>Students with Disabilities DFS -94.1 'Very Low-Red' 9% Met Standard</p> <p>Mean scale score 2019 2472</p> <p>Mean scale score 2021 2461</p> <p>CAASPP Mathematics Performance Level All students DFS -58.9 'Medium-Yellow' 28% Met Standard</p> <p>Mean scale score 2019 2566</p> <p>Mean scale score 2021 2567</p>	<p>English Learners DFS -49.9 'Very Low' 18.6% Met Standard</p> <p>Mean scale score 2021 2476</p> <p>Mean scale score 2022 2450</p> <p>Students with Disabilities DFS -114.2 'Very Low' 14.86% Met Standard</p> <p>Mean scale score 2021 2461</p> <p>Mean scale score 2022 2450</p> <p>CAASPP Mathematics Performance Level All students DFS -81.1 'Medium' 25.6% Met Standard</p> <p>Mean scale score 2021 2567</p> <p>Mean scale score 2022 2544</p> <p>Socioeconomically Disadvantaged DFS -87 'Low' 24% Met Standard</p>	<p>English Learners DFS -41.3 'Medium' 17.6% Met Standard</p> <p>Mean scale score 2022 2450</p> <p>Mean scale score 2023 2501</p> <p>Students with Disabilities DFS -92 'Very Low' 24.55% Met Standard</p> <p>Mean scale score 2022 2450</p> <p>Mean scale score 2023 2547</p> <p>CAASPP Mathematics Performance Level All students DFS -79.4 'Low' 24.5% Met Standard</p> <p>Mean scale score 2022 2544</p> <p>Mean scale score 2023 2547</p> <p>Socioeconomically Disadvantaged DFS -86.5 'Low' 22.37% Met Standard</p> <p>Mean scale score 2022 2538</p>	<p>Disadvantaged - 59 DFS- 32% Met Standard</p> <p>English Learners - 120 DFS - 15% Met Standard</p> <p>Students with Disabilities - 170 DFS - 10% Met Standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Socioeconomically Disadvantaged DFS -65.1 'Low-Orange' 26% Met Standard Mean scale score 2019 2561 Mean scale score 2021 2558</p> <p>English Learners DFS -135 'Very Low-Red' 3% Met Standard Mean scale score 2019 2458 Mean scale score 2021 2461</p> <p>Students with Disabilities DFS -183 'Very Low-Red' 5% Met Standard Mean scale score 2019 2417 Mean scale score 2021 2447</p>	<p>Mean scale score 2021 2558 Mean scale score 2022 2538</p> <p>English Learners DFS -135 'Very Low' 1% Met Standard Mean scale score 2021 2461 Mean scale score 2022 2436</p> <p>Students with Disabilities DFS -198 'Very Low' 1% Met Standard Mean scale score 2021 2447 Mean scale score 2022 2402</p>	<p>Mean scale score 2023 2540</p> <p>English Learners DFS -144.6 'Very Low' 1.2% Met Standard Mean scale score 2022 2436 Mean scale score 2023 2446</p> <p>Students with Disabilities DFS -169.9 'Very Low' 1.52% Met Standard Mean scale score 2022 2402 Mean scale score 2023 2440</p>	
California School Dashboard & Dataquest Priority 4 Pupil achievement as	CAASPP California Alternate Assessment Level 3 2019 English	CAASPP California Alternate Assessment Level 3 2021 English	CAASPP California Alternate Assessment Level 3 2022 English	CAASPP California Alternate Assessment Level 3 2023 English	CAASPP California Alternate Assessment Level 3 English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	All pupils 20% Socioeconomically Disadvantaged 12.5% English Learners 0% Mathematics All pupils 10% Socioeconomically Disadvantaged 0% English Learners 0%	All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0% Mathematics All pupils 14.3% Socioeconomically Disadvantaged 14.3% English Learners 0%	All pupils 62% Socioeconomically Disadvantaged 62% English Learners 0% Mathematics All pupils 62% Socioeconomically Disadvantaged 62% English Learners 0%	All pupils 57% Socioeconomically Disadvantaged 57% English Learners 40% Mathematics All pupils 42% Socioeconomically Disadvantaged 42% English Learners 40%	All pupils 40% Socioeconomically Disadvantaged Pupils 20% English Learners 20% Mathematics All pupils 30% Socioeconomically Disadvantaged Pupils 20% English Learners 20%
California School Dashboard & Dataquest Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as	California Science Test (CAST) Met Standard 2019 All students 19.73% Socioeconomically Disadvantaged pupils 18.57% English Learners 0% Students with Disabilities 2.67%	California Science Test (CAST) Met Standard 2021 All students 21.6% Socioeconomically Disadvantaged pupils 21% English Learners 0% Students with Disabilities 0%	California Science Test (CAST) Met Standard 2022 All students 19.42% Socioeconomically Disadvantaged pupils 18.38% English Learners 1% Students with Disabilities 1%	California Science Test (CAST) Met Standard 2023 All students 25.36% Socioeconomically Disadvantaged pupils 22.87% English Learners 1% Students with Disabilities 8.33%	California Science Test (CAST) Met Standard All students 30.0% Socioeconomically Disadvantaged pupils 25.0% English Learners 10.0% Students with Disabilities 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
certified by the state board					
<p>Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University</p>	<p>Dataquest UC a-g completers 2020 cohort:</p> <p>All students 58.3% Socioeconomically Disadvantaged pupils 57.1% English Learners 29.1% Students with Disabilities 27.7% Homeless 33.3%</p>	<p>Dataquest UC a-g completers 2021 cohort:</p> <p>All students 54.4% Socioeconomically Disadvantaged pupils 52.6% English Learners 35.2% Students with Disabilities 14.5% Homeless 31.8%</p>	<p>Dataquest UC a-g completers 2022 cohort:</p> <p>All students 60.9% Socioeconomically Disadvantaged pupils 59.1% English Learners 41.7% Students with Disabilities 29.6% Homeless 50%</p>	<p>Dataquest UC a-g completers 2023 cohort:</p> <p>All students 61.5% Socioeconomically Disadvantaged pupils 60.0% English Learners 38.1% Students with Disabilities 27.6% Homeless 11.8%</p>	<p>Dataquest UC a-g completers:</p> <p>All students 62% Socioeconomically Disadvantaged pupils 60% English Learners 35% Students with Disabilities 30% Homeless 35%</p>
<p>Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved</p>	<p>CALPADS CTE completers 2020 cohort:</p> <p>All students 50% Socioeconomically Disadvantaged pupils 53% English Learners 47.7% Students with Disabilities 49% Homeless 31%</p>	<p>CALPADS CTE completers 2021 cohort:</p> <p>All students 40% Socioeconomically Disadvantaged pupils 40% English Learners 32% Students with Disabilities 33.3% Homeless 27.3%</p>	<p>CALPADS CTE completers 2022 cohort:</p> <p>All students 31.4% Socioeconomically Disadvantaged pupils 30.4% English Learners 22.6% Students with Disabilities 16.7% Homeless 25.0%</p>	<p>CALPADS CTE completers 2023 cohort:</p> <p>All students 55.3% Socioeconomically Disadvantaged pupils 56.0% English Learners 45.0% Students with Disabilities 56.0% Homeless 0%</p>	<p>CALPADS CTE cohort completers:</p> <p>All students 55% Socioeconomically Disadvantaged pupils 56% English Learners 50% Students with Disabilities 60% Homeless 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career technical education standards and frameworks.					
Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	CALPADS UC a-g and CTE completers 2020 cohort: All students 31.0% Socioeconomically Disadvantaged pupils 27.8% English Learners 16.3% Students with Disabilities 17.6% Homeless 12.5%	CALPADS UC a-g and CTE completers 2021 cohort: All students 24.7% Socioeconomically Disadvantaged pupils 23.7% English Learners 13.6% Students with Disabilities 6.9% Homeless 13.6%	CALPADS UC a-g and CTE completers 2022 cohort: All students 22.7% Socioeconomically Disadvantaged pupils 21.4% English Learners 11.0% Students with Disabilities 2.1% Homeless 15.0%	CALPADS UC a-g and CTE completers 2023 cohort: All students 33.6% Socioeconomically Disadvantaged pupils 32.2% English Learners 15.0% Students with Disabilities 19.4% Homeless 5.0%	CALPADS CTE cohort completers: All students 35.0% Socioeconomically Disadvantaged pupils 30.0% English Learners 19.0% Students with Disabilities 20% Homeless 20%
Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	California Dashboard English Learner Progress Indicator 2019 'Medium' Status 49% making progress toward English language proficiency	Dataquest English Learner Progress 2021 'Low' Status 37% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 2022 'Medium' Status 52% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 2023 'High' Status 56.7% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Dataquest Reclassification rate 2021 15.2%	Dataquest Reclassification rate 2020-21 12.7%	Local Data Reclassification rate 2021-22 14.3%	Local Data Reclassification rate 2022-23 18.1%	Reclassification rate 18.0%
Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	College Board AP Passing 2020: Percent passed: All Pupils 42.3% Socioeconomically Disadvantaged 57.7%	College Board AP Passing 2021: Percent passed: All Pupils 22% Socioeconomically Disadvantaged 38.2%	College Board AP Passing 2022: Percent passed: All Pupils 42% Socioeconomically Disadvantaged 47%	College Board AP Passing 2023: Percent passed: All Pupils 36% Socioeconomically Disadvantaged 47%	College Board AP Passing: Percent passed: 45.0% Socioeconomically Disadvantaged Pupils 59%
Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Dataquest EAP College Preparedness: English Language Arts All students 61.6% Socioeconomically Disadvantaged Pupils 59.8% English Learners 8.21%	2021 Dataquest EAP College Preparedness: English Language Arts All students 57.4% Socioeconomically Disadvantaged Pupils 54.8% English Learners 11%	2022 Dataquest EAP College Preparedness: English Language Arts All students 64% Socioeconomically Disadvantaged Pupils 63.41% English Learners 18.67%	2023 Dataquest EAP College Preparedness: English Language Arts All students 63% Socioeconomically Disadvantaged Pupils 60.85% English Learners 17.60%	EAP College Preparedness: English Language Arts All students 62.0% Socioeconomically Disadvantaged Pupils 61.0% English Learners 10.0% Students with Disabilities 17.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 16.13% Mathematics All students 32.39% Socioeconomically Disadvantaged Pupils 30.83% English Learners 2.42% Students with Disabilities 0.00%	Students with Disabilities 8.5% Mathematics All students 28.5% Socioeconomically Disadvantaged Pupils 26% English Learners 3% Students with Disabilities 4.5%	Students with Disabilities 14.86% Mathematics All students 25.61% Socioeconomically Disadvantaged Pupils 25.61% English Learners 1% Students with Disabilities 2.7%	Students with Disabilities 21.21% Mathematics All students 24.55% Socioeconomically Disadvantaged Pupils 22.37% English Learners 1.2% Students with Disabilities 1.5%	Mathematics All students 35.0% Socioeconomically Disadvantaged Pupils 33.0% English Learners 8.5% Students with Disabilities 5.0%
Dataquest Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	California Dashboard College and Career Readiness Indicator 2020 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless	California Dashboard College and Career Readiness Indicator 2021 status: All students 72.5% 'Very High' Socioeconomically Disadvantaged Pupils 72% 'Very High' English Learners 52.5% 'Medium' Students with Disabilities 35.5% 'Medium' Homeless	California Dashboard College and Career Readiness Indicator 2022 status: No CCI reported for the 2022 School Year CALPADS Dual Enrollment Credit Attainment 2021-22: All students 45.01% Socioeconomically Disadvantaged Pupils 43.73% English Learners 21.9% Students with Disabilities 16.84%	California Dashboard College and Career Readiness Indicator 2023 status: All students 76.5% 'Very High' Socioeconomically Disadvantaged Pupils 75.5% 'Very High' English Learners 54.3% 'Medium' Students with Disabilities 46.7% 'Medium' Homeless	California Dashboard College and Career Readiness Indicator status: All students 'Very High' Socioeconomically Disadvantaged Pupils 'Very High' English Learners 'High' Students with Disabilities 35.5% 'High' Homeless 66.7% 'High'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020: All students 48%</p> <p>Socioeconomically Disadvantaged Pupils 50%</p> <p>English Learners 23.4%</p> <p>Foster Youth 40%</p> <p>Students with Disabilities 17.5%</p>	<p>66.7% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2020-21: All students 35.1%</p> <p>Socioeconomically Disadvantaged Pupils 37%</p> <p>English Learners 18.1%</p> <p>Students with Disabilities 10.1%</p> <p>California Dashboard Four-Year Cohort College Credit All students 78%</p> <p>Socioeconomically Disadvantaged Pupils 77%</p> <p>English Learners 66%</p> <p>Students with Disabilities 44%</p> <p>Homeless 59%</p>	<p>California Dashboard Four-Year Cohort College Credit All students 84.2%</p> <p>Socioeconomically Disadvantaged Pupils 83.5%</p> <p>English Learners 72.3%</p> <p>Students with Disabilities 53.1%</p> <p>Homeless 45.0%</p>	<p>38.9% 'High'</p> <p>CALPADS Dual Enrollment Credit Attainment 2022-23: All students 55%</p> <p>Socioeconomically Disadvantaged Pupils 54%</p> <p>English Learners 27.15%</p> <p>Students with Disabilities 28.76%</p> <p>California Dashboard Four-Year Cohort College Credit All students 85.7%</p> <p>Socioeconomically Disadvantaged Pupils 85.4%</p> <p>English Learners 75.3%</p> <p>Students with Disabilities 67.3%</p> <p>Homeless 100%</p>	<p>CALPADS Dual Enrollment Credit Attainment: All students 50%</p> <p>Socioeconomically Disadvantaged Pupils 52%</p> <p>English Learners 25%</p> <p>Foster Youth 42%</p> <p>Students with Disabilities 20%</p>

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.

Planned actions for Goal 1, Provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 1.1 – HIGH QUALITY INSTRUCTION: Seventeen Wednesday late starts were provided for teachers to analyze data and refine instruction to close the achievement gap for English learners, foster and low-income students. Teachers were provided extra duty time for refinement of curriculum and assessments based on data analysis.

ACTION 1.2 – PROFESSIONAL DEVELOPMENT AND SUPPORT: Two increased teacher duty days were held before the start of each semester for professional development geared towards analyzing data for improving instruction and student outcomes. In addition, professional development opportunities were offered to core departments. The district continued to fund both the teacher induction program along with mentors to assist new teachers.

ACTION 1.3 – TEACHER RETENTION: A portion of salary increases to retain teachers continued to be funded for the purpose of providing consistent quality instruction.

ACTION 1.4 – SUPPLEMENTAL INSTRUCTIONAL MATERIALS: Student achievement was supported by maintaining contracts for supplemental standards aligned instructional materials, software and supplies.

ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS: Interventions during the day as well as after school and Saturday tutorials to close the achievement gap took place throughout the year. The actions pertaining to portions of summer school along with field trips, incentives and transportation were all implemented as planned. The action to fund additional bus driver for each comprehensive high school to transport students for access to a broad course of study was not implemented during the 23-24 school year due to a more balanced offering of courses being provided across all schools in the district.

ACTION 1.6 – REDUCED CLASS SIZE: This action provided for additional teachers to lower the average class size in core subjects, allowing English learner, foster and low-income students to have fewer barriers to accessing their teachers and instructional supports.

ACTION 1.7 – SUPPORT STAFF: All positions supported through this action were filled during the 2023-24 school year for the purpose of supporting staff to improve student outcomes.

ACTION 1.8 – ACADEMIC COACHES: Coaches supported teachers through modeling instructional strategies that engaged students in learning content standards and supported the instructional needs of foster youth, English learners, student with disabilities and low-income students.

ACTION 1.9 – CLASSIFIED SUPPORT STAFF: The support staff in this action including ELD Clerks, IT support, work-based learning/homeless/foster staff and instructional assistants were all maintained to provide targeted support for foster youth, English learners and low-income students.

ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS: Additional sections of UC a-g and AP sections were offered to allow for smaller group interactions, enrichment and overall progress towards mastery.

ACTION 1.11 – UC A-G PREPAREDNESS AND AP PASSING STRATEGIES: Resources were spent this year to provide students opportunities to repeat a-g coursework online, cover the cost of AP exam fees, provide college visitation trips and hold parent workshops on college readiness and a-g requirements.

ACTION 1.12 – TECHNOLOGY: Purchasing updated technology and data management licenses continued to be a high priority throughout the 2023-24 school year. This year new classroom projectors and student devices were deployed to all schools.

ACTION 1.13 – STUDENT AND STAFF RECOGNITION: Student and staff recognition events to celebrate student achievement on state indicators took place throughout the year at all schools in the district.

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.

When examining the differences between budgeted expenses and the estimated actuals for Goal 1, there was not a material difference in the overall planned expenditures (\$10,356,981) and estimated actual expenditures (\$10,466,676). The following analysis of the individual actions within Goal 1 shows:

ACTION 1.1 – HIGH QUALITY INSTRUCTION: No material difference in planned and actual expenditures.

ACTION 1.2 – PROFESSIONAL DEVELOPMENT AND SUPPORT: No material difference in planned and actual expenditures.

ACTION 1.3 – TEACHER RETENTION: No material difference in planned and actual expenditures.

ACTION 1.4 – SUPPLEMENTAL INSTRUCTIONAL MATERIALS: No material difference in planned and actual expenditures.

ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS: No material difference in planned and actual expenditures.

ACTION 1.6 – REDUCED CLASS SIZE: No material difference in planned and actual expenditures.

ACTION 1.7 – SUPPORT STAFF: No material difference in planned and actual expenditures.

ACTION 1.8 – ACADEMIC COACHES: No material difference in planned and actual expenditures.

ACTION 1.9 – CLASSIFIED SUPPORT STAFF: No material difference in planned and actual expenditures.

ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS: No material difference in planned and actual expenditures.

ACTION 1.11 – UC A-G PREPAREDNESS AND AP PASSING STRATEGIES: No material difference in planned and actual expenditures.

ACTION 1.12 – TECHNOLOGY: No material difference in planned and actual expenditures.

ACTION 1.13 – STUDENT AND STAFF RECOGNITION: No material difference in planned and actual expenditures.

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

An analysis of the data for Goal 1, yielded the following outcomes:

ACTION 1.1 – HIGH QUALITY INSTRUCTION:

- Attained 2023 SBAC met or exceeded standard English and mathematics (ELA 63.03%; Math 24.55%) and for economically disadvantaged pupils (ELA 60.85%; Math 22.37%);
- Attained 57% meet or exceeded in CAA English and 42% meet or exceeded in CAA mathematics;
- Increased 2023 CAST 'Met Standard' for all students and socioeconomically disadvantaged students to 25.36% and 22.87% from 19.42% and 18.38%;
- Achieved 2023 UC a-g rates well above state levels for English learners 38.1% and economically disadvantaged students from 60.0%; Increased all students percentage from 60.9% to 61.5%.
- Increased from a "medium" status 52% of English learners making progress towards language proficiency to "high" of 56.7%.
- Increased 2023 Reclassification rate from 14.3% to 18.1%.
- Attained 2023 College and Career Indicator at a 'Very High' status for economically disadvantaged pupils, 'High' status for homeless youth, and 'Medium' status for the English learner subgroup;
- Maintained the AP passing rate for economically disadvantaged rate at 47%;
- Improved the 2022-23 four-year cohort college credit attainment to 85.7% for all students, 85.4% for economically disadvantaged students, 75.3% of English learners, and 67.3% of students with disabilities.

ACTION 1.2 – PROFESSIONAL DEVELOPMENT AND SUPPORT, ACTION 1.3 – TEACHER RETENTION, ACTION 1.4 – SUPPLEMENTAL INSTRUCTIONAL MATERIALS:

- These practices have been effective in maintaining implementation of content standards (CA Dashboard Standard Met) as well as attaining the noted achievements in Action 1.

ACTION 1.5 – SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS, ACTION 1.6 – REDUCED CLASS SIZE, ACTION 1.7 – SUPPORT STAFF, ACTION 1.8 – ACADEMIC COACHES, ACTION 1.9 – CLASSIFIED SUPPORT STAFF:

- Each of these actions were effective in attaining SBAC 'Met Standard' percentage in ELA and Math, UC a-g and EL reclassification rates well above state and county levels, increasing dual enrollment credit attainment, and attaining the noted achievements in Action 1.

ACTION 1.10 – INCREASED UC A-G AND AP SECTIONS, ACTION 1.11 – UC A-G PREPAREDNESS AND AP PASSING STRATEGIES:

- The additional UC a-g and AP sections in Action 10 have been effective in maintaining the increased UC a-g rates in every subgroup and AP passing rate as noted in Action 1

ACTION 1.12 – TECHNOLOGY:

- Student progress has been determined to be effective based on attaining SBAC met standard English and mathematics above county and state levels; UC a-g rates well above state levels for English learners and economically disadvantaged students; maintaining English learner reclassification rates above state levels; improving AP passing rates; and increasing dual enrollment credit attainment for all subgroups.

ACTION 1.13 – STUDENT AND STAFF RECOGNITION:

- This action was effective in maintaining a culture that nurtures the improved student outcomes noted on the SBAC ELA and mathematics for economically disadvantaged pupils; UC a-g and CTE completion rates for English learners, foster youth, and economically disadvantaged pupils; English learner progress; AP passing for economically disadvantaged students; and college preparedness for English learners, homeless youth, and economically disadvantaged pupils as previously indicated.

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.

Amendments to the actions and services for the 2024-2025 LCAP include:

ACTION 1.5: SUPPLEMENTAL INSTRUCTION AND INTERVENTIONS: Item "G" will be eliminated from the 2024-2025 LCAP since the need to travel between campuses has been resolved through traveling teachers and equitable course offerings at all school campuses.



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	Provide access to a broad course of study and maximize performance in world languages, physical education, visual performing arts, and career technical education for all students, including English learners, foster youth, and economically disadvantaged pupils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	Parent and Student Surveys, CALPADS, & California School Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree CALPADS Dual Enrollment Credit 2019-20: All students 48% Socioeconomically Disadvantaged Pupils 50% English learners 23.4%	Parent and Student Surveys, CALPADS, & 2021 California School Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CALPADS Dual Enrollment Credit 2020-21: All students 35.1% Socioeconomically Disadvantaged Pupils 37% English learners 18.1%	Parent and Student Surveys, CALPADS, & 2022 California School Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree CALPADS Dual Enrollment Credit 2021-22: All students 43.16% Socioeconomically Disadvantaged Pupils 41.87% English learners 15.02%	Parent and Student Surveys, CALPADS, & 2023 California School Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study 2024 Survey 90% Pupils agree 96% Parents agree CALPADS Dual Enrollment Credit 2022-23: All students 55% Socioeconomically Disadvantaged Pupils 54% English learners 27.15%	Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment: All students 50% Socioeconomically Disadvantaged Pupils 52% English learners 25% Foster Youth 42% Students with Disabilities 20% College and Career Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster Youth 40%</p> <p>Students with Disabilities 17.5%</p> <p>CA Dashboard College and Career Indicator 2020: All students 72.5% 'Very High' Status Socioeconomically Disadvantaged Pupils 72% 'Very High' Status English learners 52.5% 'Medium' Status Students with Disabilities 35.5% 'Medium' Status Homeless 66.7% 'High' Status</p>	<p>Students with Disabilities 10.1%</p> <p>CA Dashboard College and Career Indicator 2021: CCI was not reported on the 2021 dashboard.</p>	<p>Students with Disabilities 13.61%</p> <p>CA Dashboard College and Career Indicator 2022: CCI was not reported on the 2022 dashboard.</p>	<p>Students with Disabilities 28.76%</p> <p>CA Dashboard College and Career Indicator 2023: 76.5% 'Very High'</p>	<p>All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'High' Status Students with Disabilities 'High' Status Homeless 'High' Status</p>
<p>Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services</p>	<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree</p>	<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree</p>	<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree</p>	<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study 2024 Survey 90% Pupils agree 96% Parents agree</p>	<p>Standard Met Access to a Broad Course of Study Survey 98% Pupils agree 98% Parents agree Dual Enrollment Credit Attainment:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed and provided to unduplicated pupils.	<p>Dual Enrollment Credit 2019-20: All students 48%</p> <p>Socioeconomically Disadvantaged Pupils 50%</p> <p>English learners 23.4%</p> <p>Foster Youth 40%</p> <p>Students with Disabilities 17.5%</p> <p>College and Career Indicator 2020: All students 72.5% 'Very High' Status</p> <p>Socioeconomically Disadvantaged Pupils 72% 'Very High' Status</p> <p>English learners 52.5% 'Medium' Status</p> <p>Students with Disabilities 35.5% 'Medium' Status</p> <p>Homeless 66.7% 'High' Status</p>	<p>CALPADS Dual Enrollment Credit 2020-21: All students 35.1%</p> <p>Socioeconomically Disadvantaged Pupils 37%</p> <p>English learners 18.1%</p> <p>Students with Disabilities 10.1%</p> <p>CA Dashboard College Credit 2021 Cohort: All students 77.9%</p> <p>Socioeconomically Disadvantaged Pupils 77.2%</p> <p>English learners 65.9%</p> <p>Students with Disabilities 40.1%</p> <p>Homeless 59.1%</p> <p>CA Dashboard College and Career Indicator 2021: CCI was not reported on the 2021 dashboard.</p>	<p>CALPADS Dual Enrollment Credit 2021-22: All students 43.16%</p> <p>Socioeconomically Disadvantaged Pupils 41.87%</p> <p>English learners 15.02%</p> <p>Students with Disabilities 13.61%</p> <p>CA Dashboard College Credit 2022 Cohort: All students 84.2%</p> <p>Socioeconomically Disadvantaged Pupils 83.5%</p> <p>English learners 72.3%</p> <p>Students with Disabilities 53.1%</p> <p>Homeless 45.0%</p> <p>CA Dashboard College and Career Indicator 2022: CCI was not reported on the 2022 dashboard.</p>	<p>CALPADS Dual Enrollment Credit 2022-23: All students 55%</p> <p>Socioeconomically Disadvantaged Pupils 54%</p> <p>English learners 27.15%</p> <p>Students with Disabilities 28.76%</p> <p>CA Dashboard College Credit 2023 Cohort: All students 85.7%</p> <p>Socioeconomically Disadvantaged Pupils 85.4%</p> <p>English learners 75.3%</p> <p>Students with Disabilities 67.3%</p> <p>Homeless 100%</p> <p>CA Dashboard College and Career Indicator 2023: 76.5% 'Very High'</p>	<p>All students 50%</p> <p>Socioeconomically Disadvantaged Pupils 52%</p> <p>English learners 25%</p> <p>Foster Youth 42%</p> <p>Students with Disabilities 20%</p> <p>College and Career Indicator All students 'Very High' Status</p> <p>Socioeconomically Disadvantaged Pupils 'Very High' Status</p> <p>English learners 'High' Status</p> <p>Students with Disabilities 'High' Status</p> <p>Homeless 'High' Status</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent and Student Surveys, CALPADS, & California School Dashboard Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.</p>	<p>California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2020 Survey 98% Pupils agree 97% Parents agree Dual Enrollment Credit 2019-20: Students with Disabilities 17.5% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status</p>	<p>California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2021 Survey 98.5% Pupils agree 94.2% Parents agree CA Dashboard College Credit 2021 Cohort: Students with Disabilities 40.1% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status</p>	<p>California Dashboard 'Standard Met' Access to a Broad Course of Study Fall 2022 Survey 93% Pupils agree 97% Parents agree CA Dashboard College Credit 2021 Cohort: Students with Disabilities 53.1% College and Career Indicator 2020: Students with Disabilities 35.5% 'Medium' Status</p>	<p>California Dashboard 'Standard Met' Access to a Broad Course of Study 2024 Survey 90% Pupils agree 96% Parents agree CA Dashboard College Credit 2023 Cohort: Students with Disabilities 67.3% College and Career Indicator 2023: Students with Disabilities 46.7% 'Medium' Status</p>	<p>Standard Met - Access to Broad Course of Study 98% Pupils agree 98% Parents agree College and Career Indicator: Students with Disabilities 'High' Status</p>
<p>CALPADS, College Board AP passing Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.</p>	<p>College Board AP Passing World Language: All pupils 87% Socioeconomically Disadvantaged Pupils 87.6% State Seal of Biliteracy 13.6%</p>	<p>2021 College Board AP Passing World Language: All pupils 70% Socioeconomically Disadvantaged Pupils 71.4% State Seal of Biliteracy</p>	<p>2022 College Board AP Passing World Language: All pupils 76% Socioeconomically Disadvantaged Pupils 75.9% State Seal of Biliteracy</p>	<p>2023 College Board AP Passing World Language: All pupils 93% Socioeconomically Disadvantaged Pupils 93% State Seal of Biliteracy</p>	<p>World Language: AP Passing 88% Socioeconomically Disadvantaged 88.5% State Seal of Biliteracy 20% Career Technical Education Completers</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CALPADS CTE completers 2020 cohort:</p> <p>All students 50%</p> <p>Socioeconomically Disadvantaged Pupils 53%</p> <p>English Learners 47.7%</p> <p>Students with Disabilities 49%</p> <p>Homeless 31%</p>	<p>All pupils 15.8%</p> <p>Socioeconomically Disadvantaged Pupils 16.7%</p> <p>English Learners 20.8%</p> <p>Students with Disabilities 4.0%</p> <p>Homeless 13.6%</p> <p>CALPADS CTE completers 2021 cohort:</p> <p>All students 40.10%</p> <p>Socioeconomically Disadvantaged Pupils 39.80%</p> <p>English Learners 31.80%</p> <p>Students with Disabilities 33.30%</p> <p>Homeless 27.30%</p>	<p>All pupils 14.9%</p> <p>Socioeconomically Disadvantaged Pupils 15.1%</p> <p>English Learners 3.3%</p> <p>Students with Disabilities 1.0%</p> <p>Homeless 10%</p> <p>CALPADS CTE completers 2022 cohort:</p> <p>All students 31.4%</p> <p>Socioeconomically Disadvantaged Pupils 30.4%</p> <p>English Learners 22.6%</p> <p>Students with Disabilities 16.7%</p> <p>Homeless 25.0%</p>	<p>All pupils 22.7%</p> <p>Socioeconomically Disadvantaged Pupils 22.1%</p> <p>English Learners 5.5%</p> <p>Students with Disabilities 6.9%</p> <p>Homeless 0.0%</p> <p>CALPADS CTE completers 2023 cohort:</p> <p>All students 33.0%</p> <p>Socioeconomically Disadvantaged Pupils 32.0%</p> <p>English Learners 15.0%</p> <p>Students with Disabilities 20.0%</p> <p>Homeless 6.0%</p>	<p>All students 55%</p> <p>Socioeconomically Disadvantaged 55%</p> <p>English Learners 50%</p> <p>Students with Disabilities 50%</p> <p>Homeless 35%</p>
<p>Dataquest Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.</p>	<p>Dataquest Physical Fitness Test - Healthy Fitness Zone 2019</p> <p>Aerobic Capacity All pupils 64.9%</p>	<p>LEA Calculation - Healthy Fitness Zones 2021</p> <p>Aerobic Capacity Pacers 31.50</p>	<p>LEA Calculation - Healthy Fitness Zones 2022</p> <p>Aerobic Capacity Pacers 35.00</p>	<p>LEA Calculation - Healthy Fitness Zones 2023</p> <p>Aerobic Capacity Pacers 41.60</p>	<p>Physical Fitness Test - Healthy Fitness Zone 2019</p> <p>Aerobic Capacity All pupils 66%</p> <p>Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged 63.4%</p> <p>Body Composition All pupils 51.4%</p> <p>Socioeconomically Disadvantaged 50.3%</p> <p>Abdominal Strength All pupils 88.7%</p> <p>Socioeconomically Disadvantaged 88.7%</p> <p>Trunk Extension All pupils 91.2%</p> <p>Socioeconomically Disadvantaged 91%</p> <p>Upper Body Strength All pupils 63.6%</p> <p>Socioeconomically Disadvantaged 62.8%</p> <p>Flexibility All pupils 79.3%</p>	<p>Body Composition All pupils 27.07</p> <p>Abdominal Strength All pupils 10.24</p> <p>Trunk Extension All pupils 8.70</p> <p>Upper Body Strength All pupils 9.73</p> <p>Flexibility All pupils 9.69</p>	<p>Body Composition All pupils 25.80</p> <p>Abdominal Strength All pupils 9.67</p> <p>Trunk Extension All pupils 9.22</p> <p>Upper Body Strength All pupils 9.80</p> <p>Flexibility All pupils 9.94</p>	<p>Body Composition All pupils 26.84</p> <p>Abdominal Strength All pupils 9.74</p> <p>Trunk Extension All pupils 9.67</p> <p>Upper Body Strength All pupils 8.88</p> <p>Flexibility All pupils 10.16</p>	<p>Disadvantaged 65%</p> <p>Body Composition All pupils 53%</p> <p>Socioeconomically Disadvantaged 52%</p> <p>Abdominal Strength All pupils 89%</p> <p>Socioeconomically Disadvantaged 89%</p> <p>Trunk Extension All pupils 91.2%</p> <p>Socioeconomically Disadvantaged 91%</p> <p>Upper Body Strength All pupils 65%</p> <p>Socioeconomically Disadvantaged 64%</p> <p>Flexibility All pupils 80%</p> <p>Socioeconomically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged 79.2%				Disadvantaged 80%
PPAACC finals Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	PPAACC finals Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	PPAACC finals 2022 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	PPAACC finals 2023 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	CSBC Northern CA Regional Champions Division 1A, 2A, 3A State Champions SVWAA Indoor Drumline Champions PPAACC Indoor Drumline Champions WGI World Indoor Ranked 19th in the World Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings

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.

Planned actions for Goal 2, Provide a high quality education to improve student learning and academic performance as measured by state indicators for all learners, including English learners and foster youth, in all core academic content areas, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 2.1 – HIGH QUALITY INSTRUCTION: Seventeen Wednesday late starts were provided for teachers to analyze data and refine instruction to close the achievement gap for English learners, foster and low-income students. Teachers were provided extra duty time for refinement of curriculum and assessments based on data analysis.

ACTION 2.2 – PROFESSIONAL DEVELOPMENT: Teachers, counselors and administrators participated in professional development opportunities throughout the school year.

ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES: Throughout the 2023-2024 school year student achievement was supported through purchase of supplemental standards aligned instructional materials and supplies.

ACTION 2.4 – CTE AND DUAL ENROLLMENT: Delano Joint Union High School District (DJUHSD) continued to increase offerings of Dual Enrollment (DE) and Career Technical Education (CTE) classes to ensure a broad course of study and attainment of college credits.

ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF: The DJUHSD maintained the position of CTE Director and hired all three dual enrollment clerk as planned.

ACTION 2.6 – ACCESS TO A BROAD COURSE OF STUDY: DJUHSD continued to support a rigorous Visual and Performing Arts program by funding an additional music teacher at RFK and DHS along with music consultants at all three comprehensive high schools.

ACTION 2.7 – OTHER EC 51220 OUTCOMES: Athletic trainers were contracted to provide and implement safe physical activity practices during after school programs.

ACTION 2.8 – SUPPLEMENTAL ACTIVITIES: DJUHSD provided supplemental activities to foster youth, English learner and low-income students through the organizing of instructional field trips, college visitations, vocational school outings and funding competitions to enhance student learning and achievement outcomes.

ACTION 2.9 – TECHNOLOGY: Purchasing updated technology and data management licenses continued to be a high priority throughout the 2023-24 school year. This year new classroom projectors and student devices were deployed to all schools.

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.

When examining the differences between budgeted expenses and the estimated actuals for Goal 2, there was not a material difference in the overall planned expenditures (\$5,177,137) and estimated actual expenditures (\$5,217,753). The following analysis of the individual actions within Goal 2 shows:

ACTION 2.1 – HIGH QUALITY INSTRUCTION: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.2 – PROFESSIONAL DEVELOPMENT: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.4 – CTE AND DUAL ENROLLMENT: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF: This action was overestimated as we spent approximately \$100,000 less than budgeted.

ACTION 2.6 – ACCESS TO A BROAD COURSE OF STUDY: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.7 – OTHER EC 51220 OUTCOMES: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.8 – SUPPLEMENTAL ACTIVITIES: No material difference between planned and estimated actual expenditures in this action.

ACTION 2.9 – TECHNOLOGY: No material difference between planned and estimated actual expenditures in this action.

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

An analysis of the data for Goal 2 yielded the following outcomes:

ACTION 2.1 – HIGH QUALITY INSTRUCTION, ACTION 2.2 – PROFESSIONAL DEVELOPMENT, ACTION 2.3 – SUPPLEMENTAL MATERIALS, EQUIPMENT AND SUPPLIES, ACTION 2.8 – SUPPLEMENTAL ACTIVITIES, ACTION 2.9 – TECHNOLOGY:

These actions have been effective in increasing State Seal of Biliteracy rates from 14.9% to 22.7% for all students; Graduates meeting UC/CSU requirements well above the state average for all students (61.5%), English learners (38.1%), students with disabilities (27.6%), homeless youth (11.8%), and economically disadvantaged pupils (56.0%); and attainment of college credit attainment in the 2023 Cohort of 85.7% of all pupils, 75.3% of English learners, 100.0% homeless youth, 85.4% of economically disadvantaged pupil, and 67.3% of students with disabilities. These actions have also contributed to improved Physical Fitness Test results for low-income students along with maintaining 1st place and superior ratings in visual performing arts competitions.

ACTION 2.4 – CTE AND DUAL ENROLLMENT, ACTION 2.5 – CTE AND DUAL ENROLLMENT STAFF:

These actions have been effective in increasing CTE completion for all students (33.0%), students with disabilities (20.0%), and economically disadvantaged pupils (32.0%). This resulted in 85.7% of graduates meeting prepared status through completing at least two semesters of dual enrollment credit and significantly improved rates in 2023 economically disadvantaged students (85.6%), English learners (75.3%), homeless youth (100.0%), and students with disabilities (67.3%).

ACTION 2.6 – ACCESS TO A BROAD COURSE OF STUDY, ACTION 2.7 – OTHER EC 51220 OUTCOMES:

These actions were effective in improving outcomes on the CCI, CTE completion rate, Physical Fitness Test results, dual enrollment credit attainment, and chronic absenteeism for English learners, foster and homeless youth, economically disadvantaged pupils and students with disabilities as well as the accomplishment of superior ratings and first place rankings in visual performing arts competitions.

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.

Amendments to the actions and or services for the 2024-2025 LCAP include:

ACTION 2.6 - ACCESS TO A BROAD COURSE OF STUDY - Item "E" was changed from "provide course offering in jazz band, nutrition, and personal finance" to "providing course offerings in computer science and agriculture."

ACTION 2.7 - OTHER EC 51220 OUTCOMES - Item "B" was deleted as analysis of 9th grade physical education class sizes has determined that reduction is not needed based on enrollment.

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	Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	California Dashboard Standard Met Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 1 Facilities Inspection Tool "Good Repair"	California Dashboard (no new dashboard indicator for 2021) Facilities Inspection Tool "Good Repair"	California Dashboard 'Standard Met' Facilities Inspection Tool (FIT) "Good Repair"	California Dashboard 'Standard Met' Facilities Inspection Tool (FIT) "Good Repair"	Maintain Standard Met on the California Dashboard Attain 'Exemplary' status on the Facility Inspection Tool
California School Dashboard Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	2021 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	2022 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	2023 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
making decisions for the school district and each individual schoolsite	The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in October 2020 to 583 parents. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.	The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in November 2021 to 798 parents. The results of these surveys indicate that 97.4% of parents agree the school/district seeks input from parents in making decisions for the school and district.	The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in November 2022 to 1096 parents. The results of these surveys indicate that 96.8% of parents agree the school/district seeks input from parents in making decisions for the school and district.	The Delano Joint Union High School District's current strength is the active participation of families in the evaluation, approval, and monitoring of the district and school site plan for student achievement. Parents surveys were administered in Spring 2024 to 330 parents. The results of these surveys indicate that 96% of parents agree the school/district seeks input from parents in making decisions for the school and district.	
California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys October 2020	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys November 2021	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys November 2022	California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2024	Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	95.4% parents agree the school promotes family engagement activities	93.5% parents agree the school promotes family engagement activities	98% parents agree the school promotes family engagement activities	97% parents agree the school promotes family engagement activities	
California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for individuals with exceptional needs.	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve	The Delano Joint Union High School District (DJUHSD) celebrates student successes and accomplishments. Families are invited to participate in recognition of student achievements. Events are hosted in the evenings to maximize family participation. The district will continue its efforts in engaging families in all school activities. Notices will continue to be sent home in English, Spanish, and, when available, in Tagalog. The district will continue to involve	Standard Met Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>families in Parent University trainings and site and district stakeholder meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC), and School Site Council review,</p>	<p>families in Parent University trainings and site and district educational partner meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard voice and text messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC),</p>	<p>families in Parent University trainings and site and district educational partner meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard voice and text messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC),</p>	<p>families in Parent University trainings and site and district educational partner meetings. The DJUHSD will focus on increasing relationships with our families by continuing to inform and communicate with families about school events. Parents and families will be contacted via phone, Blackboard voice and text messaging, social media, the school marquee, mailings, and posting events on our websites. California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Title I parent committees, ELAC, DELAC, the District Parent Advisory, the Special Education Parent Advisory Committee (SEPAC),</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	approve, and monitor the goals and actions of the district and school plan for improved student achievement.	and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	and School Site Council review, approve, and monitor the goals and actions of the district and school plan for improved student achievement.	
Aeries Student Data System Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	Aeries School year 2019-20 Attendance rate 95.9%	Aeries School year 2020-21 Attendance rate 97.3%	Aeries School year 2021-22 Attendance rate 93.0%	Aeries School year 2022-23 Attendance rate 92.9%	Attendance rate 96.7%
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	Dataquest 2018-19 Chronic Absenteeism All students 11.5% Socioeconomically Disadvantaged pupils 12% English learners 14.0% Students with Disabilities 19.1% Foster Youth 0% Homeless 16.4%	Dataquest 2020-21 Chronic Absenteeism All students 9.9% Socioeconomically Disadvantaged pupils 10.4% English learners 16.5% Students with Disabilities 17.4%	Dataquest 2021-22 Chronic Absenteeism All students 29.0% Socioeconomically Disadvantaged pupils 30.1% English learners 36.9% Students with Disabilities 42.1%	Dataquest 2022-23 Chronic Absenteeism All students 24.1% Socioeconomically Disadvantaged pupils 25.2% English learners 31.0% Students with Disabilities 33.4%	Dataquest All students 11% Socioeconomically Disadvantaged pupils 10.5% English learners 12% Students with Disabilities 15% Foster Youth 0% Homeless 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (C) Middle school dropout rates	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	Dataquest 2020 Cohort Dropouts All students 2.5% English learners 4.6% Socioeconomically Disadvantaged pupils 2.7% Students with disabilities 8.3% Homeless 5.6%	Dataquest 2021 Cohort Dropouts All students 2.7% English learners 4.4% Socioeconomically Disadvantaged pupils 2.8% Students with disabilities 7.4% Homeless 4.2%	Dataquest 2022 Cohort Dropouts All students 2.7% English learners 5.8% Socioeconomically Disadvantaged pupils 2.8% Students with disabilities 6.6% Homeless 11.2%	Dataquest 2023 Cohort Dropouts All students 2.7% English learners 3.7% Socioeconomically Disadvantaged pupils 2.9% Students with disabilities 6.8% Homeless 11.2%	All students 2.0% Socioeconomically Disadvantaged pupils 2.5% English learners 4.0% Students with disabilities 5.0% Homeless 4.0%
Dataquest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	Dataquest 2020 Cohort Graduation Rate All students 95.8% 'Very High' Status Socioeconomically	Dataquest 2021 Cohort Graduation Rate All students 94.5% 'High' Status Socioeconomically Disadvantaged pupils 94.3% 'High' Status	Dataquest 2022 Cohort Graduation Rate All students 95.0% 'Very High' Status Socioeconomically Disadvantaged pupils 94.9% 'High' Status	Dataquest 2023 Cohort Graduation Rate All students 96.2% 'Very High' Status Socioeconomically	All students 'Very High' Status Socioeconomically Disadvantaged Pupils 'Very High' Status English learners 'Very High' Status Foster Youth 'Very High' Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged pupils 95.7% 'Very High' Status English learners 92% 'High Status' Foster Youth 100% 'Very High' Status Students with disabilities 77.4% 'Low' Status Homeless 89% 'Medium' Status	English learners 90.4% 'High Status' Students with disabilities 80.9% 'Medium' Status Homeless 91.7% 'High' Status	English learners 89.7% 'Medium' Status Students with disabilities 77.2% 'Low' Status Homeless 77.8% 'Medium' Status	Disadvantaged pupils 95.9% 'Very High' Status English learners 94.0% 'High' Status Students with disabilities 84.3% 'High' Status Homeless 95.0% 'Very High' Status	Students with disabilities 'Medium' Status Homeless 'High' Status
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates	Dataquest 2020 Suspension Rate All students 1.3% 'Low Status' Socioeconomically Disadvantaged pupils 1.3% 'Low Status' English learners 1.7% 'Medium status' Foster Youth 0% 'Very Low Status' Students with disabilities 2.0% 'Medium Status' Homeless 8.3% 'High Status'	Dataquest 2021 Suspension Rate All students 0%'Very Low Status' Socioeconomically Disadvantaged pupils 0% 'Very Low Status' English learners 0% 'Very Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 0% 'Very Low Status' Homeless 0% 'Very Low Status'	Dataquest 2022 Suspension Rate All students 1.3%'Very Low Status' Socioeconomically Disadvantaged pupils 1.4% 'Very Low Status' English learners 2.1% 'Low status' Foster Youth 4.8% 'Medium' Status Students with disabilities 2.0% 'Low Status' Homeless 6.3% 'High'	Dataquest 2023 Suspension Rate All students 1.3%'Low' Status' Socioeconomically Disadvantaged pupils 1.7% 'Low Status' English learners 2.2% 'Low status' Foster Youth 4.5% 'Medium' Status Students with disabilities 3.1% 'Medium Status' Homeless 2.7% 'Low Status'	All students 1.2% 'Low Status' Socioeconomically Disadvantaged pupils 1.2% 'Low Status' English learners 1.5% 'Low status' Foster Youth 0% 'Very Low Status' Students with disabilities 1.5% 'Low Status' Homeless 3.0% 'Medium Status'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	Dataquest 2020 All students 0.25% Socioeconomically Disadvantaged pupils 0.26% English learners 0.59%	Dataquest 2021 Expulsion rate All students 0.05% Socioeconomically Disadvantaged pupils 0% English learners 0.0%	Dataquest 2022 Expulsion rate All students 0.1% Socioeconomically Disadvantaged pupils 0.2% English learners 0.1%	Dataquest 2023 Expulsion rate All students 0.2% Socioeconomically Disadvantaged pupils 0.2% English learners 0.2%	Maintain below 1% for all students and subgroups
California School Dashboard - Local Climate Survey Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	Standard Met A local climate survey was administered in October of 2020 to students, parents, and teachers. The results of this survey indicate that 90.4% of students and parents and 94.2% of teachers have a sense of school safety. This survey also reflects that 99.6% of students and parents and 98.6% of the teachers feel connected to their school. The California Healthy Kids Survey was administered in the fall	Standard Met A local climate survey was administered in November of 2021 to students, parents, and teachers. The results of this survey indicate that 91.5% of students; 93.4% of parents; and 89% of teachers have a sense of school safety. This survey also reflects that 74% of students; 98% of parents; and 98.3% of the teachers feel connected to their school.	Standard Met A local climate survey was administered in November of 2022 to students, parents, and teachers. The results of this survey indicate that 89% of students; 95% of parents; and 93% of teachers have a sense of school safety. This survey also reflects that 89% of students; 95% of parents; and 93% of the teachers feel connected to their school.	Standard Met A local climate survey was administered in Spring of 2024 to students, parents, and teachers. The results of this survey indicate that 88% of students; 97% of parents; and 96% of teachers have a sense of school safety. This survey also reflects that 76% of students; 98% of parents; and 92% of the teachers feel connected to their school.	Standard Met 94% Student, parent and teacher sense of school safety. 99% Student, parent and teacher sense of school connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 to 1880 ninth and eleventh grade students. Based on this survey, 90% of the students surveyed feel safe at 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.

Planned actions for Goal 3, Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day, were implemented as described in the LCAP with minimal substantive differences. The successes and/or challenges are noted below:

ACTION 3.1 – PROFESSIONAL DEVELOPMENT ON BEHAVIOR AND SOCIAL EMOTIONAL EDUCATION: Professional development opportunities geared specifically on behavior and social-emotional education were delivered to staff, mental health professionals and administrators throughout the school year.

ACTION 3.2 – SUPPLEMENTARY MATERIALS: Student behavior was supported through purchase of supplemental standards aligned instructional, social-emotional and behavioral intervention materials and supplies focusing specifically on improving attendance and graduation rates for foster youth, English learners and low-income students.

ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING: DJUSHD maintained the opportunity program as an alternative educational setting. All three comprehensive high schools provided academic intervention teachers to provide other means of correction throughout the school year.

ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS: DJUHSD implemented all planned actions which included maintaining additional sessions of independent study, credit recovery as well as the extended teacher duty in order to provide additional availability for student and parent support.

ACTION 3.5 – INTERVENTIONS: All comprehensive high schools provided after school and Saturday intervention opportunities to increase academic achievement.

ACTION 3.6 – SUPPORT SERVICES: SOCIAL EMOTIONAL EDUCATION: All positions outlined in this action were filled which included funding three psychologists, three nurses, four intervention counselors, and three assistant principals to address barriers that impede learning and improve graduation, suspension and absenteeism rates.

ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF: A contract with the City of Delano for two School Resource Officers (SROs) was entered into for the 2023-24 school year to provide support and increased safety for all district campuses. The district maintained the positions of discipline liaison, additional campus security, additional attendance clerks hours and social worker to support engagement efforts.

ACTION 3.8 – TECHNOLOGY AND INFORMATION: DJUHSD continued to enhance communications with parents and families using Parent Square and maintaining the district website.

ACTION 3.9 – SCHOOL CONNECTEDNESS: DJUHSD continued to provide activities and schoolwide events for staff, students and families to foster an educational environment where all educational partners enjoy coming to campus.

ACTION 3.10 – FACILITIES IN GOOD REPAIR: Campus facility project reflected in this action were performed during the 2023-24 school year. These included creating new outdoor seating for students and improvements to public address system to promote school activities. In addition, the four and a half custodians were maintained to support a clean and safe learning environment.

ACTION 3.11 – PARENTAL INVOLVEMENT: Parent workshops and resources continued to be provided in an effort to increase parental involvement in the district. The modified classified work calendar was also maintained to improve services to educational partners.

ACTION 3.12 – PARENT, STUDENT AND STAFF DECISION MAKING: All campuses in the district held educational partner meetings throughout the year to share outcome data along with gather feedback on current progress towards goals.

ACTION 3.13 – TRANSPORTATION: Home-to-school transportation was implemented for foster, English learner and low-income students that lived beyond the district established service area in order to increase daily attendance.

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.

When examining the differences between budgeted expenses and the estimated actuals for Goal 3, there was not a material difference in the overall planned expenditures (\$7,359,734) and estimated actual expenditures (\$7,233,072). The following analysis of the individual actions within Goal 3 shows:

ACTION 3.1 – PROFESSIONAL DEVELOPMENT ON BEHAVIOR AND SOCIAL EMOTIONAL EDUCATION: No material difference in planned and actual expenditures.

ACTION 3.2 – SUPPLEMENTARY MATERIALS: No material difference in planned and actual expenditures.

ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING: No material difference in planned and actual expenditures.

ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS: No material difference in planned and actual expenditures.

ACTION 3.5 – INTERVENTIONS: One time funding was used to support the cost of afterschool and Saturday interventions resulting in estimated actuals being less than planned expenditures.

ACTION 3.6 – SUPPORT SERVICES: SOCIAL EMOTIONAL EDUCATION: No material difference in planned and actual expenditures.

ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF: No material difference in planned and actual expenditures.

ACTION 3.8 – TECHNOLOGY AND INFORMATION: No material difference in planned and actual expenditures.

ACTION 3.9 – SCHOOL CONNECTEDNESS: No material difference in planned and actual expenditures.

ACTION 3.10 – FACILITIES IN GOOD REPAIR: One time funding was used to support the cost of campus projects resulting in estimated actuals being less than planned expenditures.

ACTION 3.11 – PARENTAL INVOLVEMENT: No material difference in planned and actual expenditures.

ACTION 3.12 – PARENT, STUDENT AND STAFF DECISION MAKING: No material difference in planned and actual expenditures.

ACTION 3.13 – TRANSPORTATION: No material difference in planned and actual expenditures.

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

An analysis of the data for Goal 3 yielded the following outcomes:

ACTION 3.1 – PROFESSIONAL DEVELOPMENT ON BEHAVIOR AND SOCIAL EMOTIONAL EDUCATION, ACTION 3.2 – SUPPLEMENTARY MATERIALS, ACTION 3.3 – ALTERNATIVE EDUCATIONAL SETTING:

These actions have been effective in reducing the number of suspensions all students 1.3% 'Low', Socioeconomically disadvantaged 1.7% 'Low', Homeless 2.7% 'Low', English Learner 2.2% 'Low' and Foster 4.5% 'Medium' as well as maintaining dropout rates below state average. These actions have also attributed to chronic absenteeism rates below state averages, improved school connectedness and pupil sense of safety, and a 'Very High' graduation status for economically disadvantaged pupils (95.9%) and 'High' for English learners (94%).

ACTION 3.4 – ADDITIONAL ACADEMIC SUPPORT AND OPTIONS, ACTION 3.5 – INTERVENTIONS, ACTION 3.6 – SUPPORT SERVICES: SOCIAL EMOTIONAL EDUCATION, ACTION 3.7 – PUPIL ENGAGEMENT AND SCHOOL CLIMATE SUPPORT STAFF:

These actions have demonstrated to be effective in maintaining chronic absenteeism rates below state level; maintaining 'High' to 'Very High' graduation rate on the California Dashboard for English learners and socioeconomically disadvantaged; having student sense of safety at 88.0% based on student surveys; attaining suspension rate performance of 'Low' on the CA Dashboard for English learners and economically disadvantaged pupils; maintaining dropout rates (Dataquest) below county and state levels.

ACTION 3.8 – TECHNOLOGY AND INFORMATION, ACTION 3.9 – SCHOOL CONNECTEDNESS, ACTION 3.10 – FACILITIES IN GOOD REPAIR, ACTION 3.11 – PARENTAL INVOLVEMENT, ACTION 3.12 – PARENT, STUDENT AND STAFF DECISION MAKING, ACTION 3.13 – TRANSPORTATION:

These actions were effective as previously noted in the 'High' to 'Very High' graduation status for English learners and economically disadvantaged pupils; dropout rates well below the state averages for all student groups; reduced suspension rates for foster youth, English learners and low-income students; and chronic absenteeism rates below the state averages. English learner chronic absenteeism improved 5.9% from the prior year.

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.

Amendments to the actions and or services for the 2024-2025 LCAP include:

ACTION 3.10 - FACILITIES IN GOOD REPAIR: This action will not be carried over in 2024-2025 LCAP as no projects were identified in educational partner consultation.

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 Joint Union High School District	Jason Garcia Superintendent	jgarcia@djuhsd.org 661-720-4100

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.

The Delano Joint Union High School District is a District of rich tradition, high expectations, and a century of outstanding achievement. Delano High School opened in 1911 with fourteen students and two teachers. Over 110 years later, our District serves more than 4050 students and employs over 400 dedicated employees. Cesar E. Chavez opened its doors in 2003 and Robert F. Kennedy, our newest school, in 2008. In addition, we have an alternative site, Valley High School which was identified as an Equity Multiplier schoolsite, and an adult education agency which serves over 1000 students from Delano and the outlying area.

During the 2023-2024 school year, Delano Joint Union High School District served approximately 4054 students in grades 9-12. Student subgroup enrollment is comprised of 8.8% receiving special education services, 23.7% qualifying for English Learner services, 6.1% qualifying for migrant education services, 0.2% foster youth, 0.5% homeless youth, and 91.1% socioeconomically disadvantaged. School enrollment by ethnicity included 89.7% Hispanic; 0.8% Asian; 7.4% Filipino; 0.4% African American; 1.4% white; and 0.3% two or more races. The DJUHSD community includes feeder districts in the communities of Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond. The poverty level in these communities ranges from 19.6% in the city of Delano to just over 39% in the outlying communities. The largest industry of local employment is agriculture.

Our district is committed in preparing all students to be college and career ready with a rigorous, high quality, standards-based academic program aligned to the needs of all learners in a safe and nurturing environment. The Delano Joint Union High School District mission is to develop citizens which learn actively, think critically, live responsibly and respectfully, and who will make positive contributions to their community. As a result, the Delano Joint Union High School District has adopted the following goals:

T - Teaching & Learning: To collaboratively support quality evidence-based instructional practices and analyze student outcomes using formative and summative assessments to advance student learning.

E - Enrichment: To provide enrichment opportunities that promote academic, college and career

readiness, social responsibility, and emotional development.

A - Achievement: To promote high expectations and academic results, the educational community and District educational partners will foster, recognize, and celebrate learning and achievement.

M - Model: To effectively model our mission and vision, every team member will exemplify character, loyalty, commitment, leadership and excellence.

Reflections: Annual Performance

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

The Delano Joint Union High School District's greatest successes are evidenced in the continued academic achievements of our students as well as the increased and improved services for our English Learners, foster youth, and economically disadvantaged students in meeting the goals set forth in LCAP. The DJUHSD is proud to note the forthcoming successes for the 2022-23 school year.

Our district's progress on Priority 1 reflects 79.0% of all teachers with clear credentials with 95.6% appropriately assigned for the subject and pupils they are teaching. The DJUHSD continues to maintain 100% pupils with access to their own copies of standards-aligned instructional materials for use at school and home. Teacher and staff surveys report 'Full Implementation and Sustainability' of state board adopted academic content and performance standards in all subjects (Priority 2). Parent surveys indicate 96% parents agree the school/district involves them in making decisions and 97% agree the school provides sufficient notices regarding parental involvement activities.

As noted, our greatest accomplishments are evidenced in continued pupil academic achievement. Our English learner and economically disadvantaged subgroups mean scale score on the 2023 SBAC English are above state levels with a mean scale score of 2501 and 2604, respectively. The 2023 SBAC mathematics reflects a mean scale score above state levels for the economically disadvantaged (2540) and students with disabilities (2440) subgroups as well as a noted increase of 24 points for our English learners over the prior year score. Furthermore, the English learner reclassification rate is projected to increase from 14.3% to 18.1% and the AP World Language passing rate increased to 79% for the socioeconomically disadvantaged subgroup.

The DJUHSD goal of promoting college and career readiness has been instrumental in improved UC a-g and CTE completers as well as college credit attainment for our unduplicated subgroups. UC a-g completion rates are above state levels for the all pupils (61.5%), economically disadvantaged (60.0%) and English learners (38.1%). Early Assessment Program college preparedness continues above state levels on CAASPP English 'Met Standard' for the all pupils (63.03%) and economically disadvantaged (60.85%) subgroups. Career technical education completion is well above state levels for all pupils and subgroups. Delano High School and Robert F. Kennedy High School being named two of nine 2022-23 California Exemplary Dual Enrollment Awardees. This recognition was in large part due to the increased four-year cohort College credit attainment of 85.7% for all pupils, 85.4% of economically disadvantaged students, 75.3% of English learners, and 67.3% of students with disabilities. In addition, our visual performing arts program continues to accomplish superior ratings and first place rankings in county and state competitions. The district has maintained the 'Standard Met' on the California Dashboard on access to a

broad course of study, and 96% of parents and 90% students (Spring 2024 surveys) agreed that the district provides all students including foster youth, English learner and low-income students access to a broad course of study.

School climate is an important part of the overall success of our district. For the 2022-23, Dataquest chronic absentee rates and dropouts for all pupils continue to be below both county and statewide averages. The California Dashboard reflects a 'Very High' four-year cohort graduation rate for all pupils (96.2%), economically disadvantaged students (95.9%), English learners (94.0%), and homeless subgroup (95.0%). Suspension rates are in the 'Very Low' state status for all pupils (1.7%) and economically disadvantaged students (1.7%), English learners (2.2%), and homeless subgroup (2.7%). The DJUHSD intends on maintaining California Dashboard Standard Met status on Priority 6c (Parent, student, and teacher surveys on sense of safety and school connectedness) and Priority 1c (Facilities in good repair) by continuing to implement the actions outlined in the LCAP.

The only instance of red on the dashboard for the district was at Robert F. Kennedy High School for English Learner performance in both English and Math assessment. Actions in the LCAP to address this 'Very Low' performance level include additional after school tutorial sessions and increased monitoring from district and site level coordinators.

The DJUHSD plans to continue our tradition of success by maintaining current goals and actions outlined in the LCAP.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Principals and Administrators	LCAP data, outcome, and performance analysis was conducted with district and site administration. Meetings were held in person for review of goals and actions. District, school site administrators, and the Director of Special Education were involved in the development of the 2024- 2025 LCAP. [Monthly: September-May]
School Site Councils	The LCAP data, outcome and performance analysis were reviewed by School Site Council at each school. The school site councils concurred with all goals and actions in the LCAP. [May]
SELPA Consultation	The district consulted with the SELPA during KCSOS LCAP trainings held on January 23, 2024, and February 6, 2024 to determine that specific actions for students with disabilities are included in the plan. [January-February]
Teachers	LCAP educational partner meetings were held to review LCAP data, outcome, and performance analysis was conducted with teachers at each high school in the district. Teachers concurred with all goals and actions in the LCAP. [January-March]
Other School Personnel	Educational partner meetings were held with district staff that included counselors, psychologist, nurses and classified staff from each high school to review LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommendations for new actions. [January-March]

Educational Partner(s)	Process for Engagement
Students	<p>Student educational partner consultation was held via student surveys and in-person meetings at each high school. Student educational partner meetings are solely comprised of English learners, foster youth, and socioeconomically disadvantaged students. LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. Students emphasized the course access that is made available to them in the district and opportunities to take dual enrollment. Additional actions that were highlighted were tutorials and aides in the classrooms. Students concurred with current goals and actions in the LCAP. [March-May]</p>
Parents and Advisories	<p>LCAP parent educational partner consultation was held via parent surveys. Parents were given the opportunity to make any recommendations for new actions. Parents reported being very pleased with the overall performance of our schools. [January-February]</p> <p>District level parent advisories were held with our SEPAC (Special Education Parent Advisory Committee), District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) via in person meetings. All actions were reviewed and approved unanimously by our parent advisories. Parents were pleased with the outcomes of our schools and the actions outlined in the LCAP. The PAC and DELAC did not submit any comments during the LCAP consultation. The LCAP consultation was provided in English and Spanish. [April-May]</p>
Local Bargaining Units	<p>LCAP consultation with the Teachers Association was conducted to review LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. The teachers' union was consulted on present actions and proposed changes as well as additional new actions added to the LCAP. CTA agreed with the proposed goals and actions for 2024-25 LCAP. [May]</p> <p>CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA):</p>

Educational Partner(s)	Process for Engagement
	LCAP consultation was conducted with CSEA to review LCAP data, outcome, and performance analysis was conducted to evaluate areas of need, current services and recommend any new actions. CSEA agreed with the proposed goals and actions for 2023-24 LCAP. [March]
Equity Multiplier Funds	Administration, faculty, students and school site council at Valley High School was presented with information related to Equity Multiplier funding, including how funding amounts are generated and results from the 2023 California School Dashboard. Discussions were held to determine the appropriate use of funds to support the improvement of outcome data for student groups. [March-May]

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

The educational partner consultations served as a basis in making the necessary refinements, modifications, or recommendations of new evidence-based strategies to increase or improve services for our English learners, foster youth, and economically disadvantaged students. Consultations occurred with administration, parents, students, teachers, other staff, and the collective bargaining units.

In response to the feedback that educational partners identified in relation to: Goal #1 - Students will be given access to a broad course of study taught by highly qualified staff in an educational environment that is safe, clean and in good repair, The Delano Joint Union High School District made the following updates to metrics and budgeted expenditures:

1. Goal 1 metrics are now aligned to State Priorities 1, 2 and 7 (Conditions of Learning).
2. Increase funding to Actions 1.1, 1.2, 1.3 and 1.4 which address professional learning, development and support, teacher retention and academic coaches.
3. Reduce funding for Action 1.5 - Technology

In response to the feedback that educational partners identified in relation to: Goal #2 - Students will graduate high school prepared to achieve their college and career goals, The Delano Joint Union High School District made the following updates to metrics and budgeted expenditures:

1. Goal 2 metrics are now aligned to State Priorities 4 and 8 (Pupil Outcomes).
2. Increase funding to Actions 2.8, 2.9 and 2.11 which address CTE and dual enrollment course offerings, staff an activities.

In response to the feedback that educational partners identified in relation to: Goal #3 - Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day, The Delano Joint Union High School District made the following updates to budgeted expenditures:

1. Increase funding to Actions 3.6 (Social Emotional Education).
2. Reduce funding for Action 3.8 (Technology and Information).

Response from educational partner feedback resulted in the development of Valley High School Equity Multiplier Goal #4 - Students at Valley High School will achieve college and career readiness through fully credentialed teachers, daily attendance, participation in a broad course of study and receiving their high school diploma. The Delano Joint High School District developed the following actions to achieve this goal:

1. Action 4.1 - Attendance Support
2. Action 4.2 - Additional Dual Enrollment and CTE Course Sections
3. Action 4.3 - Additional Credit Recovery Sections and Tutorials

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will be given access to a broad course of study taught by highly qualified staff in an educational environment that is safe, clean and in good repair.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Delano Joint Union High School District (DJUHSD) is committed to the district vision, which is preparing all students to be college and career ready with a rigorous, high quality, standards based academic program aligned to the needs of all learners in a safe and nurturing environment. To accomplish this, DJUHSD is committed to providing a broad course of study that is accessible to all student groups. To ensure this goal is met, our metrics identify how our basic services of highly qualified teachers and staff are providing instruction in environments conducive to learning. In addition, the local indicators measure the implementation of state standards and support our progress toward full implementation and sustainability. While the local indicators metrics are not a measure of our performance, but rather a measure of our implementation, this data will guide the levels at which our growth towards a comprehensive course of study for all students is aligned to the most current state standards. DJUHSD feels that a broad course of study includes more than just content subject areas, but also a comprehensive approach towards visual and performing arts, dual enrollment, career technical education and a broad elective selection. By adding these elements to a broad course of study goal, we are able to better meet the differentiated needs and interests of our DJUHSD students. Priority 1 (Basic Services), 2 (Implementation of State Standards), and 7 (Course Access) are addressed in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers Source: DataQuest TAMO by FTE Report,	2022-23 Teacher Assignment Monitoring Outcomes 87.7% Clear			100% Clear Zero Misassignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>CAISAAS Summary of Findings Report</p> <p>Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.</p>	<p>2022-23 CALSAAS Dashboard</p> <p>9 Misassignments</p>				
1.2	<p>Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.</p> <p>Source: CA School Dashboard, Local Data, Williams Report</p> <p>Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119</p>	<p>2023-24 Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report</p> <p>2023 California Dashboard Standard Met</p> <p>100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.</p>			<p>Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report</p> <p>Standard Met</p> <p>100% students with access to their own copies of standards- aligned instructional materials for use at school and at home.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<p>Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)</p> <p>Source: California School Dashboard</p> <p>Priority 1 (c) School facilities are maintained in good repair.</p>	<p>2023 California Dashboard Standard Met Zero Instances</p> <p>Facilities Inspection Tool (FIT) "Good Repair"</p>			<p>Maintain Standard Met Zero Instances</p> <p>Maintain Facilities Inspection Tool (FIT) "Good Repair"</p>	
1.4	<p>Progress in implementing state academic standards</p> <p>Source: California School Dashboard</p> <p>Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.</p>	<p>2023 California Dashboard Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> • Professional Development • Instructional materials • Policy and Program Support • Implementation of Standards • Engagement of School Leadership 			<p>Maintain Full Implementation and Stability</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	<p>Delivery of CAASPP Interim Assessment Block to Inform ELD instruction in ELD.</p> <p>Source: IAB Reports</p> <p>Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>2023-24 School Year 100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.</p>			100% using two or more CAASPP IABs in ELD.	
1.6	<p>Percentage of students with access to broad course of study.</p> <p>Source: Parent and Student Surveys & California School Dashboard</p> <p>Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections</p>	<p>2023 California Dashboard California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey 90% Pupils agree 96% Parents agree</p> <p>CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3%</p>			<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey 95% Pupils agree 98% Parents agree</p> <p>CA Dashboard College and Career Indicator: ALL: 77.0% LI: 76.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	51220 (a)-(i), as applicable.				EL: 55.0%	
1.7	<p>Percentage of unduplicated students with access and completion of CTE and Dual Enrollment programs.</p> <p>Source: Parent and Student Surveys & California School Dashboard College/Career Levels and Measures Report</p> <p>Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.</p>	<p>2023 California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey: 90% Pupils agree 96% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9%</p> <p>Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9%</p> <p>CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3%</p>			<p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2027 Survey: 95% Pupils agree 98% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion: ALL: 35.0% LI: 34.0% EL: 20.0%</p> <p>Graduation Cohort College Credit Course: ALL: 75.0% LI: 74.0% EL: 60.0%</p> <p>CA Dashboard College and Career Indicator 2023: ALL: 77.0% LI: 76.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: 55.0%	
1.8	<p>Percentage of students with exceptional needs with access and completion of CTE and Dual Enrollment programs.</p> <p>Source: Parent and Student Surveys & California School Dashboard College/Career Levels and Measures Report</p> <p>Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.</p>	<p>2023 California Dashboard 'Standard Met'</p> <p>Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9% SWD: 20.0%</p> <p>Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9% SWD: 47.6%</p> <p>CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3% SWD: 46.7%</p> <p>Access to a Broad Course of Study Spring 2024 Survey (All Students): 90% Pupils agree 96% Parents agree</p>			<p>California Dashboard 'Standard Met'</p> <p>Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9% SWD: 20.0%</p> <p>Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9% SWD: 47.6%</p> <p>CA Dashboard College and Career Indicator 2023: ALL: 77.0% LI: 76.0% EL: 55.0% SWD: 55.0%</p> <p>Access to a Broad Course of Study Survey (All Students):</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Access to a Broad Course of Study Spring 2024 Survey (SWD): Percentages will be populated when available			93% Pupils agree 97% Parents agree Access to a Broad Course of Study Survey (SWD): 95% Pupils agree 98% Parents agree	

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	High quality instruction	<p>The DJUHSD will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to:</p> <p>a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups.</p> <p>b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap.</p>	\$690,350.00	Yes
1.2	Professional development and support	<p>The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals.</p> <p>a) Maintain professional development that will improve instruction and use of assessment data to improve student academic achievement. Professional development activities include Explicit Direct Instruction (EDI), AVID, CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, Literacy, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co-teaching.</p> <p>b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and economically disadvantaged pupils.</p> <p>c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and economically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement.</p> <p>d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading,</p>	\$981,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.		
1.3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and economically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.	\$847,253.00	Yes
1.4	Academic Coaches	The district will continue to provide academic coaches to improve teaching for English learners, foster youth and economically disadvantaged students by: a. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for economically disadvantaged students with disabilities. b. Providing one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and economically disadvantaged students.	\$227,842.00	Yes
1.5	Technology	The district will continue to purchase updated technology and data management system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.	\$554,912.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will graduate high school prepared to achieve their college and career goals.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Delano Joint Union High School District (DJUHSD) is focused not only on the success of our students today but also on their success in the future. This goal focusing on Student Achievement and Other Student Outcomes is to maintain our focus on preparing students to be college and career ready when they graduate DJUHSD schools. The metrics include the State Academic Indicators including English learner (EL) growth and reclassification to support our continued focus on EL success. Additionally, our metrics include indicators to support our growth towards college readiness with AP placement, CTE requirements, EAP results, FAFSA completion, and A-G rates. Through the use of these metrics and actions and services aligned to the metrics, we anticipate our desired outcomes in 2024-2025 to prove successful. Priority 4 (Pupil Achievement) and Priority 8 (Other Pupil Outcomes) are addressed in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard English Language Arts (ELA) and Math Academic Indicator Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA	2023 California Dashboard Distance From Standard (DFS) CAASPP English Language Arts Performance Level ALL Students: DFS +27.8 LI: DFS +21.4			California Dashboard Distance From Standard (DFS) CAASPP English Language Arts Performance Level ALL Students: DFS +30.0 LI: DFS +25.0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Alternate Assessment (CAA) in Grade 11.</p> <p>Source: California School Dashboard</p> <p>Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board California School Dashboard & Dataquest</p>	<p>EL: DFS -41.3</p> <p>Long Term English Learners: TBD (Results for Long Term English Learners were not represented on the 2023 dashboard. Results will be available for this group on the 2024 Dashboard)</p> <p>SWD: DFS -92.0</p> <p>CAASPP Mathematics Performance Level</p> <p>ALL Students: DFS - 79.4</p> <p>LI: DFS -86.5</p> <p>EL: DFS -144.6</p> <p>Long Term English Learners: TBD (Results for Long Term English Learners were not represented on the 2023 dashboard. Results will be available for this group on the 2024 Dashboard)</p> <p>SWD: DFS -169.9</p>			<p>EL: DFS -35.0</p> <p>SWD: DFS -76.0</p> <p>CAASPP Mathematics Performance Level</p> <p>ALL Students: DFS -64.0</p> <p>LI: DFS -71.5</p> <p>EL: DFS -128.0</p> <p>SWD: DFS -154.0</p> <p>CAASPP California Alternate Assessment Level 3</p> <p>ELA ALL Students: 60%</p> <p>LI: 60%</p> <p>EL: 45%</p> <p>Math ALL Students: 44%</p> <p>LI: 44%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CAASPP California Alternate Assessment Level 3 ELA ALL Students: 57% LI: 57% EL: 40% Math ALL Students: 42% LI: 42% EL: 40%			EL: 43%	
2.2	Percentage of Graduates Meeting UC/CSU Requirements Source: DataQuest Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the	2022-23 Graduates Meeting UC/CSU Requirements All Students: 61.5% LI: 60.0% EL: 38.1% SWD: 27.6%			All Students: 61.5% LI: 60.0% EL: 40.0% SWD: 30.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	University of California and California state University					
2.3	<p>Percentage of CTE pathway completion graduates</p> <p>Source: California School Dashboard</p> <p>Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.</p>	<p>2023 Dashboard CTE pathway completers:</p> <p>ALL: 33.2% LI: 31.8% EL: 14.9%</p>			<p>Dashboard CTE pathway completers:</p> <p>ALL: 35.0% LI: 34.0% EL: 20.0%</p>	
2.4	Percentage of graduates who completed UC/CSU requirements and CTE pathway	<p>2023 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report</p> <p>ALL: 25.0%</p>			Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: California School Dashboard</p> <p>Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).</p>	<p>LI: 23.6%</p> <p>EL: 8.1%</p> <p>SWD: 6.5%</p>			<p>ALL: 28.0%</p> <p>LI: 26.5%</p> <p>EL: 10.0%</p> <p>SWD: 8.0%</p>	
2.5	<p>Percentage of students making progress towards English language proficiency</p> <p>Source: California School Dashboard</p> <p>Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.</p>	<p>2023 California Dashboard English Learner Progress Indicator</p> <p>'High' Status</p> <p>56.7% making progress toward English language proficiency</p>			<p>California Dashboard English Learner Progress Indicator</p> <p>'High' Status</p> <p>60% progress toward English language proficiency</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	<p>Percentage of English Learner reclassification rate</p> <p>Source: Local Calculation</p> <p>Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.</p>	<p>Local Data Reclassification rate 2022-23 18.1%</p>			Maintain reclassification rate of 18.0% or higher	
2.7	<p>Percentage of student that have passed an advanced placement exam</p> <p>Source: California School Dashboard, College Board</p> <p>Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p>	<p>2023 College Board AP passed percentage:</p> <p>ALL Students: 36% SED: 47%</p>			<p>College Board AP passed percentage:</p> <p>ALL Students: 40% SED: 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	<p>Percentage of students that Met or Exceeded Standard for ELA and Math</p> <p>Source: caaspp-elpac.org</p> <p>Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness</p>	<p>2023 EAP College Preparedness:</p> <p>English Language Arts</p> <p>ALL Students: 63.03%</p> <p>LI: 60.85%</p> <p>EL: 17.60%</p> <p>SWD: 21.21%</p> <p>Mathematics</p> <p>ALL Students: 24.55%</p> <p>LI: 22.37%</p> <p>EL: 1.20%</p> <p>SWD: 1.52%</p>			<p>EAP College Preparedness:</p> <p>English Language Arts</p> <p>ALL Students: 65.0%</p> <p>LI: 63.0%%</p> <p>EL: 20.0%</p> <p>SWD: 23.0%</p> <p>Mathematics</p> <p>ALL Students: 28.0%</p> <p>LI: 25.0%</p> <p>EL: 5.0%</p> <p>SWD: 5.0%</p>	
2.9	<p>Student outcomes in Visual and Performing Arts Competitions</p> <p>Source: Locally Reported</p> <p>Priority 8: Pupil outcomes in subject</p>	<p>PPAACCC finals 2024</p> <p>Visual Performing Arts County and State Competitions</p> <p>Band: 1st place rankings</p> <p>Percussion: 1st place rankings</p> <p>Choir: Superior ratings</p>			<p>Visual Performing Arts County and State Competitions</p> <p>Band: 1st place rankings</p> <p>Percussion: 1st place rankings</p> <p>Choir: Superior ratings</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	areas described in subdivision (a) to (i) of section 51220.					

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	Tutorials and Interventions	The district will continue to maintain supplemental instruction and interventions for teachers to provide: a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and economically disadvantaged pupils. b. Academic tutorials; afterschool programs and intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness	\$345,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and economically disadvantaged pupils.</p> <p>c. Summer school, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and economically disadvantaged pupils.</p> <p>d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and economically disadvantaged pupils in English, science, and mathematics,</p> <p>e. Incentives for students completing intervention program noted in sub-actions a, b, or c.</p> <p>f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions b, c, and d.</p>		
2.2	Reduced class size	<p>The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners by:</p> <p>a. Maintaining the additional two English and six mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.</p> <p>b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and economically disadvantaged pupils.</p> <p>c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.</p>	\$3,544,625.00	Yes
2.3	Certificated Support Staff	<p>The district will continue to provide support staff to improve student outcomes by:</p> <p>a. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction.</p>	\$981,446.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Maintaining the district level Director of Curriculum and Instruction for implementation of common instructional practices and assessments; use of data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and economically disadvantaged pupils.</p> <p>c. Maintaining a portion of the Associate Superintendent to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low economic status.</p>		
2.4	Classified Support Staff	<p>The district will continue to provide support staff for improved student outcomes by:</p> <p>a. Maintaining IT support staff (5 FTE) to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students;</p> <p>b. Maintaining the work-based learning/homeless/foster youth support staff (1 FTE) to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and</p> <p>c. Maintaining instructional assistants (7 FTE) to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status.</p>	\$1,271,103.00	Yes
2.5	Increased UC A-G, AP and Dual Enrollment sections	<p>The district will continue to fund the increased UC A-G, AP and Dual Enrollment individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our</p>	\$655,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, English learners, and economically disadvantaged pupils in attaining UC A-G college preparedness and improving student learning.		
2.6	UC A-G preparedness and AP passing strategies	<p>The district will continue to provide opportunities for the school sites to improve college readiness by:</p> <ul style="list-style-type: none"> a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all students and subgroups. b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils. c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population. d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils. 	\$210,000.00	Yes
2.7	CTE and dual enrollment	<p>The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and economically disadvantaged pupils.</p> <ul style="list-style-type: none"> a. Maintain Career Technical Education teachers: Home Ec., Health Pathway, and Industrial Technology teachers at CCHS; Business Education and welding teacher at RFK; and Health Science and Ag teacher at DHS. b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period block of each at the three comprehensive school sites. c. Increase two additional CTE and dual enrollment sections. d. Maintain teacher at DHS to continue Home Economics Pathway. 	\$2,587,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	CTE and dual enrollment support staff	<p>The district will continue to provide CTE and dual enrollment support staff for improved or maintained 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and economically disadvantaged pupils.</p> <p>a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and work-based learning activities.</p> <p>b. Hire three full time Dual Enrollment – College and Career Clerks to assist foster youth, English learners and low-income students in registering for dual enrollment courses.</p>	\$498,224.00	Yes
2.9	Access to a broad course of study	<p>The district will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low economic status.</p> <p>a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and economically disadvantaged students with disabilities.</p> <p>b. Maintain the three four-hour instructional aides - Two aides at CCHS and one aide for the PAVE program to provide individual or small group instruction for English learners and economically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes.</p> <p>c. Continue to fund the increased music teacher at RFK and DHS for pupil access to a broad course of study.</p> <p>d. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness.</p>	\$467,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Supplemental materials, equipment, and supplies	The district will continue to purchase supplementary materials, equipment and supplies for the school sites to maintain or improve the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low economic status.	\$107,000.00	Yes
2.11	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four-year universities, community colleges, and vocational institutions to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low economic status.	\$105,000.00	Yes
2.12	Student and staff recognition	The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, homeless and foster youth, and economically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our economically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, homeless and foster youth, and economically disadvantaged pupils.	\$115,000.00	Yes
2.13	Academic Support for English Learners and Long-Term English Learners	a. Maintaining EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions.	\$634,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions.		
2.14	Other Pupil Outcomes	<p>The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster and homeless youth, and pupils of low economic status.</p> <p>a. Maintain athletic trainers to provide and implement safe physical activity practices during after school programs for low income, foster and English learners.</p> <p>b. Continue to provide afterschool programs and intervention to improve student outcomes.</p>	\$266,875.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all students with a high quality educational environment where pupil engagement is promoted and students can take pride in their facilities and look forward to coming to school every day.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

The Delano Joint Union High School District (DJUHSD) developed this goal to ensure we provide the most optimal learning environment for our students.

The district has also identified the need to improve pupil attendance; reduce chronic absenteeism of English learners, economically disadvantaged pupils, students with disabilities, and homeless youth; improve the dropout rate of English learners and homeless youth; and improve the graduation rate gap for our students with disabilities. Our district identified the need to maintain the strategies that were effective in reducing the suspension rates for foster youth, English learners and low-income students. The district, however, noted an increase in the suspension rates in 2023 for the students with disabilities subgroup. Parent and student surveys administered in Spring of 2024 indicate that student sense of safety and school connectedness improved from the previous year. Accordingly, the DJUHSD will continue to implement the strategies and actions outlined in this goal in ensuring teacher and student sense of safety and for the provision of social emotional education for English learners, foster youth, and economically disadvantaged youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rating of Parental Input Source: California School Dashboard	2023 California Dashboard Self Reflection Tool & Parent Survey Standard Met			Standard Met Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3(A) Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	Full Implementation and Sustainability 96% of parents agree the schools involve parents in making decisions for the school/district.				
3.2	Rating Parent Participation Source: Parent Surveys, California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	2023 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2024: 97% parents agree the school promotes family engagement activities			Standard Met Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	<p>Rating Parent Involvement and Family Engagement</p> <p>Source: Parent Surveys, California School Dashboard</p> <p>Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>2023 California Dashboard Self Reflection Tool & Parent Survey</p> <p>Standard Met Full Implementation and Sustainability</p> <p>Parent Surveys Spring 2024: 96% parents agree the school involves parents</p>			<p>Standard Met</p> <p>Full Implementation and Sustainability</p>	
3.4	<p>Percentage of Student Attendance</p> <p>Source: Student Information System, KernKiDS</p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance</p>	<p>2023-24 Year to date Attendance Kern KiDS</p> <p>All: 94.19% EL: 92.97% FY: 90.99% LI: 94.03%</p>			Attendance rate 95.0% or higher for all student groups	
3.5	<p>Percentage of Chronic Absenteeism</p> <p>Source: DataQuest</p>	<p>2022-23 DataQuest ALL students: 24.1% LI: 25.2% FY: 31.6%</p>			<p>ALL Students: 20.0% LI: 21.0% FY: 25.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	EL: 31.0% SWD: 33.4%			EL: 25.0% SWD: 30.0%	
3.6	Percentage of Cohort Dropouts Source: DataQuest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	2022-23 DataQuest ALL Students: 2.7% LI 2.9% EL: 3.7% SWD: 6.8%			ALL Students: 2.5% LI 2.7% EL: 3.0% SWD: 5.0%	
3.7	Percentage of Cohort Graduates Source: California Dashboard Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	2023 California Dashboard All Students: 96.2% LI: 95.9% EL: 94.0% SWD: 84.3%			All Students: 96.5% LI: 96.0% EL: 95.0% SWD: 90.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	<p>Percentage of Students Suspended</p> <p>Source: California Dashboard</p> <p>Priority 6 School climate, as measured by all of the following, as applicable (A) Pupil suspension rates</p>	<p>2023 California Dashboard</p> <p>ALL Students: 1.3% LI: 1.7% EL: 2.2% FY: 4.5% SWD: 3.1%</p>			<p>ALL Students: 1.0% LI: 1.5% EL: 2.0% FY: 3.5% SWD: 2.5%</p>	
3.9	<p>Percentage of Students Expelled</p> <p>Source: Dataquest</p> <p>Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates</p>	<p>2022-23 DataQuest</p> <p>All students: 0.2% LI: 0.2% EL: 0.2%</p>			<p>Maintain below 1% expulsion rate for all students and subgroups</p>	
3.10	<p>Rating and Percentage of Student, Parent and Teacher sense of safety and connectedness</p> <p>Source: Local Surveys and California School Dashboard</p>	<p>2023 California Dashboard</p> <p>Standard Met</p> <p>A local climate survey was administered in Spring of 2024 to students, parents, and teachers.</p>			<p>Standard Met</p> <p>95% of students; parents and teachers have a sense of school safety.</p> <p>90% of students; parents and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	The results of this survey indicate that 88% of students; 97% of parents; and 96% of teachers have a sense of school safety. This survey also reflects that 76% of students; 98% of parents; and 92% of the teachers feel connected to their school.			teachers feel connected to their school.	

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	Professional development on behavior and social-emotional education	The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions and chronic absenteeism as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.	\$34,000.00	Yes
3.2	Supplementary materials	The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to improve suspension, chronic absenteeism and graduation rates for unduplicated students.	\$75,430.00	Yes
3.3	Alternative educational settings	The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils. a. Maintain the district Opportunity Program teacher as an alternative educational setting. b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement instruction.	\$625,450.00	Yes
3.4	Additional academic support and options	The district will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low economic status. a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth.	\$544,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population.</p> <p>c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities.</p>		
3.5	Interventions	The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.	\$85,460.00	Yes
3.6	Support Services: Social Emotional Education	<p>The district will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low economic status.</p> <p>a. Fund salary for three school psychologists, one marriage and family therapist and three nurses to provide health and social-emotional education for improved student academic achievement.</p> <p>b. Fund salary for four intervention counselors to provide behavior and social-emotional education for improved student academic achievement.</p> <p>c. Fund salary for three assistant principals of student affairs to facilitate school based social emotional programs for improved student school connectedness.</p>	\$2,462,274.00	Yes
3.7	Pupil engagement and school climate support staff	The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates;	\$1,495,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low economic status.</p> <p>a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils.</p> <p>b. Maintain contract with Delano Police Department for three resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; and critical social- emotional evaluations. The resource officers will also serve as part of a team to develop and implement behavior plans in partnership with the parents and students.</p> <p>c. Maintain the additional security staff at each comprehensive school site for continued reduced suspension rates of English learners and economically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth.</p> <p>d. Maintain two 0.5 FTE attendance clerks for RFK and CCHS for increased parent contact to improve attendance rates of English learners and economically disadvantaged students.</p> <p>e. Maintain district Social Worker to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils.</p>		
3.8	Technology and information	The district will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2023 survey indicate that 97% of	\$122,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement.</p> <p>This action is principally directed to improving the digital literacy and involving the parents of English learners, foster and homeless youth, and economically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.</p>		
3.9	School connectedness	<p>The district will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families.</p> <p>This action is principally directed on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, economically disadvantaged pupils and homeless and foster youth.</p>	\$73,000.00	Yes
3.10	Parental involvement	<p>The district will continue to promote parental involvement to improve learning outcomes of English learners, foster and homeless youth and pupils of low economic status.</p> <p>a. Continue to conduct Parent Awareness workshops.</p> <p>b. Continue to provide resources for parent outreach and assistance.</p> <p>c. Maintain modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and students.</p>	\$384,628.00	Yes
3.11	Parent, student, and staff decision making	The district will continue to conduct district educational partner meetings for data analysis, outcome analysis and performance analysis.	\$14,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	Transportation	<p>Provide additional bus and bus routes for home-to-school transportation at each comprehensive school site to expand services to students within the designated walking distance with the intent of increasing access to reliable transportation that will lead to increased attendance and supporting school connectedness of unduplicated students.</p> <p>a. Maintain three additional bus drivers</p>	\$244,852.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students at Valley High School will increase college and career readiness through instruction from fully credentialed teachers, daily attendance, participation in a broad course of study and receiving their high school diploma by the 2026-27 school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The decision to prioritize college and career readiness stems from a thorough analysis of relevant data and identified needs at Valley High. According to the 2023 California Dashboard, only 17.6% of students meet the College or Career readiness standard, as indicated by the College and Career Indicator. Additionally, Valley High Graduation Rate experienced a decline of 8.3% resulting in 86.8% of cohort students graduating. This data underscores the urgency and importance of addressing college and career readiness within the district. Through focusing attention on ensuring students attend daily and enhancing the preparation of all students, Valley High aims to improve outcomes and ensure that students are equipped with the skills, knowledge, and resources necessary to succeed after high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed Teachers Source: DataQuest TAMO Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section	2022-23 DataQuest 63.6%			85.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.					
4.2	<p>Percentage of Chronic Absenteeism</p> <p>Source: DataQuest</p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates</p>	<p>2022-23 DataQuest</p> <p>Valley High - All: 70.8%</p> <p>LI: 70.9%</p> <p>FY: 31.6%</p> <p>EL: 75.6%</p> <p>SWD: 85.7%</p>			<p>2025-26 DataQuest: All students groups at Valley High at 25% or less</p>	
4.3	<p>Percentage of Cohort Graduates</p> <p>Source: California School Dashboard</p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates</p>	<p>2023 California Dashboard</p> <p>ALL: 86.8%</p> <p>LI: 86.7%</p>			<p>ALL: 90.5%</p> <p>LI: 90.5%</p>	
4.4	<p>Percentage of graduates who are prepared on the College/Career Indicator</p>	<p>2023 California Dashboard</p> <p>ALL: 17.6%</p> <p>LI: 17.8%</p>			<p>ALL: 35.0%</p> <p>LI: 35.0%</p> <p>EL: 35.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard Priority: 8 Other Pupil Outcomes	EL: 11.1%				

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
4.1	Attendance Support	Certificated personnel (Pupil Personnel Services) to assist with increasing attendance through family-school collaborations and data-based review teams.	\$66,936.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Additional Dual Enrollment and CTE Course Sections	Increasing opportunities for students to take CTE/Dual Enrollment sections to increase preparedness for college/career.	\$80,848.00	No
4.3	Additional Credit Recovery Sections and Tutorials	Increasing opportunities for students to take credit recovery to assist with increasing graduation rates.	\$26,949.00	No

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
\$20,183,628	\$2,621,719

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
41.676%	0.011%	\$5,519.92	41.687%

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	<p>Action: High quality instruction</p> <p>Need: According to California Dashboard data an achievement gap exists between all student performance in both English and Math compared to English learners and low income students. Our English learners are 41.3 points below standard and low income 21.4 points</p>	Our district will continue the use of late start Wednesdays and extra duty time for certificated staff to analyze data, collaborate and refine appropriate instruction and curriculum to improve the gaps that exist for English learners, foster youth, and low-income students. Provided on an LEA-wide basis, this action is intended to provide instructional staff Professional Learning Community (PLC) time to conduct data analysis and determine student needs by answering the 4	We will conduct teacher surveys throughout the year to measure the effectiveness of late start and extra duty time. (measured by Goal 2 Metric #1)

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
	<p>above standard in comparison to all students scoring 27.8 points above standard.</p> <p>Educational partner feedback indicates that both designated time before and after school for teachers to analyze data and refine instruction, curriculum and assessments is essential to closing the achievement gap.</p> <p>Scope: LEA-wide</p>	<p>critical questions required of each PLC: What do we want students to learn, How do we know they learned it, What will we do if they did not learn it, What will we do if they did learn it. During this time, teachers will have the opportunity to collaborate and refine and modify curriculum, instruction, and assessments. Teachers will be provided extra duty time to complete the refinement and modification of curriculum and assessments.</p>	
<p>1.2</p>	<p>Action: Professional development and support</p> <p>Need: Teacher assignment monitoring outcome data indicates that 87.7% of teachers have clear credentials and 4.7% are categorized as being ineffective. While these numbers are better than both state and county averages there is room for growth, especially at sites (e.g., Valley) where we have a higher concentration of unduplicated students and a lower percentage of highly qualified teaching staff.</p> <p>Educational partner feedback highlighted the importance of ensuring our English learner, foster and low income students are being taught by fully credentialed teachers with the highest percentage of clear credentials being located at our highest unduplicated student campuses.</p>	<p>Our district will continue to offer professional development activities in the areas of Explicit Direct Instruction to check for understanding and re-teaching; UDL and DOK to promote critical thinking skills; Specially Designed Academic Instruction in English; ELD; Professional Learning Communities (PLC), Building Thinking (Mathematics) Classrooms, and Literacy Strategies (Close Reading, Writing, Annotation) in every classroom.</p> <p>Our district will continue to provide mentors that assist new teachers in implementing and refining these strategies.</p> <p>The district will also continue to provides two professional development days prior to the start of each semester to implement the professional development based on the needs assessment and needed areas of growth. This action is provided on an LEA-wide basis as it is likely to benefit all students.</p>	<p>We will monitor annual teacher assignment data disaggregated by school on a yearly basis.(measured by Goal 1 Metric #1)</p>

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
	<p>Scope: LEA-wide</p>		
<p>1.3</p>	<p>Action: Teacher Retention</p> <p>Need: The teacher retention action has reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 5% for the 2020-21 school year. Teacher assignment monitoring data shows disparities between sites with high unduplicated counts and appropriate teacher assignment.</p> <p>Educational partner feedback highlighted that ensuring our English learner, foster and low income students are being taught by qualified teachers as being the main factor in improving student performance.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to fund a portion of salary increases to retain teachers in order to provide English learner, low income and foster youth students consistent quality instruction to improve the achievement gap from all students throughout the LEA.</p>	<p>We will continue to monitor our clear credential percentage as an indicator of the effectiveness of this action. (measured by Goal 1 Metric #1)</p>
<p>1.4</p>	<p>Action: Academic Coaches</p> <p>Need: Teacher assignment monitoring outcome data indicates that 87.7% of teachers have clear credentials and 4.7% are categorized as being</p>	<p>We will continue to provide professional development through academic coaches to assist in supporting English learner, foster and low income students to access a broad course of study.</p>	<p>We will monitor course access through survey responses and dashboard outcomes. (measured by Goal 1 Metric #7)</p>

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
	<p>ineffective. While these numbers are better than both state and county averages there is room for growth, especially at sites (e.g., Valley) where we have a higher concentration of unduplicated students and a lower percentage of highly qualified teaching staff.</p> <p>Educational partner feedback highlighted that English learner, foster and low income students are benefitting from the impact academic coaches are having in the classroom. Academic coaches at each school site support the use of data to refine instruction, assessments, and curriculum to close the achievement gap.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis because all students will benefit from coaches supporting instruction in the classroom.</p>	
<p>1.5</p>	<p>Action: Technology</p> <p>Need: District and site needs assessment feedback highlights an on going need for instructional technology. Not being able to access technology hinders students' ability to complete assignments, participate in online learning, and access digital instructional resources, placing them at a significant disadvantage compared to their peers. Utilizing digital learning platforms and instructional resources is essential for</p>	<p>We will continue to provide students with access to technology and digital platforms that are used to provide customizable learning experiences for English learner, foster and low income students.</p> <p>This action is being provided on an LEA wide basis because all students can benefit from the availability of instructional technology resources. Technology offers students access to a wealth of resources and learning opportunities beyond the confines of traditional textbooks and classrooms. Online educational platforms, multimedia tools, and interactive simulations can engage students in dynamic and personalized learning experiences that cater to diverse student backgrounds, learning</p>	<p>We will monitor access through educational partner feedback (Goal 1 Metric #2) and EAP outcome data (Goal 2 Metric #8)</p>

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
	<p>delivering differentiated and personalized learning experiences.</p> <p>According to CAASPP data, lower performance on EAP of our unduplicated pupils (compared to all students) as well as educational partner feedback indicated that English learner, foster and low income students having access to technology is vital to assisting in academic growth.</p> <p>Scope: LEA-wide</p>	<p>styles, and abilities. Technology enables students to connect with peers, experts, and resources from around the world, fostering cross-cultural understanding and collaboration. Through digital communication tools and online platforms, unduplicated students can engage in global dialogues, participate in virtual exchanges, and access diverse perspectives, enriching their learning experiences and preparing them for global citizenship. Technology provides unduplicated students with opportunities to analyze information critically, evaluate sources, and solve complex problems in real-world contexts. By engaging with digital tools and resources, students develop essential skills such as information literacy, digital literacy, and computational thinking, which are increasingly valued in today's knowledge-based economy. Access to technology is essential for ensuring equity in education, as it provides all unduplicated students, regardless of background or socioeconomic status, with equal opportunities to learn and succeed. Closing the digital divide and providing access to technology resources and infrastructure is crucial for promoting equity and inclusivity in education. By implementing this action districtwide, the LEA ensures that all unduplicated students have equal access to technology resources, fostering a more inclusive and equitable learning environment across the district.</p>	
2.1	<p>Action: Tutorials and Interventions</p>	<p>Our district will continue to provide interventions throughout the day, tutorials, summer learning and</p>	<p>We will monitor progress in student performance of our foster, English learner,</p>

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
	<p>Need: 17.6% of our English learners and 60.85% of low income students met standard in English language arts performance, in comparison to 63% of all students. 1.2% of English learners and 22.37% of low income students met standard in mathematics, in comparison to 24.5% of all students.</p> <p>Educational partner feedback from students, parents, teachers and administration indicated the need to continue to offer high dosage tutorial ad interventions to close the achievement gap that exists.</p> <p>Scope: LEA-wide</p>	<p>incentives to support growth in student academic performance.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from tutorials and interventions to address achievement gaps.</p>	<p>low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>
2.2	<p>Action: Reduced class size</p> <p>Need: 17.6% of our English learners and 60.85% of low income students met standard in English language arts performance, in comparison to 63% of all students. 1.2% of English learners and 22.37% of low income students met standard in mathematics, in comparison to 24.5% of all students.</p> <p>Educational partner feedback from students, parents, teachers and administration highlight that creating a classroom environment conducive to learning is an essential</p>	<p>Our district will continue to address the need of closing the achievement gap through providing additional sections of core academic instruction to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from reduced class sizes allowing for deeper connections with fellow students and teachers.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>

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
	<p>component to student academic achievement. This is done through keeping the student to teacher ratio at a reduced rate to allow for teachers to more easily identify gaps and offer support.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Certificated Support Staff</p> <p>Need: According to the California Dashboard, the mean scale score for English learners in English language arts was 2501 and 2601 for low income students, in comparison to 2609 for all students. The mean scale score for English learners in mathematics was 2446 and 2541 for low income students, in comparison to 2547 for all students.</p> <p>Educational partner feedback indicated a need for continued certificated staff support to address the gaps that exists between English learner and all students group.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to address the need of closing the achievement gap through providing learning directors at each comprehensive site and district office administration supporting all schools.</p> <p>These actions are being provided on an LEA-wide basis because all our students will benefit from the development and implementation of instructional practices designed by certificated staff members.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>
2.4	<p>Action: Classified Support Staff</p>	<p>Our district will continue to address the need of closing the achievement gap through providing</p>	<p>We will monitor progress in student performance of</p>

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
	<p>Need: According to the California Dashboard, the mean scale score for English learners in English language arts was 2501 and 2601 for low income students, in comparison to 2609 for all students. The mean scale score for English learners in mathematics was 2446 and 2541 for low income students, in comparison to 2547 for all students.</p> <p>Educational partner feedback indicated a need for continued Classified support staff to address the gaps that exists between English learner and all students group.</p> <p>Scope: LEA-wide</p>	<p>instructional assistants, technology staff and foster liaison.</p> <p>These actions are being provided on an LEA-wide basis because all our students will benefit from the instructional support provided by these classified staff members.</p>	<p>our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>
2.5	<p>Action: Increased UC A-G, AP and Dual Enrollment sections</p> <p>Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G requirements, in comparison to 61.5% of all students.</p> <p>Educational partner feedback suggests the need for more access to A-G course offerings to assist in closing the gap that exists between the student groups.</p>	<p>Our district will continue to address the need of closing the achievement gap through providing additional sections of A-G courses to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from increased course access.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4B)</p>

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
	<p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: UC A-G preparedness and AP passing strategies</p> <p>Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G requirements, in comparison to 61.5% of all students.</p> <p>Educational partner feedback from student and parents highlighted the need for workshop on A-G requirements, resources to assist in passing coursework along with opportunities to retake courses that were not passed with a C or better grade.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to address the need of closing the completion gap through offering college workshops, visitations and resources to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from visiting and learning about requirements needed to attend college after high school.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4B)</p>
<p>2.7</p>	<p>Action: CTE and dual enrollment</p> <p>Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in</p>	<p>Our district will continue to address the need of closing the pathway completion gap through maintaining existing and increasing two additional course offerings to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4C,#4D)</p>

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
	<p>comparison to 33.6% of all students and 32.2% of low-income students.</p> <p>Educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses.</p> <p>Scope: LEA-wide</p>	<p>exposure to career technical education coursework.</p>	
<p>2.8</p>	<p>Action: CTE and dual enrollment support staff</p> <p>Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students.</p> <p>Educational partner student and parent feedback highlights the need to support students in the enrollment process as well as parent education on the pathways and dual enrollment offerings.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to address the need of closing the pathway completion gap through providing three full time clerks and one director to support the enrollment of foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from exposure to career technical education coursework.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4C,#4D)</p>

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
<p>2.9</p>	<p>Action: Access to a broad course of study</p> <p>Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students.</p> <p>Educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to address the need of closing the pathway completion gap through maintaining existing additional hour for classified staff to support English learners and economically disadvantaged students with disabilities in courses, maintaining instructional aides and music education.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from exposure to career technical education coursework.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4C,#4D)</p>
<p>2.10</p>	<p>Action: Supplemental materials, equipment, and supplies</p> <p>Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students.</p>	<p>Our district will continue to address the need of closing the pathway completion gap through providing online supplementary materials and classroom supplies to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from the provision of these materials.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4C,#4D)</p>

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
	<p>Educational partner feedback from student group highlights the need to continue purchasing supplementary materials, equipment and supplies to support completion of CTE, A-G and dual enrollment.</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Supplemental Activities</p> <p>Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G requirements, in comparison to 61.5% of all students.</p> <p>Educational partner feedback highlighted the need to expose students to college campuses to hear about requirements for admission and improve interest in post secondary education.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to address the need of closing the completion gap through offering trips throughout the year to colleges, universities and vocational schools to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from visiting and learning about requirements needed to attend college after high school.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #4B)</p>
2.12	<p>Action: Student and staff recognition</p> <p>Need:</p>	<p>Our district will continue to recognize staff and foster, English learner and low-income students for their accomplishments in the various action areas.</p>	<p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment</p>

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
	<p>92% of our teachers and 76% of students reported feeling connected to school in the annual culture and climate survey.</p> <p>Educational partner feedback highlighted that recognition of English learner, foster and low income students has a positive impact on their motivation and school connectedness. We found that connected students attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Consistent attendance and connected students are likely to achieve at a higher rate.</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis because all our students and teachers will benefit from these recognitions.</p>	<p>blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metrics 2.2 and 2.3, Goal 3 Metric 5)</p>
<p>2.14</p>	<p>Action: Other Pupil Outcomes</p> <p>Need: Local data indicates that students continue to win awards and place at various competitions at both the state and national level.</p> <p>Educational partner feedback highlighted that English learner, foster and low income students are given access to resources and opportunities they typically wouldn't as a result of this action. Students with a vested interest in school-based activities attend school more regularly. As per DataQuest, our low-income</p>	<p>Our district will continue to support student involvement in after school programs.</p> <p>These actions are being provided on an LEA-wide basis because all our students can benefit from participation.</p>	<p>We will monitor participation and recognitions received throughout the year. (measured by Goal 2 Metric #9, Goal 3 Metric #5)</p>

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
	<p>(25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</p> <p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Professional development on behavior and social- emotional education</p> <p>Need: The suspension rate for our foster students is 4.5% and 2.2% for English learners, which is higher than the percentage for all students which is 1.7%. In addition to suspension rates chronic absenteeism percentage indicates that 31.6% of foster and 31.0% of English learners are chronically absent from school when compared to 24.1% of all students.</p> <p>Educational partner feedback indicates a need to continue to provide staff with professional development centered around learning interventions to improve these results.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to offer professional development to allow for our educators to learn new strategies to support our foster and English learners students overcome the barriers that exist around school attendance and behavior.</p> <p>This action is being provided on an LEA-wide basis because all our students can benefit from the interventions that school staff will implement as a result of attending ongoing professional development.</p>	<p>We will monitor attendance and suspension data for foster, English learners as well as for all students in the district. We will also conduct student surveys throughout the year to ensure students are receiving the necessary supports to be successful. (measured by Goal 3 Metric #5, #8)</p>
<p>3.2</p>	<p>Action: Supplementary materials</p>	<p>We will continue to provide teacher with behavioral instructional curriculum to include Advantage Press Positive Behavior and Instructional</p>	<p>We will monitor graduation and suspension data for foster, English learners.</p>

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
	<p>Need: California dashboard data indicates that the district has a low suspension rate (1.3%) but is slightly more elevated for our low income (1.7%), English learners (2.2%), and foster youth (4.5%). One action that contributes to positive school culture is the delivery of supplementary material to students in need of intervention.</p> <p>Educational partner feedback from administration and parents highlighted English learner, foster and low income students will benefit from supplementary materials specifically around social emotional education to improve behaviors.</p> <p>Scope: LEA-wide</p>	<p>Resources curriculum as a means of correcting behavior to reduce suspension and expulsion rate of foster youth, English learners and economically disadvantaged students. This particular curriculum includes instructional units such as Skipping Class, Substance Abuse, Learning from Mistakes, Truancy, Disruption, Disrespectful Behavior, and Improving Interactions. Each of these units provides an explanation of consequences and suggests ways of setting goals and refocusing behavior. Social-emotional educational curriculum will continue to be provided for improved outcomes of this goal. Current social-emotional instructional curriculum includes 'Why Try' for building resilience and better choices; 'My Journey Grief' for grief support; 'Marijuana Education Initiative' and 'Project Towards No Drug Abuse' in addressing substance abuse. Although targeted for our unduplicated pupils, this action is being provided LEA-wide as it is intended to benefit all students within the district.</p>	<p>low-income along with all students in the district. We will also conduct student surveys throughout the year to ensure students are receiving the necessary supports to be successful. (measured by Goal 3 Metric #7, #8)</p>
3.3	<p>Action: Alternative educational settings</p> <p>Need: The suspension rate for our foster students is 4.5% and 2.2% for English learners, which is higher than the percentage for all students which is 1.7%.</p> <p>Through outreach to parents and teachers the need to offer an alternate to suspension where students are provided behavior interventions to improve behavior remains a high priority.</p>	<p>Our district will continue to offer intervention class during the day where staff educate students on anger management, decision making and conflict mediation strategies to prevent discipline incidents at school.</p> <p>This action which continue to support the low suspension rates for foster and English learner students and is being offered on an LEA-wide basis to support the outcomes of all students.</p>	<p>We will monitor progress in decreasing suspension through monitoring discipline data for foster, English learner as well as all students.</p> <p>We will seek student feedback on the intervention program in order to make adjustments as needed. (measured by Goal 3Metric #8)</p>

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
	<p>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Additional academic support and options</p> <p>Need: 96% of parents surveyed indicated that their students school provides them with involvement opportunities. Data also suggests that additional academic support and options highlighted in this action have led to high graduation status level and maintaining attendance rates districtwide. CA Dashboard (2023) shows All students (96.2%) producing better graduation rates than our low-income (95.9%) and English learners (94.0%). Kern KIDS (local data, 2024) shows All students (94.19%) with a higher attendance rate than our low-income (94.03%) and English learners (92.97%).</p> <p>Educational partner feedback suggests that English learner, foster and low income students have benefitted from the additional academic supports in this action as evidenced by improved student outcomes.</p> <p>Scope: LEA-wide</p>	<p>The actions of providing additional sections of independent study, Saturday credit recovery and the extended teacher duty day for availability to assist students after school will provide the necessary services for foster youth, English learners and low income students to close the achievement gap.</p> <p>This action is being provided on an LEA-wide basis because all students can benefit from access to additional academic support and options.</p>	<p>We will monitor progress through student and parent surveys and credit recovery completion data (measured by Goal 3 Metric #7, #10) as well as grad rate (Goal 3, Metric 8) and Attendance (Goal 3, Metric 4)</p>

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
<p>3.5</p>	<p>Action: Interventions</p> <p>Need: The graduation rate for English learners is 94% and 95.9% for low income students, which is lower than for all students at 96.2%.</p> <p>The outreach to educational partners suggests that students are in need of additional interventions outside the school day for tutorials to maintain a passing grade to remain on track with A-G as well as recovery to graduate.</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to provide interventions before and after school as well as on Saturdays for foster, English learner and low-income students to get assistance with work and make progress towards recovering credit deficiencies.</p> <p>This action is being provided on an LEA-wide basis because all the students in the district can benefit from intervention opportunities.</p>	<p>We will monitor graduation data for foster, English learners. low-income along with all students in the district. (measured by Goal 3 Metric #7)</p>
<p>3.6</p>	<p>Action: Support Services: Social Emotional Education</p> <p>Need: The suspension rate for our foster students is 4.5% and 2.2% for English learners, which is higher than the percentage for all students which is 1.7%. The graduation rate for English learners is 94%, which is 2.2% lower than for all students at 96.2%.</p> <p>The outreach to educational partners suggests that students are in need of supports to learn anger management coping strategies along with guidance to remove any barriers that are getting in the way of academic achievement.</p>	<p>Our district will continue to provide counselors and assistant principals to address the need to enhance structures and personnel dedicated to promoting engagement and connection in school.</p> <p>Psychologists, Marriage and Family Therapists and counselors offer both direct and indirect student support, focusing on early intervention strategies for academic support and social-emotional learning. They provide group and individual lessons on stress management, conflict resolution, and healthy communication skills, which are crucial for student development.</p> <p>Assistant principals oversee behavior and engagement initiatives, ensuring a positive school</p>	<p>We will monitor graduation and suspension data for foster, English learners. low-income along with all students in the district. We will also conduct student surveys throughout the year to ensure students are receiving the necessary supports to be successful. (measured by Goal 3 Metric #7, #8)</p>

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
	<p>Scope: LEA-wide</p>	<p>climate. Their presence fosters student, parent, and community involvement, aligning with feedback from surveys and engagement metrics, which is essential to unduplicated student success.</p> <p>This action is being provided LEA-wide to ensure that all schools benefit from supports provided by these professionals.</p>	
<p>3.7</p>	<p>Action: Pupil engagement and school climate support staff</p> <p>Need: School safety is vital for unduplicated students, who face distinct challenges such as neighborhood violence and socioeconomic instability. Feeling insecure at school can heighten their stress levels and hinder their ability to learn and engage.</p> <p>88% of students indicated they feel safe at school when completed the school climate survey.</p> <p>Educational partner feedback from English learner, foster and low income students and parents highlighted that the support highlighted in this action has been instrumental in increasing student sense of safety on campus. We found that students who feel safe attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth</p>	<p>Our district will continue to provide school resource officers, campus security, discipline liaisons, social worker and attendance staff who collectively provide a multi-layered approach to address student needs in various settings on campuses.</p> <p>These support measures are provided on an LEA-wide basis to ensure consistent support and protection for all unduplicated students across the district. School resource officers play a crucial role in maintaining a safe school environment by providing security, responding to emergencies, and fostering positive relationships with students. Their presence not only deters potential threats but also enhances the overall sense of safety for unduplicated students, who may be disproportionately affected by external factors.</p> <p>Campus supervisors contribute to safety by monitoring school grounds, ensuring orderly conduct, and promptly addressing any issues. Their visibility and proactive approach help create a secure atmosphere where unduplicated students feel supported and protected.</p>	<p>We will monitor the effectiveness of these resources through student and parent climate surveys. (measured by Goal 3 Metrics #10 and #5)</p>

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
	<p>(31.6%) are chronically absent more than all students (24.1%).</p> <p>Scope: LEA-wide</p>	<p>This action is being provided LEA-wide to ensure that all schools benefit from supports provided by these professionals.</p>	
<p>3.8</p>	<p>Action: Technology and information</p> <p>Need: 97% of parents reported receiving sufficient notices and information around engagement activities while 98% reported feeling connected to the school site. Continuing to ensure our parents are informed of student progress and available supports has proved valuable in maintaining district outcomes.</p> <p>Educational partner feedback from English learner, foster and low income students and parents highlighted how electronic communication via the website and ParentSquare has resulted in high engagement between school and home. We found that connected, high engagement parents tend to send their students to school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</p>	<p>We will continue to provide electronic communication tools that are easily accessible to parents with the desired out come of satisfying the need to keep educational partners informed.</p> <p>This action is being provided LEA-wide to ensure that all schools benefit district communication efforts.</p>	<p>We will seek parent feedback on notices school connectedness in order to make adjustments as needed. (measured by Goal 3 Metrics #8, #5)</p>

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
	<p>Scope: LEA-wide</p>		
<p>3.9</p>	<p>Action: School connectedness</p> <p>Need: 76% of students, 92% of teachers and 98% of parents reported in January 2024 surveys that the they feel connected to school.</p> <p>Educational partner feedback from English learner, foster and low income students highlighted the importance of providing activities, presenters and schoolwide events to promote a positive school culture. We found that connected students attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to schedule events for teachers and foster, English learner and low-income students with the goal of improve connectedness.</p> <p>These actions are being provided on an LEA-wide basis because all teachers, parents and students will benefit from school connectedness activities.</p>	<p>We will monitor effectiveness through survey results. (measured by Goal 3 Metrics #10, #5)</p>
<p>3.10</p>	<p>Action: Parental involvement</p> <p>Need: 97% of parents reported receiving sufficient notices and information around engagement activities while 98% reported feeling connected to the school site. Continuing to</p>	<p>We will continue to provide electronic communication tools that are easily accessible to parents with the desired out come of satisfying the need to keep educational partners informed.</p> <p>This action is being provided LEA-wide to ensure that all schools benefit district communication efforts.</p>	<p>We will seek parent feedback on notices school connectedness in order to make adjustments as needed. (measured by Goal 3 Metrics #5 (chronic absenteeism), #8 (pupil suspension))</p>

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
	<p>ensure our parents are informed of student progress and available supports has proved valuable in maintaining district outcomes.</p> <p>Educational partner feedback from English learner, foster and low income students and parents highlighted how electronic communication via the website and ParentSquare has resulted in high engagement between school and home. We found that connected, highly engaged parents tend to send their students to school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</p> <p>Scope: LEA-wide</p>		
3.11	<p>Action: Parent, student, and staff decision making</p> <p>Need: 96% of parents and 85% of student reported in January 2024 surveys that the district involves parents in decision making.</p> <p>Educational partner feedback from English learner, foster and low income students and parents highlighted the importance of regular educational partner meetings to provide opportunities to share successes and areas for growth. Success for a majority of parents is</p>	<p>Our district will continue to provide regular meeting with educational partners to review data and necessary supports to foster, English learner and low-income students.</p> <p>These actions are being provided on an LEA-wide basis because all educational partners will benefit from increased number of meetings.</p>	<p>We will monitor effectiveness through meeting feedback forms (measured by Goal 3 Metric #10) and graduation rate (Goal 3, Metric #8)</p>

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
	<p>seeing their student(s) graduate. CA Dashboard (2023) shows All students (96.2%) producing better graduation rates than our low-income (95.9%) and English learners (94.0%).</p> <p>Scope: LEA-wide</p>		
3.12	<p>Action: Transportation</p> <p>Need: 93% of students are attending school on average each day throughout the district.</p> <p>Educational partner feedback from English learner, foster and low income students and parents indicated that transportation is a major factor in ensuring students get to school on time each day. Kern KIDS (local data, 2024) shows All students (94.19%) with a higher attendance rate than our low-income (94.03%) and English learners (92.97%).</p> <p>Scope: LEA-wide</p>	<p>Our district will continue to provide increased bus routes at each comprehensive site to expand services to students within the designated walking distance with the intent of increasing access to reliable transportation that will lead to increased attendance and supporting school connectedness.</p> <p>This action will create access to school for foster, English learner and low-income students who are less likely to have access to reliable daily transportation. However, tis action is being provided on an LEA-wide basis to maximize the overall attendance rate for all students.</p>	<p>We will monitor attendance for foster, English learners as well as for all students in the district. (measured by Goal 3 Metric #4)</p>

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
<p>2.13</p>	<p>Action: Academic Support for English Learners and Long-Term English Learners</p> <p>Need: California Dashboard English Learner Progress Indicator indicates that 56.7% making progress toward English language proficiency. This percentage led to the district recording at 'High' Status. Local Data Reclassification rate for 22-23 was 18.1%.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our district will continue to provide EL specialist and clerks to monitor and inform parents on student progress throughout the year.</p> <p>These actions are being provided on a limited bases and intended to address achievement gaps for English learners.</p>	<p>We will monitor progress in student performance of English learner group through analysis of IAB interim assessment blocks, local benchmarks and performance on CAASPP. (measured by Goal 2 Metric #4E, #4F)</p>

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.

Not applicable.

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.

Educational partner meetings held in Spring of 2024 provided valuable input on needed staff on school campuses who will provide direct services to students.

All school in the Delano Joint Union High School District (DJUHSD) are above the 55% unduplicated pupil percentage therefore, there are no comparison schools.

The criteria used to determine which schools receive additional staff was based on the two highest schools with unduplicated students.

DJUHSD used additional grant funding at Robert F. Kennedy and Delano high school by staffing the following:

- Maintain four full time and one-half time custodians to ensure school campuses are clean for students to look forward to coming to school. The 2024 student surveys continue to indicated the need to have clean facilities to improve student learning.
- Maintain additional 0.5 FTE attendance clerk at Robert F. Kennedy for increased parent contact to improve attendance of English learners and economically disadvantaged pupils.
- Maintain CTE/Dual Enrollment clerks to assist foster youth, English learners and low-income students in registering for dual enrollment and CTE courses as well as completing applications for college.

DJUHSD used additional grant funding at all three comprehensive sites by staffing the following:

- Maintain additional technology staff to meet the increased demand for pupil use of technology. The additional technology staff will provide students with technological support focused on increasing student digital literacy and improved academic achievement of English learners and economically disadvantaged pupils.
- Maintain two independent study teachers to meet student needs, improve attendance, and reduce chronic absenteeism of English learners and economically disadvantaged students.
- Maintain the nine additional instructional assistants to provide supplemental instruction and support to improve student learning and close the achievement gap of English learners and economically disadvantaged students.
- Maintain district Social Worker to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils.
- Maintain additional 0.5 FTE attendance clerk at Cesar E. Chavez for increased parent contact to improve attendance of English learners and economically disadvantaged pupils.

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	1:21

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 certificated staff providing direct services to students	N/A	1:23

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	48,429,279	20,183,628	41.676%	0.011%	41.687%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,188,239.00	\$174,733.00	\$0.00	\$1,066,099.00	\$21,429,071.00	\$19,815,782.00	\$1,613,289.00

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	High quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$690,350.00	\$0.00	\$690,350.00				\$690,350.00	
1	1.2	Professional development and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$981,798.00	\$0.00	\$905,555.00			\$76,243.00	\$981,798.00	
1	1.3	Teacher Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$847,253.00	\$0.00	\$847,253.00				\$847,253.00	
1	1.4	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$227,842.00	\$0.00	\$87,462.00			\$140,380.00	\$227,842.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$554,912.00	\$554,912.00				\$554,912.00	
2	2.1	Tutorials and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$229,442.00	\$115,897.00	\$345,339.00				\$345,339.00	
2	2.2	Reduced class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,544,625.00	\$0.00	\$3,544,625.00				\$3,544,625.00	
2	2.3	Certificated Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$981,446.00	\$0.00	\$131,970.00			\$849,476.00	\$981,446.00	

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
						Low Income										
2	2.4	Classified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,271,103.00	\$0.00	\$1,271,103.00				\$1,271,103.00	
2	2.5	Increased UC A-G, AP and Dual Enrollment sections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$655,895.00	\$0.00	\$655,895.00				\$655,895.00	
2	2.6	UC A-G preparedness and AP passing strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$210,000.00	\$210,000.00				\$210,000.00	
2	2.7	CTE and dual enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,587,354.00	\$0.00	\$2,587,354.00				\$2,587,354.00	
2	2.8	CTE and dual enrollment support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$498,224.00	\$0.00	\$498,224.00				\$498,224.00	
2	2.9	Access to a broad course of study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$467,248.00	\$0.00	\$467,248.00				\$467,248.00	
2	2.10	Supplemental materials, equipment, and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$107,000.00	\$107,000.00				\$107,000.00	
2	2.11	Supplemental Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$105,000.00	\$105,000.00				\$105,000.00	
2	2.12	Student and staff recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$115,000.00	\$115,000.00				\$115,000.00	
2	2.13	Academic Support for English Learners and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$634,541.00	\$0.00	\$634,541.00				\$634,541.00	

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
					s)											
2	2.14	Other Pupil Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$266,875.00	\$0.00	\$266,875.00				\$266,875.00	
3	3.1	Professional development on behavior and social-emotional education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$34,000.00	\$34,000.00				\$34,000.00	
3	3.2	Supplementary materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$75,430.00	\$75,430.00				\$75,430.00	
3	3.3	Alternative educational settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$625,450.00	\$0.00	\$625,450.00				\$625,450.00	
3	3.4	Additional academic support and options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$544,339.00	\$0.00	\$544,339.00				\$544,339.00	
3	3.5	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$85,460.00	\$85,460.00				\$85,460.00	
3	3.6	Support Services: Social Emotional Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,462,274.00	\$0.00	\$2,462,274.00				\$2,462,274.00	
3	3.7	Pupil engagement and school climate support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,495,510.00	\$0.00	\$1,495,510.00				\$1,495,510.00	
3	3.8	Technology and information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$122,840.00	\$122,840.00				\$122,840.00	
3	3.9	School connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$73,000.00	\$73,000.00				\$73,000.00	

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
3	3.10	Parental involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$384,628.00	\$0.00	\$384,628.00				\$384,628.00	
3	3.11	Parent, student, and staff decision making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$14,750.00	\$14,750.00				\$14,750.00	
3	3.12	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$244,852.00	\$0.00	\$244,852.00				\$244,852.00	
4	4.1	Attendance Support	All	No			Specific Schools: Valley High	Ongoing	\$66,936.00	\$0.00		\$66,936.00			\$66,936.00	
4	4.2	Additional Dual Enrollment and CTE Course Sections	All	No			Specific Schools: Valley High	Ongoing	\$80,848.00	\$0.00		\$80,848.00			\$80,848.00	
4	4.3	Additional Credit Recovery Sections and Tutorials	All	No			Specific Schools: Valley High	Ongoing	\$26,949.00	\$0.00		\$26,949.00			\$26,949.00	

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
48,429,279	20,183,628	41.676%	0.011%	41.687%	\$20,188,239.00	0.000%	41.686 %	Total:	\$20,188,239.00
								LEA-wide Total:	\$19,553,698.00
								Limited Total:	\$634,541.00
								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	High quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$690,350.00	
1	1.2	Professional development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$905,555.00	
1	1.3	Teacher Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$847,253.00	
1	1.4	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,462.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,912.00	
2	2.1	Tutorials and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$345,339.00	

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 (%)
2	2.2	Reduced class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,544,625.00	
2	2.3	Certificated Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,970.00	
2	2.4	Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,271,103.00	
2	2.5	Increased UC A-G, AP and Dual Enrollment sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$655,895.00	
2	2.6	UC A-G preparedness and AP passing strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	
2	2.7	CTE and dual enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,587,354.00	
2	2.8	CTE and dual enrollment support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$498,224.00	
2	2.9	Access to a broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,248.00	
2	2.10	Supplemental materials, equipment, and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,000.00	
2	2.11	Supplemental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	
2	2.12	Student and staff recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.13	Academic Support for English Learners and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$634,541.00	
2	2.14	Other Pupil Outcomes	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$266,875.00	

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 (%)
					Low Income			
3	3.1	Professional development on behavior and social-emotional education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	
3	3.2	Supplementary materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,430.00	
3	3.3	Alternative educational settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$625,450.00	
3	3.4	Additional academic support and options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,339.00	
3	3.5	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,460.00	
3	3.6	Support Services: Social Emotional Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,462,274.00	
3	3.7	Pupil engagement and school climate support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,495,510.00	
3	3.8	Technology and information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,840.00	
3	3.9	School connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,000.00	
3	3.10	Parental involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,628.00	
3	3.11	Parent, student, and staff decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,750.00	
3	3.12	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$244,852.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$23,146,962.00	\$23,156,962.00

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	High quality instruction	Yes	\$402,900.00	405,852.00
1	1.2	Professional development and support	Yes	\$830,449.00	836,348.00
1	1.3	Teacher Retention	Yes	\$784,222.00	829,689.00
1	1.4	Supplemental instructional materials	Yes	\$125,000.00	118,470.00
1	1.5	Supplemental instruction and interventions	Yes	\$335,002.00	332,250.00
1	1.6	Reduced class size	Yes	\$3,426,613.00	3,452,118.00
1	1.7	Support staff	Yes	\$1,250,118.00	1,278,827.00
1	1.8	Academic Coaches	Yes	\$71,806.00	75,867.00
1	1.9	Classified Support Staff	Yes	\$949,186.00	917,091.00
1	1.10	Increased UC a-g and AP sections	Yes	\$565,685.00	578,117.00

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	1.11	UC a-g preparedness and AP passing strategies	Yes	\$190,000.00	187,587.00
1	1.12	Technology	Yes	\$1,320,000.00	1,347,229.00
1	1.13	Student and staff recognition	Yes	\$105,000.00	107,231.00
2	2.1	High quality instruction	Yes	\$286,450.00	288,674.00
2	2.2	Professional development	Yes	\$70,005.00	66,527.00
2	2.3	Supplemental materials, equipment, and supplies	Yes	\$93,000.00	84,349.00
2	2.4	CTE and dual enrollment	Yes	\$2,459,277.00	2,597,518.00
2	2.5	CTE and dual enrollment support staff	Yes	\$470,175.00	366,773.00
2	2.6	Access to a broad course of study	Yes	\$454,405.00	460,724.00
2	2.7	Other EC 51220 outcomes	Yes	\$446,325.00	457,297.00
2	2.8	Supplemental Activities	Yes	\$97,500.00	98,342.00
2	2.9	Technology	Yes	\$800,000.00	797,549.00
3	3.1	Professional development on behavior and social-emotional education	Yes	\$28,000.00	22,237.00
3	3.2	Supplementary materials	Yes	\$257,200.00	218,962.00

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)
3	3.3	Alternative educational settings	Yes	\$596,593.00	583,441.00
3	3.4	Additional academic support and options	Yes	\$723,935.00	762,084.00
3	3.5	Interventions	Yes	\$97,500.00	42,347.00
3	3.6	Support Services: Social Emotional Education	Yes	\$2,332,257.00	2415,806.00
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,150,478.00	1,212,539.00
3	3.8	Technology and information	Yes	\$722,580.00	715,446.00
3	3.9	School connectedness	Yes	\$95,000.00	96,237.00
3	3.10	Facilities in good repair	Yes	\$1,029,313.00	798,989.00
3	3.11	Parental involvement	Yes	\$326,878.00	364,984.00
3	3.12	Parent, student, and staff decision making	Yes	\$22,500.00	19,540.00
3	3.13	Transportation	Yes	\$231,610.00	219,921.00

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)
20,420,659.00	\$22,064,601.00	\$22,074,641.00	(\$10,040.00)	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	High quality instruction	Yes	\$402,900.00	405,852.00		
1	1.2	Professional development and support	Yes	\$656,641.00	662,540.00		
1	1.3	Teacher Retention	Yes	\$784,222.00	829,689.00		
1	1.4	Supplemental instructional materials	Yes	\$125,000.00	118,470.00		
1	1.5	Supplemental instruction and interventions	Yes	\$335,002.00	332,250.00		
1	1.6	Reduced class size	Yes	\$3,426,613.00	3,452,118.00		
1	1.7	Support staff	Yes	\$416,565.00	445,314.00		
1	1.8	Academic Coaches	Yes	\$71,806.00	75,867.00		
1	1.9	Classified Support Staff	Yes	\$949,186.00	917,091.00		
1	1.10	Increased UC a-g and AP sections	Yes	\$565,685.00	578,117.00		
1	1.11	UC a-g preparedness and AP passing strategies	Yes	\$115,000.00	112,587.00		
1	1.12	Technology	Yes	\$1,320,000.00	1,347,229.00		

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	1.13	Student and staff recognition	Yes	\$105,000.00	107,231.00		
2	2.1	High quality instruction	Yes	\$286,450.00	288,674.00		
2	2.2	Professional development	Yes	\$70,005.00	66,527.00		
2	2.3	Supplemental materials, equipment, and supplies	Yes	\$93,000.00	84,349.00		
2	2.4	CTE and dual enrollment	Yes	\$2,459,277.00	2,597,518.00		
2	2.5	CTE and dual enrollment support staff	Yes	\$470,175.00	366,773.00		
2	2.6	Access to a broad course of study	Yes	\$454,405.00	460,724.00		
2	2.7	Other EC 51220 outcomes	Yes	\$446,325.00	457,297.00		
2	2.8	Supplemental Activities	Yes	\$97,500.00	98,342.00		
2	2.9	Technology	Yes	\$800,000.00	797,549.00		
3	3.1	Professional development on behavior and social-emotional education	Yes	\$28,000.00	22,237.00		
3	3.2	Supplementary materials	Yes	\$257,200.00	218,962.00		
3	3.3	Alternative educational settings	Yes	\$596,593.00	583,441.00		
3	3.4	Additional academic support and options	Yes	\$723,935.00	762,084.00		
3	3.5	Interventions	Yes	\$97,500.00	42,347.00		
3	3.6	Support Services: Social Emotional Education	Yes	\$2,332,257.00	2,415,806.00		
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,150,478.00	1,212,539.00		
3	3.8	Technology and information	Yes	\$722,580.00	715,446.00		

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	3.9	School connectedness	Yes	\$95,000.00	96,237.00		
3	3.10	Facilities in good repair	Yes	\$1,029,313.00	798,989.00		
3	3.11	Parental involvement	Yes	\$326,878.00	364,984.00		
3	3.12	Parent, student, and staff decision making	Yes	\$22,500.00	19,540.00		
3	3.13	Transportation	Yes	\$231,610.00	219,921.00		

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)
48,808,880	20,420,659.00	3.40	45.238%	\$22,074,641.00	0.000%	45.227%	\$5,519.92	0.011%

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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- 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.
 - 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,
 - 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.
 - 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:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - 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.

- 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).
- 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.
- Indicate the school year to which the baseline data applies.
- 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.
- 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.
 - 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.
 - 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.
 - 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.
 - 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.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - 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.
 - 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, 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.
 - 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.
 - 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.
 - 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.
 - 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.
 - **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:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- 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.
 - **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.
 - **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).

- **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.
 - **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.
 - 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 %)**
 - 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)**
 - 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)**
 - 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)**

- 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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