



## LCFF Budget Overview for Parents

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

CDS Code: 15634120000000

School Year: 2025-26

LEA contact information:

Jason Garcia

Superintendent

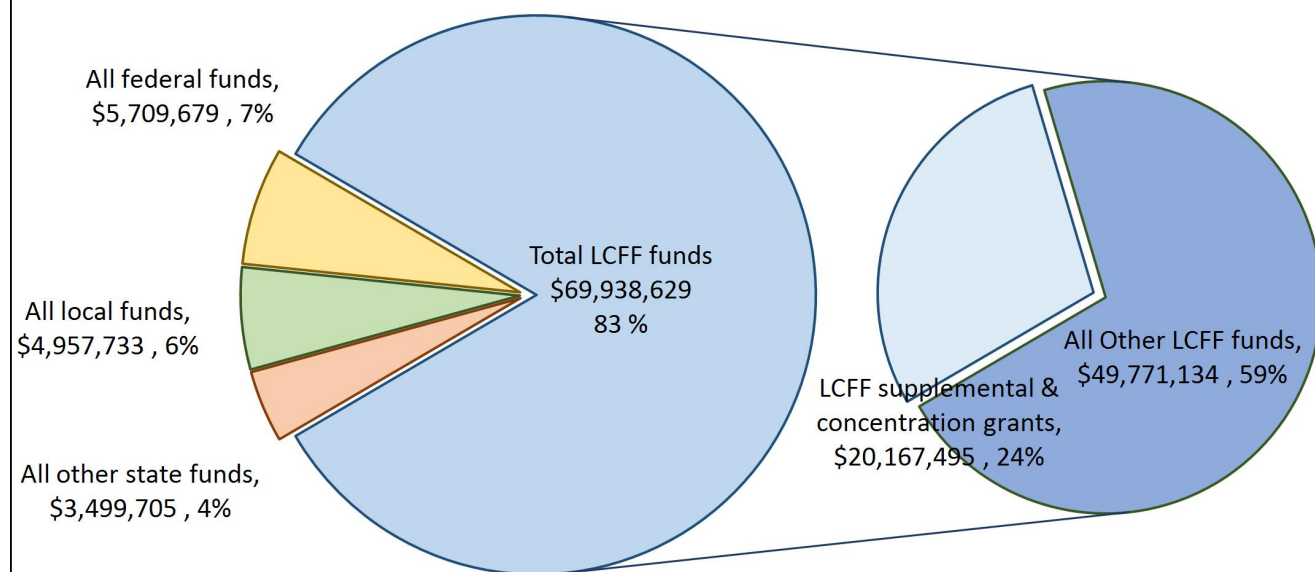
[jgarcia@djuhsd.org](mailto:jgarcia@djuhsd.org)

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 2025-26 School Year

#### Projected Revenue by Fund Source

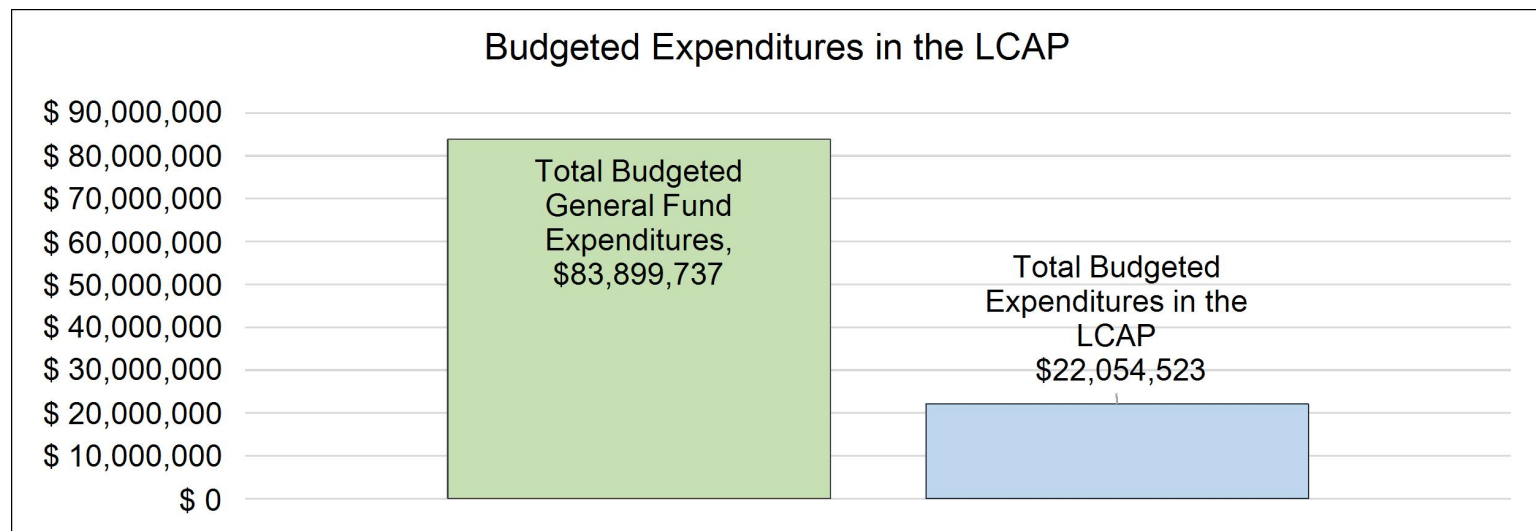


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Joint Union High School District is \$84,105,745.59, of which \$69,938,629 is Local Control Funding Formula (LCFF), \$3,499,704.73 is other state funds, \$4,957,733 is local funds, and \$5,709,678.86 is federal funds. Of the \$69,938,629 in LCFF Funds, \$20,167,495 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 2025-26. 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 \$83899737.03 for the 2025-26 school year. Of that amount, \$22054523 is tied to actions/services in the LCAP and \$61,845,214.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

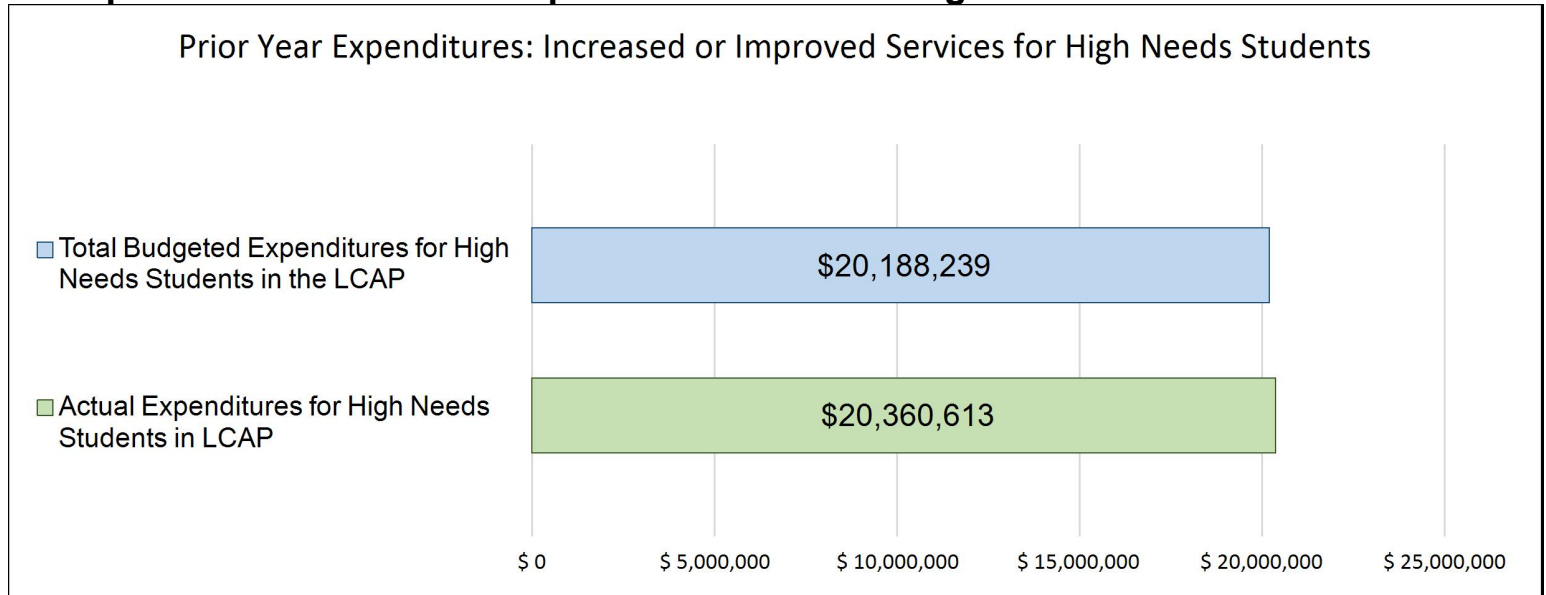
District expenditures not included in the LCAP are used to support regular, special, and career technical education and instruction. Budgeted expenditures are also used for instructional administration and support services used to develop curriculum and hone the professional acumen of instructional staff. 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 several maintenance, 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 2025-26 School Year

In 2025-26, Delano Joint Union High School District is projecting it will receive \$20167495 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 \$20189745 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 2024-25



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 2024-25, Delano Joint Union High School District's LCAP budgeted \$20188239 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent \$20360613 for actions to increase or improve services for high needs students in 2024-25.



# 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<br>Superintendent | jgarcia@djuhsd.org<br>661-720-4100 |

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Delano Joint Union High School District (DJUHSD) is a proud district with over a century of academic achievement, community engagement, and a deep commitment to student success. Founded in 1911 with just 14 students and two teachers, DJUHSD now serves more than 4,004 students across four high schools and employs over 400 dedicated staff members. In addition to Delano High School (est. 1911), the district includes Cesar E. Chavez High School (opened 2003), Robert F. Kennedy High School (opened 2008), and Valley High School—an alternative education campus identified as an Equity Multiplier school site. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent to provide evidence-based services and supports for students. Valley High School has a non stability rate of 52.8% and 96.5% of students who are socioeconomically disadvantaged. Valley High School has a dedicated focus goal addressing its lowest-performing student groups. DJUHSD also operates an adult education agency serving over 1,000 learners from Delano and surrounding rural communities.

During the 2024-25 school year, DJUHSD’s student body reflected significant diversity and need. Enrollment included 90.3% socioeconomically disadvantaged students, 21.3% English Learners, 9.2% receiving special education services, 6.8% migrant education participants, 1.2% experiencing homelessness, and 0.3% foster youth. Ethnic composition included 90.1% Hispanic, 7.3% Filipino, 0.6% Asian, 1.3% White, 0.4% African American, and 0.3% identifying as two or more races. Students are drawn from feeder districts in Delano, Earlimart, Richgrove, Allensworth, Columbine, and Pond, where poverty levels range from 15.9% in Delano to more than 30.4% in outlying rural areas. Agriculture remains the dominant local industry.

DJUHSD is committed to preparing every student for college, career, and life through a rigorous, standards-aligned academic program offered in a safe and inclusive environment. The district's mission is to develop citizens who learn actively, think critically, live responsibly and respectfully, and contribute positively to their communities.

These values are expressed through DJUHSD's TEAM framework:

T – Teaching & Learning: Support quality, evidence-based instructional practices and analyze student outcomes using formative and summative assessments.

E – Enrichment: Provide opportunities that promote academic growth, college and career readiness, social responsibility, and emotional development.

A – Achievement: Foster and celebrate academic excellence and high expectations across the educational community.

M – Model: Encourage staff to embody character, loyalty, commitment, leadership, and excellence.

These demographic realities, community insights, and core values inform the priorities and actions outlined in the 2025–26 LCAP.

## 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 (DJUHSD) celebrates continued growth in academic achievement and service to our unduplicated student groups, including English Learners, foster youth, and socioeconomically disadvantaged students. These gains reflect the district's commitment to evidence-based instructional practices, inclusive programming, and continuous improvement.

### Academic Performance and Implementation of Standards

DJUHSD's progress on Priority 1 shows that 95.6% of teachers are appropriately assigned, with 79.0% holding clear credentials. All students continue to have access to their own copies of standards-aligned instructional materials. Based on teacher surveys, the district has achieved "Full Implementation and Sustainability" of state-adopted academic content and performance standards in all core subjects (Priority 2).

### Parent Engagement and Access to Broad Courses

Parent survey results indicate strong engagement: 89% of respondents agree that the district involves them in decision-making, and 94% agree that schools provide sufficient communication around parent involvement opportunities. DJUHSD maintains "Standard Met" status on the California Dashboard for access to a broad course of study, with 91% of parents and 86% of students affirming equitable access for all student groups.

### Student Outcomes in ELA, Math, and Reclassification

On the 2024 CAASPP/SBAC, mean scale scores in English Language Arts for English Learners (2493) and economically disadvantaged students (2607) were above the state averages. In mathematics, scores were similarly strong: economically disadvantaged (2553) and students with disabilities (2440), with English Learners improving by 5 points from the prior year. The English Learner reclassification rate is projected to increase from 18.1% to 24.0%, and the Advanced Placement (AP) passing rate for all students is 35%.

#### College and Career Readiness

College and career readiness continues to be a districtwide focus. UC a–g completion rates exceeded state levels for all students (61.5%), economically disadvantaged students (60.0%), and English Learners (38.1%). Early Assessment Program (EAP) results also surpassed state averages, with 63.95% of all students and 62.52% of economically disadvantaged students meeting standards in English. CTE pathway completion remains well above state levels. Both Delano High School and Robert F. Kennedy High School have been recognized with the California Exemplary Dual Enrollment Award. Four-year cohort college credit attainment rates were 70.0% for all students, 64.7% for socioeconomically disadvantaged students, 53.7% for English Learners, and 50.0% for students with disabilities.

#### School Climate and Engagement

The California Dashboard reflects a “Very High” four-year cohort graduation rate: 95.9% for all students, 95.8% for economically disadvantaged students, 93.1% for English Learners, and 88.6% for the homeless subgroup. Suspension rates were in the “Low” category for the same student groups. Chronic absenteeism and dropout rates for all students were below both county and statewide averages. DJUHSD will continue to prioritize student safety and connection by maintaining strong results in Priority 6c and ensuring facilities remain in “good repair” under Priority 1c.

#### Areas for Targeted Support

One area identified for improvement is English Learner performance at Robert F. Kennedy High School, which received “Red” status in both English and math. In response, DJUHSD has incorporated additional after-school tutorial support (Action 2.1) and increased site-level and district-level monitoring (Action 2.3). These actions are designed to directly address the academic needs of this group and are informed by both Dashboard data and educational partner input.

#### Learning Recovery and Emergency Block Grant

DJUHS has unexpended LREBG funds for the 2025-26 school year.

As identified in the district's 2024-25 Needs Assessment, English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs) continue to demonstrate the greatest academic need, with performance significantly below standard in English Language Arts and Mathematics. Chronic absenteeism also remains a concern for these groups, based on local attendance data and school-level patterns. In response, the district is utilizing Learning Recovery Emergency Block Grant (LREBG) funds to support targeted actions under Goal 2.

Action 2.1 maintains and expands supplemental instruction and interventions designed to close achievement gaps for ELs, SWDs, and socioeconomically disadvantaged pupils. This includes in-school reading, writing, and math intervention; afterschool academic tutorials; and summer school opportunities focused on A–G, AP, and dual enrollment coursework. These strategies are supported by high-quality research—including U.S. Department of Education and What Works Clearinghouse evidence—that validates the impact of extended learning

time and high-dosage tutoring on academic outcomes for underserved students. Progress will be monitored using CAASPP proficiency rates in ELA and Math, ELPAC growth data, dual enrollment participation, AP pass rates, and A–G completion metrics.

Additionally, Action 2.4 utilizes LREBG funding to retain seven full-time instructional assistants (IAs) to deliver targeted academic support and small-group instruction. These IAs serve primarily ELs, foster youth, and low-income students, and provide push-in services during the school day. The decision to fund instructional assistants was grounded in research showing that small group, staff-supported instruction can improve learning outcomes and student engagement. Effectiveness will be measured using local benchmark assessments, ELPAC results, and attendance data.

## 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       | Met monthly with district leadership to review LCAP performance data, collaborate on root cause analysis, and effectiveness of actions.                                                                                                                                                                                                                                                                                                                                                                                     |
| School Site Councils                | SSC's at each site held quarterly meetings to analyze site-level metrics, provide input on proposed actions, and prioritize student needs. Feedback was compiled and shared districtwide.                                                                                                                                                                                                                                                                                                                                   |
| SELPA Consultation                  | The district consulted with the SELPA during KCSOS LCAP training held on February 4, 2025 and again on March 4, 2025 to review services and actions for students with disabilities and ensure compliance with state and federal mandates.                                                                                                                                                                                                                                                                                   |
| Teachers                            | Teachers provided feedback through surveys and department meetings. Administrators conducted feedback sessions on proposed LCAP goals at site based leadership team meetings.                                                                                                                                                                                                                                                                                                                                               |
| Other School Personnel              | Staff were included via LCAP surveys and district wide committee meetings. Topics included academic interventions, student safety, and wellness supports.                                                                                                                                                                                                                                                                                                                                                                   |
| Students including Student Advisory | Student educational partner consultation was held via student surveys and student advisory committee meeting 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 |

| Educational Partner(s)  | Process for Engagement                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | tutorials and aides in the classrooms. Students concurred with current goals and actions in the LCAP.                                                                                                                                                                                                                                                    |
| Parents and Advisories  | Parent input was gathered through LCAP parent advisory meetings, site-based family engagement nights, and an LCAP-specific survey. ELAC meetings were held at each site; DELAC met three times during the course of the year at the district level. Input focused on English learner needs, ELD services, and progress toward language reclassification. |
| Local Bargaining Units  | Union representatives were invited to district LCAP input sessions. Discussions focused on professional development, staffing ratios, and needed facility improvements.                                                                                                                                                                                  |
| Equity Multiplier Funds | Valley High SSC, ELAC, teachers and students participated in dedicated Equity Multiplier consultations. Topics included attendance barriers, access to CTE/dual enrollment access, electives and student incentives.                                                                                                                                     |

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

Educational partners—including administrators, teachers, classified staff, bargaining units, parents, and students—were engaged through structured consultation processes such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Student Advisory Committee, and districtwide presentations held from September 2024 through May 2025. Their input significantly shaped the development and refinement of the Local Control and Accountability Plan (LCAP). Key feedback themes and resulting plan changes are outlined below:

Goal 1 – Access to a Broad, High-Quality Course of Study

Partners emphasized the importance of qualified teachers, professional learning, and clean, safe learning environments. In response:

Metrics were revised to align with State Priorities 1, 2, and 7 (Conditions of Learning).

Funding was increased for Actions 1.1 through 1.4 to enhance professional development, support teacher retention, and expand academic coaching.

Funding was reduced for Action 1.5 (Technology), prioritizing direct instructional supports.

Goal 2 – College and Career Readiness

Educational partners requested more college-prep and CTE opportunities. In response:

Metrics were aligned with State Priorities 4 and 8 (Pupil Outcomes).

Funding was increased for Actions 2.8, 2.9, and 2.11 to support additional CTE and dual enrollment course offerings, staffing, and related student activities.

#### Goal 3 – Student Engagement and School Climate

Feedback highlighted a need for increased social-emotional support and engaging school environments. In response:

Funding was increased for Action 3.6 (Social Emotional Education).

Funding was reduced for Action 3.8 (Technology and Information) to prioritize direct student services.

#### Equity Multiplier Focus Goal 4 – Valley High School

Through consultation with Valley High School's SSC, ELAC, and student representatives, the following Equity Multiplier goal was created to improve outcomes for students with the greatest need:

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 attainment of a high school diploma.

Actions supporting this goal include:

Action 4.1 – Attendance Support

Action 4.2 – Additional Dual Enrollment and CTE Course Sections

Action 4.3 – Credit Recovery 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.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)

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<br><br>Source: DataQuest TAMO by FTE Report, CAISAAS Summary of Findings Report | 2022-23 Teacher Assignment Monitoring Outcomes<br><br>87.7% Clear<br><br>2022-23 CALSAAS Dashboard | 2022-23 Teacher Assignment Monitoring Outcomes<br><br>87.7% Clear |                | 100% Clear<br><br>Zero Misassignments | No Change                        |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                                  | Baseline                                                                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                                                                                     | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                        | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          | 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.                                                                                                                                | 9 Misassignments                                                                                                                                                                                                                                                                   | 2023-24 CALSAAS Dashboard<br><br>9 Misassignments                                                                                                                                                                                                                                  |                |                                                                                                                                                                                                                                                  |                                  |
| 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, &amp; Williams Quarterly Report</p> <p>2023 California Dashboard Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.</p> | <p>2024-25 Board Resolution of Sufficiency of Instructional Materials, &amp; Williams Quarterly Report</p> <p>2024 California Dashboard Standard Met 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, &amp; Williams Quarterly Report</p> <p>Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.</p> | No Change                        |
| 1.3      | Instances Where Facilities Do Not Meet                                                                                                                                                                                                                                                                                                                                  | 2023 California Dashboard                                                                                                                                                                                                                                                          | 2024 California Dashboard                                                                                                                                                                                                                                                          |                | Maintain Standard Met                                                                                                                                                                                                                            | No Change                        |

| Metric # | Metric                                                                                                                                                                                                                    | Baseline                                                                                                                                                                                                                                                                                                                                          | Year 1 Outcome                                                                                                                                                                                                                                                                                                                  | Year 2 Outcome | Target for Year 3 Outcome                                                                | Current Difference from Baseline |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------|----------------------------------|
|          | <p>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>Standard Met<br/>Zero Instances</p> <p>Facilities Inspection Tool (FIT)<br/>"Good Repair"</p>                                                                                                                                                                                                                                                  | <p>Standard Met<br/>Zero Instances</p> <p>Facilities Inspection Tool (FIT)<br/>"Good Repair"</p>                                                                                                                                                                                                                                |                | <p>Zero Instances</p> <p>Maintain Facilities Inspection Tool (FIT)<br/>"Good Repair"</p> |                                  |
| 1.4      | <p>Progress in implementing state academic standards</p> <p>Source: California School Dashboard</p> <p>Priority 2(a)<br/>Implementation of the academic content and performance standards adopted by the state board.</p> | <p>2023 California Dashboard<br/>Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of School Leadership</li> </ul> | <p>2024 California Dashboard<br/>Full Implementation and Sustainability in all subject areas for the following:</p> <ul style="list-style-type: none"> <li>Professional Development</li> <li>Instructional materials</li> <li>Policy and Program Support</li> <li>Implementation of Standards</li> <li>Engagement of</li> </ul> |                | <p>Maintain Full Implementation and Stability</p>                                        | <p>No Change</p>                 |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                         | Baseline                                                                                                                                                                                                                                     | Year 1 Outcome                                                                                                                                                                        | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                            | Current Difference from Baseline                                                                                                                                                             |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                              | School Leadership                                                                                                                                                                     |                |                                                                                                                                                      |                                                                                                                                                                                              |
| 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</p> <p>100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.</p>                                                                                                                                  | <p>2024-25 School Year</p> <p>100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.</p>                                                                           |                | <p>100% using two or more CAASPP IABs in ELD.</p>                                                                                                    | No Change                                                                                                                                                                                    |
| 1.6      | <p>Percentage of students with access to broad course of study.</p> <p>Source: Parent and Student Surveys &amp; California School Dashboard</p> <p>Priority 7 The extent to which -<br/>(a) Pupils have access to and are enrolled in a broad course of study</p>                                                              | <p>2023 California Dashboard</p> <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey</p> <p>90% Pupils agree<br/>96% Parents agree</p> <p>CA Dashboard College and Career Indicator 2023:</p> | <p>2024 California Dashboard</p> <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2025 Survey</p> <p>86% Pupils agree<br/>91% Parents agree</p> |                | <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey</p> <p>95% Pupils agree<br/>98% Parents agree</p> | <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2024 Survey</p> <p>Pupils: -4%<br/>Parents: -5%</p> <p>CA Dashboard College and Career Indicator:</p> |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                                                          | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                               | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                 | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                 |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | including courses described under sections 51220 (a)-(i), as applicable.                                                                                                                                                                                                                                                                                                                        | ALL: 76.5%<br>LI: 75.5%<br>EL: 54.3%                                                                                                                                                                                                                                                                                                                                                                                                             | CA Dashboard College and Career Indicator 2024:<br>ALL: 68.9%<br>LI: 67.3%<br>EL: 44.9%                                                                                                                                                                                                                                                                                      |                | CA Dashboard College and Career Indicator:<br>ALL: 77.0%<br>LI: 76.0%<br>EL: 55.0%                                                                                                                                                                                                                                                                                        | ALL: -7.6%<br>LI: -8.2%<br>EL: -9.4%                                                                                                                                                                                                                                                                                                                                                             |
| 1.7      | <p>Percentage of unduplicated students with access and completion of CTE and Dual Enrollment programs.</p> <p>Source: Parent and Student Surveys &amp; California School Dashboard College/Career Levels and Measures Report</p> <p>Priority 7 The extent to which -<br/>(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:<br/>90% Pupils agree<br/>96% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: 33.2%<br/>LI: 31.8%<br/>EL: 14.9%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 74.0%<br/>LI: 73.2%<br/>EL: 57.9%</p> <p>CA Dashboard College and Career Indicator 2023:<br/>ALL: 76.5%<br/>LI: 75.5%<br/>EL: 54.3%</p> | <p>2024 California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2025 Survey:<br/>86% Pupils agree<br/>91% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: 31.9%<br/>LI: 30.9%<br/>EL: 16.3%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 70%<br/>LI: 68.9%<br/>EL: 53.7%</p> <p>CA Dashboard College and</p> |                | <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2027 Survey:<br/>95% Pupils agree<br/>98% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: 35.0%<br/>LI: 34.0%<br/>EL: 20.0%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 75.0%<br/>LI: 74.0%<br/>EL: 60.0%</p> <p>CA Dashboard College and</p> | <p>California Dashboard 'Standard Met'</p> <p>Access to a Broad Course of Study Spring 2025 Survey:<br/>-4% Pupils agree<br/>-5% Parents agree</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: -1.3%<br/>LI: -0.9%<br/>EL: +1.4%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: -4.0%<br/>LI: -4.3%<br/>EL: -4.2%</p> <p>CA Dashboard College and Career Indicator 2023:</p> |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                                                                                   | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                    | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                        | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Career Indicator 2023:<br>ALL: 68.9%<br>LI: 67.3%<br>EL: 44.9%                                                                                                                                                                                                                                                                                                                    |                | Career Indicator 2023:<br>ALL: 77.0%<br>LI: 76.0%<br>EL: 55.0%                                                                                                                                                                                                                                                                                                                   | ALL: -7.6%<br>LI: -8.2%<br>EL: -9.4%                                                                                                                                                                                                                                                                                                                                            |
| 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 &amp; California School Dashboard College/Career Levels and Measures Report</p> <p>Priority 7 The extent to which -<br/>(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:<br/>ALL: 33.2%<br/>LI: 31.8%<br/>EL: 14.9%<br/>SWD: 20.0%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 74.0%<br/>LI: 73.2%<br/>EL: 57.9%<br/>SWD: 47.6%</p> <p>CA Dashboard College and Career Indicator 2023:<br/>ALL: 76.5%<br/>LI: 75.5%<br/>EL: 54.3%<br/>SWD: 46.7%</p> <p>Access to a Broad Course of Study Spring 2024 Survey (All Students):</p> | <p>2024 California Dashboard 'Standard Met'</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: 31.9%<br/>LI: 30.9%<br/>EL: 16.3%<br/>SWD: 22.1%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 70%<br/>LI: 68.9%<br/>EL: 53.7%<br/>SWD: 50%</p> <p>CA Dashboard College and Career Indicator 2024:<br/>ALL: 68.9%<br/>LI: 67.3%<br/>EL: 44.9%<br/>SWD: 40.5%</p> |                | <p>California Dashboard 'Standard Met'</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: 33.2%<br/>LI: 31.8%<br/>EL: 14.9%<br/>SWD: 20.0%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: 74.0%<br/>LI: 73.2%<br/>EL: 57.9%<br/>SWD: 47.6%</p> <p>CA Dashboard College and Career Indicator 2023:<br/>ALL: 77.0%<br/>LI: 76.0%<br/>EL: 55.0%<br/>SWD: 55.0%</p> | <p>California Dashboard 'Standard Met'</p> <p>Graduation Cohort CTE Pathway Completion:<br/>ALL: -1.3%<br/>LI: -0.9%<br/>EL: +1.4%<br/>SWD: +2.1%</p> <p>Graduation Cohort College Credit Course:<br/>ALL: -4.0%<br/>LI: -4.3%<br/>EL: -4.2%<br/>SWD: +2.4%</p> <p>CA Dashboard College and Career Indicator 2023:<br/>ALL: -7.6%<br/>LI: -8.2%<br/>EL: -9.4%<br/>SWD: 6.2%</p> |

| Metric # | Metric | Baseline                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                             | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                          | Current Difference from Baseline                                                                                                                                                    |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | 90% Pupils agree<br>96% Parents agree<br><br>Access to a Broad Course of Study Spring 2024 Survey (SWD):<br>95% Pupils agree<br>100% Parents agree | Access to a Broad Course of Study Spring 2025 Survey (All Students):<br>86% Pupils agree<br>91% Parents agree<br><br>Access to a Broad Course of Study Spring 2025 Survey (SWD):<br>96% Pupils agree<br>100% Parents agree |                | Access to a Broad Course of Study Survey (All Students):<br>93% Pupils agree<br>97% Parents agree<br><br>Access to a Broad Course of Study Survey (SWD):<br>97% Pupils agree<br>100% Parents agree | Access to a Broad Course of Study Survey (All Students):<br>Pupils: -4%<br>Parents: -5%<br><br>Access to a Broad Course of Study Survey (SWD):<br>Pupils: +1%<br>Parents: No change |

## Goal Analysis [2024-25]

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.

During the 2024–25 school year, Delano Joint Union High School District implemented all five planned actions under Goal 1, which aims to ensure that all students have access to a broad course of study delivered by fully credentialed teachers in clean, safe, and well-equipped learning environments. The district prioritized instructional quality, professional development, teacher retention, academic coaching, and technology enhancements to address needs identified in the previous year's assessment.

Implementation of Action 1.1 (High Quality Instruction) centered on strengthening professional learning communities (PLCs) across all sites. Teachers collaborated using assessment data to refine instruction, especially in English language arts and mathematics.

Action 1.2 (Professional Development and Support) included a wide range of evidence-based training topics such as EDI and co-teaching models.

In contrast, Action 1.3 (Teacher Retention) was implemented largely as intended, supporting competitive compensation and mentorship for new teachers. These measures helped maintain a low attrition rate of 5%, contributing to staff stability.

Action 1.4 (Academic Coaches) emerged as a bright spot, with coaching resources focused on instructional mentoring and data use. This action was particularly effective in expanding student access to college and career readiness pathways. The percentage of unduplicated students completing CTE or dual enrollment courses rose by 7.6 percentage points, a substantial gain that indicates positive impacts for English learners and students with disabilities.

Lastly, Action 1.5 (Technology) exceeded initial expectations. In response to staff feedback, the district accelerated investments in digital infrastructure and classroom tools. These upgrades were well-received and supported a modest increase in students meeting EAP benchmarks, suggesting that improved digital access is positively enhancing instructional delivery.

Overall, Goal 1 actions were successfully implemented with some midyear adjustments to professional development and technology spending. Key successes included expanded dual enrollment access, maintenance of instructional materials sufficiency, and full compliance with facility standards. The district also benefited from strong educational partner engagement throughout the year, which shaped implementation and informed next year's refinements. Challenges persist in staffing credentialed teachers and maximizing the reach of professional learning, which will be a continued focus in 2025–26.

#### 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.

There were notable variances between planned and actual expenditures across several Goal 1 contributing actions. Action 1.1 (High-Quality Instruction) and Action 1.2 (Professional Development) were under budget by \$110,446 and \$362,482, respectively, due to staffing vacancies and reduced contracted professional development services. In contrast, Action 1.5 (Technology) exceeded the planned budget by over \$210,000, reflecting a midyear decision to accelerate classroom technology upgrades in response to instructional feedback. Actions 1.3 (Teacher Retention) and 1.4 (Academic Coaches) were implemented near budgeted levels, with minor adjustments based on salary and benefits costs.

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

Action 1.1 – High-Quality Instruction, monitored using Goal 2, Metric 2.1: Distance from Standard (DFS), was partially effective. Despite consistent PLC implementation and assessment alignment, ELA DFS declined from –50.1 to –51.9 and Math DFS declined from –84.7 to –85.8. Instructional collaboration was strong, but additional differentiation and intervention support is needed to boost student outcomes.

Action 1.2 – Professional Development and Support, evaluated through Metric 1.1: % Fully Credentialed and Appropriately Assigned Teachers remained at 87.7% from baseline to Year 1. Action 1.2 is deemed as effective.

Action 1.3 – Teacher Retention, also tracked with Metric 1.1, maintained a low attrition rate (5%). This indicates partial effectiveness and that while stability was achieved, recruitment and credential completion strategies were not yet sufficient to shift overall staffing qualifications.

Action 1.4 – Academic Coaches, evaluated through Metric 1.7: % of Unduplicated Students Completing CTE or Dual Enrollment, showed strong impact. The metric improved from 31.1% at baseline to 38.7% in Year 1, an increase of 7.6 percentage points. This suggests that

coaching support was effective in contributing to greater access and guidance in college- and career-preparatory programs, particularly for EL and SWD subgroups.

Action 1.5 – Technology and Infrastructure, tracked using Goal 2, Metric 2.8: % of Students Meeting/Exceeding Standards (EAP), had a modest positive effect. The metric increased from 27.2% to 28.5%, a 1.3 percentage point gain. While this suggests this action was effective as improved digital access may be supporting instructional delivery, the impact on academic rigor and student mastery remains incremental.

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.

As a result of reflections on prior practice and analysis of Year 1 implementation outcomes, the district has made adjustments to Action 1.2 (Professional development and support). While the overall goal and associated metrics remain unchanged, the action has been revised to strategically focus available resources on high-impact instructional areas. The district will streamline professional development delivery by increasing reliance on internal experts and integrating PD within existing PLC and mentor frameworks. Core topics such as Explicit Direct Instruction (EDI), academic language development, and instructional strategies for English learners will remain prioritized. These refinements are intended to preserve instructional quality and support for unduplicated pupils.

The LEA has refined its strategy to expand access to high-interest and high-impact courses for unduplicated pupils. Following educational partner feedback, support for teacher retention and coaching will be expanded in 2025–26, particularly at sites with higher staff turnover. The transition from technology upgrades to classroom-based instructional support (Action 1.5) reflects ongoing alignment with staff priorities.

**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.**

## 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> <ul style="list-style-type: none"> <li>a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA &amp; Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups.</li> <li>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.</li> </ul> | \$661,898.00 | Yes          |

| Action #   | Title                                | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total Funds  | Contributing |
|------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |              |
| <b>1.2</b> | 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), 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, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.</p> | \$356,024.00 | Yes          |
| <b>1.3</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | \$980,589.00 | Yes          |

| Action # | Title            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|----------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 1.4      | Academic Coaches | <p>The district will continue to provide academic coaches to improve teaching for English learners, foster youth and economically disadvantaged students by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> | \$187,282.00 | Yes          |
| 1.5      | Technology       | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                | \$534,562.00 | 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                                        | 2023 California Dashboard Distance From Standard (DFS) | 2024 California Dashboard Distance From Standard (DFS) |                | California Dashboard Distance From Standard (DFS) | CAASPP Distance from Standard (DFS) ELA |
|          | Distance from Standard (DFS)                                                                                        | CAASPP English Language Arts Performance Level         | CAASPP English Language Arts Performance Level         |                | CAASPP English Language Arts Performance Level    | ALL Students: +3.1                      |
|          | Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grade 11. | ALL Students: DFS +27.8                                | ALL Students: DFS +30.9                                |                | ALL Students: DFS +30.0                           | LI Students: +5.9                       |
|          |                                                                                                                     | LI: DFS +21.4                                          | LI: DFS +27.3                                          |                | LI: DFS +25.0                                     | EL Students: +5.5                       |
|          |                                                                                                                     |                                                        |                                                        |                |                                                   | LTEL: N/A                               |

| Metric # | Metric                                                                                                                                                                                                                                                                                                     | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                       | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                           | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Source: California School Dashboard<br><br>Priority 4 Pupil achievement as measured by all of the following:<br>(A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board<br>California School Dashboard & Dataquest | EL: DFS -41.3<br><br>LTEL: TBD<br><br>SWD: DFS -92.0<br><br>CAASPP Mathematics Performance Level<br><br>ALL Students: DFS - 79.4<br><br>LI: DFS -86.5<br><br>EL: DFS -144.6<br><br>Long Term English Learners: TBD<br>(Results for Long Term English Learners were not represented on the 2023 dashboard. Results will be available for this group on the 2024 Dashboard)<br><br>SWD: DFS -169.9<br><br>2023 CAASPP California Alternate Assessment Level 3<br><br>ELA<br>ALL Students: 57%<br><br>LI: 57% | EL: DFS -35.8<br><br>LTEL: DFS -68.2<br><br>SWD: DFS -103.8<br><br>CAASPP Mathematics Performance Level<br><br>ALL Students: DFS -68.7<br><br>LI: DFS -72.7<br><br>EL: DFS -136.3<br><br>LTEL: -162.1<br><br>SWD: DFS -171<br><br>2024 CAASPP California Alternate Assessment Level 3<br><br>ELA<br>ALL Students: 57%<br><br>LI: 57%<br><br>EL: 40%<br><br>Math<br>ALL Students: 42% |                | EL: DFS -35.0<br><br>SWD: DFS -76.0<br><br>CAASPP Mathematics Performance Level<br><br>ALL Students: DFS -64.0<br><br>LI: DFS -71.5<br><br>EL: DFS -128.0<br><br>SWD: DFS -154.0<br><br>CAASPP California Alternate Assessment Level 3<br><br>ELA<br>ALL Students: 60%<br><br>LI: 60%<br><br>EL: 45%<br><br>Math<br>ALL Students: 44%<br><br>LI: 44%<br><br>EL: 43% | SWD Students: -11.8<br><br>CAASPP Distance from Standard (DFS) Math<br><br>ALL Students: +10.7<br><br>LI Students: +13.8<br><br>EL Students: +8.3<br><br>LTEL: N/A<br><br>SWD Students: -1.1<br><br>CAASPP Alternate Assessment Level 3<br>ELA<br>ALL Students: +3%<br><br>LI Students: +3%<br><br>EL Students: 0%<br><br>Math<br>ALL Students: +2%<br><br>LI Students: +2% |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                   | Baseline                                                                                                         | Year 1 Outcome                                                                                                   | Year 2 Outcome | Target for Year 3 Outcome                                   | Current Difference from Baseline                                                                                                                                               |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                                                                                                                          | EL: 40%<br><br>Math<br>ALL Students: 42%<br><br>LI: 42%<br><br>EL: 40%                                           | LI: 42%<br><br>EL: 40%                                                                                           |                |                                                             | EL Students: +3%                                                                                                                                                               |
| 2.2      | Percentage of Graduates Meeting UC/CSU Requirements<br><br>Source: DataQuest<br><br>Priority 4 Pupil achievement as measured by all of the following:<br>(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 | 2022-23 Graduates Meeting UC/CSU Requirements<br><br>All Students: 61.5%<br>LI: 60.0%<br>EL: 38.1%<br>SWD: 27.6% | 2023-24 Graduates Meeting UC/CSU Requirements<br><br>All Students: 57.5%<br>LI: 55.8%<br>EL: 34.5%<br>SWD: 31.5% |                | All Students: 61.5%<br>LI: 60.0%<br>EL: 40.0%<br>SWD: 30.0% | Percentage Point Difference of Graduates Meeting UC/CSU Requirements<br><br>ALL Students: -4.0%<br><br>LI Students: -4.2%<br><br>EL Students: -3.6%<br><br>SWD Students: +3.9% |
| 2.3      | Percentage of CTE pathway completion graduates<br><br>Source: California School Dashboard                                                                                                                                                                                                                                                | 2023 Dashboard CTE Combined Graduation Rate Pathway Completers:<br><br>ALL: 33.6%                                | 2024 Dashboard CTE Combined Graduation Rate Pathway Completers:                                                  |                | Dashboard CTE Combined Graduation Rate Pathway Completers:  | Percentage Point Difference of CTE Pathway Completion                                                                                                                          |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                          | Baseline                                                                                                                         | Year 1 Outcome                                                                                                                    | Year 2 Outcome | Target for Year 3 Outcome                                                                                                    | Current Difference from Baseline                                                                                                                                 |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Priority 4 Pupil achievement as measured by all of the following:<br>(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. | LI: 32.2%<br>EL: 15.0%                                                                                                           | ALL: 31.9%<br>LI: 30.9%<br>EL: 16.3%                                                                                              |                | ALL: 35.0%<br>LI: 34.0%<br>EL: 20.0%                                                                                         | ALL Students: -1.7%<br><br>LI Students: -1.3%<br><br>EL Students: +1.3%                                                                                          |
| 2.4      | Percentage of graduates who completed UC/CSU requirements and CTE pathway<br><br>Source: California School Dashboard<br><br>Priority 4 Pupil achievement as measured by all of the following:<br>(D) The percentage of pupils who have successfully completed both types of courses described in                                | 2023 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report<br><br>ALL: 25.0%<br>LI: 23.6%<br>EL: 8.1%<br>SWD: 6.5% | 2024 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report<br><br>ALL: 24.6%<br>LI: 23.5%<br>EL: 8.5%<br>SWD: 11.6% |                | Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report<br><br>ALL: 28.0%<br>LI: 26.5%<br>EL: 10.0%<br>SWD: 8.0% | Percentage Point Difference of UC/CSU + CTE Completion<br><br>ALL Students: -0.4%<br><br>LI Students: -0.1%<br><br>EL Students: +0.4%<br><br>SWD Students: +5.1% |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                                           | Baseline                                                                                                                                                  | Year 1 Outcome                                                                                                                                           | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                   | Current Difference from Baseline                                                                      |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|          | subparagraphs (B) and (C).                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                                                          |                |                                                                                                                                             |                                                                                                       |
| 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:<br/>(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>2024 California Dashboard English Learner Progress Indicator</p> <p>'Low' Status</p> <p>47.2% 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> | <p>Percentage Point Difference of Progress Toward English Proficiency</p> <p>EL Students: -9.5%</p>   |
| 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:</p>                                                                                                                                                                                                             | <p>Local Data Reclassification rate 2022-23</p> <p>18.1%</p>                                                                                              | <p>Local Data Reclassification rate 2023-24</p> <p>24%</p>                                                                                               |                | <p>Maintain reclassification rate of 18.0% or higher</p>                                                                                    | <p>Percentage Point Difference of English Learner Reclassification Rate</p> <p>EL Students: +5.9%</p> |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                      | Baseline                                                                                                                                     | Year 1 Outcome                                                                                                               | Year 2 Outcome | Target for Year 3 Outcome                                                                                             | Current Difference from Baseline                                                                                            |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|          | (F) The English learner reclassification rate.                                                                                                                                                                                                                                                                              |                                                                                                                                              |                                                                                                                              |                |                                                                                                                       |                                                                                                                             |
| 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:<br/>(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%<br/>SED: 47%</p>                                                        | <p>2024 College Board AP passed percentage:</p> <p>ALL Students: 35%<br/>SED: 35%</p>                                        |                | <p>College Board AP passed percentage:</p> <p>ALL Students: 40%<br/>SED: 50%</p>                                      | <p>Percentage Point Difference of AP Exam Pass Rate</p> <p>ALL Students: -1.0%<br/><br/>SED Students: -12.0%</p>            |
| 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:</p>                                                                                                                                       | <p>2023 EAP College Preparedness:</p> <p>English Language Arts</p> <p>ALL Students: 63.03%<br/>LI: 60.85%<br/>EL: 17.60%<br/>SWD: 21.21%</p> | <p>2024 EAP College Preparedness:</p> <p>English Language Arts</p> <p>ALL Students: 63.95%<br/>LI: 62.52%<br/>EL: 18.04%</p> |                | <p>EAP College Preparedness:</p> <p>English Language Arts</p> <p>ALL Students: 65.0%<br/>LI: 63.0%%<br/>EL: 20.0%</p> | <p>Percentage Point Difference of EAP College Preparedness</p> <p>ELA:<br/>ALL Students: +0.92%<br/>LI Students: +1.67%</p> |

| Metric # | Metric                                                                                                                                                                                       | Baseline                                                                                                                                                            | Year 1 Outcome                                                                                                                                                      | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                     | Current Difference from Baseline                                                                                                                    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|          | (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness                              | Mathematics<br>ALL Students: 24.55%<br>LI: 22.37%<br>EL: 1.20%<br>SWD: 1.52%                                                                                        | SWD: 8.33%<br>Mathematics<br>ALL Students: 29.80%<br>LI: 28.11%<br>EL: 2.05%<br>SWD: 2.78%                                                                          |                | SWD: 23.0%<br>Mathematics<br>ALL Students: 28.0%<br>LI: 25.0%<br>EL: 5.0%<br>SWD: 5.0%                                                        | EL Students: +0.44%<br>SWD Students: -12.88%<br>Math:<br>ALL Students: +5.25%<br>LI Students: +5.74%<br>EL Students: +0.85%<br>SWD Students: +1.26% |
| 2.9      | Student outcomes in Visual and Performing Arts Competitions<br>Source: Locally Reported<br>Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220. | PPAACC finals 2024<br>Visual Performing Arts County and State Competitions<br>Band: 1st place rankings<br>Percussion: 1st place rankings<br>Choir: Superior ratings | PPAACC finals 2025<br>Visual Performing Arts County and State Competitions<br>Band: 1st place rankings<br>Percussion: 1st place rankings<br>Choir: Superior ratings |                | Visual Performing Arts County and State Competitions<br>Band: 1st place rankings<br>Percussion: 1st place rankings<br>Choir: Superior ratings | Visual and Performing Arts<br>Band: Unchanged<br>Percussion: Unchanged<br>Choir: Unchanged                                                          |

## Goal Analysis [2024-25]

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.

In 2024–25, Delano Joint Union High School District implemented all fifteen planned actions under Goal 2, with the overarching aim of increasing college and career readiness, particularly for English learners, students with disabilities, and socioeconomically disadvantaged pupils. Educational partner input, dashboard performance gaps, and local needs assessments shaped the year's strategy, which emphasized academic support, dual enrollment, CTE expansion, and progress in English language proficiency.

Action 2.1 (Tutorials and Interventions) and Action 2.2 (Reduced Class Size) were implemented to provide targeted academic supports during and beyond the school day. These actions directly contributed to improved DFS outcomes in ELA and Math for All and Low-Income students, although gaps remained for English Learners and Students with Disabilities. Reduced class sizes and afterschool supports were particularly valued by staff and families.

Actions 2.3 (Certificated Support Staff) and 2.4 (Classified Support Staff) helped stabilize academic systems by ensuring learning directors, instructional assistants, and curriculum leaders were consistently available to monitor progress and support student learning. Instructional aides funded through LREBG played a crucial role in delivering small group instruction to ELs, foster youth, and low-income students.

To expand access to rigorous coursework, Action 2.5 (Increased UC A-G, AP, and Dual Enrollment Sections) and Action 2.6 (College Readiness Strategies) funded additional course offerings, AP fees, and college visits. Despite broader access, UC/CSU A-G completion rates declined for All and Low-Income students, and AP pass rates dropped notably among socioeconomically disadvantaged pupils—prompting planned adjustments for next year to add readiness strategies and monitoring.

Actions 2.7 and 2.8 focused on CTE and Dual Enrollment, with sustained teacher and support staff investments. These actions helped improve CTE pathway completion for English Learners but saw slight declines for other groups, signaling the need for enhanced implementation monitoring.

Action 2.9 (Access to a Broad Course of Study) supported academic enrichment through additional aides and music programs, yielding positive impacts for Students with Disabilities in the UC/CSU plus CTE completion metric. Complementary investments in Action 2.10 (Supplemental Materials) and Action 2.11 (Supplemental Activities) enriched instruction and supported broader EAP gains across most student groups.

Action 2.12 (Student and Staff Recognition) reinforced school climate and motivation, with modest gains in subgroup college/career metrics possibly reflecting this investment. Action 2.13 (Academic Support for ELs) and 2.15 (Support for LTELs) addressed English language proficiency; while overall ELPI progress declined, reclassification rates improved significantly, especially among Long-Term English Learners, validating these focused interventions.

Finally, Action 2.14 (Other Pupil Outcomes) maintained extracurricular programming, ensuring students had opportunities to thrive beyond academics. Student participation in Visual and Performing Arts competitions remained strong, with top placements and ratings sustained districtwide.

Overall, Goal 2 implementation reflected the district's commitment to equity-driven college and career readiness. Successes included improvements in DFS, EAP, and EL reclassification, while key challenges such as subgroup disparities in A-G and AP performance will guide future refinements. Adjustments for 2025–26 will target readiness supports, enhanced monitoring, and more robust coordination across academic pathways.

#### 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.

For Goal 2, there were both underspending and overspending across contributing actions as implementation timelines and service delivery needs shifted throughout the year. Actions such as 2.1 (Tutorials and Interventions) and 2.11 (Supplemental Activities) were underspent by approximately \$91,110 and \$30,799, respectively, due to fewer student participation than projected. Conversely, Actions 2.2 (Reduced Class Size) and 2.9 (Access to a Broad Course of Study) exceeded projections by \$522,865 and \$105,531, respectively, driven by higher-than-expected enrollment in targeted courses and additional sections being opened to maintain optimal class sizes.

Other variances included Action 2.10 (Supplemental Materials), which was over budget by \$35,029, and Action 2.12 (Student and Staff Recognition), which came in \$58,716 under budget.

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

A thorough analysis of action effectiveness has been made using the current metrics in the LCAP. The following actions have been deemed to be at least partially effective in making progress toward the goal:

Action 2.1 – Tutorials and Interventions, tracked through Metric 2.1 (DFS in ELA/Math), showed positive gains. ELA DFS improved for All Students from +27.8 to +30.9, and for Low-Income students from +21.4 to +27.3. Math DFS improved for All Students from –79.4 to –68.7, and for LI students from –86.5 to –72.7. Though English Learners and LTELs showed modest gains, Students with Disabilities declined in both areas. This action was effective overall, but subgroup disparities remain.

Action 2.2 – Reduced Class Size, also evaluated via Metric 2.1, contributed to gains in academic achievement for All and LI students. The intervention appeared to support access and engagement, though gaps persist for SWD and ELs in Math.

Actions 2.3 and 2.4 – Certificated and Classified Support Staff, indirectly supported academic achievement through Metric 2.1 improvements. Progress among ALL and LI populations suggests support staffing reinforced learning conditions, though these actions may need to be more instructionally targeted for ELs and SWD.

Action 2.5 – College and Career Readiness Programs was evaluated using Metric 2.4. The percentage of students completing both UC/CSU A–G requirements and a CTE pathway maintained, with All Students moving from 25.0% to 24.6% (–0.4 percentage points). While English Learners and Students with Disabilities showed modest gains (+0.4 and +5.1 points respectively), overall outcomes indicate a need to better integrate rigorous academic and technical preparation pathways to ensure readiness for all graduates.

Action 2.6 – UC A-G preparedness and AP passing strategies also used Metric 2.4 as its effectiveness measure. Supports such as counselors, pupil personnel services, and clerks contributed to increased dual pathway completion for SWD (+5.1%) and ELs (+0.4%). These results highlight the value of sustained staff support.

Action 2.7 – CTE and Dual Enrollment and Action 2.8 – CTE and Dual Enrollment Support Staff supported Metric 2.3 (CTE Pathway Completion), which decreased slightly for All and LI students, but increased for EL students from 15.0% to 16.3%. This targeted growth suggests effectiveness among ELs, though broader implementation fidelity is needed.

Action 2.9 – Access to a Broad Course of Study is tied to Metric 2.4 (Dual UC/CSU + CTE Completion). This remained flat for All Students (–0.4%) but improved significantly for SWD students (from 6.5% to 11.6%), suggesting the action helped broaden access for students with specialized needs.

Action 2.10 – Supplemental Materials, Equipment, and Supplies and Action 2.11 – Supplemental Activities support various indicators. Metric 2.8 (EAP College Preparedness) showed gains across the board, including +5.25% in Math and +0.92% in ELA for All Students, validating these resources' contributions to academic readiness.

Action 2.12 – Student and Staff Recognition, aimed at school climate, is also supported by gains in Metric 2.8 and minor increases in CTE/UC-CSU metrics for subgroups.

Action 2.13 – Academic Support for EL and LTEL Students, tied to Metrics 2.5 (ELPI) and 2.6 (Reclassification Rate), showed mixed effectiveness. ELPI dropped from 56.7% to 47.2%, but reclassification rose from 18.1% to 24.0%, indicating improved classification outcomes despite overall progress measure dips.

Action 2.14 – Other Pupil Outcomes, aligned with Metric 2.9 (Visual and Performing Arts Competitions), sustained strong student performance, with consistent first-place or superior rankings across band, percussion, and choir. This indicates continued success in non-academic engagement.

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.

No revisions were made to the overall goal statement for Goal 2, which remains focused on increasing academic achievement and expanding college- and career-readiness for all students, with particular attention to unduplicated pupils. However, reflections on Year 1 outcomes and input from educational partners have informed refinements to several actions. Based on DFS growth among All and Low-Income students, Actions 2.1 and 2.2 (Tutorials, Interventions, and Class Size Reduction) will continue with increased monitoring for SWD

and English Learners to address persistent subgroup gaps. Actions 2.5 and 2.6 will be adjusted to include enhanced academic counseling and AP readiness supports, as declines in UC/CSU and AP pass rates indicate that course access alone is not sufficient. While CTE completion grew modestly for English Learners, Actions 2.7 and 2.8 will be refined to improve overall pathway completion rates and ensure that dual enrollment supports are equitably implemented. Given growth in EAP indicators and college preparedness, Actions 2.10 and 2.11 (Supplemental Materials and Activities) will be maintained, with greater alignment to A-G and Math supports. Finally, despite a decline in the ELPI metric, the increase in EL reclassification rates suggests that Action 2.13 is showing impact; this action will continue with added instructional supports for Long-Term English Learners and targeted Math intervention for EL students.

**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.**

## Actions

| Action # | Title                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|----------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 2.1      | Tutorials and Interventions | <p>The district will continue to maintain supplemental instruction and interventions for teachers to provide:</p> <ul style="list-style-type: none"> <li>a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and economically disadvantaged pupils.</li> <li>b. Academic tutorials; afterschool programs and intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and economically disadvantaged pupils.</li> <li>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.</li> <li>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,</li> <li>e. Incentives for students completing intervention program noted in sub-actions a, b, or c.</li> <li>f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions b, c, and d.</li> </ul> <p>LREBG Action</p> | \$250,874.00 | Yes          |

| Action #   | Title                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total Funds    | Contributing |
|------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                            | <p>Action 2.1 maintains and expands supplemental instruction and interventions designed to close achievement gaps for ELs, SWDs, and socioeconomically disadvantaged pupils. This includes in-school reading, writing, and math intervention; afterschool academic tutorials; and summer school opportunities focused on A–G, AP, and dual enrollment coursework. These strategies are supported by high-quality research—including U.S. Department of Education and What Works Clearinghouse evidence—that validates the impact of extended learning time and high-dosage tutoring on academic outcomes for underserved students.</p> <p>Progress will be monitored using CAASPP proficiency rates in ELA and Math, ELPAC growth data, dual enrollment participation, AP pass rates, and A–G completion metrics.</p> <p>LREBG Funds supporting this action: \$115,981.00 per year through 2027-28.</p> |                |              |
| <b>2.2</b> | 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> <ul style="list-style-type: none"> <li>a. Maintaining the additional two English and six mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction.</li> <li>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.</li> <li>c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.</li> </ul>                                                                                                                                  | \$4,275,604.00 | Yes          |
| <b>2.3</b> | Certificated Support Staff | <p>The district will continue to provide support staff to improve student outcomes by:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$1,038,647.00 | 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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |              |
| <b>2.4</b> | 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> <p><b>LREBG Action</b><br/>           Action 2.4 utilizes LREBG funding to retain seven full-time instructional assistants (IAs) to deliver targeted academic support and small-group instruction. These IAs serve primarily ELs, foster youth, and low-income students, and provide push-in services during the school day. The decision to fund instructional assistants was grounded in research showing that small group, staff-supported instruction can improve learning outcomes</p> | \$1,233,348.00 | Yes          |

| Action #   | Title                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total Funds    | Contributing |
|------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                                   | <p>and student engagement—especially for students most affected by pandemic-era disruptions.</p> <p>Effectiveness will be measured using local benchmark assessments, ELPAC results, and attendance data.</p> <p>LREBG Funds supporting this action: \$568,111 per year through 2027-28.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |              |
| <b>2.5</b> | Increased UC A-G, AP and Dual Enrollment sections | 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 foster youth, English learners, and economically disadvantaged pupils in attaining UC A-G college preparedness and improving student learning.                                                                                                                                                                                                                                                                                                                                                                                                                          | \$597,108.00   | Yes          |
| <b>2.6</b> | 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"> <li>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.</li> <li>b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils.</li> <li>c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population.</li> <li>d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.</li> </ul> | \$239,781.00   | Yes          |
| <b>2.7</b> | CTE and dual enrollment                           | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$2,308,222.00 | Yes          |

| Action #   | Title                                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds  | Contributing |
|------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                       | <p>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.</p> <p>b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period block of each at the three comprehensive school sites.</p> <p>c. Increase two additional CTE and dual enrollment sections.</p> <p>d. Maintain teacher at DHS to continue Home Economics Pathway.</p>                                                                                                                               |              |              |
| <b>2.8</b> | 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>                                | \$551,292.00 | Yes          |
| <b>2.9</b> | 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</p> | \$600,962.00 | Yes          |

| Action #    | Title                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Total Funds  | Contributing |
|-------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                 | <p>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>                                                                                                                                                                                                                                            |              |              |
| <b>2.10</b> | 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.                                                                                                                                                                                                                                                                     | \$152,897.00 | Yes          |
| <b>2.11</b> | Supplemental Activities                         | <p>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.</p> <p>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.</p> | \$93,983.00  | Yes          |
| <b>2.12</b> | 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                                                                                              | \$60,321.00  | Yes          |

| Action #    | Title                                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds  | Contributing |
|-------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                                 | 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.                                                                                                                                                                                                                                    |              |              |
| <b>2.13</b> | Academic Support for English Learners           | <p>a. Maintaining EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions.</p> <p>b. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions.</p>                                                                                                                                | \$332,555.00 | Yes          |
| <b>2.14</b> | 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> | \$223,703.00 | Yes          |
| <b>2.15</b> | Academic Support for Long-Term English Learners | Additional EL Program Specialists specifically assigned to LTELs for more effective monitoring of English learner progress and implementation of necessary interventions.                                                                                                                                                                                                                                                                                   | \$317,272.00 | 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.

|                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|
| Priority 3: Parental Involvement (Engagement)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement) |
|---------------------------------------------------------------------------------------------------------------------------------------|

An explanation of why the LEA has developed this goal.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Delano Joint Union High School District (DJUHSD) developed this goal to ensure we provide the most optimal learning environment for our students.</p> <p>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.</p> |
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## 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<br><br>Source: California School Dashboard<br><br>Priority 3(A) Parental involvement and family | 2023 California Dashboard Self Reflection Tool & Parent Survey<br><br>Standard Met | 2024 California Dashboard Self Reflection Tool & Parent Survey<br><br>Standard Met |                | Standard Met<br><br>Full Implementation and Sustainability | Self-Reflection Tool: No changes<br><br>Parent Survey: - 6.6% (percentage point difference) |

| Metric # | Metric                                                                                                                                                                                                                                                                                                                                                                                                                                     | Baseline                                                                                                                                                                                                                                   | Year 1 Outcome                                                                                                                                                                                                                               | Year 2 Outcome | Target for Year 3 Outcome                                         | Current Difference from Baseline                                     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------|----------------------------------------------------------------------|
|          | engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.                                                                                                                                                                                                                                                                                  | <p>Full Implementation and Sustainability</p> <p>96% of parents agree the schools involve parents in making decisions for the school/district.</p>                                                                                         | <p>Full Implementation and Sustainability</p> <p>89.4% of parents agree the schools involve parents in making decisions for the school/district.</p>                                                                                         |                |                                                                   |                                                                      |
| 3.2      | <p>Rating Parent Participation</p> <p>Source: Parent Surveys, California School Dashboard</p> <p>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.</p> | <p>2023 California Dashboard Self Reflection Tool &amp; Parent Survey</p> <p>Standard Met Full Implementation and Sustainability</p> <p>Parent Surveys Spring 2024: 97% parents agree the school promotes family engagement activities</p> | <p>2024 California Dashboard Self Reflection Tool &amp; Parent Survey</p> <p>Standard Met Full Implementation and Sustainability</p> <p>Parent Surveys Spring 2025: 94.2% parents agree the school promotes family engagement activities</p> |                | <p>Standard Met</p> <p>Full Implementation and Sustainability</p> | <p>Self-Reflection Tool: No changes</p> <p>Parent Survey: - 2.8%</p> |

| 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 &amp; Parent Survey</p> <p>Standard Met<br/>Full Implementation and Sustainability</p> <p>Parent Surveys Spring 2024:<br/>96% parents agree the school involves parents</p> | <p>2024 California Dashboard Self Reflection Tool &amp; Parent Survey</p> <p>Standard Met<br/>Full Implementation and Sustainability</p> <p>Parent Surveys Spring 2025:<br/>89% parents agree the school involves parents</p> |                | <p>Standard Met</p> <p>Full Implementation and Sustainability</p>    | <p>Self-Reflection Tool: No changes</p> <p>Parent Survey: - 7%</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:<br/>(A) School attendance</p>                                                                                                 | <p>2023-24 Year to date Attendance Kern KiDS</p> <p>All: 94.19%<br/>EL: 92.97%<br/>FY: 90.99%<br/>LI: 94.03%</p>                                                                                                              | <p>2024-25 Year to date Attendance Kern KiDS</p> <p>All: 94.15%<br/>EL: 93.04%<br/>FY: 89.40%<br/>LI: 93.97%</p>                                                                                                              |                | <p>Attendance rate 95.0% or higher for all student groups</p>        | <p>Percentage Point Difference of Student Attendance</p> <p>All Students: - 0.04%<br/>EL: +0.07%<br/>FY: -1.59%<br/>LI: -0.06%</p> |
| 3.5      | <p>Percentage of Chronic Absenteeism</p> <p>Source: DataQuest</p>                                                                                                                                                                                                                                            | <p>2022-23 DataQuest ALL students: 24.1%<br/>LI: 25.2%<br/>FY: 31.6%<br/>EL: 31.0%</p>                                                                                                                                        | <p>2023-24 DataQuest ALL students: 20.4%<br/>LI: 21.6%</p>                                                                                                                                                                    |                | <p>ALL Students: 20.0%<br/>LI: 21.0%<br/>FY: 25.0%<br/>EL: 25.0%</p> | <p>Percentage Point Difference of Chronic Absenteeism</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                                                                              | SWD: 33.4%                                                                                   | FY: 38.5%<br>EL: 26.3%<br>SWD: 25.0%                                                         |                | SWD: 30.0%                                                  | All Students: -3.7%<br>LI: -3.6%<br>FY: +7.5%<br>EL: -4.7%<br>SWD: -8.4%                                           |
| 3.6      | Percentage of Cohort Dropouts<br><br>Source: DataQuest<br><br>Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates                | 2022-23 DataQuest<br>ALL Students: 2.7%<br>LI 2.9%<br>EL: 3.7%<br>SWD: 6.8%                  | 2023-24 DataQuest<br>ALL Students: 3.4%<br>LI 3.5%<br>EL: 5.6%<br>SWD: 4.7%                  |                | ALL Students: 2.5%<br>LI 2.7%<br>EL: 3.0%<br>SWD: 5.0%      | Percentage Point Difference of Cohort Dropouts<br><br>All Students: +0.7%<br>LI: +0.6%<br>EL: +1.9%<br>SWD: -2.1%  |
| 3.7      | Percentage of Cohort Graduates<br><br>Source: California Dashboard<br><br>Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates | 2023 California Dashboard<br><br>All Students: 96.2%<br>LI: 95.9%<br>EL: 94.0%<br>SWD: 84.3% | 2024 California Dashboard<br><br>All Students: 95.8%<br>LI: 95.6%<br>EL: 93.0%<br>SWD: 85.9% |                | All Students: 96.5%<br>LI: 96.0%<br>EL: 95.0%<br>SWD: 90.5% | Percentage Point Difference of Cohort Graduates<br><br>All Students: -0.4%<br>LI: -0.3%<br>EL: -1.0%<br>SWD: +1.6% |
| 3.8      | Percentage of Students Suspended                                                                                                                                                           | 2023 California Dashboard                                                                    | 2024 California Dashboard                                                                    |                | ALL Students: 1.0%                                          | Percentage Point Difference of                                                                                     |

| Metric # | Metric                                                                                                                                                                                                                                          | Baseline                                                                                                                                                                                                                       | Year 1 Outcome                                                                                                                                                                                       | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                    | Current Difference from Baseline                                                                                                                                                  |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <p>Source: California Dashboard</p> <p>Priority 6 School climate, as measured by all of the following, as applicable<br/>(A) Pupil suspension rates</p>                                                                                         | <p>ALL Students: 1.3%</p> <p>LI: 1.7%</p> <p>EL: 2.2%</p> <p>FY: 4.5%</p> <p>SWD: 3.1%</p>                                                                                                                                     | <p>ALL Students: 1.7%</p> <p>LI: 1.8%</p> <p>EL: 2.2%</p> <p>FY: 6.7%</p> <p>SWD: 2.3%</p>                                                                                                           |                | <p>LI: 1.5%</p> <p>EL: 2.0%</p> <p>FY: 3.5%</p> <p>SWD: 2.5%</p>                                                                                                             | <p>Students Suspended</p> <p>All Students: +0.4%</p> <p>LI: +0.1%</p> <p>EL: 0.0%</p> <p>FY: +2.2%</p> <p>SWD: -0.8%</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<br/>(B) Expulsion rates</p>                                                                    | <p>2022-23 DataQuest</p> <p>All students: 0.2%</p> <p>LI: 0.2%</p> <p>EL: 0.2%</p>                                                                                                                                             | <p>2023-24 DataQuest</p> <p>All students: 0.2%</p> <p>LI: 0.2%</p> <p>EL: 0.3%</p>                                                                                                                   |                | <p>Maintain below 1% expulsion rate for all students and subgroups</p>                                                                                                       | <p>Percentage Point Difference of Students Expelled</p> <p>All students: 0.0%</p> <p>LI: 0.0%</p> <p>EL: 0.1%</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>Priority 6 School climate, as measured by all of the following, as applicable</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>The results of this survey indicate that 88% of students; 97%</p> | <p>2024 California Dashboard</p> <p>Standard Met</p> <p>A local climate survey was administered in Spring of 2025 to students, parents, and teachers.</p> <p>The results of this survey indicate</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 teachers feel connected to their school.</p> | <p>Standard Met (no change)</p> <p>Local Survey Percentage Point Differences:</p> <p>Sense of school safety:</p> <p>Students: -1.1%</p> <p>Parents: -5.0%</p> <p>Teachers: 0%</p> |

| Metric # | Metric                                                                                                                      | Baseline                                                                                                                                                                                             | Year 1 Outcome                                                                                                                                                                                                                       | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline                                                                  |
|----------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------|---------------------------------------------------------------------------------------------------|
|          | (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness | <p>of parents; and 96% of teachers have a sense of school safety.</p> <p>This survey also reflects that 76% of students; 98% of parents; and 92% of the teachers feel connected to their school.</p> | <p>that 86.9% of students; 92% of parents; and 96% of teachers have a sense of school safety.</p> <p>This survey also reflects that 70.2% of students; 88% of parents; and 92.8% of the teachers feel connected to their school.</p> |                |                           | <p>School connectedness:</p> <p>Students: -5.8%</p> <p>Parents: -10.0%</p> <p>Teachers: +0.8%</p> |

## Goal Analysis [2024-25]

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.

In 2024–25, Delano Joint Union High School District implemented all twelve planned actions under Goal 3, with the overarching aim of improving school climate, increasing student engagement, and strengthening family and community connections. Educational partner input, dashboard outcomes, and local needs assessments shaped the district’s strategy, which emphasized behavior supports, wellness services, school connectedness, and parent engagement—particularly for English learners, students with disabilities, foster youth, and socioeconomically disadvantaged pupils.

Action 3.1 (Professional development on behavior and social-emotional education) provided staff with training to address student needs related to behavior and emotional well-being. These efforts helped reduce chronic absenteeism for English learners and students with disabilities; however, suspension rates increased slightly for foster youth and other groups, suggesting that additional supports are needed.

Action 3.2 (Supplementary materials) provided instructional and behavioral tools to reinforce student recognition, motivation, and academic achievement. While graduation rates remained high and stable—particularly for Students with Disabilities—this action had limited impact on suspension reduction across subgroups.

Action 3.3 (Alternative educational settings) supported the Opportunity Program and site-based intervention teachers, offering structured environments for students needing individualized behavioral or academic support. These services contributed to lower chronic absenteeism and suspension rates among English learners and students with disabilities.

Action 3.4 (Additional academic support and options) expanded opportunities for credit recovery, independent study, and extended learning. Graduation rates were preserved, but slight increases in dropout rates for English learners and all students highlighted the need for early re-engagement and transition support.

Action 3.5 (Interventions) offered before and after school academic and behavioral supports, including Saturday sessions. While this extended support helped maintain graduation progress, suspension trends continued to rise, indicating a need for enhanced behavior interventions.

Action 3.6 (Support Services: Social Emotional Education) funded key wellness personnel including counselors, psychologists, nurses, and assistant principals to lead site-based SEL initiatives. This investment yielded substantial improvements across multiple metrics for students with disabilities, including reduced absenteeism, lower dropout rates, and improved graduation outcomes.

Action 3.7 (Pupil engagement and school climate support staff) provided behavior liaisons, social workers, and attendance clerks to address student needs and promote a positive climate. These roles were instrumental in maintaining safety perceptions and supporting attendance, especially for English learners and foster youth.

Action 3.8 (Technology and information) supported platforms for communication and family engagement, including district websites and notification tools. Despite consistent implementation, parent input ratings declined, suggesting the need for enhanced outreach strategies to improve accessibility and family connection.

Action 3.9 (School connectedness) promoted inclusive school events and student activities. While efforts were consistent, student connectedness declined by nearly six percentage points, signaling a disconnect between programming and student perception of belonging.

Action 3.10 (Parental involvement) provided outreach events, bilingual workshops, and flexible engagement opportunities for families. Although implementation exceeded expectations in number and diversity of events, survey data showed a slight decrease in parent engagement, prompting a need for deeper, relationship-based strategies.

Action 3.11 (Parent, student, and staff decision making) enabled stakeholder collaboration through site and district engagement meetings. While staff safety perceptions remained strong, participation and connection ratings for students and families declined, indicating a need to increase inclusivity and feedback opportunities.

Finally, Action 3.12 (Transportation) expanded access for students living in walking zones, helping stabilize attendance. Though year-over-year changes in attendance were limited, reliable transportation remained a foundational support for equitable school access.

Overall, Goal 3 implementation reflected the district's strong commitment to equity, wellness, and engagement. Key successes included reduced absenteeism and dropout rates for students with disabilities, along with sustained graduation rates. However, challenges such as

increasing suspension rates, declining student connectedness, and reduced family engagement will shape refinements in 2025–26. Future strategies will focus on targeted behavioral supports, culturally responsive outreach, and broader participation structures to ensure inclusive and supportive school communities.

**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.**

Goal 3 saw several contributing actions implemented below their planned budget, notably Action 3.1 (Professional Development on Behavior and SEL), which was under budget by \$19,993, and Action 3.2 (Supplementary Materials), with a variance of \$41,337. These underspends were primarily due to fewer external contracts.

Action 3.5 (Interventions) was also under budget, with savings resulting from lower-than-anticipated participation in Saturday school and after-school tutorial programs. Adjustments in scheduling and staff coverage contributed to the reduced expenditure.

However, some actions exceeded projections, such as Action 3.6 (Support Services for Social-Emotional Education) and Action 3.7 (Pupil Engagement and School Climate Support Staff), which were over budget by \$78,521 and \$138,150, respectively. These increases were driven by expanded mental health supports and additional staffing investments responding to higher student needs in wellness and engagement. Action 3.10 (Parental Involvement) also exceeded expectations by \$66,616 due to increased outreach and event programming.

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

A thorough analysis of action effectiveness has been made using the current metrics in the LCAP. The following actions have been deemed to be at least partially effective in making progress toward the goal:

Action 3.1 – Professional development on behavior and social-emotional education showed a meaningful reduction in chronic absenteeism for SWD (–8.4%) and EL (–4.7%), aligning with its intended outcomes (Metrics 3.5, 3.8). However, suspension rates increased slightly for All Students (+0.4%) and FY (+2.2%), suggesting the need for continued refinement in behavior strategies.

Action 3.2 – Supplementary materials were intended to reduce suspensions and improve graduation rates. Graduation rates remained high (All: 95.8%, LI: 95.6%, EL: 93.0%), and SWD increased by 1.6%, indicating partial success (Metric 3.7). However, suspensions showed only modest change or increase, indicating the materials' benefits may not have reached all targeted subgroups (Metric 3.8).

Action 3.3 – Alternative educational settings focused on improving behavior outcomes. Chronic absenteeism fell for ELs and SWD, and SWD suspensions dropped by 0.8 percentage points, supporting the action's impact on targeted subgroups (Metrics 3.5, 3.8).

Action 3.4 – Additional academic support and options contributed to stable attendance (All: –0.04%, EL: +0.07%) and high graduation rates but saw dropout rates rise slightly among EL (+1.9%) and All Students (+0.7%) (Metrics 3.4, 3.6, 3.7). This indicates a need to strengthen targeted dropout prevention strategies.

Action 3.5 – Interventions (before, afterschool, and Saturday) helped sustain graduation rates for most groups, though suspensions increased slightly. The continued support helped maintain performance for at-risk groups (Metrics 3.7, 3.8).

Action 3.6 – Support Services: Social Emotional Education was highly effective. SWD outcomes improved across dropout (–2.1%), absenteeism (–8.4%), and graduation (+1.6%) rates. This action significantly advanced engagement and well-being goals (Metrics 3.5, 3.6, 3.7).

Action 3.7 – Pupil engagement and school climate support staff helped lower absenteeism among ELs (–4.7%) and improved overall climate perceptions. This suggests the support staff played a vital role in maintaining a safe, engaging school environment (Metrics 3.5, 3.10).

Action 3.8 – Technology and Information enhanced communication between schools and families, supporting improvements in engagement and attendance. In alignment with Metric 3.5 (Chronic Absenteeism), chronic absenteeism declined for English Learners (–4.7%) and Students with Disabilities (–8.4%), suggesting that timely access to information and alerts contributed to improved daily attendance. While the percentage of students suspended (Metric 3.8) saw a modest increase overall, the use of digital platforms helped strengthen early awareness and follow-up efforts, which remain foundational to broader behavior and engagement strategies.

Action 3.10 – Parental Involvement also aligned with Metrics 3.5 and 3.8, impacting attendance and discipline outcomes. Chronic absenteeism declined among key subgroups, including EL and SWD students, which reflects the expanded outreach and family engagement programming. At the same time, suspensions for certain groups, such as Foster Youth, increased, signaling that while parental involvement supports engagement, additional coordination is needed to improve behavior-related outcomes.

Action 3.11 – Parent, student, and staff decision-making played a supporting role in sustaining positive engagement and safety perceptions, with 86.9% of students and 96% of teachers reporting a sense of safety (Metric 3.10).

Action 3.12 – Transportation was implemented as planned, helping stabilize attendance (All: –0.04%) and supporting access, especially for students within walking zones (Metric 3.4).

The following action(s) have yet to yield the desired effectiveness results:

Action 3.9 – School connectedness aimed to improve student belonging. Student connectedness dropped from 76% to 70.2% (–5.8 percentage points), suggesting existing efforts must be strengthened to reverse the decline (Metric 3.10).

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.

A review of Goal 3 actions shows that many were moderately effective in improving engagement, behavior, and graduation outcomes for unduplicated students. Action 3.1, which focused on professional development in behavior and social-emotional learning, contributed to a notable decline in chronic absenteeism among Students with Disabilities (–8.4 percentage points). However, suspension rates rose slightly across several groups, suggesting that behavioral strategies must continue to evolve. Action 3.2 provided supplementary materials to support

learning and engagement. While graduation rates remained high and absenteeism declined in key subgroups, dropout rates rose slightly, especially for English Learners, indicating the need for better alignment of resources to subgroup needs. Actions 3.3 and 3.4, which expanded alternative settings and academic support options, showed mixed results. Chronic absenteeism and suspensions declined for English Learners and SWD, yet dropout rates increased for several groups. Action 3.5, which offered intervention programs, helped stabilize graduation rates despite slight increases in suspension.

One of the most impactful strategies was Action 3.6, which significantly reduced chronic absenteeism, suspension, and dropout rates for Students with Disabilities while boosting their graduation rate. Similarly, Action 3.7, which funded pupil engagement and school climate staff, contributed to gains among English Learners and Low-Income students, particularly in attendance. Actions 3.8 and 3.9, focused on outreach and school connectedness, showed limitations. Though digital tools were in place, parental input and engagement metrics declined, and student connectedness dropped by nearly 6 percentage points. Actions 3.10 and 3.11, aimed at parental involvement and shared decision-making, also experienced slight declines in perception data, though stakeholder safety perceptions remained high. Finally, Action 3.12 provided transportation access, which helped stabilize attendance but showed minimal year-over-year shifts. Collectively, these actions yielded meaningful gains for some subgroups while identifying areas—especially school connectedness and dropout prevention—where intensified strategies are needed.

**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.**

## 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. | \$15,119.00 | 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.                                                                                                                                                                                            | \$35,000.00 | Yes          |

| Action #   | Title                                        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds    | Contributing |
|------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| <b>3.3</b> | Alternative educational settings             | <p>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.</p> <p>a. Maintain the district Opportunity Program teacher as an alternative educational setting.</p> <p>b. Maintain three academic intervention teachers – one for each comprehensive school site to provide behavioral improvement instruction.</p>                                                                                                                                                                                                                                                                                    | \$596,772.00   | Yes          |
| <b>3.4</b> | Additional academic support and options      | <p>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.</p> <p>a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth.</p> <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> | \$860,573.00   | Yes          |
| <b>3.5</b> | Interventions                                | <p>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.</p>                                                                                                                                                                                                                                                                                                                                   | \$53,400.00    | Yes          |
| <b>3.6</b> | 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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$2,565,322.00 | Yes          |

| Action #   | Title                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Total Funds    | Contributing |
|------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                                   | <p>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |              |
| <b>3.7</b> | Pupil engagement and school climate support staff | <p>The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; 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</p> | \$1,701,824.00 | Yes          |

| Action #   | Title                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Total Funds  | Contributing |
|------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                            | <p>staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth.</p> <p>d. Maintain four full-time and one half-time custodians to ensure clean learning environments.</p> <p>e. 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>f. 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> |              |              |
| <b>3.8</b> | Technology and information | <p>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 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>                                                         | \$125,450.00 | Yes          |
| <b>3.9</b> | 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>                                                                                                                                                                                      | \$102,250.00 | Yes          |

| Action #    | Title                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Total Funds  | Contributing |
|-------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|             |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |              |
| <b>3.10</b> | 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> | \$522,593.00 | Yes          |
| <b>3.11</b> | Parent, student, and staff decision making | The district will continue to conduct district educational partner meetings for data analysis, outcome analysis and performance analysis.                                                                                                                                                                                                                                                                                                                                                                                                              | \$18,750.00  | Yes          |
| <b>3.12</b> | 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>                                                                                                                                            | \$282,058.00 | 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)

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<br><br>Source: DataQuest TAMO<br><br>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 | 2022-23 DataQuest<br><br>63.6% | 2022-23 DataQuest<br><br>63.6% |                | 85.0%                     | No Change                        |

| Metric # | Metric                                                                                                                                                                                                   | Baseline                                                                                                          | Year 1 Outcome                                                                                                 | Year 2 Outcome | Target for Year 3 Outcome                                                   | Current Difference from Baseline                                                       |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|          | 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%<br/>LI: 70.9%<br/>FY: 31.6%<br/>EL: 75.6%<br/>SWD: 85.7%</p> | <p>2023-24 DataQuest</p> <p>Valley High - All: 76.4%<br/>LI: 75.9%<br/>FY: 0%<br/>EL: 70.8%<br/>SWD: 73.7%</p> |                | <p>2025-26 DataQuest: All students groups at Valley High at 25% or less</p> | <p>Valley High: All: +5.65%<br/>LI: +5%<br/>FY: -31.6%<br/>EL: -4.8%<br/>SWD: -12%</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%<br/>LI: 86.7%</p>                                                  | <p>2024 California Dashboard</p> <p>ALL: 84.3%<br/>LI: 85.1%</p>                                               |                | <p>ALL: 90.5%<br/>LI: 90.5%</p>                                             | <p>ALL: -2.7%<br/>LI: -1.6%</p>                                                        |
| 4.4      | <p>Percentage of graduates who are prepared on the College/Career Indicator</p> <p>Source: California School Dashboard</p>                                                                               | <p>2023 California Dashboard</p> <p>ALL: 17.6%<br/>LI: 17.8%<br/>EL: 11.1%</p>                                    | <p>2024 California Dashboard</p> <p>ALL: 11.4%<br/>LI: 11.6%<br/>EL: 10.4%</p>                                 |                | <p>ALL: 35.0%<br/>LI: 35.0%<br/>EL: 35.0%</p>                               | <p>ALL: -6.2%<br/>LI: -6.2%<br/>EL: 0.7%</p>                                           |

| Metric # | Metric                           | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|----------|----------------|----------------|---------------------------|----------------------------------|
|          | Priority: 8 Other Pupil Outcomes |          |                |                |                           |                                  |

Goal Analysis [2024-25]

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.

In 2024–25, Delano Joint Union High School District implemented Goal 4 at Valley High School to reduce chronic absenteeism, increase graduation and college/career readiness, and expand access to instruction from fully credentialed teachers—all in alignment with Equity Multiplier requirements. This goal was developed based on significant performance gaps in absenteeism, credentialed staffing, and College/Career Indicator (CCI) outcomes for high-need student groups.

Action 4.1 (Attendance Support) was fully implemented and expanded during the year in response to stakeholder input and site-level data. Originally budgeted at \$66,936, actual expenditures rose to \$174,733 due to the strategic addition of certificated staff providing attendance case management. This investment yielded a notable success: EL chronic absenteeism dropped 4.8%, demonstrating the impact of targeted outreach, family engagement, and consistent reengagement efforts.

In contrast, Actions 4.2 (Additional Dual Enrollment and CTE Course Sections) and 4.3 (Additional Credit Recovery Sections and Tutorials) were not implemented using Equity Multiplier funds. Site-level analysis showed that Valley High’s continuation school enrollment patterns and flexible credit recovery model did not justify the addition of new course sections or extended tutorials. While these actions were instead supported through Learning Recovery Emergency Block Grant (LREBG) funds, no Equity Multiplier expenditures were recorded.

The partial implementation of Goal 4 reflects both adaptive decision-making and persistent structural challenges. Despite the success of attendance efforts for English learner, students with disabilities and foster youth, chronic absenteeism worsened overall, rising 5.6 percentage points for all students and 5.0 points for low-income students. College and career readiness also declined, with the CCI dropping from 17.6% to 11.4%, including a 6.2 percentage point decrease among low-income students. These declines signal a need for more differentiated and scalable supports.

Overall, Goal 4 implementation showed promise in specific areas, particularly reengagement of foster youth, but underscored the need for refined strategies in attendance, academic readiness, and staffing. For 2025–26, the LEA is adjusting the goal by enhancing Action 4.1 to include a dedicated pupil personnel services staff member. These adjustments reflect a more strategic use of resources, focused on scalable, high-impact interventions that align with student needs at Valley High.

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.

For Goal 4, there were material differences between planned and actual expenditures due to adjustments made in response to site-specific enrollment and programming needs at Valley High School.

Action 4.1 (Attendance Support): Actual expenditures totaled \$137,554, significantly exceeding the planned amount of \$66,936. This increase reflects the LEA's decision to expand pupil personnel services staffing and outreach in response to rising chronic absenteeism and feedback from educational partners calling for more intensive reengagement efforts. The expansion included the use of additional certificated staff FTE.

Actions 4.2 and 4.3 (Dual Enrollment/CTE and Credit Recovery/Tutorials): Planned expenditures of \$80,848 and \$26,949 respectively were not incurred. These actions were deferred after site review determined that student enrollment levels at Valley High School—a continuation site—did not warrant the addition of new course sections or extended tutorial programs. Existing flexible credit recovery models and course offerings were deemed sufficient to meet current student needs.

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

The implementation of Goal 4 at Valley High School yielded mixed outcomes in its effort to improve attendance and college and career readiness, as aligned with the intent of the Equity Multiplier initiative. Action 4.1 (Attendance Support) was fully implemented and expanded using LCFF funds, contributing to a significant reduction in chronic absenteeism among English learner, students with disabilities and foster students. This outcome demonstrated the effectiveness of dedicated staff and case management efforts focused on reengagement and family outreach.

Despite this success, chronic absenteeism increased among other student groups, including a 5.6 percentage point increase among all students and a 5.0 point rise among low-income students. These results suggest that while the supports were beneficial for targeted groups, broader and more differentiated interventions are needed to effectively engage all students, particularly in the continuation school setting.

Actions 4.2 (Additional Dual Enrollment and CTE Sections) and 4.3 (Credit Recovery and Tutorials) were implemented using Learning Recovery Emergency Block Grant (LREBG) funds, rather than Equity Multiplier allocations. These services supported flexible course options and academic interventions aligned to student interest areas and credit recovery needs. While implementation occurred, student participation remained limited due to the school's enrollment levels and flexible scheduling structure. As a result, the overall impact on college and career readiness was constrained.

The College and Career Indicator (CCI) declined from 17.6% to 11.4%, with a 6.2 percentage point drop for low-income students, and graduation rates also declined slightly. These trends reinforce the need to strengthen academic pathways and career-aligned supports, even where funding and structural flexibility exist.

In summary, while attendance support strategies showed promise for specific high-need subgroups, and academic actions were implemented using LREBG funds, overall progress toward the goal was limited by structural and staffing challenges. These lessons are directly informing refinements for the 2025–26 plan year.

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.

Following an analysis of implementation outcomes and educational partner feedback, the LEA is refining Goal 4 to better align with the unique needs of Valley High School and the requirements of the Equity Multiplier.

In response to rising chronic absenteeism and input from educational partners, the LEA will expand Action 4.1 to include a dedicated pupil personnel services staff member. This individual will provide case management, coordinate wraparound services, and work closely with families to address barriers that prevent students from attending regularly. This enhancement builds upon the positive outcomes seen among foster youth and aims to extend those supports to other high-need student groups.

These changes allow the LEA to focus Equity Multiplier resources on the most impactful attendance strategies while continuing to provide academic interventions through alternate funding. The LEA remains committed to improving conditions for learning and student outcomes at Valley High School through strategic alignment and continued educational partner engagement.

**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.**

## 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. | \$149,309.00 | No           |
| 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.                                  | \$12,000.00  | No           |
| 4.3      | Additional Credit Recovery Sections and Tutorials  | Increasing opportunities for students to take credit recovery to assist with increasing graduation rates.                                                | \$17,179.00  | No           |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$20,167,495.00                                               | \$2,616,741.00                                           |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 41.549%                                                                         | 0.000%                      | \$0.00                  | 41.549%                                                                     |

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><b>Action:</b><br/>High quality instruction</p> <p><b>Need:</b><br/>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 critical questions required of each PLC: What do | 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>Current 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><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                |
| 1.2               | <p><b>Action:</b><br/>Professional development and support</p> <p><b>Need:</b><br/>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>Current 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                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                   |                                                                                                                                                 |
| 1.3               | <b>Action:</b><br>Teacher Retention<br><br><b>Need:</b><br>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.<br><br>Current 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.<br><br><b>Scope:</b><br>LEA-wide | 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. | We will continue to monitor our clear credential percentage as an indicator of the effectiveness of this action. (measured by Goal 1 Metric #1) |
| 1.4               | <b>Action:</b><br>Academic Coaches<br><br><b>Need:</b><br>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                                                                                                                                                                                                                                                                                                                                                                                                                       | 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.                                                                          | We will monitor course access through survey responses and dashboard outcomes. (measured by Goal 1 Metric #7)                                   |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Metric(s) to Monitor Effectiveness                                                                                            |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>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>Current 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><b>Scope:</b><br/>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                               |
| <b>1.5</b>        | <p><b>Action:</b><br/>Technology</p> <p><b>Need:</b><br/>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 delivering differentiated and personalized learning experiences.</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 styles, and abilities. Technology enables students to connect with peers, experts, and resources from</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>According to CAASPP data, lower performance on EAP of our unduplicated pupils (compared to all students) as well as present 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><b>Scope:</b><br/>LEA-wide</p> | <p>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><b>Action:</b><br/>Tutorials and Interventions</p> <p><b>Need:</b><br/>17.6% of our English learners and 60.85% of low income students met standard in English</p>                                                                                                                                                                  | <p>Our district will continue to provide interventions throughout the day, tutorials, summer learning and incentives to support growth in student academic performance.</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>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>Current 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><b>Scope:</b><br/>LEA-wide</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>blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>                                                                                                                                                           |
| 2.2               | <p><b>Action:</b><br/>Reduced class size</p> <p><b>Need:</b><br/>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>Current educational partner feedback from students, parents, teachers and administration highlight that creating a classroom environment conducive to learning is an essential component to student academic achievement. This is done through keeping the student to teacher ratio at a reduced rate</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                                                                                                                                                                                                                             |
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|                   | <p>to allow for teachers to more easily identify gaps and offer support.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                |
| <b>2.3</b>        | <p><b>Action:</b><br/>Certificated Support Staff</p> <p><b>Need:</b><br/>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>Current 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><b>Scope:</b><br/>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> |
| <b>2.4</b>        | <p><b>Action:</b><br/>Classified Support Staff</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Our district will continue to address the need of closing the achievement gap through providing instructional assistants, technology staff and foster liaison.</p>                                                                                                                                                                                                                                                         | <p>We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis</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                                                                                                                                                                                              |
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|                   | <p>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>Current 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><b>Scope:</b><br/>LEA-wide</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>of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)</p>                                                                                                      |
| 2.5               | <p><b>Action:</b><br/>Increased UC A-G, AP and Dual Enrollment sections</p> <p><b>Need:</b><br/>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>Current 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                                                                                                                                                                                                  |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |
| <b>2.6</b>        | <p><b>Action:</b><br/>UC A-G preparedness and AP passing strategies</p> <p><b>Need:</b><br/>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>Current 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><b>Scope:</b><br/>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>     |
| <b>2.7</b>        | <p><b>Action:</b><br/>CTE and dual enrollment</p> <p><b>Need:</b><br/>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 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 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                                                                                                                                                                                                  |
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|                   | <p>Current educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |
| <b>2.8</b>        | <p><b>Action:</b><br/>CTE and dual enrollment support staff</p> <p><b>Need:</b><br/>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>Current 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><b>Scope:</b><br/>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> |
| <b>2.9</b>        | <p><b>Action:</b><br/>Access to a broad course of study</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Our district will continue to address the need of closing the pathway completion gap through maintaining existing additional hour for classified</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                                                                                                                                                                                                  |
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|                   | <p><b>Need:</b><br/>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>Current educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                            | <p>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>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>                                                                                 |
| 2.10              | <p><b>Action:</b><br/>Supplemental materials, equipment, and supplies</p> <p><b>Need:</b><br/>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>Current 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>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                                                                                                                                                                                                                                                 |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                    |
| 2.11              | <b>Action:</b><br>Supplemental Activities<br><br><b>Need:</b><br>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.<br><br>Current 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.<br><br><b>Scope:</b><br>LEA-wide | 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.<br><br>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. | 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)                                                           |
| 2.12              | <b>Action:</b><br>Student and staff recognition<br><br><b>Need:</b><br>92% of our teachers and 76% of students reported feeling connected to school in the annual culture and climate survey.<br><br>Current educational partner feedback highlighted that recognition of English learner, foster and low income students has a positive                                                                                                   | Our district will continue to recognize staff and foster, English learner and low-income students for their accomplishments in the various action areas.<br><br>These actions are being provided on an LEA-wide basis because all our students and teachers will benefit from these recognitions.                                                                                                                        | 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 Metrics 2.2 and 2.3, Goal 3 Metric 5) |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis                                                                                                                      | Metric(s) to Monitor Effectiveness                                                                                                   |
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|                   | <p>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><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |                                                                                                                                      |
| 2.14              | <p><b>Action:</b><br/>Other Pupil Outcomes</p> <p><b>Need:</b><br/>Local data indicates that students continue to win awards and place at various competitions at both the state and national level.</p> <p>Current 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 (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</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                                                                                                                                                                                                                                                                    |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                       |
| <b>3.1</b>        | <p><b>Action:</b><br/>Professional development on behavior and social- emotional education</p> <p><b>Need:</b><br/>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>Current educational partner feedback indicates a need to continue to provide staff with professional development centered around learning interventions to improve these results.</p> <p><b>Scope:</b><br/>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> |
| <b>3.2</b>        | <p><b>Action:</b><br/>Supplementary materials</p> <p><b>Need:</b><br/>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</p>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>We will continue to provide teacher with behavioral instructional curriculum to include Advantage Press Positive Behavior and Instructional 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,</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</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                                                                                                                                                                                                                                                      |
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|                   | <p>positive school culture is the delivery of supplementary material to students in need of intervention.</p> <p>Current 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><b>Scope:</b><br/>LEA-wide</p>                                                                   | <p>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>necessary supports to be successful. (measured by Goal 3 Metric #7, #8)</p>                                                                                                                                                                                                          |
| <b>3.3</b>        | <p><b>Action:</b><br/>Alternative educational settings</p> <p><b>Need:</b><br/>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><b>Scope:</b><br/>LEA-wide</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> |
| <b>3.4</b>        | <p><b>Action:</b><br/>Additional academic support and options</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>The actions of providing additional sections of independent study, Saturday credit recovery and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>We will monitor progress through student and</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                                                                                                                                      |
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|                   | <p><b>Need:</b><br/>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>Current 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><b>Scope:</b><br/>LEA-wide</p> | <p>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>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> |
| 3.5               | <p><b>Action:</b><br/>Interventions</p> <p><b>Need:</b><br/>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>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>                 |

| 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                                                                                                                                                                                                                                                                            |
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|                   | <p>The outreach to educational partners still 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><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                               |
| 3.6               | <p><b>Action:</b><br/>Support Services: Social Emotional Education</p> <p><b>Need:</b><br/>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 still 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><b>Scope:</b><br/>LEA-wide</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 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>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                                                                                                              |
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| 3.7               | <p><b>Action:</b><br/>Pupil engagement and school climate support staff</p> <p><b>Need:</b><br/>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>Current 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 (31.6%) are chronically absent more than all students (24.1%).</p> <p><b>Scope:</b><br/>LEA-wide</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>This action is being provided LEA-wide to ensure that all schools benefit from supports provided by these professionals.</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> |
| 3.8               | <p><b>Action:</b><br/>Technology and information</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>We will continue to provide electronic communication tools that are easily accessible to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>We will seek parent feedback on notices</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                                                                      |
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|                   | <p><b>Need:</b><br/>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>Current 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><b>Scope:</b><br/>LEA-wide</p> | <p>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>school connectedness in order to make adjustments as needed. (measured by Goal 3 Metrics #8, #5)</p> |
| 3.9               | <p><b>Action:</b><br/>School connectedness</p> <p><b>Need:</b><br/>76% of students, 92% of teachers and 98% of parents reported in January 2024 surveys that the they feel connected to school.</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>       |

| 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>Current 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><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |
| 3.10              | <p><b>Action:</b><br/>Parental involvement</p> <p><b>Need:</b><br/>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>Current 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</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>(25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                             |
| <b>3.11</b>       | <p><b>Action:</b><br/>Parent, student, and staff decision making</p> <p><b>Need:</b><br/>96% of parents and 85% of student reported in January 2024 surveys that the district involves parents in decision making.</p> <p>Current 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 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><b>Scope:</b><br/>LEA-wide</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> |
| <b>3.12</b>       | <p><b>Action:</b><br/>Transportation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Our district will continue to provide increased bus routes at each comprehensive site to expand services to students within the designated walking</p>                                                                                                                                                                      | <p>We will monitor attendance for foster, English learners as well as</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><b>Need:</b><br/>93% of students are attending school on average each day throughout the district.</p> <p>Current 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><b>Scope:</b><br/>LEA-wide</p> | <p>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> | for all students in the district. (measured by Goal 3 Metric #4) |

### **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                                                                                                                              |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.13</b>       | <p><b>Action:</b><br/>Academic Support for English Learners</p> <p><b>Need:</b><br/>California Dashboard English Learner Progress Indicator indicates that 56.7% making progress toward English language</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> | We will monitor progress in student performance of English learner group through analysis of IAB interim assessment blocks, local benchmarks and performance on |

| Goal and Action # | Identified Need(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How the Action(s) are Designed to Address Need(s)                                                                                                                                                                                                                      | Metric(s) to Monitor Effectiveness                                                                                                                                                                           |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>proficiency. This percentage led to the district recording at 'High' Status.<br/>Local Data Reclassification rate for 22-23 was 18.1%.</p> <p>Current educational partner feedback highlighted a continued need to provide additional EL supports and monitoring through the EL specialist.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                        | CAASPP. (measured by Goal 2 Metric #4E, #4F)                                                                                                                                                                 |
| <b>2.15</b>       | <p><b>Action:</b><br/>Academic Support for Long-Term English Learners</p> <p><b>Need:</b><br/>California Dashboard (2024) English Learner Progress Indicator indicates that 46.7% making progress toward English language proficiency. This percentage led to the district recording at 'Medium' Status.<br/>Local Data Reclassification rate for 23-24 was 25.0%.</p> <p>Educational partner feedback highlighted a continued need to provide additional supports and monitoring to our Long-Term English Learners through the EL specialist.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>Our district will provide an 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 Long-Term English Learners</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) |

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 engagement during Spring 2025, including SSC, ELAC, and site-level student input, confirmed the ongoing need for school-based staff who deliver direct services to unduplicated pupils. All schools in Delano Joint Union High School District (DJUHSD) exceed the 55% unduplicated pupil threshold; therefore, no comparison schools exist.

Staffing decisions were guided by data on unduplicated pupil concentration, prioritizing the two highest-need sites: Robert F. Kennedy High School and Delano High School. The following positions were funded through Additional Concentration Grant resources:

#### **Site-Specific Investments**

Robert F. Kennedy and Delano High School:

- 4.5 FTE Custodians (Action 3.7): Maintain four full-time and one half-time custodians to ensure safe, clean learning environments. 2024 student surveys identified clean facilities as a key factor in improving school connectedness and learning.
- 0.5 FTE Attendance Clerk (RFK) (Action 3.7): Supports proactive family outreach to improve attendance among English Learners and socioeconomically disadvantaged students.
- CTE/Dual Enrollment Clerks (Action 2.8): Assist English Learners, foster youth, and low-income students with dual enrollment registration, CTE participation, and postsecondary applications.

#### **Districtwide Staffing (All Three Comprehensive Sites):**

- Technology Staff (Action 2.4): Provide real-time tech support and promote digital literacy to improve academic achievement for English Learners and low-income students.
- 2 Independent Study Teachers (Action 3.4): Expand instructional access, support re-engagement efforts, and reduce chronic absenteeism.
- 9 Instructional Assistant FTE (Action 2.9): Deliver targeted academic support to help close achievement gaps.
- 1 District Social Worker (Action 3.7): Increase implementation of positive behavior supports and reduce suspensions among high-need students.
- 0.5 FTE Attendance Clerk (Cesar E. Chavez) (Action 3.7): Reinforce family-school partnerships to improve attendance of unduplicated pupils.

#### **Monitoring and Accountability**

These actions are designed to improve attendance, reduce chronic absenteeism and suspensions, and expand access to college/career pathways. Progress will be monitored through subgroup analysis of:

- Chronic absenteeism and suspension data
- Dual enrollment and CTE course participation
- Student and parent survey results

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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                                                        | 1:16                                                            |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A                                                        | 1:16                                                            |

2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | \$48,539,062.00                                       | \$20,167,495.00                                                                     | 41.549%                                                                                                | 0.000%                                                            | 41.549%                                                                                          |

| Totals | LCFF Funds      | Other State Funds | Local Funds | Federal Funds  | Total Funds     | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$20,189,745.00 | \$862,580.00      | \$0.00      | \$1,002,198.00 | \$22,054,523.00 | \$20,484,614.00 | \$1,569,909.00      |

| 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<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$661,898.00    | \$0.00              | \$661,898.00   |                   |             |               | \$661,898.00   |                                         |
| 1      | 1.2      | Professional development and support | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$272,113.00    | \$83,911.00         | \$356,024.00   |                   |             |               | \$356,024.00   |                                         |
| 1      | 1.3      | Teacher Retention                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$980,589.00    | \$0.00              | \$980,589.00   |                   |             |               | \$980,589.00   |                                         |
| 1      | 1.4      | Academic Coaches                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$187,282.00    | \$0.00              | \$78,371.00    |                   |             | \$108,911.00  | \$187,282.00   |                                         |
| 1      | 1.5      | Technology                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$534,562.00        | \$534,562.00   |                   |             |               | \$534,562.00   |                                         |
| 2      | 2.1      | Tutorials and Interventions          | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$205,092.00    | \$45,782.00         | \$134,893.00   | \$115,981.00      |             |               | \$250,874.00   |                                         |
| 2      | 2.2      | Reduced class size                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$4,275,604.00  | \$0.00              | \$4,275,604.00 |                   |             |               | \$4,275,604.00 |                                         |
| 2      | 2.3      | Certificated Support Staff           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$1,038,647.00  | \$0.00              | \$145,360.00   |                   |             | \$893,287.00  | \$1,038,647.00 |                                         |

| Goal # | Action # | Action Title                                      | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---------------------------------------------------|------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
| 2      | 2.4      | Classified Support Staff                          | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$1,233,348.00  | \$0.00              | \$665,237.00   | \$568,111.00      |             |               | \$1,233,348.00 |                                         |
| 2      | 2.5      | Increased UC A-G, AP and Dual Enrollment sections | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$597,108.00    | \$0.00              | \$597,108.00   |                   |             |               | \$597,108.00   |                                         |
| 2      | 2.6      | UC A-G preparedness and AP passing strategies     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$239,781.00        | \$239,781.00   |                   |             |               | \$239,781.00   |                                         |
| 2      | 2.7      | CTE and dual enrollment                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$2,308,222.00  | \$0.00              | \$2,308,222.00 |                   |             |               | \$2,308,222.00 |                                         |
| 2      | 2.8      | CTE and dual enrollment support staff             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$551,292.00    | \$0.00              | \$551,292.00   |                   |             |               | \$551,292.00   |                                         |
| 2      | 2.9      | Access to a broad course of study                 | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$600,962.00    | \$0.00              | \$600,962.00   |                   |             |               | \$600,962.00   |                                         |
| 2      | 2.10     | Supplemental materials, equipment, and supplies   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$152,897.00        | \$152,897.00   |                   |             |               | \$152,897.00   |                                         |
| 2      | 2.11     | Supplemental Activities                           | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$93,983.00         | \$93,983.00    |                   |             |               | \$93,983.00    |                                         |
| 2      | 2.12     | Student and staff recognition                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$60,321.00         | \$60,321.00    |                   |             |               | \$60,321.00    |                                         |
| 2      | 2.13     | Academic Support for English Learners             | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | Ongoing   | \$332,555.00    | \$0.00              | \$332,555.00   |                   |             |               | \$332,555.00   |                                         |

| Goal # | Action # | Action Title                                                        | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|-----------------------------------------|
| 2      | 2.14     | Other Pupil Outcomes                                                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$215,000.00    | \$8,703.00          | \$223,703.00   |                   |             |               | \$223,703.00   |                                         |
| 2      | 2.15     | Academic Support for Long-Term English Learners                     | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | Ongoing   | \$317,272.00    | \$0.00              | \$317,272.00   |                   |             |               | \$317,272.00   |                                         |
| 3      | 3.1      | Professional development on behavior and social-emotional education | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$15,119.00         | \$15,119.00    |                   |             |               | \$15,119.00    |                                         |
| 3      | 3.2      | Supplementary materials                                             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$35,000.00         | \$35,000.00    |                   |             |               | \$35,000.00    |                                         |
| 3      | 3.3      | Alternative educational settings                                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$596,772.00    | \$0.00              | \$596,772.00   |                   |             |               | \$596,772.00   |                                         |
| 3      | 3.4      | Additional academic support and options                             | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$860,573.00    | \$0.00              | \$860,573.00   |                   |             |               | \$860,573.00   |                                         |
| 3      | 3.5      | Interventions                                                       | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$53,400.00         | \$53,400.00    |                   |             |               | \$53,400.00    |                                         |
| 3      | 3.6      | Support Services: Social Emotional Education                        | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$2,565,322.00  | \$0.00              | \$2,565,322.00 |                   |             |               | \$2,565,322.00 |                                         |
| 3      | 3.7      | Pupil engagement and school climate support staff                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$1,701,824.00  | \$0.00              | \$1,701,824.00 |                   |             |               | \$1,701,824.00 |                                         |
| 3      | 3.8      | Technology and information                                          | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing   | \$0.00          | \$125,450.00        | \$125,450.00   |                   |             |               | \$125,450.00   |                                         |

| 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      | 3.9      | School connectedness                               | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                      | Ongoing   | \$0.00          | \$102,250.00        | \$102,250.00 |                   |             |               | \$102,250.00 |                                         |
| 3      | 3.10     | Parental involvement                               | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                      | Ongoing   | \$522,593.00    | \$0.00              | \$522,593.00 |                   |             |               | \$522,593.00 |                                         |
| 3      | 3.11     | Parent, student, and staff decision making         | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                      | Ongoing   | \$0.00          | \$18,750.00         | \$18,750.00  |                   |             |               | \$18,750.00  |                                         |
| 3      | 3.12     | Transportation                                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                      | Ongoing   | \$282,058.00    | \$0.00              | \$282,058.00 |                   |             |               | \$282,058.00 |                                         |
| 4      | 4.1      | Attendance Support                                 | All                                            | No                                              |          |                                                | Specific Schools:<br>Valley High | Ongoing   | \$149,309.00    | \$0.00              |              | \$149,309.00      |             |               | \$149,309.00 |                                         |
| 4      | 4.2      | Additional Dual Enrollment and CTE Course Sections | All                                            | No                                              |          |                                                | Specific Schools:<br>Valley High | Ongoing   | \$12,000.00     | \$0.00              |              | \$12,000.00       |             |               | \$12,000.00  |                                         |
| 4      | 4.3      | Additional Credit Recovery Sections and Tutorials  | All                                            | No                                              |          |                                                | Specific Schools:<br>Valley High | Ongoing   | \$17,179.00     | \$0.00              |              | \$17,179.00       |             |               | \$17,179.00  |                                         |

# 2025-26 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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| \$48,539,062.00              | \$20,167,495.00                                            | 41.549%                                                                                             | 0.000%                                                   | 41.549%                                                                                       | \$20,189,745.00                                         | 0.000%                                               | 41.595 %                                                                                               | <b>Total:</b>            | \$20,189,745.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$19,539,918.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$649,827.00     |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$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<br>Foster Youth<br>Low Income | All Schools | \$661,898.00                                               |                                             |
| 1    | 1.2      | Professional development and support | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$356,024.00                                               |                                             |
| 1    | 1.3      | Teacher Retention                    | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$980,589.00                                               |                                             |
| 1    | 1.4      | Academic Coaches                     | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$78,371.00                                                |                                             |
| 1    | 1.5      | Technology                           | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$534,562.00                                               |                                             |
| 2    | 2.1      | Tutorials and Interventions          | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$134,893.00                                               |                                             |

| 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<br>Foster Youth<br>Low Income | All Schools | \$4,275,604.00                                             |                                             |
| 2    | 2.3      | Certificated Support Staff                        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$145,360.00                                               |                                             |
| 2    | 2.4      | Classified Support Staff                          | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$665,237.00                                               |                                             |
| 2    | 2.5      | Increased UC A-G, AP and Dual Enrollment sections | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$597,108.00                                               |                                             |
| 2    | 2.6      | UC A-G preparedness and AP passing strategies     | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$239,781.00                                               |                                             |
| 2    | 2.7      | CTE and dual enrollment                           | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,308,222.00                                             |                                             |
| 2    | 2.8      | CTE and dual enrollment support staff             | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$551,292.00                                               |                                             |
| 2    | 2.9      | Access to a broad course of study                 | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$600,962.00                                               |                                             |
| 2    | 2.10     | Supplemental materials, equipment, and supplies   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$152,897.00                                               |                                             |
| 2    | 2.11     | Supplemental Activities                           | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$93,983.00                                                |                                             |
| 2    | 2.12     | Student and staff recognition                     | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$60,321.00                                                |                                             |
| 2    | 2.13     | Academic Support for English Learners             | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$332,555.00                                               |                                             |
| 2    | 2.14     | Other Pupil Outcomes                              | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$223,703.00                                               |                                             |

| 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    | 2.15     | Academic Support for Long-Term English Learners                     | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$317,272.00                                               |                                             |
| 3    | 3.1      | Professional development on behavior and social-emotional education | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$15,119.00                                                |                                             |
| 3    | 3.2      | Supplementary materials                                             | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$35,000.00                                                |                                             |
| 3    | 3.3      | Alternative educational settings                                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$596,772.00                                               |                                             |
| 3    | 3.4      | Additional academic support and options                             | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$860,573.00                                               |                                             |
| 3    | 3.5      | Interventions                                                       | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$53,400.00                                                |                                             |
| 3    | 3.6      | Support Services: Social Emotional Education                        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,565,322.00                                             |                                             |
| 3    | 3.7      | Pupil engagement and school climate support staff                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$1,701,824.00                                             |                                             |
| 3    | 3.8      | Technology and information                                          | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$125,450.00                                               |                                             |
| 3    | 3.9      | School connectedness                                                | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$102,250.00                                               |                                             |
| 3    | 3.10     | Parental involvement                                                | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$522,593.00                                               |                                             |
| 3    | 3.11     | Parent, student, and staff decision making                          | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$18,750.00                                                |                                             |
| 3    | 3.12     | Transportation                                                      | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | \$282,058.00                                               |                                             |



# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$21,429,071.00                                      | \$21,564,266.00                            |

| 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                                            | \$690,350.00                                   | \$579,904.00                                      |
| 1                  | 1.2                  | Professional development and support              | Yes                                            | \$981,798.00                                   | \$619,316.00                                      |
| 1                  | 1.3                  | Teacher Retention                                 | Yes                                            | \$847,253.00                                   | \$859,916.00                                      |
| 1                  | 1.4                  | Academic Coaches                                  | Yes                                            | \$227,842.00                                   | \$218,568.00                                      |
| 1                  | 1.5                  | Technology                                        | Yes                                            | \$554,912.00                                   | \$765,315.00                                      |
| 2                  | 2.1                  | Tutorials and Interventions                       | Yes                                            | \$345,339.00                                   | \$254,229.00                                      |
| 2                  | 2.2                  | Reduced class size                                | Yes                                            | \$3,544,625.00                                 | \$4,067,490.00                                    |
| 2                  | 2.3                  | Certificated Support Staff                        | Yes                                            | \$981,446.00                                   | \$994,735.00                                      |
| 2                  | 2.4                  | Classified Support Staff                          | Yes                                            | \$1,271,103.00                                 | \$1,104,297.00                                    |
| 2                  | 2.5                  | Increased UC A-G, AP and Dual Enrollment sections | Yes                                            | \$655,895.00                                   | \$601,501.00                                      |
| 2                  | 2.6                  | UC A-G preparedness and AP passing strategies     | Yes                                            | \$210,000.00                                   | \$239,698.00                                      |

| 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) |
|--------------------|----------------------|----------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                                      |                                                |                                                |                                                   |
| 2                  | 2.7                  | CTE and dual enrollment                                              | Yes                                            | \$2,587,354.00                                 | \$2,500,085.00                                    |
| 2                  | 2.8                  | CTE and dual enrollment support staff                                | Yes                                            | \$498,224.00                                   | \$538,208.00                                      |
| 2                  | 2.9                  | Access to a broad course of study                                    | Yes                                            | \$467,248.00                                   | \$572,779.00                                      |
| 2                  | 2.10                 | Supplemental materials, equipment, and supplies                      | Yes                                            | \$107,000.00                                   | \$142,029.00                                      |
| 2                  | 2.11                 | Supplemental Activities                                              | Yes                                            | \$105,000.00                                   | \$74,201.00                                       |
| 2                  | 2.12                 | Student and staff recognition                                        | Yes                                            | \$115,000.00                                   | \$56,284.00                                       |
| 2                  | 2.13                 | Academic Support for English Learners and Long-Term English Learners | Yes                                            | \$634,541.00                                   | \$646,521.00                                      |
| 2                  | 2.14                 | Other Pupil Outcomes                                                 | Yes                                            | \$266,875.00                                   | \$223,703.00                                      |
| 3                  | 3.1                  | Professional development on behavior and social- emotional education | Yes                                            | \$34,000.00                                    | \$14,007.00                                       |
| 3                  | 3.2                  | Supplementary materials                                              | Yes                                            | \$75,430.00                                    | \$34,093.00                                       |
| 3                  | 3.3                  | Alternative educational settings                                     | Yes                                            | \$625,450.00                                   | \$592,758.00                                      |
| 3                  | 3.4                  | Additional academic support and options                              | Yes                                            | \$544,339.00                                   | \$573,728.00                                      |
| 3                  | 3.5                  | Interventions                                                        | Yes                                            | \$85,460.00                                    | \$38,400.00                                       |

| 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                  | 3.6                  | Support Services: Social Emotional Education       | Yes                                            | \$2,462,274.00                                 | \$2,540,795.00                                    |
| 3                  | 3.7                  | Pupil engagement and school climate support staff  | Yes                                            | \$1,495,510.00                                 | \$1,633,660.00                                    |
| 3                  | 3.8                  | Technology and information                         | Yes                                            | \$122,840.00                                   | \$120,450.00                                      |
| 3                  | 3.9                  | School connectedness                               | Yes                                            | \$73,000.00                                    | \$75,680.00                                       |
| 3                  | 3.10                 | Parental involvement                               | Yes                                            | \$384,628.00                                   | \$451,244.00                                      |
| 3                  | 3.11                 | Parent, student, and staff decision making         | Yes                                            | \$14,750.00                                    | \$17,956.00                                       |
| 3                  | 3.12                 | Transportation                                     | Yes                                            | \$244,852.00                                   | \$275,162.00                                      |
| 4                  | 4.1                  | Attendance Support                                 | No                                             | \$66,936.00                                    | \$137,554.00                                      |
| 4                  | 4.2                  | Additional Dual Enrollment and CTE Course Sections | No                                             | \$80,848.00                                    | \$0.00                                            |
| 4                  | 4.3                  | Additional Credit Recovery Sections and Tutorials  | No                                             | \$26,949.00                                    | \$0.00                                            |

# 2024-25 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) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| \$19,954,709.00                                                                  | \$20,188,239.00                                         | \$20,360,613.00                                                       | (\$172,374.00)                                                                                     | 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                                             | \$690,350.00                                                           | \$579,904.00                                                              |                                         |                                                                     |
| 1                  | 1.2                  | Professional development and support              | Yes                                             | \$905,555.00                                                           | \$543,073.00                                                              |                                         |                                                                     |
| 1                  | 1.3                  | Teacher Retention                                 | Yes                                             | \$847,253.00                                                           | \$859,916.00                                                              |                                         |                                                                     |
| 1                  | 1.4                  | Academic Coaches                                  | Yes                                             | \$87,462.00                                                            | \$78,188.00                                                               |                                         |                                                                     |
| 1                  | 1.5                  | Technology                                        | Yes                                             | \$554,912.00                                                           | \$765,315                                                                 |                                         |                                                                     |
| 2                  | 2.1                  | Tutorials and Interventions                       | Yes                                             | \$345,339.00                                                           | \$254,229.00                                                              |                                         |                                                                     |
| 2                  | 2.2                  | Reduced class size                                | Yes                                             | \$3,544,625.00                                                         | \$4,067,490.00                                                            |                                         |                                                                     |
| 2                  | 2.3                  | Certificated Support Staff                        | Yes                                             | \$131,970.00                                                           | \$145,259.00                                                              |                                         |                                                                     |
| 2                  | 2.4                  | Classified Support Staff                          | Yes                                             | \$1,271,103.00                                                         | \$1,104,297.00                                                            |                                         |                                                                     |
| 2                  | 2.5                  | Increased UC A-G, AP and Dual Enrollment sections | Yes                                             | \$655,895.00                                                           | \$601,501.00                                                              |                                         |                                                                     |
| 2                  | 2.6                  | UC A-G preparedness and AP passing strategies     | Yes                                             | \$210,000.00                                                           | \$239,698.00                                                              |                                         |                                                                     |
| 2                  | 2.7                  | CTE and dual enrollment                           | Yes                                             | \$2,587,354.00                                                         | \$2,500,085.00                                                            |                                         |                                                                     |
| 2                  | 2.8                  | CTE and dual enrollment support staff             | Yes                                             | \$498,224.00                                                           | \$538,208.00                                                              |                                         |                                                                     |

| 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) |
|--------------------|----------------------|----------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 2                  | 2.9                  | Access to a broad course of study                                    | Yes                                             | \$467,248.00                                                           | \$572,779.00                                                              |                                         |                                                                     |
| 2                  | 2.10                 | Supplemental materials, equipment, and supplies                      | Yes                                             | \$107,000.00                                                           | \$142,029.00                                                              |                                         |                                                                     |
| 2                  | 2.11                 | Supplemental Activities                                              | Yes                                             | \$105,000.00                                                           | \$74,201.00                                                               |                                         |                                                                     |
| 2                  | 2.12                 | Student and staff recognition                                        | Yes                                             | \$115,000.00                                                           | \$56,284.00                                                               |                                         |                                                                     |
| 2                  | 2.13                 | Academic Support for English Learners and Long-Term English Learners | Yes                                             | \$634,541.00                                                           | \$646,521.00                                                              |                                         |                                                                     |
| 2                  | 2.14                 | Other Pupil Outcomes                                                 | Yes                                             | \$266,875.00                                                           | \$223,703.00                                                              |                                         |                                                                     |
| 3                  | 3.1                  | Professional development on behavior and social- emotional education | Yes                                             | \$34,000.00                                                            | \$14,007.00                                                               |                                         |                                                                     |
| 3                  | 3.2                  | Supplementary materials                                              | Yes                                             | \$75,430.00                                                            | \$34,093.00                                                               |                                         |                                                                     |
| 3                  | 3.3                  | Alternative educational settings                                     | Yes                                             | \$625,450.00                                                           | \$592,758.00                                                              |                                         |                                                                     |
| 3                  | 3.4                  | Additional academic support and options                              | Yes                                             | \$544,339.00                                                           | \$573,728.00                                                              |                                         |                                                                     |
| 3                  | 3.5                  | Interventions                                                        | Yes                                             | \$85,460.00                                                            | \$38,400.00                                                               |                                         |                                                                     |
| 3                  | 3.6                  | Support Services: Social Emotional Education                         | Yes                                             | \$2,462,274.00                                                         | \$2,540,795.00                                                            |                                         |                                                                     |
| 3                  | 3.7                  | Pupil engagement and school climate support staff                    | Yes                                             | \$1,495,510.00                                                         | \$1,633,660.00                                                            |                                         |                                                                     |
| 3                  | 3.8                  | Technology and information                                           | Yes                                             | \$122,840.00                                                           | \$120,450.00                                                              |                                         |                                                                     |
| 3                  | 3.9                  | School connectedness                                                 | Yes                                             | \$73,000.00                                                            | \$75,680.00                                                               |                                         |                                                                     |
| 3                  | 3.10                 | Parental involvement                                                 | Yes                                             | \$384,628.00                                                           | \$451,244.00                                                              |                                         |                                                                     |
| 3                  | 3.11                 | Parent, student, and staff decision making                           | Yes                                             | \$14,750.00                                                            | \$17,956.00                                                               |                                         |                                                                     |
| 3                  | 3.12                 | Transportation                                                       | Yes                                             | \$244,852.00                                                           | \$275,162.00                                                              |                                         |                                                                     |



# 2024-25 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) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$48,164,878.00                                           | \$19,954,709.00                                                   | 0.000                                                    | 41.430%                                                                                                         | \$20,360,613.00                                                              | 0.000%                                                        | 42.273%                                                                                    | \$0.00                                                                     | 0.000%                                            |

# 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](mailto: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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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**

***Requirements***

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric #                                                                   |
|----------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Enter the metric number.</li></ul> |
| 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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **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:

- 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 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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