

LCFF Budget Overview for Parents

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

CDS Code: 1563404

School Year: 2026-27

LEA contact information:

Rosalina Rivera

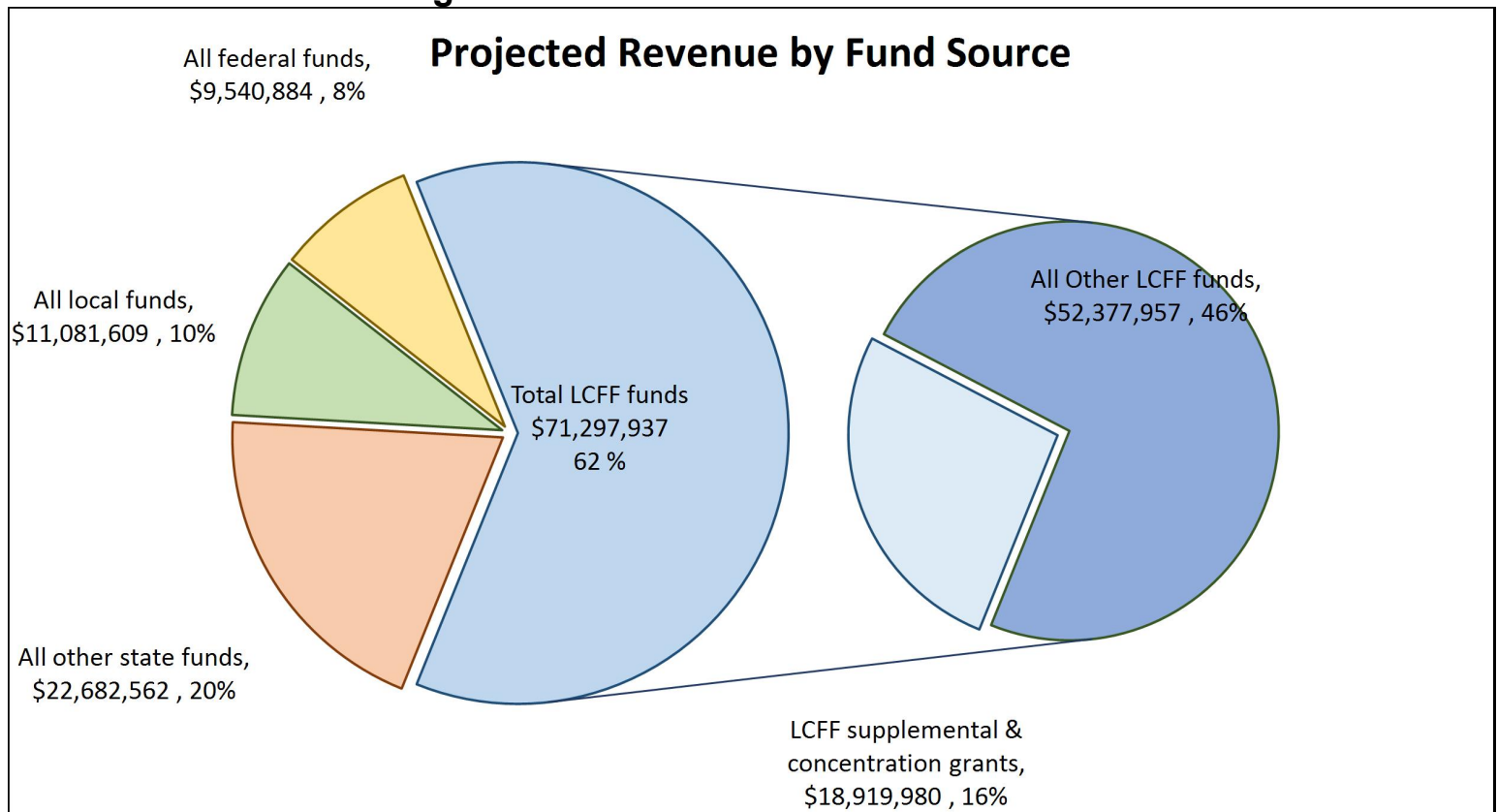
Superintendent

rrivera@duesd.org

(661) 721-5000

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

Budget Overview for the 2026-27 School Year

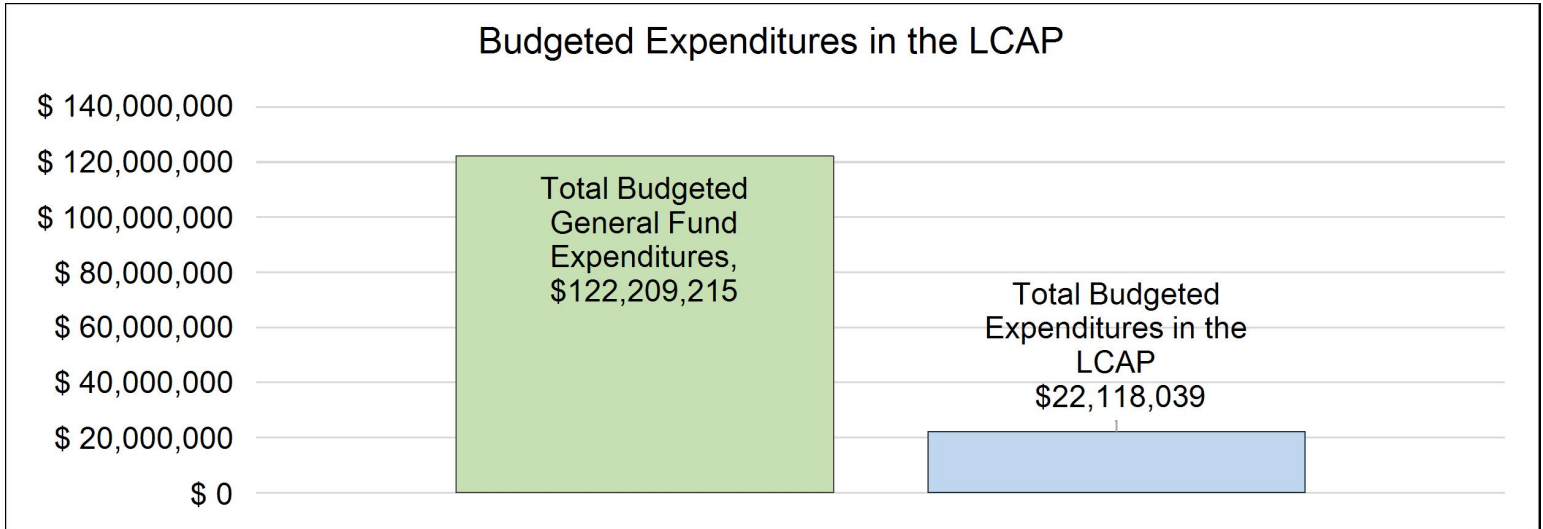


This chart shows the total general purpose revenue Delano Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Union School District is \$114,602,992, of which \$71,297,937.00 is Local Control Funding Formula (LCFF), \$22,682,562.00 is other state funds, \$11,081,609.00 is local funds, and \$9,540,884.00 is federal funds. Of the \$71,297,937.00 in LCFF Funds, \$18,919,980.00 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 Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Delano Union School District plans to spend \$122,209,215.00 for the 2026-27 school year. Of that amount, \$22,118,039.00 is tied to actions/services in the LCAP and \$100,091,176 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

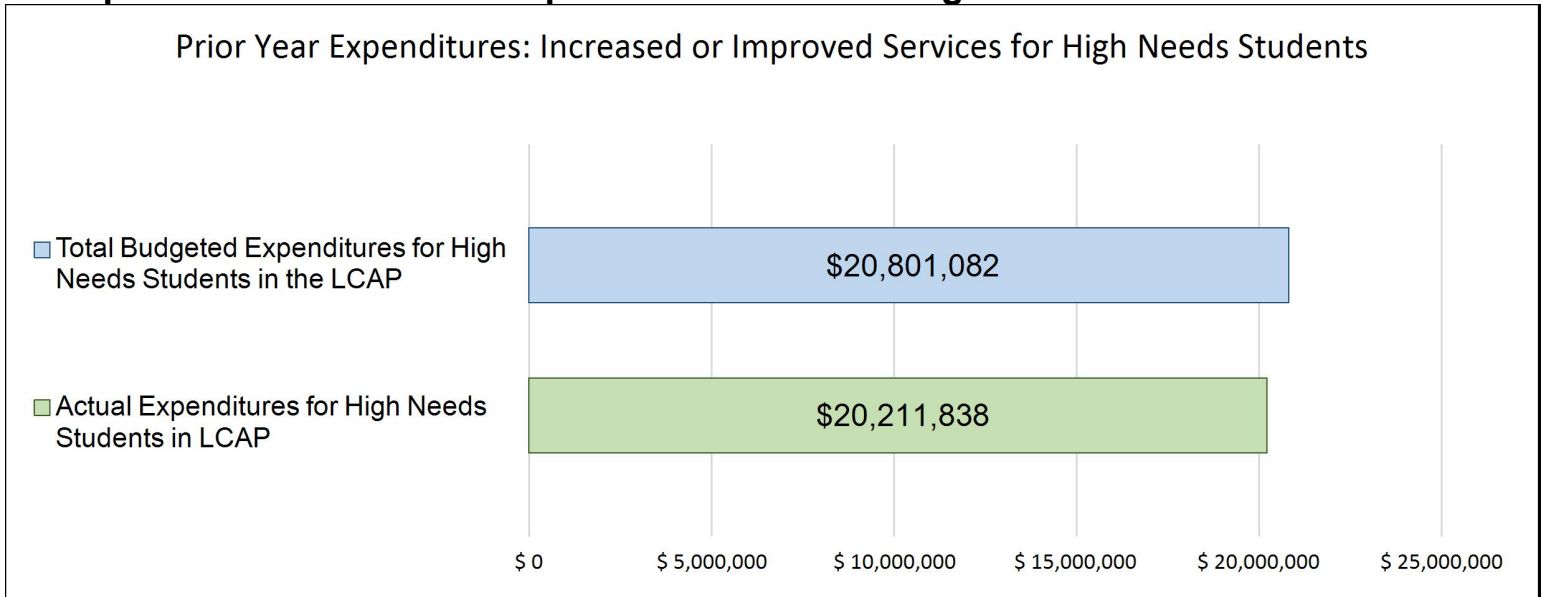
In addition to the funds that are allocated in the Local Control Accountability Plan, the General Fund budget also includes allocations to increase or improve services for high need students. The budget includes expenditures for supplemental instructional materials, additional staffing to support mental health and social and emotional learning, after school intervention programs and opportunities for expanded learning and enrichment programs (music, art, etc.) The General Fund also supports the core academic program by providing the staff to maintain a staff to pupil ratio of 24:1 in grades K-3rd. A Learning Coordinator is provided to support teachers by providing targeted professional development, assistance with lesson design and delivery, and resources to provide high quality integrated and designated English Language Development instruction. Funds are also utilized to maintain all facilities in good repair and provide a safe learning environment for students and staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Delano Union School District is projecting it will receive \$18,919,980.00 based on the enrollment of Foster Youth, English learner, and low-income students. Delano Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Union School District plans to spend \$19,488,026.00 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Delano Union School District's LCAP budgeted \$20,801,082.00 for planned actions to increase or improve services for high needs students. Delano Union School District actually spent \$20,211,838.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$589,244 had the following impact on Delano Union School District's ability to increase or improve services for high needs students:

The total actual LCAP expenditures for increased services of unduplicated pupils for the 2025-26 school year is slightly less than the budgeted expenditures. The district was able to utilize LREBG funds to supplement actions within each goal of the LCAP that helped to supplement services for expenditures for high needs students. Unduplicated pupils received a well-rounded education which focused on providing a top quality academic program as well as social emotional support while also providing opportunities in the areas of science, technology, engineering, arts, and math. The difference in the planned expenditures and the actual expenditure did not impact the implementation of the actions within this LCAP because the district used supplemental funding to fully implement each action.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

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.

Vision Statement

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

Mission Statement

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

Delano Union School District Pledge

1. We commit to providing an environment of academic excellence that will develop creative and critical thinkers.
2. We commit to providing a supportive learning environment that models a strong, positive work ethic, sparks an attitude of inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.
3. We commit to educating all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

4. We commit to engaging each of our students as unique individuals in order to prepare them for college and career readiness.

The Delano Union School District is nestled in the Central Valley of California in a farming community of approximately 53,000 residents. The district is home to approximately 6,200 students in grades TK-8 and employs over 900 staff members. The district is comprised of 12 schools: eight K-5 elementary schools, three 6-8 middle schools, and one K-8 school. In addition, the district provides a variety of preschool programs that enroll approximately 300 students each year. The diversity of the community of Delano is reflected in its student population.

The student demographics are as follows:

Hispanic - 5,449

White - 82

American Indian - 13

Asian - 69

Pacific Islander - 6

Filipino - 503

African American - 46

Multi - 30

Unknown - 46.

Our student population is also divided into the following subgroups:

5,300 socio-economically disadvantaged

1,604 English Learners

376 Migrant

105 Homeless

39 Foster Youth

712 Students with Disabilities

744 GATE

209 Immigrant.

The district's total unduplicated student count is 86% of our total student population.

Through this LCAP, the Delano Union School District is committed to address the needs of all students by offering strategic intervention and enrichment opportunities to guide them to become successful scholars. Each goal within this plan was strategically developed to address our mission, vision, and goals and to address the needs of our unduplicated subgroups. The goals and actions within this LCAP were informed through ongoing educational partner engagement and analysis of state and local data.

Reflections: Annual Performance

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

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

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

Based on the California School Dashboard for 2025:

1. The district is now .01 points above standard in English Language Arts and is now in the green performance level after an increase of 4.5 points. The Filipino subgroup is in the blue performance level and is 48.8 points above standard. The Hispanic, English Learners, LTELs, Homeless, and SED groups are all in the yellow performance level and only the White and SWD subgroups are in the orange performance levels. There are no subgroups in the red performance level. In ELA, the district has Albany Park, Cecil Avenue, and Pioneer schools significantly increase, and Almond Tree, Fremont, Princeton, Nueva Vista, and Terrace increase. La Vina School and Del Vista maintained and Morningside and Harvest both declined. The district's increase of 4.5 points in ELA and movement into the green performance level indicates that academic interventions and targeted instructional supports contributed to improved literacy outcomes because students received additional small-group instruction, intervention time, and access to standards-aligned supports. However, the orange performance levels for White and Students with Disabilities indicate that existing interventions were not sufficient for all students, specifically those requiring intensive individualized support.

2. In Mathematics, the district increased by 3.3 points and is now 37.4 points below standard and in the yellow performance level. All subgroups with the exception of White and Long Term English Learners had an increase in points. The Filipino subgroup is in the green performance level and is 10.2 points above standard. The following subgroups are in the yellow performance level: English Learners, Homeless, and Hispanic. The White and SED subgroups are in the orange performance level. The district did have two subgroups in the red performance level which are LTELs and SWD. Pioneer School and Cecil Avenue increased significantly while Princeton School and Nueva Vista increased. Harvest, Morningside, Almond Tree, Albany Park, Fremont, and Terrace all maintained. La Vina and Del Vista declined. Through Goals 1 and 3, the district will continue providing intervention periods, academic coaching, and targeted tutoring because these support increase instruction time and provide students with immediate corrective feedback on foundational literacy and mathematical skills. Despite gains in ELA, LTELs and SWD remain in the red performance level in mathematics, indicating that current intervention require additional intensity and differentiation.

3. The district's Chronic Absentee rate is 5.7%. This is a decrease of -3.5% from the previous school year. This has now placed the district in the green performance level. Our Filipino and Asian subgroups are in the blue performance level and the Hispanic, Two or More Races, White, English Learners, Long Term English Learners, Students with Disabilities, and SED subgroups are in the green performance level. The district has the Homeless subgroup in the yellow performance level and the Foster Youth subgroup in the orange performance level. For the group, in the orange performance level, the district has created actions in Goal 2 (Actions 1, 2, 4, 5 and 7) to target these students and

create a taskforce at each school to address the needs of specific students and figure out the root causes of why they are struggling with attending school regularly. Once the root cause is identified, the district will support the student and remove barriers that are affecting attendance. Attendance task forces contributed to a reduction in chronic absenteeism from 14.5% to 5.7% because school teams monitored attendance data daily and conducted timely outreach to families, and connected students to support services.

4. The district has a 1% suspension rate. The district decreased 1% from the previous year. This placed the district in the green performance level. There are no subgroups in the red or orange performance levels, 3 subgroups are in the yellow performance level, six are in the green performance level, and two are in the blue. The district will work with school sites to provide specific interventions via Goal 2 to the subgroups in the yellow performance level and will implement MTSS strategies to improve behavior.

5. The English Learner Progress Indicator (ELPI) is 50.20% and 63.7% for Long Term English Learners. this places the English Learners in the orange performance level due to a decline of 4.3 points and the LTELs in the green performance level since they maintained at .07. The district will provide extra support to both ELs and LTELs via Goal 1 Actions 2 and 8.

6. The district's only subgroups in the red performance level are the Long Term English Learners and Students with Disabilities in Math. Almond Tree Middle School has the SWD group in the red performance level in ELA. La Vina Middle School has the SWD and LTEL groups in the red performance level. Goal 1, Actions 2 and 8 will address the specific needs of Long Term English Learners, Additionally, Actions 1, 4, 5, and 7 will provide support for Long Term English learners improvement in academic performance. The district will target La Vina and Almond Tree Middle Schools with extra assistance to provide the necessary support to increase Long Term English Learner performance. Goal 1, Action 6 will provide targeted assistance and interventions for students with disabilities.

Based on local data for 2025-26:

ARI -

All Students: On Grade Level = 71%, One Grade Level Below = 9%, Two Grade Levels Below = 11%, Three Grade Levels Below = 5%, More Than Three Grade Levels Below = 4%

ELB -

All Students: Standard Exceeded = 68%, Standard Met = 9%, Standard Nearly Met = 14%, Standard Not Met = 9%

STAR -

ELA - On/Above Grade Level = 45%, Near Grade Level 16%, Below Grade Level = 21%, Far Below Grade Level = 17%

Math - On/Above Grade Level = 49%, Near Grade Level = 16%, Below Grade Level = 19%, Far Below Grade Level = 16%

Based on local data for 2024- 2025:

ARI -

All Students: On Grade Level = 71%, One Grade Level Below = 13%, Two Grade Levels Below = 9%, Three Grade Levels Below = 4%, More Than Three Grade Levels Below = 3%

ELB -

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

STAR -

ELA - On/Above Grade Level = 39%, Near Grade Level 15%, Below Grade Level = 18%, Far Below Grade Level = 28%

Math - On/Above Grade Level = 51%, Near Grade Level = 13%, Below Grade Level = 16%, Far Below Grade Level = 20%

Local STAR data demonstrates improvement in ELA proficiency with students performing on or above grade level increasing from 39% to 45%. However, mathematics proficiency declined slightly from 51% to 49% indicating a continued need for targeted mathematics and intervention and foundational skill support.

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

Analysis of state and local data indicates that district actions contributed to improvements in ELA achievement, chronic absenteeism, and suspension rates because students received increased academic interventions, attendance supports, and social-emotional services. However, mathematics performance for Long-Term English Learners and Students with Disabilities continues to demonstrate significant need. Based on these findings, the district will maintain and expand targeted tutoring, intervention, MTSS supports, and specialized services for unduplicated pupils and students with disabilities. Metrics connected to Dashboard indicators and local assessments will be used to monitor implementation effectiveness and student outcomes.

Based on the California School Dashboard for 2023:

1. The district's Chronic Absentee rate was 14.5%. This was a decrease of 14.2% from the previous school year. This placed the district in the yellow performance level. Our Filipino subgroup was in the blue performance level, and the Asian subgroup was in the green. The district had five subgroups in the yellow performance level and only one subgroup in each red and orange performance levels respectively. For these groups, the district created actions in Goal 2 (Actions 1, 2, 4, 5 and 7) to target these students and created a taskforce at each school to address the needs of specific students and figure out the root causes of why they were struggling with attending school regularly. Once the root cause was identified, the district supported the student and removed barriers that were affecting attendance.

2. The district had the English Learner subgroup at Fremont School in the red performance level in ELA. Both Almond Tree Middle School and Pioneer had the Students with Disabilities subgroup in the red performance level in ELA. Goal 1, Action 2 addressed the specific needs of English Learners, Additionally, Actions 1, 4, 5, and 7 provided support for English learners improvement in academic performance. The

district targeted Fremont School with extra assistance to provide the necessary support to increase English learner performance. Goal 1, Action 6 provided targeted assistance and interventions for students with disabilities. The district targeted Almond Tree Middle School and Pioneer school for extra support.

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Superintendent's Cabinet	Superintendent's Cabinet held monthly meetings since August to discuss the results of state and local data. The cabinet held discussions on possible goals and actions to address the needs based on the results of the California School Dashboard and local data results. The cabinet then met with several educational partner groups throughout the school year to gather input that helped guide the creation of the goals and actions in this LCAP. The cabinet met from January to April to determine the actions that unexpended carryover LREBG funds would support based on the needs assessment. The cabinet met extensively in April and May to review responses to the surveys and the input received from the educational partner meetings. The cabinet then reviewed each LCAP action and refined/revised them to ensure that the input received was addressed.
Administrative Cabinet	Superintendent's Cabinet had ongoing monthly meetings with the district's Administrative Cabinet team since August 2025 to discuss the results of state and local data. The Administrative Cabinet team discussed revisions to LCAP actions to address areas of need and to keep specific actions that have helped the district to successfully address the needs of all students, but with a specific emphasis on unduplicated subgroups. The results of the educational partner surveys were shared with the administrative cabinet group in April 2026 to determine if any specific changes needed to be made to any of the actions.
Principals	The district held meetings with site principals on a monthly basis beginning in August 2025 to ensure that their specific site needs are

Educational Partner(s)	Process for Engagement
	<p>being address in the goals and actions of the LCAP. The district reviewed state and local assessment results individually with each principal and created data plans to address areas of concern. These data plans were taken into consideration when the actions were created. These actions are also mirrored in their school SPSA plans. Unexpended LREBG funds were also discussed on how they would support their site based on areas identified by the needs assessment. The district reviewed LCAP surveys with the principals to ensure that they are addressing to items identified in the surveys as concerns, and helped district administration to refine the actions in the LCAP based on the survey results.</p>
Students	<p>Our middle schools include student representatives as part of their composition for School Site Council. These elected students were invited to participate in the District Advisory Committee to provide input during the LCAP Educational Partner meetings. The district also sent surveys to all students in grades 4-8 in the month of April. The results of the surveys and the feedback from the students were considered to create revisions of several actions in this LCAP to address their concerns and needs with regards to mental health services and MTSS.</p>
Local Bargaining Units	<p>The district met with both certificated and classified bargaining units in March 2026. State and local data was reviewed with the bargaining units and their input was noted. Both units received surveys for their members. The results of the surveys guided the refinement of some actions within this LCAP.</p>
Other School Personnel	<p>The district met with other school personnel such as site resource teachers, academic coaches, librarians, nurses and other personnel during the month of April 2026. After reviewing of the results of state and local data, they were provided with an opportunity to engage in a question and answer session. They were also provided with a survey for them to provide any additional input. The surveys were carefully analyzed and input was utilized to refine current LCAP actions.</p>
Teachers	<p>Teachers form part of the District Advisory Committee, so those that were part of this group were able to provide input during the consultation with this group. Site administrators held data meetings throughout the school year and the teachers were able to provide input on areas of need. The teachers received surveys in April 2026</p>

Educational Partner(s)	Process for Engagement
	and their responses were reviewed. Their input led to Goal 1, Action 7 to refine their professional development to help them serve unduplicated student groups effectively.
Migrant Education Program Parent Advisory Committee	The district presented to the Migrant Education Program Parent Advisory Committee in April 2026. They received surveys as part of the presentation. The committee did not have any questions or comments, but their survey results were recorded and compiled to guide the creation of the actions.
District English Learner Advisory Committee	The district met with the DELAC committee in March 2026. They were presented with state and local data and had specific discussions about English learners. They engaged in a question and answer session and they were also provided surveys. Their input was used in the creation, revision, and enhancement of actions within this LCAP, particularly the action for English Learners.
District Advisory Committee	The district met with parent representatives from all 12 school sites along with administrators, teachers, and students as part of a District Advisory Committee in April 2026. The district reviewed state and local data and had an interactive discussion about the data presented. They received surveys and their responses were utilized to assist in creating/revising the goals and actions of this LCAP.
H.E.A.R.T.S Connections Committee	The district met with the H.E.A.R.T.S. Connections Committee in April 2026. This committee is comprised of parents of students with special needs. The parents were presented with state and local data and the data was disseminated by the Students with Disabilities subgroup. The district had an interactive discussion with the parents and they were provided with a survey where they could provide additional input. The results of the survey were compiled to create actions that would improve learning and school climate for students with disabilities.
SELPA	On February, 2026, the district consulted with the Kern County SELPA representatives to discuss support for students with exceptional needs via the LCAP. The district discussed the role of the co-teaching coach and their role to support the students with exceptional needs. The team also discussed summer professional development for our teachers to equip them with appropriate support to better assist the students.

Educational Partner(s)	Process for Engagement
GATE Parent Advisory Committee	The district met with the GATE Parent Advisory Committee and presented all data and metric results in March 2026. The district had a very interactive discussion with parents on what they felt the LCAP could provide to their children. Based on our demographic data, most GATE students are part of an unduplicated subgroup, so they felt that the GATE students also need LCAP funds directed to improving their education and access to a very broad course of study. The parents vocalized a need to expand the program and offer a more robust program with enrichment opportunities for students. They also requested further training for GATE instructors.

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

Once the district held all of the educational partner meetings, the surveys were sent via Parent Square for all district parents to give each partner an opportunity to provide feedback regarding the LCAP. All staff received surveys via Google Forms in their email. Students in grades 4-8 received their surveys via Google Forms in their student emails and were provided with class time to respond to the surveys. Students also participated in discussions as part of the DAC committee for the district. The feedback from the surveys was compiled and reviewed carefully. The surveys and the discussions during the educational partner meetings helped guide the revision of several actions in the LCAP. All actions in the LCAP will be ongoing with some minor revisions based on Educational Partner feedback.

After ongoing meetings with the administrative cabinet group, the team determined that the current LCAP goals were effective and recommended that the same broad goals be kept since both state and local data demonstrated progress and students were moving towards standard and now above standard in ELA, including all subgroups. The principals had the opportunity to dissect their school's data and create data plans to address each area where the students were demonstrating some lacking skills. This provided guidance in revising current actions to address the areas of most need by the district, specifically in regards to ELA, writing and math. These data plans were also utilized to guide the actions in their School Plans for Student Achievement. During the consultation with the local bargaining units, both teams addressed the needs for training and staff development for all of their members. They requested training that was pertinent to each of their members. As a result, the district will address training and professional development in Goal 1, action 7 of the LCAP. The action has been revised to reflect that all staff will have training that is pertinent to their job assignment which includes certificated and classified. LREBG funds will support professional development opportunities to ensure that staff receive training aligned to their job responsibilities. Professional development opportunities will be offered to staff during the summer months to prepare for the new academic school year. After deep data analysis with site and district administrators, the district will ensure that academic coaches are available for teachers to access to help with lesson design, lesson delivery, data analysis, and small group instruction during the school year and they will play a large role in the staff development efforts of the district.

After meeting with several parent groups and analyzing all of the surveys, parents have high interest in the following areas:

Academic support and intervention: Parents were very pleased to see our current SBAC assessments, especially within our unduplicated subgroups. They did request increasing extended learning options focused on math, science, foreign language, and hands on activities. They would like to see teachers spend more time on baseline and foundational concepts both in TK and Kinder classrooms.

Safety and social-emotional needs: Surveys identified a need to increase the frequency and duration of social-emotional learning lessons/instruction. They also requested for the need for additional staff to help with supervision and safety on campuses. Parents have expressed their gratitude for the safety measures implemented thus far and would like to see safety continue to be a priority. Parents also expressed their appreciation of their child's social-emotional needs being prioritized.

Communication and Environment: Surveys suggest for staff to receive ongoing training on active communication with parents/community so that a positive partnership between home and school is continuous throughout the school year. The parents mentioned the appreciation for our low suspension and expulsion rates, but would like staff trained in recognizing symptoms of bullying and proactively taking care of the issue. Parents also had comments about the cleanliness of the school sites and were appreciative of the continued efforts to make schools welcoming.

Logistics: Several parents requested the need to schedule parent events at different times of the day to allow for working parents to attend and participate. This would accommodate parents who work different time shifts.

Goal 3, GATE parents expressed the need to offer GATE after school program all year with a culminating festival at the end of the school year. The students will also have the opportunity to attend an end of the year educational field trip. Parents also vocalized the need for more enrichment opportunities such as field trips to STEAM museums for the students. The district will organize more hands on enrichment opportunities for the GATE program participants. GATE facilitators will have multiple opportunities for training via the CAG institute. The GATE facilitators will receive training on implementing the icons of depth and complexity throughout the school day as well as during their after school sessions with the GATE students. The district will also look at the possibility of providing an extended summer GATE program for next school year.

As a result of the educational partner meeting with the DELAC group, the district will continue to offer at least one Newcomers class for next school year. This is a need that has been vocalized by not only the parents, but also by site administrators. The district has designated some LCAP funding to address this need. The parents also mentioned smaller class sizes for English learners, especially for newcomers to the district. The district's ELD Learning Coordinator will work specifically with teachers working with newcomers and Long Term English Learners to address their specific needs for language acquisition.

Additionally, the district received several inquiries for professional development on trainings to support students with disabilities. The district will ensure appropriate training for staff in this area as well as other areas of need for professional development. The district will provide professional development for all staff that works with students with disabilities to ensure that they are equipped with the most current best practices. The district also received many requests for Pro-Act training for staff that works with students with exceptional needs. The district will offer training via Goal 1, Action 7 to all staff to support the district's co-teaching model for inclusion.

Educational partner input directly informed revisions to actions and services within Goals 1, 2, and 3, including expanded academic intervention, professional development, social-emotional supports, newcomer services, enrichment opportunities, and safety initiatives.

Feedback and data analysis supported the continuation of the district's existing goals with targeted revisions to better address the needs of unduplicated pupils and students requiring additional academic and behavioral support.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on state and local assessments and educational partner feedback, the district has identified the need to continue to increase the quality of instruction. Goal 1 was developed to improve instructional practices and provide all necessary tools to ensure that students receive necessary and timely interventions. Based on the California School Dashboard data, all students are .1 points above standard in ELA demonstrating a growth of 7.5 points from the previous year. The Students With Disabilities subgroup scored in the orange performance level and is 84.7 points below standard, our English learners are 19.6 points below standard, and our homeless population is 57.1 points below standard. Low income students are 6.3 below standard. In mathematics, All students are 37.4 points below standard. Our Students With Disabilities is 114.6 below standard placing them in the red performance level. English learners are 54.2 points below, while Long Term English Learners are 113.2 points below standard. Low income students are 43.5 points below standard and are in the orange performance level. Data for Foster Youth was not reported in ELA or Math as not enough students were in that subgroup to produce a score. Even though all of our subgroups either maintained or increased in points, we have several groups that are significantly below standard, or in the red performance level, so our instructional practices need to continue to improve.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Percentage of credentialed teachers and appropriately assigned.</p> <p>Source: CALPADS report 4.1 and local Human Resources data.</p> <p>Priority 1 (a)</p>	In the 23-24 school year, the percentage of credentialed teachers and appropriately assigned: 95%.	The 24-25 percentage of credentialed teachers who are appropriately assigned is 97%.	The 25-26 percentage of credentialed teachers who are appropriately assigned is 98%.	By the 2026-27 school year, the target for percentage of credentialed teachers and appropriately assigned: 98%	Increased 3%
1.2	<p>Percentage of students with access to standards-aligned instructional materials.</p> <p>Source: Williams Team Review.</p> <p>Priority 1 (b)</p>	In the 23-24 school year, the percentage of students with access to standards-aligned instructional materials: 100%.	The 24-25 percentage of students with access to standards-aligned instructional materials is 100%.	The 2025-26 percentage of students with access to standards-aligned materials is 100%.	By the 2026-27 school year, the percentage of students with access to standards-aligned instructional materials: 100%	No Difference
1.3	<p>Facilities in good repair.</p> <p>Source: FIT Tool</p> <p>Priority 1 (c)</p>	In the 23-24 school year, facilities in good repair rating: Exemplary	The 2024-25 facilities in good repair rating: Exemplary	The 2025-26 facilities in good repair rating per the FIT tool is Exemplary.	By the 2026-27 school year, facilities in good repair rating: Exemplary	No Difference
1.4	<p>Implementation of state board adopted academic content and performance standards.</p> <p>Source: Classroom observations.</p>	In the 23-24 school year, the percentage of implementation of Common Core State Standards: 100%	The 24-25 school year percentage of implementation of Common Core State Standards: 100%	The 2025-26 percentage of implementation of Common Core State Standards is 100%.	By the 2026-27 school year, the percentage of implementation of Common Core State Standards: 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 (a)					
1.5	Implementation of CA ELD Standards. Source: Classroom observations	In the 23-24 school year, the percentage of implementation of CA ELD standards: 100 %	The 24-25 school year percentage of implementation of CA ELD standards: 100%	The 2025-26 percentage of implementation of CA ELD standards is 100%	By the 2026-27 school year, the percentage of implementation of CA ELD Standards: 100%	No Difference
	Priority 2 (b)					
1.6	Average Distance from Standard on CAASPP ELA and Math, CAST and CAA Assessments. Source: CA Dashboard Priority 4 (a)	2023 CAASPP data: ELA: Points Below Standard All Students: 15.9 English Learners: 42.4 Foster Youth: 58.9 SED: 21.7 SWD: 84.7 Math: Points Below Standard All Students: 47.8 English Learners: 68.8 Foster Youth: 75.9 SED: 53.1 SWD: 107.4 23-24 CAST data: Met or Exceeded Standard for Science All Students: 24.58% English Learners: 3.28% Foster Youth: Fewer than 11 students tested SED: 22.65% SWD: 8.80%	2024 CASSPP data: ELA: Points Below Standard All Students: 7.4 English Learners: 34.5 Foster Youth: No data SED: 13.1 SWD: 89.9 Math: Points Below Standard All Students: 40.7 English Learners: 61.8 Foster Youth: No data SED: 46.4 SWD: 115.3 23-24 CAST data: Met or Exceeded All Students: 25.19%	2025 CAASPP data: ELA: Points Below Standard All Students: 0.1 points above standard English Learners: 19.6 Foster Youth: No data SED: 6.3 SWD: 84.7 Math: Points Below Standard All Students: 37.4 English Learners: 54.2 Foster Youth: No data SED: 43.5 SWD: 114.6 24-25 CAST data: Met or Exceeded	Target for 2026-27 CAASPP: ELA: Points Below Standard All Students: 6.9 English Learners: 33.4 Foster Youth: 49.9 SED: 12.7 SWD: 75.7 Math: Points Below Standard All Students: 38.8 English Learners: 59.8 Foster Youth: 66.9 SED: 44.1 SWD: 98.4 CAST: Met or Exceeded Standard for Science All Students: 33%	2025 CAASPP ELA: All Students: +15.91 English Learners: +22.8 Foster Youth: No data SED: +15.4 SWD: no difference Math: All Students: +10.4 English Learners: +14.6 Foster Youth: No data SED: +9.6 SWD: -7.2 23-24 CAST data: Met or Exceeded Standard All Students: +2.8% English Learners: +0.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>23-24 CAA data: ELA Met: All Students: 15.91% English Learners: 18.18% Foster Youth: Fewer than 11 students tested SED: 19.44%</p> <p>Math Met: All Students: 2.27% English Learners: 0% Foster Youth: Fewer than 11 students tested SED:2.78%</p>	<p>English Learners: 2.81% Foster Youth: Fewer than 11 students tested SED: 23.61% SWD: 26.7%</p> <p>23-24 CAA data: ELA Met: All Students: 4.88% English Learners: Fewer than 11 students tested Foster Youth: Fewer than 11 students tested SED: 2.78%</p> <p>Math Met: All Students: 2.44% English Learners: Fewer than 11 students tested Foster Youth: Fewer than 11 students tested SED: 0.00%</p>	<p>All Students: 27.38% English Learners: 3.70% Foster Youth: Fewer than 11 students tested SED: 25.12% SWD: 5.93%</p> <p>24-25 CAA data: ELA Met: All Students: 10.42% English Learners: 7.14% Foster Youth: Fewer than 11 students tested SED: 11.11%</p> <p>Math Met: All Students: 4.17% English Learners: 0% Foster Youth: Fewer than 11 students tested SED: 4.44%</p>	<p>English Learners: 12% Foster Youth: 15% SED: 32%</p> <p>CAA: ELA Met All Students: 24% English Learners: 27% Foster Youth: 15% SED: 28%</p> <p>Math Met All Students: 11%% English Learners: 9% Foster Youth: 15 % SED: 11%</p>	<p>Foster Youth: No data SED: +2.47% SWD: -2.87%</p> <p>23-24 CAA data: ELA Met: All Students: - 5.49% English Learners:- 11.04% Foster Youth: Fewer than 11 students tested SED: -8.33%</p> <p>Math Met: All Students: +1.9% English Learners: no difference Foster Youth: Fewer than 11 students tested SED: +1.66%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of English learners making progress in English. Source: CA School Dashboard Priority 4 (e)	In the 23 CA School Dashboard, the percentage of English learners making progress in English: ELPI: 59.3% LTEL ELPI: 60.3%	In the 2024 CA School Dashboard, the percentage of English learners making progress in English: ELPI: 54.60% LTEL ELPI: 62.9%	In the 2025 CA School Dashboard, the percentage of English learners making progress in English: ELPI: 50.2% LTEL ELPI: 63.7%	By the 2026 CA Dashboard, the percentage of English learners making progress in English: ELPI: 70% LTEL ELPI: 70%	ELPI: -9.1% LTEL ELPI: +3.4%
1.8	District reclassification rate. Source: KiDS Priority 4 (f)	In the 23-24 school year, the Percentage of Students Reclassified: 16.96%	The 2024-25 reclassification rate for the district: 13.14%	The current 2025-26 reclassification rate for the district: 5.41%	By the 2026-27 school year, the percentage of students reclassified: 20%	Reclassification rate: -11.55%

Goal Analysis [2025-26]

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.

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

Action 1.1 - Student Instructional Support Needs - This action was successfully and fully implemented. Unduplicated students along with all students in the district had full access to all materials and supplies they needed throughout the school year. There were no challenges to the implementation of this action. This action was over budget due to the new TK classes that were opened.

Action 1.2 - English Learner Support - This action was successfully implemented. The district's ELD Learning Coordinator worked with staff throughout the school year and provided professional development in language acquisition. She worked with teachers to ensure that they knew how to provide assistance and successfully scaffold lessons to meet the needs of English learners and Long Term English Learners.

The learning coordinator also supported classified staff who work with English Learners to ensure that they have the knowledge needed to support the students. The learning coordinator played a vital role in data analysis and providing guidance to site administrators and teachers based on results. Implementation occurred as planned. There were no substantive differences in the implementation of this action.

Action 1.3 - Grade Span Adjustment in Upper Grades - The district hired a total of 5 teachers to provide grade span adjustment in the upper grades. The district placed those teachers at school sites where there were large concentrations of unduplicated pupils in order for them to have smaller class sizes. The district designated a portion of carry over LREBG funds to provide additional grade span adjustment in the four middle schools. This action was implemented as planned. The district will continue to focus on providing unduplicated groups with priority for lower class sizes to improve timely interventions.

Action 1.4 - Instructional Program Support and Intervention - The district funds a total of 73 instructional assistants to provide instructional support and intervention in all Transitional Kindergarten and Kindergarten classes. This action was successfully and fully implemented. The instructional support allowed the students to have small group instruction while learning foundational skills. There were no challenges in the implementation of this action or substantive differences.

Action 1.5 - Instructional Support Coaches and Tutors - The district employed five instructional coaches and four specialized tutors to provide instructional support. The instructional coaches assisted teachers throughout the school year with modeling of lessons, lesson design, and data analysis to guide instructional decisions to maximize the learning opportunities offered to students. Additional HIT tutors and instructional coaches were funded through carry over LREBG funds to provide intensive and timely intervention during the school day. The specialized tutors worked directly with students to provide intervention during the school day ELA, Math and language acquisition. Instructional coaches and tutors will prioritize their assistance to teachers to help them improve instructional services for unduplicated pupils. This action was successfully implemented. There were no challenges to the implementation of this action. There were no substantive differences to this action.

Action 1.6 - Co-Teaching Learning Coordinator - This action was fully implemented. The coordinator has worked with site teams to analyze data and make recommendations for refinement of the program. The learning coordinator spends time in the co-teaching classrooms to ensure that all students, with specific emphasis on unduplicated pupils are receiving appropriate instruction and timely interventions. This action was implemented as planned and will continue to be refined to ensure appropriate achievement for students in the inclusion model.

Action 1.7 - Professional Development - This action was fully implemented. The district offered professional development beginning in the summer of 2025. All staff was provided with professional development and training opportunities. The professional development opportunities continued to be offered throughout the school year and will again be offered during the summer. This year, the training has also included several Saturday workshops throughout the school year. This action has helped to equip staff, both certificated and classified, with resources to help unduplicated students as well as all students in the district. There were no challenges in the implementation of this action. There were no substantive differences in this action.

Action 1.8 - Long Term English Learners - The district supported Long Term English Learners by having the ELD Learning Coordinator focus part of each day to the success of LTELs. The coordinator worked closely with the site learning coordinator and other administrators to ensure that LTELs received the appropriate language acquisition support in each of their classrooms. They monitored data closely and

provided timely interventions to reclassify students as timely as possible. This action was implemented as planned and will continue to be refined to ensure that LTELs are progressing adequately and are reclassified in a timely manner.

All of the actions in this goal were fully implemented and fully staffed. The district experienced success with all actions and there were no challenges or substantive differences in the implementation of any of these actions.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 1 was \$8,862,610. The Estimated Actual Expenditures for Goal 1 was \$8,999,387. This is a difference of \$136,777. The most significant material difference was in action 1.4. For action 1.4, the district was over budget by \$124,958. The district added 16 new TK classes that needed instructional program support through instructional aides in the classrooms. The addition of the 16 TK classrooms required additional instructional aides beyond the amount originally budgeted. Action 1.1 was over budget by \$79,260 due to the addition of all of the new TK classrooms. The district had to provide those additional classrooms with instructional materials. Actions 1.2, 1.3, 1.5, and 1.8 all went over budget, but the difference from the estimated expenditure was not substantive. Action 1.6 was under budget, but the difference was not substantive and action 1.7 was expended exactly as planned. Overall, the goal was over budget by \$136,777. Budget adjustments were made across goals to ensure all expenditures associated with Goal 1 actions were fully funded.

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

All actions in this goal were effective in making progress towards the goal of providing a high quality education for students.

Action 1.1 Student Instructional Support Needs - Metric 1.6 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. The growth in both ELA and Math demonstrate that the implementation of this action corresponds to academic growth of students.

Action 1.2 English Learner Support - Metrics - 1.5, 1.6, 1.7, 1.8 - CA ELD standards were fully implemented in all classrooms in the district. Based on the CA school Dashboard, 50.2 % of English Learners and 63.7% of Long Term English Learners made appropriate progress. Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners decreased by 9.1%, but the district's ELPI results were high therefore the district considers this action effective. This action was partially effective since there were some areas of decline. While ELPI performance demonstrates progress toward English proficiency, declining reclassification rates indicate a continued need to strengthen targeted language acquisition supports.

Action 1.3 Grade Span Adjustment in Upper Grades - Metrics 1.6, 1.7 - This action was effective based on the California School Dashboard data which indicates that all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. The English Learner Progress Indicator reported 50.2% of students are making progress towards English proficiency and 63.7% of Long-Term English Learners made appropriate progress towards English proficiency. Smaller class sizes increased opportunities for individualized instruction and targeted intervention for unduplicated pupils.

Action 1.4 Instructional Program Support and Intervention - Metrics 1.6, 1.7, 3.7 - This action was effective based on the California School Dashboard data which indicates that all students are 0.1 points below standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. The English Learner Progress Indicator reported 50.2% of students are making progress towards English proficiency and 63.7% of Long-Term English Learners made appropriate progress towards English proficiency. Based on local data, students reading on or above grade level increased by 13%, and 9% in Math.

Action 1.5 Instructional Support/Coaches and Tutors - Metrics - 1.4, 1.5, 1.6, 1.7, 1.8 - Common Core State Standards were fully implemented in the all classrooms. CA ELD standards were fully implemented in all classrooms in the district. Based on the CA school Dashboard, 50.2% of English Learners and 63.7% of Long Term English Learners made appropriate progress. Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners decreased by 5.41%, but the district's ELPI results were high therefore the district considers this action effective. Instructional coaches and tutors supported teachers in data analysis, lesson design, and intervention implementation, contributing to improved ELA outcomes and increased intervention support for struggling students.

Action 1.6 Co-teaching Learning Coordinator - Metrics 1.6 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. The co-teaching model improved collaboration between general education and special education staff and supported increased access to grade-level instruction for Students with Disabilities.

Action 1.7 Professional Development - Metrics - 1.4, 1.5, 1.6, 1.7, 1.8 - Common Core State Standards were fully implemented in the all classrooms. CA ELD standards were fully implemented in all classrooms in the district. Based on the CA school Dashboard, 50.2 % of English Learners and 63.7% of Long Term English Learners made appropriate progress. Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners decreased, but the district's ELPI results were high therefore the district considers this action effective. Professional development strengthened staff capacity to implement instructional strategies, language acquisition supports, and tiered interventions.

Action 1.8 Long Term English Learners - Metrics 1.5, 1.6, 1.7, 1.8 - CA ELD standards were fully implemented in all classrooms in the district. Based on the CA school Dashboard, 50.2 % of English Learners and 63.7% of Long Term English Learners made appropriate progress. Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous year. Unduplicated subgroups all showed an increase in scores from the previous year. Based on KiDS, the percentage of reclassified English Learners decreased by 7.73%, but the district's ELPI results were high therefore the district considers this action effective. Targeted LTEL supports contributed to continued progress toward English proficiency; however, mathematics performance for LTELs indicates a continued need for intensified intervention.

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.

Action 1.8 - This was a new action this year. The ELD Learning Coordinator is now spending 20% of her time dedicated to the success of English learners. She is supporting teachers, administrators, and classified staff who work with LTELs to provide a more refined approach to those students who have not been able to qualify for reclassification for an extended period of time. They also monitor data closely to help teachers adjust instruction based on student data. This action will continue to be implemented for the 2026-27 school year. The ELD Learning Coordinator will continue dedicating a portion of her time specifically to supporting Long-Term English Learners.

Based on analysis of state and local data, educational partner feedback, and effectiveness of current actions, the district will continue implementing and refining Goal 1 actions to strengthen academic interventions, language acquisition supports, and instructional coaching. Additional supports funded through LREBG resources will continue targeting unduplicated pupils and students demonstrating the greatest academic need, particularly in mathematics and language acquisition.

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	Student Instructional Support Needs	The district will provide students with all necessary instructional support to meet their academic needs. The district will provide supplemental materials, books, and supplies to ensure that students have access to a high quality instructional program used in a 21st century classroom. Students will have access to all the supplemental materials and supplies needed to access their instructional lessons. Special attention will be placed on unduplicated pupils to ensure they receive all necessary support materials and supplies to access instruction and support their learning during the school day and as they complete lessons at home.	\$554,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	English Learner Support	<p>With nearly half of the student population classified as English learners, the district places top priority on offering high quality Integrated and Designated instruction to all English learners, Newcomers, reclassified students, Immigrant students, Long Term English learners and Expanding level students. Students will be supported through ongoing and frequent data analysis to identify needs. Funds will be utilized to fund a Learning Coordinator to provide professional development to teachers, monitor English learners, recommend intervention support, and ensure that appropriate curriculum and language acquisition practices are implemented in all district classrooms. The Learning Coordinator will ensure that teachers and staff working with English learners are trained in utilizing the English Learner Road Map, utilize the ELD standards, and address language acquisition via Integrated and Designated ELD time. Instructional strategies utilized to help with language acquisition for English learners will be utilized in all classrooms throughout the school day which will benefit all students to support instruction. This instruction will be monitored by the Learning Coordinator.</p>	\$159,877.00	Yes
1.3	Grade Span Adjustment in Upper Grades	<p>The district will provide additional teachers to reduce class sizes in grades 4th-8th in order to increase opportunities for specialized and differentiated instruction for unduplicated pupils. Classes with high concentrations of unduplicated subgroups, with special emphasis on English learners, Long Term English Learners, Newcomers, Foster Youth, and SED students will receive priority for grade span adjustment.</p> <p>LREBG funds will be utilized to support this action. A total of \$777,077.00.00 LREBG carry over funds were directed to support this action. This action will be measured by metrics 1.6 and 1.7. According to Robert Marzano, smaller class sizes will allow for more individualized attention, more specific feedback, will improve engagement, and minimize distractions. This action is aligned with EC 32526(c)(2)(A). Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the</p>	\$1,360,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
		amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.		
1.4	Instructional Program Support and Intervention	The district will provide instructional aides for all Transitional Kindergarten and Kindergarten classes. Instructional aides will provide support for tiered interventions during the instructional day to all TK and Kindergarten students with special emphasis on providing intervention and support to address individual needs to unduplicated pupils. Aides will work either one on one or in small group settings under the guidance of the classroom teacher, academic coaches, and site administration. Special attention to unduplicated subgroups will ensure that they are attaining the necessary foundational skills in ELA and Math.	\$2,830,058.00	Yes
1.5	Instructional Support/Coaches and Tutors	<p>The district will provide five instructional coaches to assist teachers with modeling of lessons, lesson design, and data analysis to guide instructional decisions to maximize the learning opportunities offered to students. Instructional coaches will work directly with teachers both one on one and in grade level teams to address specific academic deficits. A total of 10.2 intervention teachers, two HIT Tutors and two roving substitutes will work directly with students to provide intervention during the school day ELA, Math and language acquisition. Instructional coaches, intervention teachers, HIT Tutors and roving substitutes will prioritize their assistance to teachers to help them improve instructional services for unduplicated pupils. They will provide subgroup data analysis to the teachers to ensure that academic needs of unduplicated subgroups are addressed. Tutors will work one on one or in small groups with unduplicated subgroups and any other student that is in need of extra academic support.</p> <p>LREBG funds will be utilized to support this action. A total of \$1,309,225.00 have been added to this action to add additional HIT tutors. Metrics 1.4, 1.5, 1.6, 1.7, 1.8 will be used to monitor the impact of this action. Research from the National Education Association and National Student Support Accelerator indicate that high impact tutors in the classroom improve academic achievement, address learning gaps and enhance student outcomes. This action is aligned with EC 32526(c)(2)(Bi) Tutoring or other</p>	\$1,662,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
		one-on-one or small group learning supports provided by certificated or classified staff.		
1.6	Co-teaching Learning Coordinator	The district will fund a co-teaching learning coordinator to provide assistance to district and site administration in monitoring instruction in the co-teaching instructional program. The learning coordinator will ensure that teachers participating in the program have adequate instructional resources to meet the specific needs of the students. They will lead data discussions with both teachers and administrators and monitor the efficacy of co-teaching partners working together. They will conduct classroom visits to help monitor the program and arrange for professional development and trainings to provide staff with resources and skills to successfully implement the program. Services will be for all students participating in the co-teaching model, but will be directed to provide intensive intervention to unduplicated pupils.	\$189,665.00	Yes
1.7	Professional Development	The district will support teachers by providing a plethora of professional development training opportunities. All professional development is selected to build staff capacity in the successful instruction of all content areas. All professional learning is content focused and will be sustained in duration with a goal of equitable access for all. The district will support new teachers by providing them with additional training, induction program, and professional development with curriculum experts on a bi-monthly basis. Equipping teachers with the most current best teaching practices will ensure that students are provided with the effective learning opportunities in the classroom. Teachers will be equipped with knowledge to work with unduplicated pupils to address their specific learning needs.	\$1,146,277.00	Yes
1.8	Long Term English Learners	The district will support Long Term English Learners by having a district ELD Learning Coordinator work closely with site administration and teachers to ensure that LTELs are receiving the appropriate language acquisition support to ensure a successful academic journey. The ELD Learning Coordinator will monitor LTELs closely and identify deficits and provide training to the teachers on how to address the deficits.	\$39,968.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The Delano Union School District places top priority on providing all students a learning environment where they feel safe and connected. Addressing mental health needs and providing social emotional learning opportunities play an important part of creating a positive learning environment in every classroom. Current data collected from CALPADS, SIS platform, CA Healthy Kids Survey, the California School Dashboard, and local surveys, indicates that students are demonstrating increased school connectedness, the district needs to continue to strengthen supports to increase student participation. The current attendance rate is at 96.8%, and the chronic absentee rate is 6.0% The district will make all efforts to encourage students to improve school attendance and remain actively engaged in their learning. The actions within this goal support the district's efforts and commitment to provide all students, especially unduplicated subgroups, with social emotional and mental health support as part of their learning experience in the district. These actions are intended to strengthen school connectedness, improve attendance, support student wellness, and maintain positive school climate outcomes for all students, particularly unduplicated pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rate Source: SIS Platform State Priority 5 (a)	2023-24 Attendance rate: All Students: 96.10% ELs: 96.17% Foster Youth: 95.03% SED: 95.96%	Current attendance rate for 24-25: All students: 96.45% ELs: 96.56%	Current attendance rate for 25-26: All students: 96.8% ELs: 96.9%	2026-27 Attendance rate: All Students: 98% ELs: 98% Foster Youth: 97% SED: 97%	Difference: All students: +0.7% ELs: +0.73% Foster Youth: +2.77% SED: +0.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 96.61%	Foster Youth: 97.51% SED: 96.47% Two or More races: 96.4%	Foster Youth: 97.8% SED: 96.9% Two or More races: 97.3%	Two or More Races: 98%	Two or More races: +0.69%
2.2	Chronic absenteeism rate Source: CA School Dashboard State Priority 5 (b)	2023-24 Chronic absenteeism rate: All Students: 14.5% ELs: 13.4% Foster Youth: 12.9% SED: 15.4% Two or More Races: 20.5%	Current Chronic Absenteeism Rate 24-25: All students: 6.20% ELs: 5.89% Foster Youth: 4.17% SED: 5.51% Two or More races: 6.12%	Current Chronic Absenteeism Rate 25-26: All students: 5.7% ELs: 5.3% Foster Youth: 10.7% SED: 6.3% Two or More races: 4.7%	2026-27 Chronic absenteeism rate: All Students: 5% ELs: 4% Foster Youth: 3% SED: 6% Two or More Races: 11%	Difference: All students: -8.8% ELs: -8.1% Foster Youth: -2.2% SED: -9.1% Two or More races: -15.8%
2.3	Middle School drop out rate Source: CALPADS EOY report State Priority 5 (c)	2023-24 Middle School drop out rate: All Students: 0% ELs: 0% Foster Youth: 0% SED: 0%	Current 24-25 Middle School Drop Out Rate: All students: 0% ELs: 0% Foster Youth: 0% SED: 0% Two or More races: 0%	Current 25-26 Middle School Drop Out Rate: All students: 0% ELs: 0% Foster Youth: 0% SED: 0% Two or More races: 0%	2026-27 Middle School drop out rate: All Students: 0% ELs: 0% Foster Youth: 0% SED: 0%	Difference: All students: 0% ELs: 0% Foster Youth: 0% SED: 0% Two or More races: 0%
2.4	Suspension rate Source: Ca School Dashboard State Priority 6(a)	2023-24 Suspension rate: All Students: 1.5% ELs: 1.7% Foster Youth: 0% SED: 1.4%	Current 24-25 Suspension rate: All students: 2.0% ELs: 1.8% Foster Youth: 2.5% SED: 2.1%	Current 25-26 Suspension rate: All students: 1% ELs: 1% Foster Youth: 0% SED: 1.1%	2026-27 Suspension rate: All Students: <1% ELs: <1% Foster Youth: 0% SED: <1%	Difference: All students: -0.5% ELs: -0.7% Foster Youth: 0% SED: -0.3% Two or More races: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 2.2%	Two or More races: 0%	Two or More races: 1.5%	Two or More Races: <1%	
2.5	Total number of Expulsions Source: SIS platform State Priority 6 (b)	2023-24 Expulsions: All Students: 2 ELs: 0 Foster Youth: 0 SED: 2	2024-25 Expulsions: All students: .02% ELs: 0% Foster Youth: 0% SED: 0% Two or More races: 0%	2025-26 Expulsions: All students: 0% ELs: 0% Foster Youth: 0% SED: 0% Two or More races: 0%	2026-27 Expulsions: All Students: 0 ELs: 0 Foster Youth: 0 SED: 0	Difference: All students: -2% ELs: 0% Foster Youth: 0% SED: -2% Two or More races: 0%
2.6	Local Climate Survey Percentage of student connectedness Source: CA Healthy Kids State Priority 6 (c)	2023-24 Percentage of student connectedness: 76%	24-25 Percentage of students who feel connected to school is 98%.	25-26 Percentage of students who feel connected to school is 64%.	2026-27 Percentage of student connectedness: 85%	Difference: -12%
2.7	Percentage of students who feel safe at school Source: Local Survey Priority 6 (c)	2023-24 Percentage of students who feel safe at school 76%	24-25 The percentage of students who feel safe at school is 76%	2025-26 Percentage of students who feel safe at school is 76.7%	2026-27 Percentage of students who feel safe at school 85%	Difference: +0.7%

Goal Analysis [2025-26]

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.

Action 2.1 - Health Services - This action was successfully implemented with no challenges. The action was fully staffed, Nurses and health assistants were able to provide health support to unduplicated and all students at every school site in the district. They also provided health trainings to staff throughout the school year. There was a substantive difference with this action due to one of the employees funded from this source was reassigned to a different position during the school year, so the funding changes for their salary.

Action 2.2 - School Safety - This action was successfully and fully implemented with no challenges. Every school site had vice principals who lead MTSS and ensured that campuses were safe for all staff and students. vice principals supported MTSS implementation, student supervision, and attendance interventions, contributing to improved school climate and reduced chronic absenteeism. The district also employed two SROs from the Delano Police Department. This action was slightly over budget due to increased cost of salary and benefits. There were no substantive differences in the planned action.

Action 2.3 - Campus Security - This action was successfully and fully implemented. The only challenge with this action, is that there is ongoing staff turnover for the noon duty positions. All middle school campuses had a campus security guard to help supervise students before and after school and during breaks and lunches. This action was over budget due to an increase in need of additional supervision at the school sites to ensure safety before school, during breaks, and after school. Other than the budget overages, there were no substantive differences in the implementation of this action.

Action 2.4 - Positive School Climate - This action was fully implemented. There were no challenges in the implementation of this action. All school sites provided activities and programs to maintain a positive school climate. School climate activities and student engagement opportunities supported increased student connectedness and positive school culture. This action was slightly over budget, but no substantive differences in the implementation.

Action 2.5 - Student Support Services - This action was fully implemented. There were no substantive difference in this action and there were no challenges with implementation, This action played a critical role in connecting unduplicated pupils and families to academic, behavioral, and community supports. Students were connected to services through this action under the monitoring of the director of student support services.

Action 2.6 - School Safety Support - The director of safety worked closely with site administrators and SROs to ensure that all campuses were safe. This action was fully and successfully implemented. There were no challenges and no substantive differences. This action will continue to be implemented with no changes.

Action 2.7 - Additional Student Supports - All school sites ensured that unduplicated pupils had access to everything they needed to attend school daily and to have access to a quality educational program. Students were provided with items such as clothing, shoes, backpacks, hygiene kits, etc. to remove any barriers for them to attend school. This action was fully and successfully implemented. There were no challenges in the implementation of this action. There were no substantive differences.

Action 2.8 - DUSD Vision Center/Health Clinic - The Vision and Health Clinic was successfully and fully implemented for this school year. There were no challenges in the implementation of this action. Students were served throughout the school year and they received both prescription glasses and immunizations for free. There were no substantive differences for this action.

Action 2.9 - Behavior Intervention - This action was fully and successfully implemented. The district ran two behavior classes that were very effective. There were no challenges in the implementation of this action. There were no substantive differences in the action.

Action 2.10 - Intervention Counselors - All middle schools employed an intervention counselor to ensure that unduplicated students and all students had full access to their academic program. They also ensured that all barriers were addressed so that students had a positive learning experience. This action was fully and successfully implemented and there were no substantive differences.

Action 2.11 - Behavior Intervention Teachers - This action was successfully implemented Behavior intervention teachers helped redirect students with Tier 3 behavior concerns. They provided instruction while working on de-escalation of behavior and SEL lessons to improve behavior. There was not a substantive difference in this action and there were no challenges implementing this action.

Action 2.12 - Mental Health Services - This action was fully and successfully implemented. This action was under budget because part of this action was funded using alternate funding sources. Other than the budget, there were no other substantive differences with this action. This action will continue as written because the alternate funding sources may not be available next school year.

Overall, Goal 2 actions were successfully implemented and provided students with comprehensive social-emotional, behavioral, health, and safety supports. The district maintained a strong focus on reducing barriers to attendance, increasing school connectedness, and supporting unduplicated pupils through intervention services, counseling, health supports, and student engagement activities. While staffing and budget adjustments occurred in some actions, services continued with minimal disruption. The district will continue refining student support systems, campus supervision, and behavioral interventions to sustain positive school climate outcomes and improved attendance rates.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 2 was \$7,901,454. The Estimated Actual Expenditures for Goal 2 was \$7,706,634. This resulted in estimated actual expenditures being \$194,820 lower than budgeted. The substantive differences were in actions 2.1, 2.2, 2.3, and 2.12. For action 2.1, the district was under budget by \$226,727 due to a change of assignment for an employee in this action. Unspent funds for this action were redirected to cover overages in other actions in the LCAP. Action 2.2 was under budget \$63,944 due to differences between projected and actual salary and benefit costs. Action 2.3 was over budget by \$291,378. Additional campus security personnel was hired to help ensure the safety of all school sites. Budget allocations for this action will be adjusted in future years to reflect increased campus supervision and safety needs. Action 2.12 was under budget by \$175,115 because part of this action was funded out of alternate funding sources for this school year. There were no substantive differences for Actions 2.4, 2.5, 2.6, 2.7, 2.8., 2.9, 2.10, and 2.11.

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

Based on analysis of state and local data, all actions within this goal were effective in making progress toward this goal and provided a safe and secure learning environment for students while taking care of their mental health and establishing connectedness between the schools and the students.

Action 2.1 - Health Services - Metrics 2.1 and 2.2 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Current attendance rate for all students is 96.8%. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The current chronic absentee rate for all students is

5.7% This is due in part to the district's efforts to focus on students' health and well-being. By having nurses and health assistants available to provide on site care or making home visits, the attendance rates and chronic absentee rates have greatly improved. This action has been effective for the district.

Action 2.2 - School Safety - Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. The current attendance rate for all students is 96.8% Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The chronic absenteeism rate is 5.7% for all students. According to CALPADS reports, the district has had a 0% middle school dropout rate. According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. The district's expulsion rate for all students has decreased by almost 2% and the unduplicated pupils remain at 0% expulsions, based on data from the local SIS platform. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. This action has been effective in improving safety and attendance outcomes, though school connectedness remains an area of need.

Action 2.3 - Campus Security - Metrics 2.4, 2.6, 2.7 - According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. According to the district's local survey, 76.7% of students feel safe at school which is nearly the same percentage as the previous year. The district will look into why the students are not feeling as connected to school and make some adjustments to ensure their sense of connectedness. Other than the school connectedness, this action has been overall effective in making progress towards the goal.

Action 2.4 - Positive School Climate - Metrics 2.1, 2.2, 2.6, 2.7 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. The current attendance rate for all students is 96.8% Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The chronic absentee rate is at a 5.7% for all students. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. All data shows positive growth other than the school connectedness portion. The district will put measures in place within this action to ensure that students are feeling more connected to their school experience. This action has been effective in making progress towards this goal.

Action 2.5 - Student Support Services - Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. The current attendance rate for all students is 96.8% Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The chronic absentee rate is at a 5.7% for all students. According to CALPADS reports, the district has had a 0% middle school drop out rate. According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. The district's expulsion rate for all students has decreased by almost 2% and the unduplicated pupils remain at 0% expulsions, based on data from the local SIS platform. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. This action has been effective in making progress towards the goal. The district will make some adjustments to ensure that students feel connected to their learning and school experience.

Action 2.6 - School Safety Support - Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. The current attendance rate for all students is 96.8% Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The chronic absentee rate is at a 5.7% for all students. According to CALPADS reports, the district has had a 0% middle school drop out rate. According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. The district's expulsion rate for all students has decreased by almost 2% and the unduplicated pupils remain at 0% expulsions, based on data from the local SIS platform. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. This action has been effective in making progress towards this goal.

Action 2.7 - Additional Student Supports - Metrics 2.1, 2.2, 2.6 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Current attendance rate for all students is 96.8%. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The current chronic absentee rate for all students is 5.7%. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. Despite the decline in school connectedness, this action was effective in helping to remove barriers for attendance and student participation.

Action 2.8 - DUSD Vision Center/Health Clinic - Metrics 2.1, 2.2 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. Current attendance rate for all students is 96.8%. Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The current chronic absentee rate for all students is 6.0% This is due in part to the district's efforts to focus on students' health and well-being. Students have been able to access free vaccinations and eye exams. This has eliminated barriers for students in our school district that may not have access to this care outside of our district. This action has been effective for the district.

Action 2.9 - Behavior Intervention - Metrics 2.4, 2.5, 2.7 - According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. The district's expulsion rate for all students has decreased by almost 2% and the unduplicated pupils remain at 0% expulsions, based on data from the local SIS platform. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. This action has been effective in making progress towards the goal.

Action 2.10 - Intervention Counselors - Metrics 2.1, 2.2, 2.3, 2.6 - Based on the district's SIS platform, attendance rates have improved for all students and for unduplicated pupils. The current attendance rate for all students is 96.8% Based on the California School Dashboard, chronic absenteeism rates have seen a significant decline in all students and in all unduplicated subgroups. The chronic absentee rate is at a 5.7% for all students. According to CALPADS reports, the district has had a 0% middle school drop out rate. According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. This district will work with the intervention counselors to determine the reason why student connectedness decreased this school year and will develop activities for the school sites to implement to increase student connectedness. Overall, this action is effective for this goal.

Action 2.11 - Behavior Intervention Teachers - Metrics 2.4, 2.5, 2.7 - According to the California School Dashboard, the district's suspension rates for all students and for unduplicated students have decreased. The current suspension rate for all students is 0.91%. The district's expulsion rate for all students has decreased by almost 2% and the unduplicated pupils remain at 0% expulsions, based on data from the local SIS platform. According to the district's local survey, 76.7% of students feel safe at school which is the same percentage as the previous year. This action has been effective in making progress towards the goal.

Action 2.12 - Mental Health Services - Metrics 2.6 - Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by -12%. The district will work with the MFT and intervention counselors to help determine the reason why student connectedness has decreased. This action has been somewhat effective in making progress towards this goal. The district will work on ensuring that students feel connected to school and their learning experience.

Overall, Goal 2 actions were effective in improving attendance, reducing chronic absenteeism, decreasing suspension rates, and maintaining safe school environments for students. Health services, counseling supports, intervention programs, and campus safety measures contributed to positive outcomes for all students and unduplicated pupils. However, California Healthy Kids Survey data indicating a decline in student connectedness demonstrates a continued need to strengthen student engagement, relationship-building, and school climate supports. The district will continue refining interventions, mental health services, and student engagement opportunities to improve connectedness and sustain positive school climate outcomes.

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.

There are no changes to the planned goal, metrics, target outcomes or actions for the coming year.

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	Health Services	The district will continue its efforts to enhance health services for all students. The district will expand the duties of the nurses to enhance parent communication to address the health and safety of students as well as attendance. The Coordinator of Health Services, six nurses, six health services assistants, and one clerk will serve as liaisons for the school sites and provide parent and staff training. Training topics will include but not be limited to: epi-pens, chronic disease management, HIV/AIDS education for students, CPR certifications and use of AEDs. Nurses will continue to train all site administrators and designated classified staff on appropriate use of AEDs. The nurses will be trained by the Coordinator of Health Services	\$1,192,314.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>who will ensure that services are directed to support all students, but special attention will be to address the needs of unduplicated pupils. This action will address any health barriers related to chronic absenteeism of unduplicated pupils as well as all students.</p> <p>LREBG funds will be utilized to support this action. An additional \$185,522.00 has been added to cover the cost of a coordinator of health services. The effectiveness of this action will be measured by metrics 2.1 and 2.2. According to the National Institute of Health, nurses play a key role in improving health in children. This will in turn improve chronic absenteeism rates by addressing and managing student health issues. When health is addressed as a barrier for learning, student achievement will improve. This action is aligned with EC 32526(c)(2)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.</p>		
2.2	School Safety	<p>The district will employ and train vice principals at each school site to oversee overall school safety, implement MTSS, and be responsible for creating a positive learning environment where students feel safe and connected to their school. The district will also contract with the Delano Police Department to provide two SROs to assist with school connectedness and helping to create a positive school culture and assist with outreach and connecting to families of unduplicated pupils. The vice principals will oversee attendance and discipline to ensure positive student engagement. Other duties will include providing additional services such as increased connection and outreach to families of unduplicated students.</p>	\$2,243,858.00	Yes
2.3	Campus Security	<p>The district will continue to promote student safety by employing campus security supervisors in each middle school. The district will increase supervision before, during, and after school by employing noon duty aides and crossing guards at all schools. Additional duties include participation in</p>	\$1,488,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>home visits as part of the school liaison team to ensure that students are connecting and attending school daily. They will also be part of the family outreach team at their school site to support families of unduplicated pupils. Priority 6</p>		
2.4	Positive School Climate	<p>The district will make all efforts to create a positive learning environment at each school site and will support activities that promote a positive school climate. Special efforts will be made to increase student attendance, drop the chronic absentee rate, promote positive behavior, and reduce the suspension and expulsion rates at all school sites. The district will provide activities such as academic or incentive field trips, assemblies, and motivational speakers. The district will also offer activities that promote a positive culture for staff, students and parents each year. Examples include: family nights, medals, plaques, parent education nights, shirts, etc. The district will make special efforts to ensure that unduplicated pupils are served and attend school activities to increase their school connectedness. Vice principals and their attendance task force will serve as liaisons to reach out to unduplicated subgroup parents to encourage them to attend activities that promote a positive school environment and school connectedness.</p>	\$509,770.00	Yes
2.5	Student Support Services	<p>The district will employ the Director of Student Support Services to support the implementation of the MTSS program. The director will focus on providing professional development and working with vice principals and campus security personnel to increase safety on all campuses and ensure a safe and secure learning environment which fully implements the MTSS model. The director of Student Support Services will serve as a liaison for foster youth, McKinney-Vento families, students with chronic absenteeism, and discipline concerns. The director will place special attention to ensure that unduplicated subgroups receive necessary support to have a positive learning experience both in and out of the classroom. They will monitor attendance, discipline, and academics of all unduplicated subgroup students at risk and provide them with additional support and resources to eliminate barriers to a positive learning experience. The district will employ</p>	\$311,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>two family advocates to assist with supporting services and connecting the unduplicated student families to school and community resources.</p> <p>LREBG funds will be utilized to support this action. A total of \$80,074 will be added to this action to support foster youth and McKinney-Vento students. Funds will be used to help fund family advocates that will serve as liaisons to unduplicated students and they will help connect families to resources. This action will be measured through metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7. Research from the Center for Family Engagement indicates that family advocates play a crucial role in strengthening family-school partnerships and in turn, improve student outcomes. This action is aligned with EC 32526(c)(2)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.</p>		
2.6	School Safety Support	<p>The Director of School Safety will work with SROs, district, and site administration to provide a safe and secure learning environment for staff and students. The director will focus efforts on ensuring that all safety protocols are implemented and enforced district wide. They will work with vice principals to decrease suspension and expulsion rates at their schools and implement positive behavior interventions. They will also oversee all of the school's Comprehensive Safe School Plans and ensure that parents and staff are familiar with safety and emergency protocols. The director of school safety will ensure that unduplicated pupils are monitored for attendance, suspensions, and expulsions and that they are provided with a safe, secure, and positive learning environment as part of their academic learning experience.</p>	\$255,708.00	Yes
2.7	Additional Student Supports	<p>The district will provide services for students in need of additional supports and eliminate any barriers that may keep them out of school or unable to</p>	\$35,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access their learning. The district will provide instructional supplies, clothing, health care items, dental and eye wear and any other items needed by students. Services will be prioritized to low income, foster youth, English learners, and McKinney-Vento pupils to ensure that they have all items necessary to attend school daily and have full access to their academic experience.		
2.8	DUSD Vision Center/Health Clinic	The district will support the DUSD Vision Center/Health Clinic to provide vision and health services to all district students in need of eye exams, eye wear, immunizations, and other health related needs. A full time employee will be hired to assist with parent outreach. Services will be prioritized for unduplicated pupils.	\$94,892.00	Yes
2.9	Behavior Intervention	Under the guidance of the district's BCBA, Tier 3 behavior intervention classes will be provided for students who need intensive behavior support intervention. The district will continue to employ 2 behavior intervention teachers and 3 instructional assistants to help with Tier 3 general education students who are in special need of targeted behavior intervention and cannot be in a regular classroom setting after intensive behavior interventions. Students will be placed on behavior intervention plans and will be transferred to their regular classrooms once behavior goals are attained. Services will be prioritized for unduplicated students.	\$0.00	Yes
2.10	Intervention Counselors	The district will employ intervention counselors at all four middle schools to ensure that at risk students are meeting their academic potential and that any barriers to a successful academic path are identified and addressed. Services will be prioritized and special attention will be placed on the academic success of unduplicated pupils.	\$529,589.00	Yes
2.11	Behavior Intervention Teachers	The district will fund 3 behavior intervention teachers to support MTSS and provide the Tier 2 behavior intervention at the middle schools. The district	\$524,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will also purchase character building curriculum and instructional materials. Services will be prioritized to meet the needs of unduplicated pupils.		
2.12	Mental Health Services	The district will employ a Marriage and Family Therapist and a psychologist to provide Tier 3 mental health support for students that need extra support for behavior intervention. They will provide ongoing support to students both in small group situations as well as one to one as needed. They will monitor the students on their caseload and connect their parents to community resources to help outside of the school setting for extra support if needed. They will work hand in hand with school psychologists and the BCBA to provide well-rounded mental health services for students. They will focus on assisting with the implementation of social emotional learning in the classrooms and will prioritize services to unduplicated pupils.	\$124,999.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Based on educational partner input, the district identified a continued need to expand and sustain equitable access to STEAM, enrichment, and parent engagement opportunities for all students, particularly unduplicated pupils. Parent survey results indicated that 93.3% of parents reported their students accessed STEAM activities, while educational partners also expressed a desire to continue increasing hands-on learning experiences, enrichment activities, and opportunities outside of the regular school day. The district recognizes that low-income students and other unduplicated pupils may have fewer opportunities to participate in STEAM activities outside of school. Therefore, this goal was developed to ensure equitable access to hands-on STEAM instruction, Visual and Performing Arts, AVID opportunities, extended learning programs, educational field trips, and college and career exploration activities. During educational partner meetings, parents also expressed the importance of increasing parent participation opportunities and maintaining strong family engagement. Parent survey results indicated that 91.1% of parents feel the district provides opportunities for parent engagement. The district will continue building meaningful partnerships with families by increasing opportunities for participation through parent involvement activities and flexible scheduling of events. By increasing access to STEAM and enrichment opportunities, expanding parent engagement activities, supporting AVID implementation, and monitoring the metrics associated with this goal, the district will improve equitable access to a broad course of study and strengthen student engagement and family participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of parent participation Source: Attendance sheets, participation logs	2023-24 Percentage of parent participation: 80%	2024-25 Percentage of parent participation 84%	2025-26 Percentage of parent participation: 89%	2026-27 Percentage of parent participation: 90%	Difference: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 3 (a)					
3.2	Percentage of parent participation of unduplicated pupils. Source: Attendance sheets, participation logs Priority 3 (b)	2023-24 Percentage of parent participation of unduplicated pupils: 80%	2024-25 Percentage of parent participation of unduplicated pupils 84%	2025-26 Percentage of parent participation of unduplicated pupils: 85%	2026-27 Percentage of parent participation of unduplicated pupils: 90%	Difference: +5%
3.3	Percentage of of parent participation of students with exceptional needs. Source: Attendance sheets, participation logs, IEP logs Priority 3 (c)	2023-24 Percentage of parent participation of students with exceptional needs: IEPs: 100% Other parent events: 65	2024-25 Percentage of parent participation of students with exceptional needs: IEPs: 100% Other parent events: 66%	2025-26 Percentage of parent participation of students with exceptional needs: IEPs: 100% Other parent events: 68%	2026-27 Percentage of parent participation of students with exceptional needs: IEPs:100% Other parent events: 75%	Difference: +3%
3.4	Extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12 as applicable as measured by daily and master schedules. State Priority 7 (a)	During the 2023-24 school year, 100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning opportunities through high school level course offerings	During the 2024-25 school year, 100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning	During the 2025-26 school year, 100% of general education students are enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning	During the 2026-27 school year, 100% of general education students will be enrolled in and have access to all courses of study including ELA, Math, Science, Social Studies, Physical Education, Visual/Performing Arts, and Music. Additionally, middle school students will have course access in higher level learning	Difference: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities through high school level course offerings.	opportunities through high school level course offerings.	opportunities through high school level course offerings	
3.5	Extent to which pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils as measured by program enrollment data. Priority 7 (b)	During the 23-24 school year, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.	During the 24-25 school year, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.	During the 25-26 school year, 100% of unduplicated pupils have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.	During the 2026-27 school year, 100% of unduplicated pupils will have full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.	Difference: 0%
3.6	Extent to which pupils have access and are enrolled in programs and services developed and provided to individuals with exceptional needs as measured by program enrollment data. Priority 7 (c)	During the 23-24 school year, 100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional programs offered by the district.	During the 2024-25 school year, 100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional	During the 2025-26 school year, 100% of students with exceptional needs have full access to extended learning opportunities including access to ASES, summer school, and additional	During the 26-27 school year, 100% of students with exceptional needs will have full access to extended learning opportunities including access to ASES, summer school, and additional	Difference: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			programs offered by the district.	programs offered by the district.	programs offered by the district.	
3.7	Other indicators of pupil outcomes in a broad course of study for the adopted course of study for grades 1 to 6 and/or the adopted course for grades 7 to 12 as applicable as measured by local data. State Priority 8	2023-24 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 71% One grade level below - 13% Two grade levels below - 9% Three grade levels below - 4% More than three grade levels below - 3% Emerging Literacy Battery (ELB) - Standard Exceeded - 71% Standard Met - 8% Standard Nearly Met - 8% Standard Not Met - 13% STAR Reading - On/Above Grade Level : 39% Near Grade Level: 15% Below Grade Level: 18% Far Below Grade Level: 28% STAR Math	2024-25 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 69% One grade level below - 12% Two grade levels below - 9% Three grade levels below - 6% More than three grade levels below - 4% Emerging Literacy Battery (ELB) - Standard Exceeded - 73% Standard Met - 12% Standard Nearly Met - 9% Standard Not Met - 6% STAR Reading - On/Above Grade Level : 45% Near Grade Level: 17%	2025-26 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 71% One grade level below - 9% Two grade levels below - 11% Three grade levels below - 5% More than three grade levels below - 4% Emerging Literacy Battery (ELB) - Standard Exceeded - 68% Standard Met - 9% Standard Nearly Met - 14% Standard Not Met - 9% STAR Reading - On/Above Grade Level : 45% Near Grade Level: 16%	2026-27 Local data: All Students Analytical Reading Inventory (ARI) - On grade level- 77% One grade level below - 16% Two grade levels below - 6% Three grade levels below - 1% More than three grade levels below - 0% Emerging Literacy Battery (ELB) - Standard Exceeded - 80% Standard Met - 5% Standard Nearly Met - 5% Standard Not Met - 10% STAR Reading - On/Above Grade Level : 52% Near Grade Level: 20%	Difference All Students Analytical Reading Inventory (ARI) - On grade level- 0% One grade level below - -4% Two grade levels below - 2% Three grade levels below - +1% More than three grade levels below - +1% Emerging Literacy Battery (ELB) - Standard Exceeded - -3% Standard Met - +1% Standard Nearly Met - +6% Standard Not Met - -4% STAR Reading - On/Above Grade Level : +6% Near Grade Level: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		On/Above Grade Level: 51% Near Grade Level: 13% Below Grade Level: 16% Far Below Grade Level: 20%	Below Grade Level: 21% Far Below Grade Level: 17%	Below Grade Level: 21% Far Below Grade Level: 17%	Below Grade Level: 9% Far Below Grade Level: 19%	Below Grade Level: +3% Far Below Grade Level: -11%
	CA Healthy Kids Survey: Percentage of students who reported negative self image: 68%	STAR Math On/Above Grade Level: 48% Near Grade Level: 17% Below Grade Level: 19% Far Below Grade Level: 16%	STAR Math On/Above Grade Level: 49% Near Grade Level: 16% Below Grade Level: 19% Far Below Grade Level: 16%	STAR Math On/Above Grade Level: 49% Near Grade Level: 16% Below Grade Level: 19% Far Below Grade Level: 16%	STAR Math On/Above Grade Level: 60% Near Grade Level: 22% Below Grade Level: 7% Far Below Grade Level: 11%	STAR Math On/Above Grade Level: -2% Near Grade Level: +3% Below Grade Level: +3% Far Below Grade Level: -4%
		CA Healthy Kids Survey: Percentage of students who reported negative self image: 37%	CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%	CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%	CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%	CA Healthy Kids Survey: Percentage of students who reported negative self image: -44%

Goal Analysis [2025-26]

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.

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

Action 1 - Visual/Performing Arts - This action was fully implemented without any challenges. All schools in the district offered band and middle schools had marching bands which participated in all local parades. Lower grades in the elementary schools offered music appreciation and some vocal instruction. Ballet Folklorico was offered at one school site. The district also has hired an art teacher and has re-established the mariachi program. The mariachi program is being funded out of alternate funding sources. There were no substantive differences in the implementation of this action.

Action 2 - Parent Involvement - Parents were offered a plethora of opportunities to participate in events at their school sites and at the district level throughout the school year. These opportunities increased parent participation and strengthened family engagement with school programs. The district also offered events such as kiddie parade, kinder blastoff, oral language science fair, etc. Through other funding sources, the district also offered Parent University through CSU, Fresno where the parents were able to take online courses free of cost to them. There were no challenges in implementing this action and it was fully implemented as intended.

Action 3 - Extended Opportunities for Parents/School Liaisons - This action was fully and successfully implemented. All school sites employed a librarian and a resource clerk who were able to offer extended hours for parents to have access to the school both before and after school hours. The clerks and librarians served as school liaisons for parents making the school more accessible. There were no challenges with the implementation of this action. There was a slight difference in the estimated and actual expenditures due to salary ranges and staff turnover. The difference was not substantive.

Action 4 - AVID Instruction/Electives - This action was fully implemented and successful. There were no challenges in the implementation of this action. There was a substantive difference because some of the planned activities for this action are happening at the end of the school year and have not yet been encumbered. This action was otherwise implemented as planned.

Action 5 - Technology - This action was successful and fully implemented. There was a substantive difference because some technology items were funded out of alternate funding sources. Also, all professional development was done internally and therefore, there were no consultant fees. All students were provided full access to technology programs that enhanced their educational experience. There were no challenges in the implementation of this action.

Action 6 - STEAM Instruction - This action was fully implemented and was successful. Students were provided with a plethora of opportunities to enhance their instructional program through STEAM instruction. Middle schools implemented their STEAM labs where students have hands-on opportunities. There were no challenges in the implementation of this action but there was a substantive difference. The budget was underspent due to some planned expenditures for this action were funded out of alternate funding sources.

Action 7 - Gifted and Talented Education GATE - There were no challenges in the implementation of this action. This action was successfully and fully implemented and all GATE students had the opportunity to participate in a year-long enrichment program which culminated in a GATE festival at the end of the school year. The students also get to participate in an educational enrichment field trip and in a week long summer academy. There was a substantive difference in this action due to many of the planned events occur at the very end of the school year into summer school, so many expenses have not yet been encumbered.

Action 8 - Technology Equipment/Infrastructure - This action had a substantive difference. The infrastructure expense originally projected was much less than the actual cost. Additionally, some technology items were funded from alternate funding sources. This will be adjusted for the next school year. There were no challenges with the implementation of this action. The district successfully provided technology infrastructure to all buildings in the district to ensure that staff and students have full access to all technology needs. This action was successfully and fully implemented.

Action 9 - Physical Education Teachers - This action was partially implemented. All middle schools and elementary schools had a physical education teacher to provide them with opportunities for physical fitness and movement. Additionally, the physical education teachers teach

social emotional learning as part of their curriculum. There was a minor challenge with the implementation of this action. There was a substantive difference due to not being able to staff one position.

Action 10 - Director of Technology - This action was fully and successfully implemented. There were no challenges or substantive differences. The director of technology was able to lead the district in providing appropriate technology and infrastructure. They also guided the entire IT department to ensure that all school sites received support for all of their technology needs and assured that unduplicated pupils and all students had full access to technology.

Overall, the district successfully implemented the majority of Goal 3 actions designed to expand access to enrichment opportunities, technology, parent involvement, and a broad course of study for all students, particularly unduplicated pupils. Students received increased access to STEAM instruction, Visual and Performing Arts, GATE enrichment opportunities, technology resources, and parent engagement activities. While most actions were fully implemented, staffing challenges and the use of alternate funding sources created some substantive differences in expenditures and implementation. The district will continue refining these actions to ensure equitable access to enrichment opportunities and continued student engagement.

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

The Delano Union School District conducted an analysis of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures. The total budgeted for goal 3 was \$7,261,934. The Estimated Actual Expenditures for Goal 3 was \$6,637,413. This is a difference of \$624,521. The substantive differences were in actions 3.4, 3.5, 3.6, 3.7, and 3.9. Action 3.4 was under budget by \$63,321 because some of the professional development opportunities and instructional materials were paid with other funding sources. Unspent funds will be redirected to other actions within this goal. Action 3.5 was under budget by \$193,254 due to planned professional development was conducted internally and there were no costs for consultants. Some software platforms were also purchased using alternate funding sources. Action 3.6 was underbudget by \$103,504 due to some of the activities planned were funded out of alternate funding sources. Action 3.7 was under budget by \$92,371 because many of the expenses for this action happen at the very end of the school year and into the summer. Action 3.9 was under budget \$135,101. The district was not able to staff one position this school year. There were no material differences for actions 3.1, 3.2, 3.3, 3.8, and 3.10.

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

The actions within this goal were analyzed and deemed to be effective in making progress towards this goal. Students in the Delano Union School District are receiving a high quality and well-rounded education for students, specifically, unduplicated pupils.

Action 1 - Visual/Performing Arts - Metrics 1.6, 3.5 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended

learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.

Action 2 - Parent Involvement - Metric 3.2 - Based on parent surveys and sign in sheets from site and district events, there was an increase of 5% of parent participation from the baseline year of data collected.

Action 3 - Extended Opportunities for Parents/School Liaisons - Metric 3.2 - Based on parent surveys and sign in sheets from site and district events, there was an increase of 5% of parent participation from the baseline year of data collected.

Action 4 - AVID Instruction/Electives - Metrics 1.6, 3.5 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.

Action 5 - Technology - Metrics 1.6, 3.5, 3.7 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

All Students

Analytical Reading Inventory (ARI) -

On grade level- 71%

One grade level below - 9%

Two grade levels below - 11%

Three grade levels below - 5%

More than three grade levels below - 4%

Emerging Literacy Battery (ELB) -

Standard Exceeded - 68%

Standard Met - 9%

Standard Nearly Met - 14%

Standard Not Met - 9%

STAR Reading -

On/Above Grade Level : 45%
Near Grade Level: 16%
Below Grade Level: 21%
Far Below Grade Level: 17%

STAR Math

On/Above Grade Level: 49%
Near Grade Level: 16%
Below Grade Level: 19%
Far Below Grade Level: 16%

CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%

Action 6 - STEAM Instruction - Metrics 1.6, 3.5, 3.7 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

All Students

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Two grade levels below - 11%
Three grade levels below - 5%
More than three grade levels below - 4%

Emerging Literacy Battery (ELB) -

Standard Exceeded - 68%
Standard Met - 9%
Standard Nearly Met - 14%
Standard Not Met - 9%

STAR Reading -

On/Above Grade Level : 45%
Near Grade Level: 16%
Below Grade Level: 21%

Far Below Grade Level: 17%

STAR Math

On/Above Grade Level: 49%

Near Grade Level: 16%

Below Grade Level: 19%

Far Below Grade Level: 16%

CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%

Action 7 - Gifted and Talented Education GATE - Metrics 1.6, 3.5, 3.7 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

All Students

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On grade level- 71%

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Two grade levels below - 11%

Three grade levels below - 5%

More than three grade levels below - 4%

Emerging Literacy Battery (ELB) -

Standard Exceeded - 68%

Standard Met - 9%

Standard Nearly Met - 14%

Standard Not Met - 9%

STAR Reading -

On/Above Grade Level : 45%

Near Grade Level: 16%

Below Grade Level: 21%

Far Below Grade Level: 17%

STAR Math

On/Above Grade Level: 49%
Near Grade Level: 16%
Below Grade Level: 19%
Far Below Grade Level: 16%

CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%

Action 8 - Technology Equipment/Infrastructure - Metrics 1.6, 3.5, 3.7 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.

All Students

Analytical Reading Inventory (ARI) -

On grade level- 71%
One grade level below - 9%
Two grade levels below - 11%
Three grade levels below - 5%
More than three grade levels below - 4%

Emerging Literacy Battery (ELB) -

Standard Exceeded - 68%
Standard Met - 9%
Standard Nearly Met - 14%
Standard Not Met - 9%

STAR Reading -

On/Above Grade Level : 45%
Near Grade Level: 16%
Below Grade Level: 21%
Far Below Grade Level: 17%

STAR Math

On/Above Grade Level: 49%
Near Grade Level: 16%
Below Grade Level: 19%

Far Below Grade Level: 16%

CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%

Action 9 - Physical Education Teachers - Metrics 2.6, 3.5 - Based on the California Healthy Kids Survey, the amount of students who feel connected to school decreased by 12%. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs.

Action 10 - Director of Technology - Metrics 1.6, 3.7 - Based on data from the California School Dashboard, all students are 0.1 points above standard in ELA. This was an increase of 7.5 points from the previous school year. In math, students are 37.4 points below standard. This was an increase of 3.3 points from the previous years. Unduplicated subgroups all showed an increase in scores from the previous year. Based on master schedules, 100% of students had access full access to all programs and services including, but not limited to, extended learning opportunities, extended day through ASES, and AVID. Qualifying students will also have the opportunity to have services through the Migrant and GATE programs. Local data indicates that students are making progress in math, reading, and foundational skills.
All Students

Analytical Reading Inventory (ARI) -

On grade level- 71%

One grade level below - 9%

Two grade levels below - 11%

Three grade levels below - 5%

More than three grade levels below - 4%

Emerging Literacy Battery (ELB) -

Standard Exceeded - 68%

Standard Met - 9%

Standard Nearly Met - 14%

Standard Not Met - 9%

STAR Reading -

On/Above Grade Level : 45%

Near Grade Level: 16%

Below Grade Level: 21%

Far Below Grade Level: 17%

STAR Math

On/Above Grade Level: 49%

Near Grade Level: 16%

Below Grade Level: 19%

Far Below Grade Level: 16%

CA Healthy Kids Survey: Percentage of students who reported negative self image: 24%

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.

There are no changes to the planned goal, metrics, target outcomes, or actions for the coming year.

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	Visual/Performing Arts	The district will promote music, visual and performing arts at all school sites and expand participation to students at all school sites. The programs offered include but are not limited to the following: Marching band, jazz band, expansion of the mariachi, ballet folklorico, honor band, dance group, choir, art instruction, and piano labs. Unduplicated pupils will be encouraged to actively participate in the visual and performing arts programs offered.	\$1,155,067.00	Yes
3.2	Parent Involvement	The district will provide funds for parent involvement activities at the site and district levels to secure a partnership between the home and school to provide the best learning experience for students. Activities include but are not limited to: Parent University, math family nights, literacy family nights, general information meetings, Kiddie parade, Math field day, parent trainings, and other student events. Special efforts will be made to involve parents of unduplicated pupils. Funding from this action will include: consultant contracts, materials, supplies, facilities, child care, translation services, extra time for staff working the events after work hours.	\$149,354.00	Yes
3.3	Extended Opportunities for	The district will support parent participation and learning opportunities for students by employing 12 resource clerks and 12 librarians. These employees will offer opportunities for parent involvement before, during,	\$1,803,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
	parents/school liaisons	and after school such as extended library hours, access to computer labs, access to front office and some Saturdays. They will serve as liaisons for parents of unduplicated pupils.		
3.4	AVID Instruction/Electives	The district will provide students the opportunities to have AVID instruction to prepare them for 21st Century learning. The district will provide training for teachers in AVID strategies, will provide all necessary materials and supplies, and will hire AVID tutors as needed. The district will also provide elective courses for all middle school students. Electives will include a plethora of subjects to provide students with a well-rounded educational experience. Special focus will be placed on unduplicated pupils to ensure they have access to a broad course of study.	\$783,627.00	Yes
3.5	Technology	The district will enhance the current technology programs and will purchase platforms, software, and offer professional development to teachers to ensure that students have full access to a technology rich learning experience. Access to technology will allow students to experience 21st Century learning. Services will be prioritized for unduplicated pupils to ensure that they have full access to all technology programs offered by the district.	\$600,000.00	Yes
3.6	STEAM Instruction	The district will promote the development and implementation of a district wide STEAM program that will provide students the opportunity to experience a rich academic curriculum that includes instruction in science, technology, engineering, art, and mathematics. The district will provide outdoor science instruction through a partnership with SCICON. The district will open math labs at all schools to allow students to explore hands on math and engineering lessons. STEAM labs and materials will be provided to all students. Special focus will be placed on ensuring that unduplicated pupil are prioritized to receive STEAM instruction and hands on opportunities.	\$312,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Gifted and Talented Education - GATE	The district will enhance student opportunities in GATE activities. Students will receive year-long enrichment opportunities culminating in the annual GATE festival. Students will also receive a one-week summer school enrichment as part of the program. The district is intentional in ensuring equitable access to participate in the GATE program to all unduplicated pupils. The district has procured a non-verbal qualifying assessment to ensure that English learners have a fair opportunity to qualify. Due to the district's demographics, the majority of students participating in the GATE program are unduplicated pupils.	\$62,976.00	Yes
3.8	Technology Equipment/Infrastructure	The district will purchase equipment needed to ensure that all staff and students have up to date devices to enhance daily classroom instruction. The district will update infrastructure continuously as stipulated in the District's Technology Plan. Services have been prioritized to best serve the needs of unduplicated pupils.	\$400,000.00	Yes
3.9	Physical Education Teachers	<p>The district will employ Physical Education teachers in the elementary schools to provide specialized services for elementary students and support the district's effort to incorporate physical activity as part of the students' daily academics. The district has also hired two additional Physical Education teachers for the middle schools to ensure that all students receive physical education opportunities as part of their learning experience. Special attention will be focused on unduplicated pupils, especially low-income and foster youth as they are less likely to have access to memberships in local gyms or participate in community recreational sports due to the cost incurred. Physical Education teachers will also serve the social emotional needs of students since Social Emotional Learning is part of the California Model Content Standards for Physical Education.</p> <p>LREBG funds will be utilized to support this action. A total of \$260,161 has been allocated to this action from LREBG funds. These funds will be used to keep the two physical education teachers that were previously funded out of LREBG funds. They have now been added into this action and will continue to be funded for the duration of the funding. Metrics 2.6 and 3.5 will be used to measure the effectiveness of this action. Research</p>	\$1,390,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>demonstrates that having physical education teachers at the school sites will enhance the physical activity levels which will translate to improved academic performance. They will also provide a better foundation for a stronger social-emotional development and improve school connectedness. This action is aligned with EC 32526(c)(2)(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.</p>		
3.10	Director of Technology	<p>The district will employ a director of technology to assist with the management of all technology programs and staff. The director will ensure that all students have appropriate technology devices and access to connectivity. Services have been prioritized to best serve the needs of unduplicated student groups to ensure that they have equitable access to technology needs, including hotspots and WiFi for connectivity.</p>	\$206,696.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$18,919,980	\$2,381,428

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
37.619%	0.347%	\$165,956.27	37.966%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Student Instructional Support Needs</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8</p>	<p>This action will provide all necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. This action is provided as an LEA-wide basis because all students will benefit from a robust curriculum that includes supplemental instructional materials for enhanced scaffolded lessons.</p>	Metric # 1.6

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	<p>points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>Based on educational partner feedback via surveys and educational partner meetings, students need extra support to be able to access the core curriculum. Classroom teachers have requested via the surveys, supplemental instructional materials that will allow them to scaffold daily lessons to provide timely interventions and provide students access to state standards in ELA and Math.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Grade Span Adjustment in Upper Grades</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5</p>	<p>This action will provide smaller class sizes in the upper grades, which will provide better student to teacher ratios so that teachers can provide more individualized interventions. Grade span adjustment will be targeted in upper grade classes with high populations of unduplicated subgroups. This action is being provided on an LEA-wide basis because all students will benefit from smaller class sizes in the upper grades and receive targeted intervention and differentiated instruction during the school day.</p>	Metric # 1.6, 1.7

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	<p>points below. Foster Youth did not have data available in ELA or Math.</p> <p>Based on educational partner input, survey responses and comments at educational partner meetings included the need for smaller class sizes. Parent surveys indicated this need for all grade levels. The district will prioritize grade span adjustment to students with high concentrations of unduplicated pupils.</p> <p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Instructional Program Support and Intervention</p> <p>Need: Local data indicates a need to provide interventions during the school day to help students in TK and Kindergarten attain foundational skills in ELA and Math. According to the the local assessment tool ELB, the following subgroups have not met standard: Low income = 21% and English learners = 19%. Only 4.63% of LTELS met or exceed standard in ELA and 3.11% in Math. We did not have any foster youth students on TK and Kindergarten. Aides will assist with running intervention groups, and with providing an environment conducive to learning that is developmentally appropriate for that age group.</p> <p>Educational partner input from teachers via surveys indicate the need to provide TK and</p>	<p>Instructional Aides will be able to provide intervention to small groups of students and assist in the TK and Kindergarten classrooms. Providing small group intervention will assist students in acquiring key academic skills to assist with reading, writing, and math instruction. This action is being provided on an LEA-wide basis because all students will benefit from instructional support for teachers and receive targeted intervention and differentiated instruction during the school day.</p>	<p>Metric #1.6, 1.7, 3.7</p>

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	<p>Kindergarten classrooms with additional support to be able to work with students in small group settings. 61% of teachers who responded to the survey indicate their need for support staff to provide additional intervention opportunities Parent surveys also indicated a need to provide support in the classrooms to assist the students in their academic learning.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Instructional Support/Coaches and Tutors</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math. By training our own staff in each academic field, the district will have on site experts to assist staff at any time. The district will be able to do all training and professional development internally without having to hire outside consultants.</p>	<p>Instructional coaches will be able to provide professional development, training, data analysis, and guidance to help all district teachers to ensure that unduplicated pupils are provided with the best opportunities for learning. Specialized tutors will be able to work in small groups or one on one to provide intervention during the school day to unduplicated pupils who are in need of extra academic support. This action is provided on an LEA-wide basis because all students will benefit from their teachers being provided with strategies and assistance with lesson planning and design by the coaches. In addition, all of the students will benefit from the data analysis to identify areas of deficit so that the teachers can target all students. All students will benefit from the one on one or small group intervention during the school day provided by the specialized tutors.</p>	Metric #1.4, 1.5, 1.6, 1.7, 1.8

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	<p>According to educational partner feedback on the staff surveys, 10% of teachers responded that they need to be better equipped to support unduplicated pupils. 14% of teachers stated that they need more training and professional development to help students struggling in their classrooms. In the surveys, parents expressed a need to provide intervention to students that are not fully grasping content.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Co-teaching Learning Coordinator</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math. By training our own staff in each academic field, the district will have on site experts to assist staff at any time. The district will be able to do all training and professional development internally without having to hire outside consultants.</p>	<p>The Co-teaching intervention teacher will assist in providing teachers with strategies and will ensure that teachers utilize these strategies daily to assist unduplicated students. All lessons will be designed with targeted strategies that will address the skills that the students need to experience academic success. This action is provided on an LEA-wide basis because all students will benefit from the guidance of the co-teaching learning coordinator and their assistance to their classroom teacher to provide them with the necessary support for their learning needs.</p>	Metric #1.6

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	<p>Educational partner feedback from meeting with the parents indicates a need to provide more intervention opportunities for students. Parents indicated the need to equip teachers with strategies, and lessons to provide appropriate support to all students who participate in the co-teaching classrooms. Classroom teachers have commented on the surveys that they would like an increase in professional development focused on students who participate in the co-teaching program.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Professional Development</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math. By training our own staff in each academic field, the district will have on site experts to assist staff at any time. The district will be able to do all training and</p>	<p>This action will provide professional development and training opportunities for all staff to refine current instructional practices. The professional development opportunities throughout the school year will provide emphasis on helping teachers address the needs of unduplicated pupils. This action is provided on an LEA-wide basis all students will benefit from having teachers that are appropriately trained in the most effective teaching practices and teachers who are knowledgeable in analyzing data and knowing how to adjust instruction to address academic deficits of all students they serve.</p>	<p>Metric #1.4, 1.5, 1.6, 1.7, 1.8</p>

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	<p>professional development internally without having to hire outside consultants.</p> <p>Based on local assessments, students are performing below standard in ELA and Math. Although continuous improvement has been attained annually, the district needs to refine efforts to continue growth. Based on Educational Partner feedback from teacher surveys and discussion, only 85% of teachers feel they have received adequate training to support. The district will use the information from the surveys to address the professional development gaps that the teachers have identified in the surveys.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Health Services</p> <p>Need: The district has a growing number of unduplicated students who are presenting with medical needs and need frequent monitoring and assistance. Staff are in need of training to ensure that they are able to address/identify the medical needs of their students. Parents need support to monitor their child's health care needs during the school day. This will allow students to access their education daily. Based on the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs =</p>	<p>All school sites are provided with a nurse or health assistant on site to ensure that students receive any necessary medical care during the school day. The nurses and health assistants also assist with administering medication, checking glucose levels, and monitoring dietary and medical needs of students. The nurses and nurse assistants will work with parents to identify health related barriers that are impacting attendance. They will also work with their school site's chronic absenteeism team and deploy to home visits to check in on students that are chronically absent. They recommend students to the district vision/health clinic as needed to care for issues with vision and vaccines so that students don't have to miss school to take care of these issues. This action is provided on an LEA-wide basis because all students will benefit</p>	Metric # 2.1, 2.2

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	<p>5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%.</p> <p>Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%%. The district needs to identify health barriers that are contributing to the attendance rates and chronic absentee numbers.</p> <p>Based on Educational Partner input, 88.9% of parents have stated that their child's health care needs are being taken care of at school. Many families in our community do not have access to health care outside of the school system. This has eliminated barriers that were impacting school attendance. Our district has made a steady climb in attendance and a drop in chronic absenteeism.</p> <p>Scope: LEA-wide</p>	<p>from the support that the nurse and nurse assistants will provide to monitor health and eliminate barriers that contribute to chronic absentee issues.</p>	
<p>2.2</p>	<p>Action: School Safety</p> <p>Need: Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. Based on educational partner surveys, parents and staff have placed</p>	<p>The vice principals lead the attendance task force at their school site and provide special attention to the unduplicated subgroup students. Each school site has a team including SROs that provide support with keeping a safe and secure learning environment for the students and serve as liaisons to keep the schools and families connected. Special attention is be placed for the vice principals to work with unduplicated subgroups. This action is provided on an LEA-wide basis because all students will benefit from a safe and secure learning environment and from proactive attendance efforts by the vice principals.</p>	<p>Metric # 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>

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	<p>a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%. The current drop out rate for middle school students is 0% and expulsions are also at 0%. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Campus Security</p> <p>Need: Unduplicated pupils need a safe and secure learning environment to maximize their academic, social, and emotional learning experience. Educational partners have continued to express via surveys and meeting discussions that school safety is at the top of their list of priorities for the schools.</p>	<p>Providing a safe and secure learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action will provide campus security personnel to address safety concerns at all of the schools. Unduplicated pupils will experience a safe and secure campus before, during, and after school hours. This will ensure that attendance rates remain high and that chronic absenteeism and suspension rates continue to lower. This action is provided LEA-wide because all students will benefit from having</p>	Metric #2.4, 2.6, 2.7

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	<p>Educational partners have expressed the need for all campuses to be safe and have a positive learning environment. Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. Based on educational partner surveys, parents and staff have placed a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%</p> <p>Scope: LEA-wide</p>	<p>a safe and secure learning environment and will feel more connected to their school which will have a positive impact in their learning.</p>	
<p>2.4</p>	<p>Action: Positive School Climate</p> <p>Need: Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their</p>	<p>Providing a positive learning environment will ensure that unduplicated pupils reach their maximum academic potential. This action will provide activities both during the day and after school to promote school connectedness and a positive learning environment for unduplicated pupils. This action is provided on an LEA-wide basis because all students will benefit from having a positive learning environment that promotes school connectedness.</p>	<p>Metric # 2.1, 2.2, 2.6, 2.7</p>

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	<p>learning potential and experience a positive learning environment. Based on educational partner surveys, parents and staff have placed a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Student Support Services</p> <p>Need: Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. Based on educational</p>	<p>The director of students support services will continue to work with school teams to ensure that MTSS is successfully implemented and that all campuses monitor attendance and discipline. The director will monitor unduplicated subgroup students as well as McKinney-Vento students to ensure that they have services both during school and are connected to community outreach services outside of the school. They will also continue to provide monitoring for foster students and make sure to also provide services during and after school. This action is provided as an LEA</p>	<p>Metrics # 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>

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	<p>partner surveys, parents and staff have placed a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%. The current drop out rate for middle school students is 0% and expulsions are also at 0%. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%</p> <p>Scope: LEA-wide</p>	<p>wide basis because all students will benefit from the implementation of the MTSS program, positive discipline, and resources to feel connected to school.</p>	
<p>2.6</p>	<p>Action: School Safety Support</p> <p>Need: Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive</p>	<p>The director of safety will continue to work with school and district administrators and SROs to ensure that the district's safety policies are successfully implemented and that all campuses monitor and implement their Comprehensive Safe School Plans. Additionally, the director will also work as a community liaison for safety and work closely with first responders from the community. The director will monitor unduplicated subgroup students to ensure that they have a safe and secure learning environment both during school</p>	<p>Metric #2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>

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	<p>learning environment. Based on educational partner surveys, parents and staff have placed a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%. The current drop out rate for middle school students is 0% and expulsions are also at 0%. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%</p> <p>Scope: LEA-wide</p>	<p>and are connected to community outreach services outside of the school. This action is provided as an LEA wide basis because all students will benefit from a safe and secure learning environment, positive discipline, and resources to feel connected to school.</p>	
2.7	<p>Action: Additional Student Supports</p> <p>Need: According to the California Healthy Kids Survey, only 64% feel connected to school. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%,</p>	<p>This action will ensure that unduplicated pupils have access to additional support items such as shoes, clothing, hygiene products and instructional supplies to use at home to complete assignments. This will eliminate any barriers for students to fully access their instructional program and to improve attendance. This action will also provide students with the necessary items to be able to participate in activities that they may not be able to participate in otherwise. This action is provided on an LEA-</p>	Metric #2.1, 2.2, 2.6

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	<p>and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%%.</p> <p>Each year, staff has identified unduplicated pupils that are often times are not attending school due to lack of particular items such as appropriate clothing, shoes, hygiene care needs, etc. This action will ensure that all unduplicated pupils have all items needed to access a full academic experience. This action will also provide students with resources that may need to participate and fully access all of their educational activities provided in the district.</p> <p>Educational partner discussions have indicated the need to continue to provide these items for students. Staff surveys indicate the need to eliminate any barriers for students in order to get them to school on a daily basis.</p> <p>Scope: LEA-wide</p>	<p>wide basis because all students in need will benefit from the additional student support if needed.</p>	
<p>2.8</p>	<p>Action: DUSD Vision Center/Health Clinic</p> <p>Need: Unduplicated students in our district lack medical insurance and therefore many do not receive wellness checks or appropriate medical care which affects their attendance to school and has contributed to chronic absentee rates. According to the California School Dashboard, the district's chronic</p>	<p>Unduplicated pupils often lack access to appropriate medical and vision care. This action will provide them with vision screening, glasses, immunizations, and health screenings to ensure that they don't have any medical barriers to access their academic experience. This action is provided on an LEA-wide basis because all students will benefit from health and vision services and appropriate immunizations to decrease attendance issues.</p>	<p>Metric # 2.1, 2.2</p>

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	<p>absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%%.</p> <p>Providing students with health and vision services will decrease attendance issues.</p> <p>Educational partner feedback indicates that 88.9% of parents agree that the district takes care of their child's health needs in a timely manner. This is due to the support from the DUSD Vision/Health Clinic. They have vocalized the need to continue to provide this support.</p> <p>Scope: LEA-wide</p>		
<p>2.9</p>	<p>Action: Behavior Intervention</p> <p>Need: The district has identified the need to address Tier 3 behavior for unduplicated students who are unable to participate successfully in a classroom. Vice principals identify students who have not made any progress through the MTSS program and are unable to access their instructional program due to behavior issues. Unduplicated pupils are often not able to access behavior support outside of the school setting. Many lack medical insurance to seek behavior support through community</p>	<p>This action will continue to provide intensive Tier 3 behavior intervention to unduplicated students. This will help improve their suspension and expulsion rates and will help maintain a safe and secure learning environment at the school. This action is provided on an LEA-wide basis because all students in need of intensive behavior intervention will be able to receive the help from this class and the interventions it provides.</p>	<p>Metric 2.4, 2.5, 2.7</p>

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	<p>resources and are therefore reliant on the help they can receive at school. Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. Based on educational partner surveys, parents and staff have placed a high priority on student safety. 91.1% of parents feel that the district provides a safe and secure learning environment. The parents have stated that while they feel that their child is safe at school, they would like for the district to continue its efforts to improve the learning environment at all school sites. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%. Expulsion rates are at 0%. The reduction in suspensions and expulsions in the district is due to the implementation of this action and the support that these Tier 3 behavior issues are being provided with timely interventions.</p> <p>Based on educational partner feedback, staff and parents have expressed the need to address challenging student behavior. This class will address students with chronic Tier 3 behavior who have not been successful with efforts from the school's MTSS program.</p> <p>Scope: LEA-wide</p>		

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<p>2.10</p>	<p>Action: Intervention Counselors</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. According to the California School Dashboard, the district's chronic absentee rate is 5.7%. Chronic Absentee rates by subgroup: ELs = 5.3%, Foster Youth = 10.7%, SED = 6.3%, and two or More Races = 4.7%. Attendance rates by subgroups: All students = 96.8%, ELs = 96.9%, Foster Youth = 97.8%, SED = 96.9%, and Two or More Races = 97.3%%. The current drop out rate for middle school students is 0% and expulsions are also at 0%.</p> <p>Based on educational partner feedback via surveys and educational partner meeting discussions, students need extra support to be</p>	<p>Academic counselors will be able to identify the unduplicated pupils who are at risk of failing academically. They will identify and address barriers contributing to the student's academic challenges. Academic counselors will work with families to address barriers stemming from the home to ensure academic success at school. This action is provided on an LEA-wide basis because all students will benefit from having the assistance of intervention counselors to help identify academic barriers and assist site administration to address the needs of all students at risk.</p>	<p>Metric #2.1, 2.2, 2.3, 2.6</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>able to access the core curriculum and demonstrate academic success. Intervention counselors will be able to identify learning gaps of unduplicated students who are at risk of failing academically.</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Behavior Intervention Teachers</p> <p>Need: The district has identified a need to provide tier 2 behavior intervention support for unduplicated students. Students will receive specialized curriculum to help address specific behaviors. They will also receive specialized services from the district BCBA to address specific behaviors and triggers in the classroom. The suspension rate for all students is 1%, ELs = 1%, Foster Youth = 0%, SED = 1.1%, and Two or More races = 1.5%. Expulsion rates are at 0%. The reduction in suspensions and expulsions in the district is due to the implementation of this action and the support that these Tier 3 behavior issues are being provided with timely interventions. Our local student survey demonstrates that 76.7% of students feel safe at school. According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment.</p>	<p>This action will provide Tier 2 behavior intervention to unduplicated students. This will help improve their suspension and expulsion rates and will help maintain a safe and secure learning environment at the school. This action is provided on an LEA-wide basis because all students in need of intensive behavior intervention will be able to receive the help from this class.</p>	Metric # 2.4, 2.5, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on educational partner survey feedback and discussions during educational partner meetings, staff and parents have expressed the need to address challenging student behavior. This class will address students with Tier 2 behavior who have not been successful with efforts from the school's MTSS program.</p> <p>Scope: LEA-wide</p>		
2.12	<p>Action: Mental Health Services</p> <p>Need: According to the California Healthy Kids Survey, only 64% feel connected to school. Unduplicated pupils need to feel safe and connected to their school to maximize their learning potential and experience a positive learning environment. The district has identified a need to provide tier 3 mental health intervention support for students based on referrals from school psychologists and social workers and from daily Social Emotional Learning logs in the classrooms.</p> <p>Based on educational partner feedback, parents feel strongly about their children receiving mental health support at home. Parents expressed the need for students to know how to express their feelings as part of their learning experience.</p>	<p>The Marriage and Family Therapist will prioritize Tier 3 mental health services for unduplicated pupils. Many unduplicated families lack the means to receive mental health services outside of school. This action is being provided on an LEA-wide basis because all students will benefit from having and MFT at the district that will be able to provide Tier 3 mental health services to all students who need them.</p>	Metric #2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Visual/Performing Arts</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which includes visual and performing arts. This action will ensure that unduplicated students continue to receive the opportunity to access visual and performing arts opportunities which will provide them with a well-rounded education and increase and improve their academic achievement.</p> <p>Based on educational partner input via surveys 93.3% of parents feels that the district promotes participation in music, visual and performing arts. Discussions within the</p>	<p>This action will address the needs of unduplicated pupils by providing them with opportunities to participate in visual and performing arts during the school day and after school at no cost to the parents. This action is provided on an LEA-wide basis because all students will benefit from having the opportunity to participate in visual and performing arts.</p>	<p>Metric # 1.6, 3.5</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>surveys and during educational partner meetings, parents have expressed the need to provide these opportunities in the lower grades. Parents have expressed their inability to be able to afford private lessons for their children or purchase instruments, materials, costumes, uniforms, etc. Outside of the school day, most unduplicated pupils do not have the opportunity to participate in visual and performing arts. Visual and Performing Arts provide students with a well-rounded academic experience and will increase achievement.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Parent Involvement</p> <p>Need: Based on attendance sheets, only 85% of parents are participating in parental involvement activities at the school sites. While there was a slight increase of 5% in participation rates from the baseline year, there is not a significant increase and the district needs to continue to provide opportunities for parents to be involved and make a greater effort to involve parents of unduplicated pupils. Surveys indicated that 91.1% of parents say that the district provides opportunities for parent involvement, but only 85% of parents are attending events. Therefore, there is a need to increase parent participation, especially those of unduplicated</p>	<p>This action will address the needs of unduplicated pupils as it will encourage and target parents of unduplicated pupils to participate and become more involved in their child's learning experience. School liaisons will focus on recruiting parents of unduplicated pupils to participate in parent engagement activities both at the school sites and in district-wide events. This action is provided on an LEA-wide basis because the parents of all students will benefit from increased opportunities to become involved in their child's learning experience.</p>	Metric # 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>pupils. They have requested an increase in opportunities to be involved at all throughout the entire school year and not just at the beginning of the year.</p> <p>Scope: LEA-wide</p>		
3.3	<p>Action: Extended Opportunities for parents/school liaisons</p> <p>Need: Based on attendance sheets, only 85% of parents are participating in parental involvement activities at the school sites. While there was a slight increase of 5% in participation rates from the baseline year, there is not a significant increase and the district needs to continue to provide opportunities for parents to be involved and make a greater effort to involve parents of unduplicated pupils. Surveys indicated that 91.1% of parents say that the district provides opportunities for parent involvement, but only 85% of parents are attending events. Therefore, there is a need to increase parent participation, especially those of unduplicated pupils. They have requested an increase in opportunities to be involved at all throughout the entire school year and not just at the beginning of the year.</p> <p>Educational partner discussions indicated that there is a need to increase opportunities for parents to have access to the school sites</p>	<p>This action will address the needs of unduplicated pupils by allowing their parents to be able to access the school before, during, and after school hours. This will increase parent involvement. This action is provided on an LEA-wide basis because all parents will be able to have school access outside of school operating hours. This will increase parent participation for all parents.</p>	Metric #3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>before and after school hours. Many parents of unduplicated pupils work in agriculture and are unable to access the school during regular operating hours. This action will allow parents to access school staff before, during, and after school hours.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: AVID Instruction/Electives</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which includes AVID instruction for those wishing to attend college in the future. This action will ensure that unduplicated students continue to receive the opportunity to access AVID instruction opportunities which will provide them with a</p>	<p>Unduplicated pupils will be able to access elective courses and participate in AVID activities to prepare them for 21st century learning and prepare them with skills to fully participate in a broad course of study that will prepare them for career and college. This action is provided on an LEA-wide basis because all students will benefit from AVID instruction and from a broad course of study through elective offerings at their school site.</p>	Metric # 1.6, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>well-rounded education and increase and improve their academic achievement.</p> <p>Based on educational partner input via surveys 93.3% of parents feels that the district promotes participation in music, visual and performing arts. Discussions within the surveys and during educational partner meetings, parents have expressed the need to increase opportunities for students to participate in activities that will provide a well-rounded education. AVID will continue to support these efforts.</p> <p>Scope: LEA-wide</p>		
3.5	<p>Action: Technology</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p>	<p>This action will provide free access to educational platforms and programs to enhance and assist unduplicated students through their academic journey. They will have full access both during school hours and after school as they work on assignments. This action is provided on an LEA-wide basis because many students in our district do not have the means to access these programs from home. This will allow access to all students in the district. All students will benefit from the technology platforms and programs to enhance their learning.</p>	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>100% of unduplicated students are provided with a broad course of study which includes technology. This action will ensure that unduplicated students continue to receive the opportunity to access technology both in and out of the classroom which will provide them with a well-rounded education and increase and improve their academic achievement.</p> <p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills. The technology programs offered will provide students with resources to access the state's challenging academic standards. Technology programs will provide tools to fill any gaps not addressed by the adopted curriculum. Unduplicated pupils may not have access to technology programs therefore it is important to provide them access through school platforms and devices so that they are able to access their lessons from home.</p> <p>Based on educational partner feedback, surveys indicate the need to continue the district's efforts to remain 1:1 on devices to students. 94.8% of parents state that the district provides appropriate access to technology to students and should continue to do so.</p> <p>Scope: LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.6</p>	<p>Action: STEAM Instruction</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which includes STEAM instruction. This action will ensure that unduplicated students continue to receive the opportunity to access STEAM opportunities which will provide them with a well-rounded education and increase and improve their academic achievement.</p> <p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.</p> <p>Unduplicated pupils need access to STEAM instruction in order to experience 21st Century instruction. Based on CAASPP test scores, the</p>	<p>STEAM will provide hands on learning to unduplicated students. They will have access to a rich and robust STEAM experience that will increase their knowledge of STEAM. This will help to improve their knowledge and concepts in science which will improve their CAST assessment scores. This action is being provided on an LEA-wide basis because only 27.38% of all students scored at meet or exceeded standard. All students will benefit from STEAM instruction.</p>	<p>Metric # 1.6, 3.5, 3.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>following percentage of unduplicated students met or exceeded standard on the CAST assessment: All students - 27.38%, Low income - 25.12%, English Learners - 3.70%, and foster youth - not enough students tested.</p> <p>Educational partner feedback, 7% of parents feel the need to improve STEAM services for students and provide additional hands on STEAM opportunities for students.</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: Gifted and Talented Education - GATE</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which includes enrichment opportunities. This action will</p>	<p>Unduplicated pupils have a wide variety of needs. 92% of our GATE students are unduplicated pupils who are in need of enrichment experiences both during the school day and during extended day opportunities. This action is provided on an LEA-wide basis because all students will benefit from enrichment experiences both during their daily lessons and after school. All students will learn to use the icons of depth and complexity and use them as tools to enhance their learning.</p>	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ensure that unduplicated students continue to receive the opportunity to access regular core curriculum while expanding it with enrichment opportunities during school, after school, and during summer session.</p> <p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.</p> <p>Unduplicated pupils need access to STEAM instruction in order to experience 21st Century instruction. Based on CAASPP test scores, the following percentage of unduplicated students met or exceeded standard on the CAST assessment: All students - 27.38%, Low income - 25.12%, English Learners - 3.70%, and foster youth - not enough students tested.</p> <p>Discussions during educational partner meetings included the need to ensure that gifted unduplicated pupils receive enrichment opportunities. Staff surveys indicated the need for continued professional development to better support GATE students during their lessons.</p> <p>Scope: LEA-wide</p>		
3.8	Action: Technology Equipment/Infrastructure	This action will provide unduplicated pupils with a device to use in the classrooms and one to take home to complete assignments. They will also	Metric # 1.6, 3.5, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which used of technology as part of their well-rounded 21st century education. This action will ensure that unduplicated students continue to receive the opportunity to access technology resources to ensure a well-rounded education and increase and improve their academic achievement.</p> <p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills.</p> <p>Unduplicated pupils need access to STEAM instruction in order to experience 21st Century instruction. Based on CAASPP test scores, the following percentage of unduplicated students met or exceeded standard on the CAST assessment:</p>	<p>have access to hot spots if they do not have access to WIFI at home. This action is provided on an LEA-wide basis because all students will benefit from having access to technology equipment and appropriate infrastructure to complete school and homework assignments.</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>All students - 27.38%, Low income - 25.12%, English Learners - 3.70%, and foster youth - not enough students tested.</p> <p>Educational partner feedback, 7% of parents feel the need to improve STEAM services for students and provide additional hands on STEAM opportunities for students.</p> <p>Based on educational partner feedback, unduplicated pupils need to be provided devices in order to be able to access their curriculum both during class and after school while they complete assignments at home. Parents and students communicated via surveys that they lack access to WIFI and appropriate devices at home to complete assignments through technology platforms or their Google Classrooms.</p> <p>Scope: LEA-wide</p>		
3.9	<p>Action: Physical Education Teachers</p> <p>Need: 100% of unduplicated students are provided with a broad course of study which includes physical fitness. This action will ensure that unduplicated students continue to receive the opportunity to access fitness instruction in every grade level to improve overall wellness and better self image.</p>	<p>This action will address the needs of unduplicated pupils because they will be educated on the importance of leading a healthy and active lifestyle. Physical education teachers will provide services that families of low income students are not able to afford outside of the school setting. This action is provided on an LEA-wide basis because all students will benefit from receiving support to lead a healthy and active lifestyle.</p>	Metric # 2.6, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study.</p> <p>25-26 Percentage of students who feel connected to school is 64%.</p> <p>According to responses from the California Healthy Kids Survey, 24%% of elementary school students report that they have a negative self image about what their body looks like. Providing physical fitness instruction in the elementary grade levels will teach and encourage students to adopt a healthy and active lifestyle that will in turn help with their mental health. Unduplicated students often do not have access to gyms or sports teams after school due to the cost of the programs.</p> <p>Educational partner surveys indicate that 91.1% of parents feel that the district is providing a safe and healthy environment and would like to continue to have students active and promote and for the schools to promote an active lifestyle.</p> <p>Scope: LEA-wide</p>		
3.10	<p>Action: Director of Technology</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below</p>	<p>This action will ensure that unduplicated pupils have equitable access to technology needs both during the school day and at home so they are able to access their lessons, curriculum, and technology platforms from home as they work on homework. This action is provided on an LEA-wide basis because all students will benefit from having</p>	Metric # 1.6, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math.</p> <p>100% of unduplicated students are provided with a broad course of study which includes technology. This action will ensure that unduplicated students continue to receive the opportunity to access technology both in and out of the classroom which will provide them with a well-rounded education and increase and improve their academic achievement.</p> <p>Based on local data and master schedules, all students including unduplicated pupils had full access to a broad course of study. Local data indicates that students are making progress in math, reading, and foundational skills. The technology programs offered will provide students with resources to access the state's challenging academic standards. Technology programs will provide tools to fill any gaps not addressed by the adopted curriculum. Unduplicated pupils may not have access to technology programs therefore it is important to provide them access through school platforms and devices so that they are able to access their lessons from home.</p>	<p>access to technology devices and platforms to be able to access a technology rich curriculum.</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>Based on educational partner feedback, surveys indicate the need to continue the district's efforts to remain 1:1 on devices to students. 97.8% of parents state that the district provides adequate technology for students both in and out of the classroom.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: English Learner Support</p> <p>Need: Based on the California School Dashboard, English Learners are 19.6 points below standard in ELA and 54.2 points below standard in Math. Only 4.19% of LTELS met or exceed standard in ELA and 3.69% in Math.</p> <p>Based on educational partner survey feedback, 50.4% of parent survey responders have children who are English learners in our district. Their comments in the survey include</p>	<p>This action will provide targeted professional development for staff to ensure that appropriate and effective strategies are utilized during integrated and designated ELD. Additionally, all English learners will be monitored and provided with appropriate supports based on ongoing data reviews. Long Term English Learners will also be monitored to ensure that they are attaining proficiency in English at a more appropriate rate.</p>	<p>Metric # 1.5, 1.6, 1.7, 1.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the need for additional support to help their children succeed in school. They want to see more after school interventions for their students. Many are having issues completing class and homework. They struggle to access state standards and core curriculum due to language barriers. Long-term English learner support will be prioritized.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.8	<p>Action: Long Term English Learners</p> <p>Need: According to the California School Dashboard, all students are performing 0.1 points above standard in ELA and 37.4 points below standard in math. Additionally, the unduplicated subgroups are performing as follows in ELA: English learners 19.6 points below, Long Term English Learners: 50.8 points below, and SED 6.3 points below. In Math they have scored as follows: English learners 54.2 points below, Long Term English Learners 113.2 points below, and SED 43.5 points below. Foster Youth did not have data available in ELA or Math. By training our own staff in each academic field, the district will have on site experts to assist staff at any time. The district will be able to do all training and professional development internally without having to hire outside consultants.</p>	<p>This action will address the specific needs of Long Term English Learners and their journey to effective language acquisition and mastery of the English language to attain reclassification. This action will benefit all Long Term English Learners in the district. The ELD Learning Coordinator will have a specific focus to monitor LTELs and identify their areas of need. They will work closely with site administrators and teachers to ensure that LTELs are provided with appropriate interventions to address their needs.</p>	Metrics # 1.5, 1.6, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The district has a total of 442 Long Term English Learners. This group of students is performing below the other subgroups in both ELA and Math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

N/A

Additional Concentration Grant Funding

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

Delano Union School District used additional grant funding at Albany Park, Almond Tree Middle School, Fremont, Harvest, La Vina, Morningside, Pioneer, Princeton, and Terrace schools by implementing the following actions:

- 1.2 - The ELD Learning Coordinator provides direct services to EL students in the schools and supports language acquisition during integrated and designated ELD time.
- 1.4 - The district has hired paraprofessionals to assist in TK, Kinder, and special education classrooms to support foundational skills interventions during the school day.
- 1.5 - The district has hired instructional coaches to provide direct support to students in reading and math intervention.
- 1.6 - The district has hired a co-teaching intervention learning coordinator to provide direct support to the staff and students who participate in the co-teaching inclusion model classes in the district.
- 2.1 - The district has added six health assistants to assist the school nurses with their efforts to enhance health services to improve chronic absentee rates.
- Action 2.12 - The district has added intervention counselors to the middle schools to ensure that at risk unduplicated students are meeting their academic potential
- Action 3.11 - The district has added elementary PE teachers to provide specialized services for elementary students to increase their physical activity and improve their social emotional learning.

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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 to 16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 to 14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$50,293,163	\$18,919,980	37.619%	0.347%	37.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$19,488,026.00	\$2,630,013.00	\$0.00	\$0.00	\$22,118,039.00	\$18,762,186.00	\$3,355,853.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Instructional Support Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$554,000.00	\$554,000.00				\$554,000.00	
1	1.2	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$159,877.00	\$0.00	\$159,877.00				\$159,877.00	
1	1.3	Grade Span Adjustment in Upper Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,360,053.00	\$0.00	\$583,046.00	\$777,007.00			\$1,360,053.00	
1	1.4	Instructional Program Support and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,830,058.00	\$0.00	\$2,830,058.00				\$2,830,058.00	
1	1.5	Instructional Support/Coaches and Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,662,974.00	\$0.00	\$353,749.00	\$1,309,225.00			\$1,662,974.00	
1	1.6	Co-teaching Learning Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$188,665.00	\$1,000.00	\$189,665.00				\$189,665.00	
1	1.7	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,004,477.00	\$141,800.00	\$1,146,277.00				\$1,146,277.00	
1	1.8	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$39,968.00	\$0.00	\$39,968.00				\$39,968.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
)											
2	2.1	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,122,314.00	\$70,000.00	\$1,006,792.00	\$185,522.00			\$1,192,314.00	
2	2.2	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,994,180.00	\$249,678.00	\$2,243,858.00				\$2,243,858.00	
2	2.3	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,482,560.00	\$6,000.00	\$1,488,560.00				\$1,488,560.00	
2	2.4	Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$509,770.00	\$509,770.00				\$509,770.00	
2	2.5	Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$296,640.00	\$15,000.00	\$231,566.00	\$80,074.00			\$311,640.00	
2	2.6	School Safety Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$253,208.00	\$2,500.00	\$255,708.00				\$255,708.00	
2	2.7	Additional Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$15,749.00	\$20,000.00	\$35,749.00				\$35,749.00	
2	2.8	DUSD Vision Center/Health Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$92,892.00	\$2,000.00	\$94,892.00				\$94,892.00	
2	2.9	Behavior Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Intervention Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$529,589.00	\$0.00	\$529,589.00				\$529,589.00	
2	2.11	Behavior Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$515,667.00	\$9,000.00	\$524,667.00				\$524,667.00	
2	2.12	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$122,999.00	\$2,000.00	\$124,999.00	\$0.00			\$124,999.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Visual/Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$843,067.00	\$312,000.00	\$1,155,067.00				\$1,155,067.00	
3	3.2	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$51,182.00	\$98,172.00	\$149,354.00				\$149,354.00	
3	3.3	Extended Opportunities for parents/school liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,803,330.00	\$0.00	\$1,803,330.00				\$1,803,330.00	
3	3.4	AVID Instruction/Electives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$741,627.00	\$42,000.00	\$783,627.00				\$783,627.00	
3	3.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	
3	3.6	STEAM Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$41,964.00	\$270,133.00	\$312,097.00				\$312,097.00	
3	3.7	Gifted and Talented Education - GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,176.00	\$50,800.00	\$62,976.00				\$62,976.00	
3	3.8	Technology Equipment/Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$400,000.00	\$400,000.00				\$400,000.00	
3	3.9	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,390,274.00	\$0.00	\$1,112,089.00	\$278,185.00			\$1,390,274.00	
3	3.10	Director of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$206,696.00	\$0.00	\$206,696.00				\$206,696.00	

2026-27 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
\$50,293,163	\$18,919,980	37.619%	0.347%	37.966%	\$19,488,026.00	0.000%	38.749 %	Total:	\$19,488,026.00
								LEA-wide Total:	\$19,288,181.00
								Limited Total:	\$199,845.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Student Instructional Support Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,000.00	
1	1.2	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$159,877.00	
1	1.3	Grade Span Adjustment in Upper Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$583,046.00	
1	1.4	Instructional Program Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,830,058.00	
1	1.5	Instructional Support/Coaches and Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,749.00	
1	1.6	Co-teaching Learning Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,665.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,146,277.00	
1	1.8	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$39,968.00	
2	2.1	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,006,792.00	
2	2.2	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,243,858.00	
2	2.3	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,488,560.00	
2	2.4	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$509,770.00	
2	2.5	Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,566.00	
2	2.6	School Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,708.00	
2	2.7	Additional Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,749.00	
2	2.8	DUSD Vision Center/Health Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,892.00	
2	2.9	Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.10	Intervention Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$529,589.00	
2	2.11	Behavior Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$524,667.00	

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	2.12	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,999.00	
3	3.1	Visual/Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,155,067.00	
3	3.2	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,354.00	
3	3.3	Extended Opportunities for parents/school liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,803,330.00	
3	3.4	AVID Instruction/Electives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$783,627.00	
3	3.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
3	3.6	STEAM Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$312,097.00	
3	3.7	Gifted and Talented Education - GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,976.00	
3	3.8	Technology Equipment/Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
3	3.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,112,089.00	
3	3.10	Director of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$206,696.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$24,025,907.00	\$23,343,434.00

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	Student Instructional Support Needs	Yes	\$485,000.00	564,260.00
1	1.2	English Learner Support	Yes	\$150,394.00	\$165,204.00
1	1.3	Grade Span Adjustment in Upper Grades	Yes	\$1,189,138.00	\$1,127,530.00
1	1.4	Instructional Program Support and Intervention	Yes	\$2,487,826.00	\$2,612,784.00
1	1.5	Instructional Support/Coaches and Tutors	Yes	\$3,191,054.00	\$3,194,239.00
1	1.6	Co-teaching Learning Coordinator	Yes	\$157,712.00	\$133,113.00
1	1.7	Professional Development	Yes	\$1,163,887.00	\$1,163,887.00
1	1.8	Long Term English Learners	Yes	\$37,599.00	\$38,370.00
2	2.1	Health Services	Yes	\$1,540,218.00	\$1,313,491.00
2	2.2	School Safety	Yes	\$2,151,348.00	\$2,087,404.00
2	2.3	Campus Security	Yes	\$1,385,476.00	\$1,676,854.00

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	2.4	Positive School Climate	Yes	\$544,105.00	\$528,749.00
2	2.5	Student Support Services	Yes	\$294,139.00	\$300,038.00
2	2.6	School Safety Support	Yes	\$245,293.00	\$250,532.00
2	2.7	Additional Student Supports	Yes	\$20,000.00	\$23,609.00
2	2.8	DUSD Vision Center/Health Clinic	Yes	\$100,551.00	\$88,818.00
2	2.9	Behavior Intervention	Yes	\$347,761.00	\$312,793.00
2	2.10	Intervention Counselors	Yes	\$505,903.00	\$505,593.00
2	2.11	Behavior Intervention Teachers	Yes	\$466,598.00	\$493,806.00
2	2.12	Mental Health Services	Yes	\$300,062.00	\$124,947.00
3	3.1	Visual/Performing Arts	Yes	\$1,120,139.00	\$1,130,000.00
3	3.2	Parent Involvement	Yes	\$167,343.00	\$157,396.00
3	3.3	Extended Opportunities for parents/school liaisons	Yes	\$1,765,178.00	\$1,718,333.00
3	3.4	AVID Instruction/Electives	Yes	\$733,333.00	\$670,012.00

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	3.5	Technology	Yes	\$775,267.00	\$582,013.00
3	3.6	STEAM Instruction	Yes	\$302,748.00	\$199,244.00
3	3.7	Gifted and Talented Education - GATE	Yes	\$117,832.00	\$25,461.00
3	3.8	Technology Equipment/Infrastructure	Yes	\$700,000.00	\$704,569.00
3	3.9	Physical Education Teachers	Yes	\$1,375,198.00	\$1,240,097.00
3	3.10	Director of Technology	Yes	\$204,805.00	\$210,288.00

2025-26 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)
18,358,355.00	\$20,801,082.00	\$20,211,838.00	\$589,244.00	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	Student Instructional Support Needs	Yes	\$485,000.00	\$564,260.00		
1	1.2	English Learner Support	Yes	\$150,394.00	\$165,204.00		
1	1.3	Grade Span Adjustment in Upper Grades	Yes	\$582,330.00	\$531,827.00		
1	1.4	Instructional Program Support and Intervention	Yes	\$2,487,826.00	\$2,612,784.00		
1	1.5	Instructional Support/Coaches and Tutors	Yes	\$1,270,728.00	\$1,138,499.00		
1	1.6	Co-teaching Learning Coordinator	Yes	\$157,712.00	\$133,113.00		
1	1.7	Professional Development	Yes	\$1,163,887.00	\$1,163,887.00		
1	1.8	Long Term English Learners	Yes	\$37,599.00	\$38,370.00		
2	2.1	Health Services	Yes	\$1,351,864.00	\$1,149,692.00		
2	2.2	School Safety	Yes	\$2,151,348.00	\$2,087,404.00		
2	2.3	Campus Security	Yes	\$1,385,476.00	\$1,676,854.00		
2	2.4	Positive School Climate	Yes	\$544,105.00	\$528,749.00		
2	2.5	Student Support Services	Yes	\$218,985.00	\$223,717.00		

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	2.6	School Safety Support	Yes	\$245,293.00	\$250,532.00		
2	2.7	Additional Student Supports	Yes	\$20,000.00	\$23,609.00		
2	2.8	DUSD Vision Center/Health Clinic	Yes	\$100,551.00	\$88,818.00		
2	2.9	Behavior Intervention	Yes	\$347,761.00	\$312,793.00		
2	2.10	Intervention Counselors	Yes	\$505,903.00	\$505,593.00		
2	2.11	Behavior Intervention Teachers	Yes	\$466,598.00	\$493,806.00		
2	2.12	Mental Health Services	Yes	\$126,040.00	\$124,947.00		
3	3.1	Visual/Performing Arts	Yes	\$1,120,139.00	\$1,130,000.00		
3	3.2	Parent Involvement	Yes	\$167,343.00	\$157,396.00		
3	3.3	Extended Opportunities for parents/school liaisons	Yes	\$1,765,178.00	\$1,718,333.00		
3	3.4	AVID Instruction/Electives	Yes	\$733,333.00	\$670,012.00		
3	3.5	Technology	Yes	\$775,267.00	\$582,013.00		
3	3.6	STEAM Instruction	Yes	\$302,748.00	\$199,244.00		
3	3.7	Gifted and Talented Education - GATE	Yes	\$117,832.00	\$25,461.00		
3	3.8	Technology Equipment/Infrastructure	Yes	\$700,000.00	\$704,569.00		
3	3.9	Physical Education Teachers	Yes	\$1,115,037.00	\$1,000,064.00		
3	3.10	Director of Technology	Yes	\$204,805.00	\$210,288.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
47,842,674.00	18,358,355.00	4.221	42.593%	\$20,211,838.00	0.000%	42.246%	\$165,956.27	0.347%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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 32627(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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