



LCFF Budget Overview for Parents

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

CDS Code: 15634120000000

School Year: 2026-27

LEA contact information:

Kenneth Moore

Superintendent

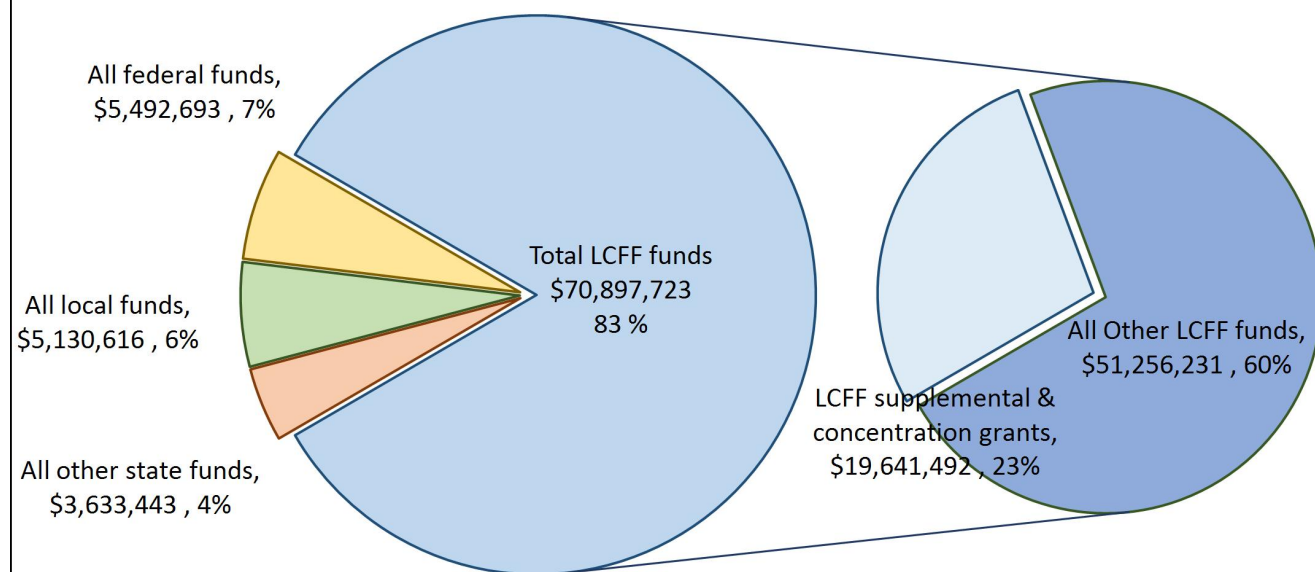
kmoore@djuhsd.org

661-720-4100

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

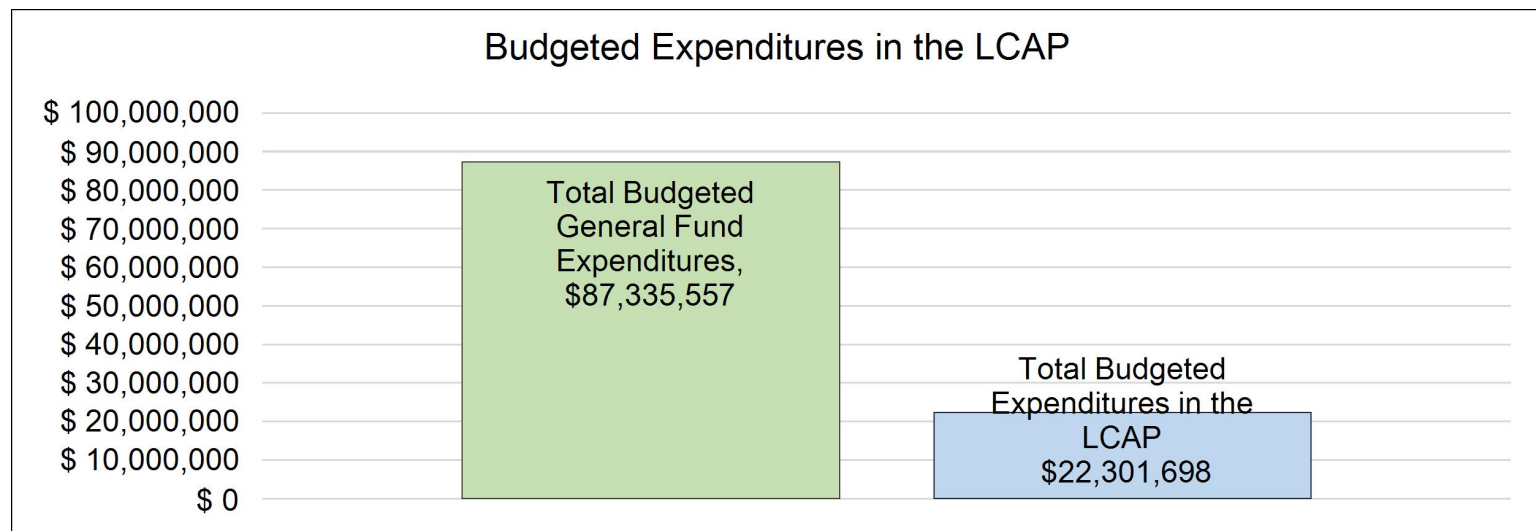


This chart shows the total general purpose revenue Delano Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delano Joint Union High School District is \$85,154,475, of which \$70,897,723 is Local Control Funding Formula (LCFF), \$3,633,443 is other state funds, \$5,130,616 is local funds, and \$5,492,693 is federal funds. Of the \$70,897,723 in LCFF Funds, \$19,641,492 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Delano Joint Union High School District plans to spend for 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 Joint Union High School District plans to spend \$87,335,557 for the 2026-27 school year. Of that amount, \$22,301,698 is tied to actions/services in the LCAP and \$65,033,859 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2026-27, Delano Joint Union High School District is projecting it will receive \$19,641,492 based on the enrollment of Foster Youth, English learner, and low-income students. Delano Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delano Joint Union High School District plans to spend \$20,146,842 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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$20,189,745

■ Actual Expenditures for High Needs Students in LCAP

\$20,739,969

\$ 0 \$ 5,000,000 \$ 10,000,000 \$ 15,000,000 \$ 20,000,000 \$ 25,000,000

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

The text description of the above chart is as follows: In 2025-26, Delano Joint Union High School District's LCAP budgeted \$20,189,745 for planned actions to increase or improve services for high needs students. Delano Joint Union High School District actually spent \$20,739,969 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delano Joint Union High School District	Kenneth Moore Superintendent	kmoore@djuhsd.org 661-720-4100

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.

The Delano Joint Union High School District (DJUHSD) is a comprehensive high school district with a long-standing history of academic achievement, community engagement, and commitment to student success. Founded in 1911, the district now serves approximately 3,940 students across four high schools: Delano High School, Cesar E. Chavez High School, Robert F. Kennedy High School, and Valley High School, an alternative education campus. The district employs over 400 staff members and also operates an adult education program serving more than 1,000 learners from Delano and surrounding rural communities.

DJUHS D serves a student population with significant strengths and needs. During the 2025-2026 school year, 85.0% of students were identified as socioeconomically disadvantaged, 18.0% were English learners, and 0.3% were foster youth, resulting in a high unduplicated pupil percentage. Additional student groups include 9.0% of students receiving special education services, 7.0% participating in migrant education programs, and 1.0% experiencing homelessness. The district serves a predominantly Hispanic student population (89.80%), with smaller populations of Filipino (7.28%) and other racial/ethnic groups. Students are drawn from Delano and surrounding rural communities where poverty rates are elevated and agriculture is the primary industry.

Valley High School has been identified as an Equity Multiplier school based on a prior-year non-stability rate of 71.5% and a socioeconomically disadvantaged rate of 93.0%. As a result, the district has developed a focused goal to address the needs of the lowest-performing student groups at this site.

District data and educational partner input indicate ongoing needs related to student engagement, attendance, and academic achievement, particularly for unduplicated pupil groups and students enrolled in alternative education settings. These identified needs have informed the development of the district's LCAP goals, actions, and resource allocations.

DJUHSD is committed to preparing every student for college, career, and life through a rigorous, standards-aligned instructional program in a safe and inclusive environment. The district's mission is to develop students who learn actively, think critically, and contribute positively to their communities, with a focus on improving outcomes and opportunities for all students, especially those with the greatest needs.

These values are expressed through DJUHSD's TEAM framework:

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

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

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

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

These demographic realities, community insights, and core values inform the priorities and actions outlined in the 2026-27 LCAP.

Reflections: Annual Performance

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

Based on a comprehensive review of the 2025 California School Dashboard and multiple sources of local data, the Delano Joint Union High School District (DJUHSD) demonstrates overall positive performance across key state indicators, including student achievement, graduation rates, college and career readiness, and school climate. These outcomes reflect the district's sustained commitment to implementing standards-aligned instruction, expanding access to rigorous coursework, and providing targeted supports for unduplicated student groups, including English Learners (ELs), foster youth, and socioeconomically disadvantaged students. At the same time, analysis of disaggregated data reveals persistent performance gaps among specific student groups, indicating the need for continued targeted interventions and strategic resource allocation.

Academic Performance and Implementation of State Standards

Performance under Priority 1 and Priority 2 remains strong. During the reporting year, 95.6% of teachers were appropriately assigned, and 84.7% held clear credentials, ensuring that students had access to qualified educators across all content areas. All students continued to have access to standards-aligned instructional materials both in the classroom and at home, supporting continuity of learning. Teacher survey data indicates that DJUHSD has reached "Full Implementation and Sustainability" of state-adopted academic content and performance standards across all core subject areas. This level of implementation reflects consistent instructional alignment and the district's

investment in professional learning and curriculum coherence.

Despite these strengths, student outcome data indicates that full implementation of standards has not yet resulted in equitable outcomes for all student groups, particularly for English Learners and students with disabilities. These disparities suggest that, while core instruction is aligned to standards, additional differentiated instructional strategies and targeted supports are necessary to ensure all students can access and master grade-level content.

Parent Engagement and Access to a Broad Course of Study

Under Priority 3 and Priority 7, DJUHSD continues to demonstrate strong performance in family engagement and equitable access to coursework. Parent survey data shows that 91% of parents reported meaningful involvement in district decision-making processes, and 90% indicated that schools provide adequate communication regarding opportunities for engagement. These results reflect intentional efforts to involve educational partners in planning and continuous improvement processes.

The district maintained a “Standard Met” designation on the California Dashboard for access to a broad course of study. Survey data further indicates that 95% of parents and 86% of students believe all student groups have equitable access to academic and enrichment opportunities. While these perceptions are positive, ongoing analysis of participation data suggests that some student groups, particularly English Learners and students with disabilities, may still face barriers to full participation in advanced coursework such as A–G courses, Advanced Placement (AP), and dual enrollment programs. These barriers may include academic readiness gaps, limited access to academic advising, or competing responsibilities outside of school.

Student Achievement in English Language Arts, Mathematics, and English Learner Progress

Results from the 2025 CAASPP assessments indicate that DJUHSD students, including English Learners and socioeconomically disadvantaged students, performed above state averages in both English Language Arts (ELA) and mathematics. English Learners achieved a mean scale score of 2509.1 in ELA and 2454.3 in mathematics, while socioeconomically disadvantaged students scored 2613.2 in ELA and 2555.9 in mathematics. These outcomes reflect the effectiveness of districtwide instructional strategies and targeted supports.

However, while performance exceeds state averages, gaps remain between student groups within the district, particularly when compared to All Students and higher-performing subgroups. English Learners, in particular, continue to demonstrate lower overall performance levels due to the dual challenge of acquiring academic English proficiency while simultaneously mastering grade-level content. This indicates a need for continued emphasis on integrated and designated English Language Development (ELD), as well as scaffolded access to rigorous curriculum.

The district’s English Learner reclassification rate is projected to increase from 18.1% to 24.0%, reflecting positive progress in language acquisition. This improvement is likely attributable to targeted ELD instruction, increased monitoring of student progress, and expanded academic supports. However, the rate also indicates that a significant proportion of English Learners, including Long-Term English Learners, continue to require sustained support to meet reclassification criteria.

College and Career Readiness

DJUHS D continues to demonstrate strong outcomes under Priority 4 indicators related to college and career readiness. UC a–g completion rates exceeded state averages for all students (67.3%), socioeconomically disadvantaged students (66.0%), and English Learners (46.6%). Early Assessment Program (EAP) results also surpassed state levels, with 62.54% of all students and 60.45% of socioeconomically disadvantaged students meeting college readiness standards in English.

Career Technical Education (CTE) pathway completion rates remained above statewide benchmarks, and both Delano High School and Robert F. Kennedy High School received the California Exemplary Dual Enrollment Award. Additionally, four-year cohort college credit attainment rates reached 82.0% for all students and socioeconomically disadvantaged students, 72.0% for English Learners, and 56.0% for students with disabilities.

While these outcomes are strong overall, notable disparities persist, particularly for English Learners and students with disabilities, whose participation and success rates in advanced coursework and college readiness indicators remain below those of All Students. These gaps suggest a need to expand access to rigorous academic pathways and provide additional academic and counseling supports to ensure equitable participation and success.

School Climate, Student Engagement, and Facilities

Under Priority 5 and Priority 6, DJUHS D demonstrates strong performance in student engagement and school climate. The district achieved a “Very High” four-year cohort graduation rate across student groups, including 97.1% for all students, 97.3% for socioeconomically disadvantaged students, 94.9% for English Learners, and 86.7% for students experiencing homelessness. These outcomes reflect effective systems of academic monitoring, credit recovery, and student support services.

Suspension rates remained in the “Low” to “Medium” performance categories, indicating generally positive school climate conditions. Chronic absenteeism and dropout rates for all students were below county and statewide averages, reflecting the effectiveness of attendance interventions and student engagement strategies.

However, disproportionate outcomes persist for specific student groups, particularly students experiencing homelessness and students with disabilities, who continue to demonstrate lower attendance and graduation outcomes relative to their peers. These patterns suggest underlying barriers related to stability, access to support services, and engagement, which require continued targeted intervention. All school facilities remained in “good repair,” ensuring safe and supportive learning environments for students and staff.

Areas Identified for Targeted Improvement

Analysis of the 2023 Dashboard and local data identified a significant area of need at Robert F. Kennedy High School, where English Learners received a “Red” designation in both English Language Arts and mathematics. This performance indicates that English Learners at this site are experiencing substantial barriers to accessing grade-level content and achieving proficiency.

In response, the district implemented targeted actions, including after-school academic tutoring (Action 2.1) and increased site-level and district-level monitoring and support (Action 2.3). These actions were designed to address identified barriers by providing additional instructional time, targeted academic intervention, and more frequent monitoring of student progress. As part of these efforts, the district

implemented targeted tutoring and ongoing progress monitoring for Robert F. Kennedy High School English Learners in English Language Arts and Mathematics in response to the 2023 California School Dashboard Red performance levels. The additional instructional time enables students to receive focused support on identified skill deficits, while ongoing monitoring allows teachers and administrators to identify learning gaps early and adjust instruction and interventions based on timely student performance data. Together, these strategies are intended to strengthen student learning, increase course success, and improve academic performance in English Language Arts and Mathematics.

Learning Recovery Emergency Block Grant (LREBG)

DJUHSD continues to carry unexpended Learning Recovery Emergency Block Grant (LREBG) funds into the 2026–27 fiscal year. Analysis from the 2024–25 Needs Assessment indicates that English Learners, including Long-Term English Learners, and students with disabilities demonstrate the most significant academic needs, particularly in English Language Arts and mathematics. Chronic absenteeism also remains a concern for these student groups.

To address these needs, the district is utilizing LREBG funds to support targeted academic interventions and expanded learning opportunities under Goal 2. Specifically Actions 2.1 and 2.4. These include in-school interventions, after-school tutoring, and summer learning programs focused on improving academic achievement and increasing access to college and career pathways. These actions are expected to improve outcomes because extended learning time and high-dosage tutoring provide additional opportunities for students to receive targeted instruction aligned to their specific needs.

Additionally, LREBG funds support the retention of instructional assistants who provide small-group and push-in instructional support during the school day. This approach increases access to differentiated instruction because it allows for more individualized support within the core instructional setting. Effectiveness will be monitored through multiple measures, including CAASPP results, ELPAC growth, local benchmark assessments, attendance data, and college readiness indicators.

Summary of Identified Needs

Based on this comprehensive analysis, DJUHSD has identified the following key areas of need that will inform the development of goals and actions in the LCAP:

- Increased targeted academic support for English Learners, including Long-Term English Learners, to address persistent gaps in English Language Arts and mathematics
- Expanded differentiated instruction and intervention for students with disabilities to improve access to grade-level standards and academic outcomes
- Continued efforts to reduce chronic absenteeism and improve engagement among high-need student groups, including students experiencing homelessness
- Increased access to and participation in rigorous coursework, including A–G, Advanced Placement, and dual enrollment programs, particularly for unduplicated pupils
- Sustained focus on closing performance gaps across student groups through data-driven instruction, progress monitoring, and educational partner engagement

These identified needs will directly inform the district’s strategic priorities, resource allocation, and actions in the 2026-27 LCAP to ensure improved outcomes for all students, with a continued focus on equity and continuous improvement.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	The Delano Joint Union High School District (DJUHSD) engaged a broad range of educational partners in the development of the 2026–27 Local Control and Accountability Plan (LCAP) through a structured and ongoing consultation process conducted between September 2025 and May 2026. Consistent with statutory requirements, the district consulted with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Engagement opportunities were designed to ensure meaningful input through multiple formats, including surveys, advisory committees, site-based meetings, and districtwide consultations.
Principals and Administrators	Principals and district administrators met monthly with district leadership throughout the school year to review LCAP performance data, including California School Dashboard indicators, local assessment results, and student group performance. These meetings included collaborative root cause analysis and evaluation of the effectiveness of existing actions. Input from administrators emphasized the need for strengthened site-based intervention systems, particularly for English Learners and students with disabilities, because site-level data indicated persistent achievement gaps and varying levels of implementation fidelity across schools.
School Site Councils	School Site Councils at each comprehensive high school held quarterly meetings to analyze site-level data, including attendance, achievement, and college readiness indicators. SSC members, including parents, teachers, administrators, and students, provided input on proposed LCAP actions and identified priority needs.

Educational Partner(s)	Process for Engagement
	Feedback consistently highlighted the need for expanded academic interventions and increased access to college and career pathways because site-level data showed that unduplicated students were not participating in advanced coursework at the same rates as their peers.
SELPA Consultation	The district consulted with the Kern County SELPA on April 17th to review services and supports for students with disabilities. The consultation focused on ensuring alignment with state and federal requirements and identifying areas where additional support was needed. Feedback emphasized the importance of expanded differentiated instruction and small-group support because students with disabilities demonstrated lower academic outcomes and required more individualized access to core instruction.
Teachers	Teachers were engaged through annual Spring districtwide surveys, department meetings, and quarterly site-based leadership team discussions. Educators reviewed student performance data and provided feedback on instructional practices, intervention effectiveness, and professional development needs. Teachers identified the need for additional instructional support personnel and expanded intervention time because current classroom structures limit the ability to provide differentiated instruction to students with diverse learning needs.
Other School Personnel	Classified staff and other school personnel participated in annual Spring surveys and district committee meetings focused on student safety, wellness, and academic supports. Feedback from staff emphasized the importance of maintaining safe and supportive learning environments and expanding student support services because non-academic barriers, including attendance and engagement challenges, impact student learning.
Students including Student Advisory	Students were engaged through annual Spring districtwide surveys and student advisory committee meetings held in June that included representation from English Learners, foster youth, and socioeconomically disadvantaged students. Students reviewed LCAP data and provided feedback on academic programs, school climate, and access to opportunities. Students emphasized the value of dual enrollment and career technical education programs, while also identifying the need for additional academic support such as tutoring

Educational Partner(s)	Process for Engagement
	and in-class assistance because they experience challenges in managing rigorous coursework without sufficient support.
Parents and Advisories	Parents were engaged through annual Spring districtwide surveys, site-based family engagement events, and advisory committees, including English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC). Meetings were held throughout the year to review student performance data, English Learner progress, and proposed LCAP actions. Parent feedback emphasized the need for increased academic support for English Learners and improved communication regarding graduation and college readiness requirements because families require clear information to effectively support their students.
Local Bargaining Units	The district consulted with local bargaining units through formal meetings that took place in the months of May and June along with ongoing communication throughout the year. Discussions focused on staffing, professional development, and working conditions that impact instructional quality. Input from bargaining units informed decisions related to staffing allocations and support structures because adequate staffing levels and training directly influence the district's ability to implement effective instructional programs.
Equity Multiplier Funds	Targeted consultation was conducted with Valley High School educational partners, including SSC, ELAC, teachers, and students, to inform the Equity Multiplier Focus Goal. Discussions focused on attendance barriers, access to CTE and dual enrollment opportunities, and student engagement. Feedback indicated that students at Valley High face challenges related to attendance and access to rigorous coursework because of both academic and non-academic barriers, including inconsistent engagement and limited support structures.

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

Educational partner input directly influenced the development, refinement, and prioritization of goals, actions, and resource allocation within the 2026–27 LCAP. Analysis of feedback across all engagement structures revealed consistent themes related to academic support, equity in access to opportunities, student engagement, and the need for targeted services for unduplicated student groups.

Goal 1 – Academic Achievement for English Learners and Students with Disabilities

Educational partners, including teachers, administrators, parents, and students, identified the need for expanded academic interventions and instructional support for English Learners, including Long-Term English Learners, and students with disabilities. Stakeholders indicated that these students require additional time and differentiated instruction because they must simultaneously develop academic language and access grade-level content or require individualized supports to meet learning needs. In response, the district prioritized actions that expand intervention programs, increase instructional support through instructional assistants, and strengthen English Language Development services.

Goal 2 – College and Career Readiness

Students, parents, and SSC members emphasized the importance of increasing access to A–G coursework, Advanced Placement, Career Technical Education, and dual enrollment opportunities. Educational partners noted that some student groups face barriers to participation because of limited academic preparation and insufficient access to guidance. This feedback resulted in actions focused on expanding course access, increasing dual enrollment opportunities, and strengthening academic counseling and support systems to ensure equitable participation and success.

Goal 3 – Student Engagement and Attendance

Educational partners identified chronic absenteeism and student engagement as ongoing concerns, particularly for high-need student groups. Feedback indicated that attendance challenges persist because of external factors such as instability and lack of connection to school. In response, the district developed actions to strengthen attendance monitoring systems, expand student engagement programs, and provide targeted supports for students experiencing barriers to regular attendance.

Goal 4 – Family Engagement and Communication

Parents and advisory committees emphasized the importance of clear, accessible communication and meaningful opportunities for involvement in decision-making. Feedback indicated that families, particularly those of English Learners, require improved access to information and engagement opportunities because language and communication barriers can limit participation. As a result, the district included actions to enhance multilingual communication systems and expand family engagement structures.

Equity Multiplier Focus Goal – Valley High School

Targeted input from Valley High School educational partners directly informed the development of the Equity Multiplier Focus Goal. Stakeholders identified attendance, access to rigorous coursework, and academic support as priority needs because students at the site face barriers to consistent engagement and college readiness. In response, the district developed targeted actions, including attendance supports, expanded dual enrollment and CTE opportunities, and credit recovery and tutorial programs.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers Source: DataQuest TAMO by FTE Report, CAISAAS Summary of Findings Report	2022-23 Teacher Assignment Monitoring Outcomes 87.7% Clear 2022-23 CALSAAS Dashboard	2022-23 Teacher Assignment Monitoring Outcomes 87.7% Clear	2023-24 Teacher Assignment Monitoring Outcomes 84.7% Clear	100% Clear Zero Misassignments	Year 2 to Baseline: -3.0% Clear -4 Misassignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.	9 Misassignments	2023-24 CALSAAS Dashboard 9 Misassignments	2024-25 CALSAAS Dashboard 5 Misassignments		
1.2	Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home. Source: CA School Dashboard, Local Data, Williams Report Priority1(b) Every pupil has sufficient access to the standards-aligned instructional materials as determined pursuant to Education Code section 60119	2023-24 Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report 2023 California Dashboard Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2024-25 Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report 2024 California Dashboard Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	2025-26 Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report 2025 California Dashboard Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	Board Resolution of Sufficiency of Instructional Materials, & Williams Quarterly Report Standard Met 100% students with access to their own copies of standards-aligned instructional materials for use at school and at home.	No Change
1.3	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including	2023 California Dashboard Standard Met Zero Instances	2024 California Dashboard Standard Met Zero Instances	2025 California Dashboard Standard Met Zero Instances	Maintain Standard Met Zero Instances	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Deficiencies And Extreme Deficiencies) Source: California School Dashboard Priority 1 (c) School facilities are maintained in good repair.	Facilities Inspection Tool (FIT) "Good Repair"	Facilities Inspection Tool (FIT) "Good Repair"	Facilities Inspection Tool (FIT) "Good Repair"	Maintain Facilities Inspection Tool (FIT) "Good Repair"	
1.4	Progress in implementing state academic standards Source: California School Dashboard Priority 2(a) Implementation of the academic content and performance standards adopted by the state board.	2023 California Dashboard Full Implementation and Sustainability in all subject areas for the following: - Professional Development - Instructional materials - Policy and Program Support - Implementation of Standards - Engagement of School Leadership	2024 California Dashboard Full Implementation and Sustainability in all subject areas for the following: - Professional Development - Instructional materials - Policy and Program Support - Implementation of Standards - Engagement of School Leadership	2025 California Dashboard Full Implementation and Sustainability in all subject areas for the following: - Professional Development - Instructional materials - Policy and Program Support - Implementation of Standards - Engagement of School Leadership	Maintain Full Implementation and Stability	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Delivery of CAASPP Interim Assessment Block to Inform ELD instruction in ELD. Source: IAB Reports Priority 2(b) How programs and services that will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2023-24 School Year 100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.	2024-25 School Year 100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.	2025-26 School Year 100% 9-12 classes using one CAASPP Interim Assessment Block (IAB) in ELD.	100% using two or more CAASPP IABs in ELD.	No Change
1.6	Percentage of students with access to broad course of study. Source: Parent and Student Surveys & California School Dashboard Priority 7 The extent to which - (a) Pupils have access to and are enrolled in a broad course of study including courses described under sections 51220 (a)-(i), as applicable.	2023 California Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2024 Survey 90% Pupils agree 96% Parents agree CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3%	2024 California Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2025 Survey 86% Pupils agree 91% Parents agree CA Dashboard College and Career Indicator 2024: ALL: 68.9%	2025 California Dashboard California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2026 Survey 86% Pupils agree 95% Parents agree CA Dashboard College and Career Indicator 2025: ALL: 86.4%	California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2024 Survey 95% Pupils agree 98% Parents agree CA Dashboard College and Career Indicator: ALL: 77.0% LI: 76.0% EL: 55.0%	California Dashboard 'Standard Met' Access to a Broad Course of Study Pupils: -4% Parents: -1% CA Dashboard College and Career Indicator: ALL: +9.9% LI: +10.9% EL: +22.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LI: 67.3% EL: 44.9%	LI: 86.4% EL: 76.9%		
1.7	Percentage of unduplicated students with access and completion of CTE and Dual Enrollment programs. Source: Parent and Student Surveys & California School Dashboard College/Career Levels and Measures Report Priority 7 The extent to which - (b) Pupils have access to and are enrolled in programs and services developed and provided to unduplicated pupils.	2023 California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2024 Survey: 90% Pupils agree 96% Parents agree Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9% Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9% CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3%	2024 California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2025 Survey: 86% Pupils agree 91% Parents agree Graduation Cohort CTE Pathway Completion: ALL: 31.9% LI: 30.9% EL: 16.3% Graduation Cohort College Credit Course: ALL: 70% LI: 68.9% EL: 53.7% CA Dashboard College and Career Indicator 2024: ALL: 68.9% LI: 67.3% EL: 44.9%	2025 California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2026 Survey: 86% Pupils agree 95% Parents agree Graduation Cohort CTE Pathway Completion: ALL: 43% LI: 42% EL: 30% Graduation Cohort College Credit Course: ALL: 82% LI: 82.7% EL: 86.8% CA Dashboard College and Career Indicator 2025: ALL: 86.4% LI: 86.4% EL: 76.9%	California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2027 Survey: 95% Pupils agree 98% Parents agree Graduation Cohort CTE Pathway Completion: ALL: 35.0% LI: 34.0% EL: 20.0% Graduation Cohort College Credit Course: ALL: 75.0% LI: 74.0% EL: 60.0% CA Dashboard College and Career Indicator 2023: ALL: 77.0% LI: 76.0% EL: 55.0%	California Dashboard 'Standard Met' Access to a Broad Course of Study Spring 2024 to 2026 Survey: -4 % Pupils agree -1 % Parents agree Graduation Cohort CTE Pathway Completion: ALL: +9.8% LI: +10.2% EL: +15.1% Graduation Cohort College Credit Course: ALL: +8% LI: +9.5% EL: +28.9% CA Dashboard College and Career Indicator: ALL: +9.9% LI: +10.9% EL: +22.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students with exceptional needs with access and completion of CTE and Dual Enrollment programs. Source: Parent and Student Surveys & California School Dashboard College/Career Levels and Measures Report Priority 7 The extent to which - (c) Pupils have access to and are enrolled in programs and services developed and provided to individuals with exceptional needs.	2023 California Dashboard 'Standard Met' Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9% SWD: 20.0% Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9% SWD: 47.6% CA Dashboard College and Career Indicator 2023: ALL: 76.5% LI: 75.5% EL: 54.3% SWD: 46.7% Access to a Broad Course of Study Spring 2024 Survey (All Students): 90% Pupils agree 96% Parents agree Access to a Broad Course of Study Spring 2024 Survey (SWD): 95% Pupils agree	2024 California Dashboard 'Standard Met' Graduation Cohort CTE Pathway Completion: ALL: 31.9% LI: 30.9% EL: 16.3% SWD: 22.1% Graduation Cohort College Credit Course: ALL: 70% LI: 68.9% EL: 53.7% SWD: 50% CA Dashboard College and Career Indicator 2024: ALL: 68.9% LI: 67.3% EL: 44.9% SWD: 40.5% Access to a Broad Course of Study Spring 2025 Survey (All Students): 86% Pupils agree 91% Parents agree	2025 California Dashboard 'Standard Met' Graduation Cohort CTE Pathway Completion: ALL: 43% LI: 42% EL: 30% SWD: 22.3% Graduation Cohort College Credit Course: ALL: 82% LI: 82.7% EL: 86.8% SWD: 56.3% CA Dashboard College and Career Indicator 2025: ALL: 86.4% LI: 86.4% EL: 76.9% SWD: 59.6% Access to a Broad Course of Study Spring 2026 Survey (All Students): 86% Pupils agree 95% Parents agree	California Dashboard 'Standard Met' Graduation Cohort CTE Pathway Completion: ALL: 33.2% LI: 31.8% EL: 14.9% SWD: 20.0% Graduation Cohort College Credit Course: ALL: 74.0% LI: 73.2% EL: 57.9% SWD: 47.6% CA Dashboard College and Career Indicator 2023: ALL: 77.0% LI: 76.0% EL: 55.0% SWD: 55.0% Access to a Broad Course of Study Survey (All Students): 93% Pupils agree 97% Parents agree	California Dashboard 'Standard Met' Graduation Cohort CTE Pathway Completion: ALL: +9.8% LI: +10.2% EL: +15.1% SWD: +2.3% Graduation Cohort College Credit Course: ALL: +8% LI: +9.5% EL: +28.9% SWD: +8.7% CA Dashboard College and Career Indicator 2023 to 2025: ALL: +9.9% LI: +10.9% EL: +22.6% SWD: +12.9% Access to a Broad Course of Study Survey (All Students): Pupils: -4% Parents: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% Parents agree	Access to a Broad Course of Study Spring 2025 Survey (SWD): 96% Pupils agree 100% Parents agree	Access to a Broad Course of Study Spring 2026 Survey (SWD): 86% Pupils agree 95% Parents agree	Access to a Broad Course of Study Survey (SWD): 97% Pupils agree 100% Parents agree	Access to a Broad Course of Study Survey (SWD): Pupils: -9% Parents: -5%

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.

During the 2025–26 school year, Delano Joint Union High School District implemented all planned actions under Goal 1, which focused on ensuring students have access to a broad course of study delivered by qualified staff in safe and supportive learning environments.

Implementation of high-quality instruction and professional learning (Actions 1.1 and 1.2) was carried out through structured Professional Learning Communities (PLCs), where teachers analyzed multiple data sources, including CAASPP, ELPAC, and local assessments. These structures supported instructional alignment and data-informed decision-making across sites. However, the level of implementation varied across school sites because differences in staffing stability and site-level capacity impacted the consistency of PLC practices and instructional refinement.

Teacher retention and staffing (Action 1.3) were implemented as planned through ongoing recruitment efforts, retention strategies, and support for teacher credential completion, helping the district maintain relatively stable staffing levels. Although the percentage of fully credentialed teachers declined slightly to 84.7%, the district was able to maintain continuity of instructional services while continuing to address staffing gaps through targeted recruitment and credential completion efforts in high-need subject areas and hard-to-fill positions.

Academic coaching (Action 1.4) was implemented effectively across sites, providing instructional support focused on data use and college and career readiness pathways. Technology enhancements (Action 1.5) were also fully implemented, with expanded access to digital tools and infrastructure to support instruction.

Overall, implementation was successful, with all actions delivered; however, variation in consistency and intensity across sites limited the full impact of these actions on student outcomes, particularly for English Learners and students with disabilities.

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.

Overall, expenditures for Goal 1 were generally aligned with planned expenditures for high-quality instruction, professional development, teacher retention, and academic coaching. The only material difference between planned expenditures and estimated actual expenditures occurred in Action 1.5, Technology.

Action 1.5 — Technology

Action 1.5 was budgeted at \$534,562 and had estimated actual expenditures of \$109,836 due to technology purchases originally budgeted within this action were funded through alternative funding sources, reducing expenditures charged to this action while maintaining planned access to instructional technology and assessment tools.

Despite these expenditure variances, the district substantially implemented the actions associated with Goal 1. The differences reflect changes in staffing costs, vacancies, funding source adjustments, and implementation needs rather than changes to the overall intent of the actions. Estimated actual expenditures for contributing actions remained aligned with the district's planned increased and improved services for unduplicated pupils.

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

Actions associated with Goal 1 were generally effective in supporting progress toward ensuring students have access to a broad course of study taught by qualified staff in safe, clean, and well-maintained learning environments. The district maintained access to standards-aligned instructional materials, continued full implementation of state standards, and sustained strong course access outcomes. However, results across the Goal 1 actions were mixed in the area of teacher credentialing, indicating a continued need to strengthen recruitment, retention, credential completion, and assignment monitoring.

Action 1.1, High Quality Instruction, was generally effective. Through late-start collaboration time and extra-duty opportunities for teachers to analyze data, refine instruction, and align curriculum and assessments, the district supported improved academic outcomes as measured by Goal 2 Metric 2.1. CAASPP Distance from Standard results improved in English Language Arts for All Students, Low-Income students, English Learners, Long-Term English Learners, and Students with Disabilities. Mathematics results also improved for All Students, Low-Income students, English Learners, and Students with Disabilities. However, Long-Term English Learners declined slightly in Mathematics when compared to 2024, indicating the need for continued refinement of targeted instructional supports for this student group.

Actions 1.2 and 1.3, Professional Development and Support and Teacher Retention, were partially effective. These actions supported instructional quality through professional learning, mentoring, induction, and compensation strategies intended to retain qualified teachers. The district reduced teacher misassignments from baseline, showing progress in appropriate assignment and staffing stability. However, the percentage of teachers with clear credentials declined from baseline, indicating that these actions have not yet fully produced the desired improvement in credentialing outcomes. Continued attention to teacher recruitment, credential completion, and assignment monitoring will be necessary, particularly at sites serving higher concentrations of unduplicated pupils.

Action 1.4, Academic Coaches, was effective in supporting access to a broad course of study and improved college and career readiness-related outcomes. Coaching support helped teachers use local and state assessment data to refine instruction, curriculum, and assessments,

while also supporting student access to rigorous coursework. Outcomes connected to Goal 1 Metric 1.7 showed substantial improvement, including increased CTE pathway completion, college credit course completion, and College/Career Indicator results for All Students, Low-Income students, and English Learners. These results suggest that coaching and instructional support contributed positively to expanded access and improved outcomes for unduplicated pupils.

Action 1.5, Technology, was partially effective to effective. The district maintained 100% student access to standards-aligned instructional materials and continued to provide technology and data systems used to support instruction, assessment, and progress monitoring. EAP Mathematics outcomes improved for All Students, Low-Income students, English Learners, and Students with Disabilities, suggesting that access to technology and data tools supported instructional delivery and college readiness in Mathematics. EAP English Language Arts outcomes were mixed, with slight declines for All Students, Low-Income students, and Students with Disabilities, while English Learners showed a small increase. These results indicate that technology access remains an important support, but continued integration with targeted instructional strategies is needed to strengthen outcomes across content areas.

Overall, Goal 1 actions contributed to maintaining strong conditions for learning, including access to instructional materials, safe and well-maintained facilities, standards-aligned instruction, and broad course access. The most substantial evidence of effectiveness was seen in improved academic performance indicators and strong growth in CTE, college credit, and College/Career Indicator outcomes for unduplicated pupils. At the same time, the decline in clear credential rates and mixed EAP English Language Arts outcomes indicate areas requiring continued monitoring and refinement.

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.

Based on a review of implementation data, student outcome data, and educational partner feedback, no substantive changes were made to Goal 1, its metrics, target outcomes, or actions for the coming year. The district determined that the goal continues to address identified needs related to access to highly qualified teachers, standards-aligned instruction, and academic achievement. Funding adjustments to Action 1.5 Technology have been made to align with current need and funding sources.

Reflections on prior practice indicated that the actions within Goal 1 remain aligned to the identified needs of students and continue to support progress toward the goal. While implementation challenges related to staffing vacancies affected the consistency of some services during the year, the district will continue to strengthen implementation of existing actions, including instructional coaching, professional learning, teacher retention efforts, and technology-supported instruction. Student outcome data and educational partner feedback will continue to be monitored to inform future adjustments as needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High quality instruction	The DJUHSD will ensure English learners, foster youth, and economically disadvantaged students are provided with high quality instruction by continuing to: a. Utilize time during the day on Wednesdays for teachers to analyze data (Interim and Summative SBAC ELA & Mathematics, CAA, CAST, ELPAC, AP, and local assessments) and refine and modify instruction to close the academic achievement gap among subgroups. b. Provide teachers extra duty time for PLC and refinement of instruction, curriculum, and assessments based on data analysis focused on closing the achievement gap.	\$772,505.00	Yes
1.2	Professional development and support	The district will continue to provide support for teachers as well as high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals. a) Maintain professional development that will improve instruction and use of assessment data to improve student academic achievement. Professional development activities include Explicit Direct Instruction (EDI), CPM, SDAIE, DOK, ELD, UDL, Close Reading, Writing Strategies, Literacy, PLC, NCTM Best Practices, Reciprocal Teaching and Concept Mapping, Thinking Maps, and Co- teaching. b) Continue to fund mentors to assist new teachers in implementing effective instructional strategies and use local formative and summative data to gauge student learning and improve the academic achievement of English learners and economically disadvantaged pupils. c) Continue to fund the Teacher Induction Program to improve instruction and the academic achievement of English learners and economically disadvantaged pupils. The induction program provides evidence-based professional development opportunities that include Bridging the GAP, Inclusion, Academic Language Development and Differentiating Instruction targeted on improving student academic achievement. d) Maintain the two increased teacher duty days (1 day before the start of each semester) for professional development (EDI, Close Reading, Thinking Maps, etc.) that include at least half day teacher effectiveness classroom preparation time to improve instruction and student learning.	\$378,151.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Teacher Retention	The district will continue to fund a portion of salary increase to retain teachers in order to provide English learners and economically disadvantaged pupils consistent quality instruction to improve the academic achievement of the unduplicated pupil population.	\$1,144,690.00	Yes
1.4	Academic Coaches	The district will continue to provide academic coaches to improve teaching for English learners, foster youth and economically disadvantaged students by: a. Maintaining the three periods of a resource teacher to provide teachers instructional mentoring and needed evidence-based professional development activities to reduce the achievement gap in English and mathematics for economically disadvantaged students with disabilities. b. Providing one period English and one period mathematics coach at each high school to provide mentoring on the use of data from local formative and summative assessments to refine instruction, assessments, and curriculum to close the academic achievement gap for English learners and economically disadvantaged students.	\$183,404.00	Yes
1.5	Technology	The district will continue to purchase updated technology and data management system annual licenses. Updated technology is targeted to enhancing and improving the digital literacy of English learners and economically disadvantaged pupils. The data management systems will be used to analyze formative and summative assessments targeted at closing the academic achievement gap for these subgroups.	\$125,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard English Language Arts (ELA) and Math Academic Indicator	2023 California Dashboard Distance From Standard (DFS)	2024 California Dashboard Distance From Standard (DFS)	2025 California Dashboard Distance From Standard (DFS)	California Dashboard Distance From Standard (DFS)	Baseline to Year 2 CAASPP Distance from Standard (DFS) ELA
	Distance from Standard (DFS)	CAASPP English Language Arts Performance Level	CAASPP English Language Arts Performance Level	CAASPP English Language Arts Performance Level	CAASPP English Language Arts Performance Level	ALL Students: +9.6
	Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grade 11.	ALL Students: DFS +27.8 LI: DFS +21.4	ALL Students: DFS +30.9 LI: DFS +27.3	ALL Students: DFS +37.4 LI: DFS +31.5	ALL Students: DFS +30.0 LI: DFS +25.0	LI Students: +10.1 EL Students: +11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	EL: DFS -41.3	EL: DFS -35.8	EL: DFS -30.3	EL: DFS -35.0	LTEL: +11 (from 2024)
	Priority 4 Pupil achievement as measured by all of the following: (A) Statewide assessments administered pursuant Article 4 if chapter 5 of part 33 or any subsequent assessment, as certified by the state board	LTEL: TBD	LTEL: DFS -68.2	LTEL: DFS -57.2	SWD: DFS -76.0	SWD Students: +16
	California School Dashboard & Dataquest	SWD: DFS -92.0	SWD: DFS -103.8	SWD: DFS -76	CAASPP Mathematics Performance Level	CAASPP Distance from Standard (DFS) Math
		CAASPP Mathematics Performance Level	CAASPP Mathematics Performance Level	CAASPP Mathematics Performance Level	ALL Students: DFS -64.0	ALL Students: +16.3
		ALL Students: DFS -79.4	ALL Students: DFS -68.7	ALL Students: DFS -63.1	LI: DFS -71.5	LI Students: +17.1
		LI: DFS -86.5	LI: DFS -72.7	LI: DFS -69.4	EL: DFS -128.0	EL Students: +17.2
		EL: DFS -144.6	EL: DFS -136.3	EL: DFS -127.4	SWD: DFS -154.0	LTEL: -2.2 (from 2024)
		Long Term English Learners: TBD	LTEL: -162.1	LTEL: -164.3	CAASPP California Alternate Assessment Level 3	SWD Students: +26.7
		(Results for Long Term English Learners were not represented on the 2023 dashboard. Results will be available for this group on the 2024 Dashboard)	SWD: DFS -171	SWD: DFS -143.2	ELA ALL Students: 60%	CAASPP Alternate Assessment Level 3 ELA
		SWD: DFS -169.9	ELA ALL Students: 57%	ELA ALL Students: 58%	LI: 60%	ALL Students: +1%
		2023 CAASPP California Alternate Assessment Level 3	LI: 57%	LI: 55%	EL: 45%	LI Students: -2%
		ELA ALL Students: 57%	EL: 40%	EL: N/A (< 11 students)	Math ALL Students: 44%	EL Students: N/A
		LI: 57%	Math ALL Students: 42%	Math ALL Students:	LI: 44%	Math
					EL: 43%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 40% Math ALL Students: 42% LI: 42% EL: 40%	LI: 42% EL: 40%	58% LI: 55% EL: N/A (< 11 students)		ALL Students: +16% LI Students: +13% EL Students: N/A
2.2	Percentage of Graduates Meeting UC/CSU Requirements Source: DataQuest Priority 4 Pupil achievement as measured by all of the following: (B) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California state University	2022-23 Graduates Meeting UC/CSU Requirements All Students: 61.5% LI: 60.0% EL: 38.1% SWD: 27.6%	2023-24 Graduates Meeting UC/CSU Requirements All Students: 57.5% LI: 55.8% EL: 34.5% SWD: 31.5%	2024-25 Graduates Meeting UC/CSU Requirements All Students: 65.1% LI: 64% EL: 44.2% SWD: 28.4%	All Students: 61.5% LI: 60.0% EL: 40.0% SWD: 30.0%	Percentage Point Difference of Graduates Meeting UC/CSU Requirements ALL Students: +3.6% LI Students: +4% EL Students: +6.1% SWD Students: +.8%
2.3	Percentage of CTE pathway completion graduates Source: California School Dashboard	2023 Dashboard CTE Combined Graduation Rate Pathway Completers: ALL: 33.6% LI: 32.2% EL: 15.0%	2024 Dashboard CTE Combined Graduation Rate Pathway Completers: ALL: 31.9% LI: 30.9%	2025 Dashboard CTE Combined Graduation Rate Pathway Completers: ALL: 43.8% LI: 42.9%	Dashboard CTE Combined Graduation Rate Pathway Completers: ALL: 35.0% LI: 34.0%	Percentage Point Difference of CTE Pathway Completion ALL Students: +10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4 Pupil achievement as measured by all of the following: (C) The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.		EL: 16.3%	EL: 31.2%	EL: 20.0%	LI Students: +10.7% EL Students: +16.2%
2.4	Percentage of graduates who completed UC/CSU requirements and CTE pathway Source: California School Dashboard Priority 4 Pupil achievement as measured by all of the following: (D) The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	2023 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report ALL: 25.0% LI: 23.6% EL: 8.1% SWD: 6.5%	2024 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report ALL: 24.6% LI: 23.5% EL: 8.5% SWD: 11.6%	2025 Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report ALL: 35.4% LI: 34.3% EL: 19.8% SWD: 12.6%	Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report ALL: 28.0% LI: 26.5% EL: 10.0% SWD: 8.0%	Percentage Point Difference of UC/CSU + CTE Completion ALL Students: +10.4% LI Students: +10.7% EL Students: +11.7% SWD Students: +6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of students making progress towards English language proficiency Source: California School Dashboard Priority 4 Pupil achievement as measured by all of the following: (E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California.	2023 California Dashboard English Learner Progress Indicator 'High' Status 56.7% making progress toward English language proficiency	2024 California Dashboard English Learner Progress Indicator 'Low' Status 47.2% making progress toward English language proficiency	2025 California Dashboard English Learner Progress Indicator 'High' Status 55.9% making progress toward English language proficiency	California Dashboard English Learner Progress Indicator 'High' Status 60% progress toward English language proficiency	Percentage Point Difference of Progress Toward English Proficiency EL Students: -.8%
2.6	Percentage of English Learner reclassification rate Source: Local Calculation Priority 4 Pupil achievement as measured by all of the following: (F) The English learner reclassification rate.	Local Data Reclassification rate 2022-23 18.1%	Local Data Reclassification rate 2023-24 24%	Local Data Reclassification rate 2024-25 20%	Maintain reclassification rate of 18.0% or higher	Percentage Point Difference of English Learner Reclassification Rate EL Students: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percentage of student that have passed an advanced placement exam Source: California School Dashboard, College Board Priority 4 Pupil achievement as measured by all of the following: (G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	2023 College Board AP passed percentage: ALL Students: 36% SED: 47%	2024 College Board AP passed percentage: ALL Students: 35% SED: 35%	2025 College Board AP passed percentage: ALL Students: 46.3% SED: 48%	College Board AP passed percentage: ALL Students: 40% SED: 50%	Percentage Point Difference of AP Exam Pass Rate ALL Students: +10.3% SED Students: +1%
2.8	Percentage of students that Met or Exceeded Standard for ELA and Math Source: caaspp-elpac.org Priority 4 Pupil achievement as measured by all of the following: (H) The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent	2023 EAP College Preparedness: English Language Arts ALL Students: 63.03% LI: 60.85% EL: 17.60% SWD: 21.21% Mathematics ALL Students: 24.55% LI: 22.37%	2024 EAP College Preparedness: English Language Arts ALL Students: 63.95% LI: 62.52% EL: 18.04% SWD: 8.33% Mathematics	2025 EAP College Preparedness: English Language Arts ALL Students: 62.54% LI: 60.45% EL: 18.03% SWD: 19.11% Mathematics	EAP College Preparedness: English Language Arts ALL Students: 65.0% LI: 63.0% EL: 20.0% SWD: 23.0% Mathematics	Percentage Point Difference of EAP College Preparedness ELA: ALL Students: -0.49% LI Students: -0.40% EL Students: +0.43% SWD Students: -2.1% Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assessment of college preparedness	EL: 1.20% SWD: 1.52%	ALL Students: 29.80% LI: 28.11% EL: 2.05% SWD: 2.78%	ALL Students: 29.26% LI: 27.58% EL: 2.31% SWD: 2.98%	ALL Students: 28.0% LI: 25.0% EL: 5.0% SWD: 5.0%	ALL Students: +4.71% LI Students: +5.21% EL Students: +1.11% SWD Students: +1.46%
2.9	Student outcomes in Visual and Performing Arts Competitions Source: Locally Reported Priority 8: Pupil outcomes in subject areas described in subdivision (a) to (i) of section 51220.	PPAACC finals 2024 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	PPAACC finals 2025 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	PPAACC finals 2026 Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	Visual Performing Arts County and State Competitions Band: 1st place rankings Percussion: 1st place rankings Choir: Superior ratings	Visual and Performing Arts Band: Unchanged Percussion: Unchanged Choir: Unchanged

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.

During the 2025–26 school year, Delano Joint Union High School District implemented all planned actions under Goal 2 with the overarching aim of increasing college and career readiness for all students, with a focus on English Learners, students with disabilities, and socioeconomically disadvantaged pupils. These actions were informed by educational partner input, Dashboard performance data, and local needs assessments, which identified the need to expand access to rigorous coursework while strengthening academic support systems.

Actions 2.1 (Tutorials and Interventions) and 2.2 (Reduced Class Size) were implemented to provide targeted academic support during and beyond the school day. These actions contributed to improved Distance From Standard (DFS) outcomes in English Language Arts and mathematics for All Students and Low-Income students because increased instructional time and reduced student-to-teacher ratios allowed for more individualized support and targeted skill development. However, achievement gaps persisted for English Learners and students with disabilities because these groups require more intensive and consistent differentiated instruction across all sites.

Actions 2.3 (Certificated Support Staff) and 2.4 (Classified Support Staff) supported the implementation of instructional programs and intervention systems. Learning directors, instructional assistants, and curriculum leaders monitored student progress and supported instruction. These actions strengthened systemwide capacity because staff were able to analyze data, coordinate interventions, and provide targeted small-group support, particularly for unduplicated pupils.

To expand access to rigorous coursework, Actions 2.5 (UC A–G, AP, and Dual Enrollment Expansion) and 2.6 (College Readiness Strategies) increased course offerings, funded AP exam access, and supported college exposure opportunities. While access to courses expanded, UC/CSU A–G completion rates declined in the prior year before rebounding in 2024–25, indicating that access alone was insufficient because students also require academic readiness and ongoing support to successfully complete rigorous coursework.

Actions 2.7 and 2.8 (CTE and Dual Enrollment Programs and Support Staff) were implemented to expand career pathways and college credit opportunities. These actions contributed to increased CTE pathway completion rates, particularly for English Learners, because structured pathway programs and support staff provided guidance and continuity for students progressing through sequences.

Action 2.9 (Access to a Broad Course of Study) expanded enrichment opportunities, including Visual and Performing Arts, and supported increased participation in combined UC/CSU and CTE completion metrics. Actions 2.10 (Supplemental Materials) and 2.11 (Supplemental Activities) enhanced instructional resources and learning opportunities, contributing to improved college preparedness indicators.

Action 2.12 (Student and Staff Recognition) was implemented to recognize academic achievement, attendance, college and career readiness milestones, and student progress through awards, recognition events, apparel, and other incentives. Schools recognized English Learners, foster youth, low-income students, and other students demonstrating progress toward district academic goals. This action supported a positive school climate and reinforced student engagement because recognition programs celebrated student success and encouraged continued participation in rigorous academic and career readiness opportunities.

Actions 2.13 (Academic Support for English Learners) and 2.15 (Support for Long-Term English Learners) focused on English language development and reclassification. These actions resulted in improved reclassification rates because targeted language support and intervention strategies helped students meet proficiency criteria, although English Learner Progress Indicator (ELPI) results fluctuated.

Action 2.14 (Other Pupil Outcomes) was implemented to provide additional opportunities that supported student engagement and overall success beyond core academic instruction. The district maintained athletic trainers to promote safe participation in extracurricular activities and continued after-school programs, summer learning opportunities, and targeted interventions for English Learners, foster youth, homeless youth, and socioeconomically disadvantaged students. These services expanded access to enrichment and academic supports because they provided students with additional opportunities to remain connected to school while participating in activities that complemented their academic and college and career readiness goals.

Overall, implementation of Goal 2 actions was successful, with all actions carried out; however, variation in the intensity and consistency of implementation across sites limited the overall impact on closing achievement gaps for targeted student groups.

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.

Several material differences occurred between planned expenditures and estimated actual expenditures for Goal 2 actions during the 2025–26 school year. Overall, these differences were primarily the result of actual implementation costs, staffing needs, student participation levels, and the timing and scope of supplemental activities and materials differing from initial budget assumptions. The district continued to implement the core intent of Goal 2, which is to increase college and career readiness, strengthen academic supports, and improve outcomes for English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. These expenditure differences reflect implementation adjustments rather than a change in the district's commitment to the actions identified in Goal 2.

Action 2.5 — Increased UC A-G, AP, and Dual Enrollment Sections

Action 2.5 was budgeted at \$597,108 and had estimated actual expenditures of \$846,487. This increase was due to higher-than-projected costs associated with maintaining and expanding access to UC A-G, Advanced Placement, and dual enrollment sections. As student demand and site implementation needs increased, additional staffing and section costs were necessary to support expanded access to college preparatory and college-credit bearing coursework for unduplicated pupils.

Action 2.10 — Supplemental Materials, Equipment, and Supplies

Action 2.10 was budgeted at \$152,897 and had estimated actual expenditures of \$102,293. This under-expenditure occurred because the actual cost of supplemental materials, equipment, and supplies was lower than originally projected. In some cases, sites were able to use existing materials, prior-year resources, or alternative funding sources to support implementation. Although expenditures were lower than planned, the district continued to provide supplemental instructional resources aligned to college and career readiness, dual enrollment credit attainment, and access to a broad course of study.

Action 2.11 — Supplemental Activities

Action 2.11 was budgeted at \$93,983 and had estimated actual expenditures of \$25,276. This under-expenditure was primarily due to fewer supplemental activities, field trips, college visits, competitions, or related student participation costs being implemented than originally projected. Actual participation levels and activity costs were lower than anticipated, resulting in reduced expenditures while still maintaining opportunities for students to engage in college, career, and enrichment experiences.

Action 2.12 — Student and Staff Recognition

Action 2.12 was budgeted at \$60,321 and had estimated actual expenditures of \$17,653. This under-expenditure occurred because actual recognition costs were lower than projected. The district continued to recognize student progress and achievement; however, activities and materials such as awards, incentives, apparel, recognition events, and related expenditures were implemented at a lower cost than originally budgeted.

Action 2.15 — Academic Support for Long-Term English Learners

Action 2.15 was budgeted at \$317,272 and had estimated actual expenditures of \$482,805. This increase was due to higher-than-projected staffing and support costs associated with providing targeted academic support for Long-Term English Learners. The increased expenditure reflects the district's continued emphasis on monitoring LTEL progress, implementing targeted interventions, and strengthening language development supports to address persistent achievement and English language proficiency needs.

Actions associated with Goal 2 were generally effective in supporting progress toward preparing students to graduate high school ready to achieve their college and career goals. The strongest evidence of effectiveness was reflected in improved academic achievement, UC/CSU completion, CTE pathway completion, combined UC/CSU and CTE pathway completion, AP pass rates, and sustained Visual and Performing Arts outcomes. At the same time, English Learner progress toward English language proficiency and Long-Term English Learner mathematics outcomes indicate areas where continued refinement and targeted monitoring are needed.

Actions 2.1, 2.2, 2.3, and 2.4 were effective overall in supporting academic achievement. Tutorials and interventions, reduced class size, certificated support staff, and classified support staff provided students with additional instructional time, smaller learning environments, progress monitoring, and small-group or individualized support. These actions were monitored primarily through CAASPP English Language Arts and Mathematics Distance from Standard outcomes. Results improved in English Language Arts for All Students, Low-Income students, English Learners, Long-Term English Learners, and Students with Disabilities. Mathematics outcomes also improved for All Students, Low-Income students, English Learners, and Students with Disabilities. However, Long-Term English Learners declined slightly in Mathematics when compared to 2024, indicating a continued need to strengthen targeted mathematics intervention and progress monitoring for this group.

Actions 2.5, 2.6, and 2.11 were effective in expanding access to college preparatory opportunities and supporting UC/CSU readiness. Increased UC A–G, AP, and dual enrollment sections, UC A–G preparedness and AP passing strategies, and supplemental activities such as college and vocational school visitations supported students in accessing and completing college preparatory coursework. UC/CSU completion improved for All Students, Low-Income students, English Learners, and Students with Disabilities, with the largest gains among English Learners. AP pass rates also improved overall, indicating that expanded access, readiness supports, and related activities contributed to improved college readiness outcomes. Continued monitoring is needed to ensure that course access is paired with sufficient academic support for successful completion.

Actions 2.7, 2.8, 2.9, and 2.10 were highly effective in supporting career technical education, dual enrollment, and access to a broad course of study. These actions provided CTE and dual enrollment opportunities, support staff to assist students with enrollment and pathway participation, additional access to broad course offerings, and supplemental materials and equipment. CTE pathway completion increased substantially for All Students, Low-Income students, and English Learners. The percentage of students completing both UC/CSU requirements and a CTE pathway also improved for All Students, Low-Income students, English Learners, and Students with Disabilities. These results indicate that pathway expansion, staffing support, and related instructional resources were effective in improving college and career readiness outcomes for unduplicated pupils.

Action 2.12, Student and Staff Recognition, was partially effective to effective. This action supported student motivation, school connectedness, and progress toward key academic indicators. Associated college and career readiness indicators improved, including UC/CSU completion and CTE pathway completion. Chronic absenteeism also improved for All Students, Low-Income students, English Learners, and Students with Disabilities. However, Foster Youth chronic absenteeism increased significantly, indicating that recognition and connection strategies alone were insufficient to address the attendance barriers experienced by this student group. Continued coordination with attendance, engagement, and student support services will be needed.

Actions 2.13 and 2.15, Academic Support for English Learners and Academic Support for Long-Term English Learners, were partially effective. These actions provided targeted monitoring, English Learner specialist support, parent communication, and intervention planning

for English Learners and Long-Term English Learners. Reclassification improved from baseline and remained above the district's minimum target, suggesting that targeted monitoring and support contributed to students meeting reclassification criteria. However, the English Learner Progress Indicator declined slightly from baseline and remained below the Year 3 target. In addition, Long-Term English Learners declined slightly in Mathematics. These outcomes indicate that continued implementation, closer progress monitoring, and more intensive academic language and content-area supports are needed to accelerate outcomes for English Learners and Long-Term English Learners.

Action 2.14, Other Pupil Outcomes, was effective in maintaining high-quality Visual and Performing Arts programs and providing students with continued access to enrichment opportunities. During the year, band and percussion maintained first-place rankings, and choir continued to earn superior ratings, demonstrating sustained program quality and student achievement. In addition, the all students chronic absenteeism rate (Metric 3.5) declined from 24.1% at baseline to 19.0%, indicating improved student attendance during the implementation period. Because participation in Visual and Performing Arts programs strengthens students' connection to school by providing meaningful opportunities for engagement, recognition, and belonging, continued access to these programs supports the district's broader efforts to improve attendance. Because these programs were already performing at a high level, the action was effective in maintaining strong student participation and performance while contributing to broader student engagement. Continued implementation will ensure students have ongoing access to high-quality Visual and Performing Arts opportunities that promote engagement, skill development, and broader pupil outcomes.

Overall, Goal 2 actions were effective in improving college and career readiness and expanding access to rigorous coursework, CTE pathways, dual enrollment, and supplemental academic supports. The most notable improvements were in CTE pathway completion, combined UC/CSU and CTE completion, AP pass rates, and UC/CSU completion for English Learners.

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.

Based on analysis of implementation data, student outcome data, and educational partner feedback, no substantive changes were made to Goal 2, its metrics, target outcomes, or actions for the 2026–27 school year. The district determined that the existing goal and actions continue to address identified needs related to college and career readiness, academic achievement, English Learner progress, and access to rigorous coursework. It is noted that due to variations in costs, funding sources, and timing of activities or purchases, actions 2.1 and 2.15 had increases in total funding and actions 2.6, 2.10, 2.11, and 2.12 had decreases in total funding within the LCAP.

Reflections on prior practice identified several implementation priorities that will guide continued execution of the existing actions. Outcome data demonstrated strong progress in college and career readiness indicators, including improvements in the College and Career Indicator, UC/CSU eligibility, Career Technical Education pathway completion, and Advanced Placement success rates. As a result, the district will continue implementation of actions that expand access to rigorous coursework, college and career pathways, dual enrollment opportunities, and Career Technical Education programs.

Analysis of English Learner outcomes indicated improvement in several measures, including reclassification rates and college and career readiness indicators; however, English Learner Progress Indicator results and achievement outcomes continue to demonstrate a need for focused support. Therefore, the district will continue emphasizing implementation of existing English Learner and Long-Term English Learner

supports, including targeted interventions, progress monitoring, language development services, and the work of the English Learner Specialists.

The district also identified the need to strengthen coordination among counseling, intervention, and academic support systems to ensure students receive timely assistance and access to appropriate college and career readiness opportunities. Additionally, implementation efforts will continue to focus on maintaining consistent delivery of services across school sites and monitoring the effectiveness of interventions through ongoing review of student outcome data.

While no changes were made to the Goal 2 actions, metrics, or target outcomes, lessons learned through implementation will continue to inform how services are delivered and monitored in support of improved student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tutorials and Interventions	The district will continue to maintain supplemental instruction and interventions for teachers to provide: a. Reading, writing and mathematics intervention during the day to close the achievement gap of English learners, students with disabilities, and economically disadvantaged pupils. b. Academic tutorials; afterschool programs and intervention; and tutorials for AP passing, UC a-g preparedness, and other college readiness indicators in the core academic content subjects to improve academic achievement of English learners, students with disabilities, and economically disadvantaged pupils. c. Summer school, supplemental instruction for students not meeting standard, increased dual enrollment opportunities, and core academic make-up classes to improve English learner proficiency in English and close the achievement gap for English learners, students with disabilities, and economically disadvantaged pupils. d. Instructional field trips to supplement instruction and improve student learning in closing the academic achievement gap of English learners and economically disadvantaged pupils in English, science, and mathematics, e. Incentives for students completing intervention program noted in sub-actions a, b, or c. f. Transportation and the additional bus driver for summer school and Saturday and afterschool tutorials to support sub-actions b, c, and d.	\$373,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Action Action 2.1 maintains and expands supplemental instruction and interventions designed to close achievement gaps for ELs, SWDs, and socioeconomically disadvantaged pupils. This includes in-school reading, writing, and math intervention; afterschool academic tutorials; and summer school opportunities focused on A–G, AP, and dual enrollment coursework. These strategies are supported by high-quality research—including U.S. Department of Education and What Works Clearinghouse evidence—that validates the impact of extended learning time and high-dosage tutoring on academic outcomes for underserved students. Progress will be monitored using CAASPP proficiency rates in ELA and Math, ELPAC growth data, dual enrollment participation, AP pass rates, and A–G completion metrics. LREBG Funds supporting this action: \$256,559.00 per year through 2027-28.		
2.2	Reduced class size	The district will continue to implement reduced class sizes to close the academic achievement gap and improve learning for English learners by: a. Maintaining the additional two English and six mathematics class size reduction teachers at the three comprehensive high schools for improved effective instruction. b. Maintaining class size reduction teacher and the two instructional assistants to close the academic achievement gap on the CAA English and mathematics of English learners and economically disadvantaged pupils. c. Maintaining reduced class size sections in English, mathematics, science, and social studies for teachers to provide effective instruction.	\$4,326,429.00	Yes
2.3	Certificated Support Staff	The district will continue to provide support staff to improve student outcomes by: a. Maintaining school site Learning Directors to monitor student progress, develop and implement interventions, and analyze local formative and summative assessment data to gauge student learning and instruction.	\$1,068,287.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Maintaining the district level Director of Curriculum and Instruction for implementation of common instructional practices and assessments; use of data from those assessments to refine instruction and curriculum; and provide guidance in implementing necessary strategies to close the achievement gaps of English learners and economically disadvantaged pupils. c. Maintaining a portion of the Assistant Superintendent Student Services to provide assistance for comprehensive school improvement and reduce the achievement gap among English Learners, students with disabilities, and pupils of low economic status.		
2.4	Classified Support Staff	The district will continue to provide support staff for improved student outcomes by: a. Maintaining IT support staff (5 FTE) to provide student support on the effective use of technology and maintaining the student access to technology. This action is focused on improving the digital literacy (i.e. access online resources; use computer applications such as grammar and spelling and thesaurus; access translation programs for English learners) of English learners and economically disadvantaged students; b. Maintaining the work-based learning/homeless/foster youth support staff (1 FTE) to coordinate work-based learning opportunities for economically disadvantaged students and improve the CCI outcomes for this subgroup and provide the needed support to ensure academic success for foster and homeless youth; and c. Maintaining instructional assistants (7 FTE) to provide instructional support and small group instruction for English Learners, foster youth and pupils of low economic status. LREBG Action Action 2.4 utilizes LREBG funding to retain seven full-time instructional assistants (IAs) to deliver targeted academic support and small-group instruction. These IAs serve primarily ELs, foster youth, and low-income students, and provide push-in services during the school day. The decision to fund instructional assistants was grounded in research showing that small group, staff-supported instruction can improve learning outcomes and student engagement—especially for students most affected by pandemic-era disruptions.	\$1,312,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Effectiveness will be measured using local benchmark assessments, ELPAC results, and attendance data. LREBG Funds supporting this action: \$664,111 per year through 2027-28.		
2.5	Increased UC A-G, AP and Dual Enrollment sections	The district will continue to fund the increased UC A-G, AP and Dual Enrollment individual section costs as well as the additional foreign language teacher to improve student outcomes. The increased sections allow the school sites to offer more college readiness opportunities for our foster youth, English learners, and economically disadvantaged pupils in attaining UC A-G college preparedness and improving student learning.	\$686,475.00	Yes
2.6	UC A-G preparedness and AP passing strategies	The district will continue to provide opportunities for the school sites to improve college readiness by: a. Funding UC a-g online program for pupils to make up coursework and maintain UC a-g completion rates above the state level for all students and subgroups. b. Allocating resources for AP exam and dual enrollment fees to improve AP passing rate and other college indicators of economically disadvantaged pupils. c. Providing visitations to four-year universities, community colleges and post- secondary institutions to improve UC a-g rates for the unduplicated pupil population. d. Conducting parent trainings/workshops on readiness for college and career to improve UC a-g preparedness for English learners and economically disadvantaged pupils.	\$73,248.00	Yes
2.7	CTE and dual enrollment	The district will continue to offer CTE and dual enrollment opportunities to decrease College/Career Indicator gap for English learners, foster youth, and economically disadvantaged pupils. a. Maintain Career Technical Education teachers: Home Ec., Health Pathway, and Industrial Technology teachers at CCHS; Business	\$2,279,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Education and welding teacher at RFK; and Health Science and Ag teacher at DHS. b. Maintain dual enrollment CTE Courses: Nursing Assistant and Clinical Medical Assistant two period block of each at the three comprehensive school sites. c. Increase two additional CTE and dual enrollment sections. d. Maintain teacher at DHS to continue Home Economics Pathway.		
2.8	CTE and dual enrollment support staff	The district will continue to provide CTE and dual enrollment support staff for improved or maintained 'High' performance on the College and Career Readiness Indicator and the attainment of dual enrollment credit for English learners, foster youth, and economically disadvantaged pupils. a. Maintain CTE Director for articulation of courses and coordination of dual enrollment and work-based learning activities. b. Hire three full time Dual Enrollment – College and Career Clerks to assist foster youth, English learners and low-income students in registering for dual enrollment courses.	\$569,022.00	Yes
2.9	Access to a broad course of study	The district will continue to provide the increased opportunities in access to a broad course of study for English learners, foster youth, and pupils of low economic status. a. Maintain the additional hour for program staff to provide additional instruction and maintain or improve the College and Career Readiness Indicator for English learners and economically disadvantaged students with disabilities. b. Maintain the three four-hour instructional aides - Two aides at CCHS and one aide for the PAVE program to provide individual or small group instruction for English learners and economically disadvantaged students with disabilities to attend a broad course of study and improve CCI outcomes. c. Continue to fund the increased music teacher at RFK and DHS for pupil access to a broad course of study.	\$599,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Continue to fund the music coaches at all three comprehensive high schools to maximize student performance and improved College and Career Readiness.		
2.10	Supplemental materials, equipment, and supplies	The district will continue to purchase supplementary materials, equipment and supplies for the school sites to maintain or improve the College and Career Readiness indicator, attainment of dual enrollment credit, and access to a board course of study for English learners, foster and homeless youth, and pupils of low economic status.	\$105,450.00	Yes
2.11	Supplemental Activities	The district will continue to provide instructional field trips and visitations to four-year universities, community colleges, and vocational institutions to promote improved student learning and attainment of pupil outcomes. This includes funding for competitions to maximize student performance and improved pupil outcomes. These supplemental educational activities are principally directed in improving College and Career Readiness Indicator readiness, CTE completers, and dual enrollment credit attainment for English learners, foster youth, and pupils of low economic status.	\$33,375.00	Yes
2.12	Student and staff recognition	The district and school sites will continue to foster a culture that nurtures and recognizes student success by providing student and staff recognition (i.e. medals, plaques, t-shirts, school polo shirts, recognition luncheons, field trips) for English learners, homeless and foster youth, and economically disadvantaged pupils making progress towards attaining or passing state indicators. Recognition of student success has been essential in the attainment attaining high academic performance of our economically disadvantaged pupils and progress on the college and career preparedness (CCI, EAP, AP passing, English proficiency) of English learners, homeless and foster youth, and economically disadvantaged pupils.	\$22,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Academic Support for English Learners	a. Maintaining EL Program Specialists to two full-time for more effective monitoring of English learner progress and implementation of necessary interventions. b. Maintaining ELD Clerks to monitor English learner progress and contact parents regarding English learner progress and needed interventions.	\$341,013.00	Yes
2.14	Other Pupil Outcomes	The district will continue to provide opportunities to improve outcomes in other areas for English learners, foster and homeless youth, and pupils of low economic status. a. Maintain athletic trainers to provide and implement safe physical activity practices during after school programs for low income, foster and English learners. b. Continue to provide afterschool programs, summer opportunities and intervention to improve student outcomes.	\$245,140.00	Yes
2.15	Academic Support for Long-Term English Learners	Additional EL Program Specialists specifically assigned to LTELs for more effective monitoring of English learner progress and implementation of necessary interventions.	\$489,268.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rating of Parental Input Source: California School Dashboard Priority 3(A) Parental involvement and family engagement, including	2023 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability	2024 California Dashboard Self Reflection Tool & Parent Survey Standard Met	2025 California Dashboard Self Reflection Tool & Parent Survey Standard Met	Standard Met Full Implementation and Sustainability	Self-Reflection Tool: No changes Parent Survey: - 5% (percentage point difference)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	96% of parents agree the schools involve parents in making decisions for the school/district.	Full Implementation and Sustainability 89% of parents agree the schools involve parents in making decisions for the school/district.	Full Implementation and Sustainability 91% of parents agree the schools involve parents in making decisions for the school/district.		
3.2	Rating Parent Participation Source: Parent Surveys, California School Dashboard Priority 3(B) Family engagement may include efforts by the school district and each individual school site to apply research-based practices, such as welcoming families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access.	2023 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2024: 97% parents agree the school promotes family engagement activities	2024 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2025: 94.2% parents agree the school promotes family engagement activities	2025 California Dashboard Self Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2025: 90% parents agree the school promotes family engagement activities	Standard Met Full Implementation and Sustainability	Self-Reflection Tool: No changes Parent Survey: - 7%
3.3	Rating Parent Involvement and Family Engagement	2023 California Dashboard Self	2024 California Dashboard Self	2025 California Dashboard Self	Standard Met	Self-Reflection Tool: No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Parent Surveys, California School Dashboard Priority 3(C) Parental involvement and family engagement, including how the school district will promote parental participation in programs for individuals with exceptional needs.	Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2024: 96% parents agree the school involves parents	Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2025: 89% parents agree the school involves parents	Reflection Tool & Parent Survey Standard Met Full Implementation and Sustainability Parent Surveys Spring 2025: 91% parents agree the school involves parents	Full Implementation and Sustainability	Parent Survey: -5%
3.4	Percentage of Student Attendance Source: Student Information System, KernKiDS Priority 5 Pupil Engagement as measured by all of the following, as applicable: (A) School attendance	2023-24 Year to date Attendance Kern KiDS All: 94.19% EL: 92.97% FY: 90.99% LI: 94.03%	2024-25 Year to date Attendance Kern KiDS All: 94.15% EL: 93.04% FY: 89.40% LI: 93.97%	2025-26 Year to date Attendance Kern KiDS All: 94.53% EL: 93.38% FY: 84.63% LI: 94.30%	Attendance rate 95.0% or higher for all student groups	Percentage Point Difference of Student Attendance All Students: +0.34% EL: +0.41% FY: -6.36% LI: +0.27%
3.5	Percentage of Chronic Absenteeism Source: DataQuest Priority 5 Pupil Engagement as measured by all of the following, as applicable:	2022-23 DataQuest ALL students: 24.1% LI: 25.2% FY: 31.6% EL: 31.0% SWD: 33.4%	2023-24 DataQuest ALL students: 20.4% LI: 21.6% FY: 38.5% EL: 26.3% SWD: 25.0%	2024-25 DataQuest ALL students: 19% LI: 21.6% FY: 57.9% EL: 24.3% SWD: 26.5%	ALL Students: 20.0% LI: 21.0% FY: 25.0% EL: 25.0% SWD: 30.0%	Percentage Point Difference of Chronic Absenteeism All Students: -5.1% LI: -3.6% FY: +26.3% EL: -6.7% SWD: -6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(B) Chronic absenteeism rates					
3.6	Percentage of Cohort Dropouts Source: DataQuest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (D) High school dropout rates	2022-23 DataQuest ALL Students: 2.7% LI 2.9% EL: 3.7% SWD: 6.8%	2023-24 DataQuest ALL Students: 3.4% LI 3.5% EL: 5.6% SWD: 4.7%	2024-25 Calpads 15.1 ALL Students: 1.86% LI 1.77% EL: 3.82% SWD: 4.35%	ALL Students: 2.5% LI 2.7% EL: 3.0% SWD: 5.0%	Percentage Point Difference of Cohort Dropouts All Students: -.84% LI: -1.13% EL: +.12% SWD: -2.45%
3.7	Percentage of Cohort Graduates Source: California Dashboard Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	2023 California Dashboard All Students: 96.2% LI: 95.9% EL: 94.0% SWD: 84.3%	2024 California Dashboard All Students: 95.8% LI: 95.6% EL: 93.0% SWD: 85.9%	2025 California Dashboard All Students: 97.1% LI: 97.3% EL: 94.9% SWD: 85.3%	All Students: 96.5% LI: 96.0% EL: 95.0% SWD: 90.5%	Percentage Point Difference of Cohort Graduates All Students: +.9% LI: +1.4% EL: +.9% SWD: +1%
3.8	Percentage of Students Suspended Source: California Dashboard Priority 6 School climate, as measured by all of	2023 California Dashboard ALL Students: 1.3% LI: 1.7% EL: 2.2% FY: 4.5% SWD: 3.1%	2024 California Dashboard ALL Students: 1.7% LI: 1.8% EL: 2.2% FY: 6.7% SWD: 2.3%	2025 California Dashboard ALL Students: 1.7% LI: 1.8% EL: 3% FY: 0% SWD: 3.5%	ALL Students: 1.0% LI: 1.5% EL: 2.0% FY: 3.5% SWD: 2.5%	Percentage Point Difference of Students Suspended All Students: +0.4% LI: +0.1% EL: +.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the following, as applicable (A) Pupil suspension rates					FY: -4.5% SWD: +.4%
3.9	Percentage of Students Expelled Source: Dataquest Priority 6 School climate, as measured by all of the following, as applicable (B) Expulsion rates	2022-23 DataQuest All students: 0.2% LI: 0.2% EL: 0.2%	2023-24 DataQuest All students: 0.2% LI: 0.2% EL: 0.3%	2024-25 DataQuest All students: 0.1% LI: 0.2% EL: 0.1%	Maintain below 1% expulsion rate for all students and subgroups	Percentage Point Difference of Students Expelled All students: -0.1% LI: 0.0% EL: -0.1%
3.10	Rating and Percentage of Student, Parent and Teacher sense of safety and connectedness Source: Local Surveys and California School Dashboard Priority 6 School climate, as measured by all of the following, as applicable (C) Other local measures, including surveys of pupils, parents, and teacher on the sense of safety and school connectedness	2023 California Dashboard Standard Met A local climate survey was administered in Spring of 2024 to students, parents, and teachers. The results of this survey indicate that 88% of students; 97% of parents; and 96% of teachers have a sense of school safety. This survey also reflects that 76% of students; 98% of parents; and 92% of the teachers	2024 California Dashboard Standard Met A local climate survey was administered in Spring of 2025 to students, parents, and teachers. The results of this survey indicate that 86.9% of students; 92% of parents; and 96% of teachers have a sense of school safety.	2025 California Dashboard Standard Met A local climate survey was administered in Spring of 2025 to students, parents, and teachers. The results of this survey indicate that 90% of students; 94% of parents; and 97% of teachers have a sense of school safety.	Standard Met 95% of students; parents and teachers have a sense of school safety. 90% of students; parents and teachers feel connected to their school.	Standard Met (no change) Local Survey Percentage Point Differences: Sense of school safety: Students: +2% Parents: -3% Teachers: +1% School connectedness: Students: -4% Parents: -11% Teachers: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feel connected to their school.	This survey also reflects that 70.2% of students; 88% of parents; and 92.8% of the teachers feel connected to their school.	This survey also reflects that 72% of students; 87% of parents; and 97% of the teachers feel connected to their school.		

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.

During the 2025–26 school year, Delano Joint Union High School District implemented all planned actions under Goal 3 to promote student engagement, improve school climate, strengthen family involvement, and support student attendance and persistence. Professional development on behavior and social-emotional education (Action 3.1), supplementary materials to support behavioral and social-emotional learning (Action 3.2), and expanded social-emotional support services (Action 3.6) were implemented districtwide to strengthen staff capacity and provide students with access to academic, behavioral, and mental health supports. These efforts contributed to positive outcomes, including improvements in overall attendance from 94.19% to 94.53%, English Learner attendance from 92.97% to 93.38%, and reductions in chronic absenteeism among All Students (24.1% to 19.0%), English Learners (31.0% to 24.3%), and Students with Disabilities (33.4% to 26.5%).

Alternative educational settings (Action 3.3), additional academic support and options (Action 3.4), interventions (Action 3.5), pupil engagement and school climate support staff (Action 3.7), and transportation services (Action 3.12) were implemented to provide students with multiple pathways to remain engaged in school and persist toward graduation. These actions supported students through targeted interventions, credit recovery opportunities, individualized support, and increased access to school programs. As a result, cohort dropout rates improved for All Students (2.7% to 1.86%), Low-Income students (2.9% to 1.77%), and Students with Disabilities (6.8% to 4.35%). Graduation rates also increased across all reported student groups, including All Students (96.2% to 97.1%), Low-Income students (95.9% to 97.3%), English Learners (94.0% to 94.9%), and Students with Disabilities (84.3% to 85.3%).

Technology and communication tools (Action 3.8), school connectedness activities (Action 3.9), parental involvement initiatives (Action 3.10), and parent, student, and staff decision-making opportunities (Action 3.11) were implemented to increase stakeholder engagement and strengthen relationships among students, families, and schools. The district continued outreach efforts through school events, communication platforms, parent meetings, and stakeholder engagement opportunities. Student and teacher perceptions of school safety

improved from 88% to 90% and from 96% to 97%, respectively, while expulsion rates remained below one percent and declined for both All Students and English Learners.

Despite full implementation of all planned actions, several challenges remained. Foster Youth attendance declined from 90.99% to 84.63%, while Foster Youth chronic absenteeism increased from 31.6% to 57.9%, indicating that additional targeted supports are needed for this student group. Parent engagement measures also declined, including perceptions that schools involve parents in decision-making (96% to 91%), promote family engagement activities (97% to 90%), and involve parents in school programs and activities (96% to 91%). School connectedness measures similarly declined, with student connectedness decreasing from 76% to 72% and parent connectedness decreasing from 98% to 87%. In addition, suspension rates increased for All Students, English Learners, and Students with Disabilities, demonstrating a continued need to strengthen engagement, behavior supports, and relationship-based interventions.

Overall, the district successfully implemented all Goal 3 actions and demonstrated measurable progress in attendance, chronic absenteeism, dropout rates, graduation rates, school safety, and student support systems. However, data indicate that additional efforts are needed to improve outcomes related to family engagement, school connectedness, suspension rates, and attendance for Foster Youth.

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.

Several material differences occurred between planned expenditures and estimated actual expenditures for Goal 3 actions during the 2025–26 school year. Overall, these differences were primarily the result of lower-than-projected costs for professional development, supplemental materials, intervention activities, and stakeholder engagement activities, along with higher-than-projected costs for technology and communication systems. The district continued to implement the overall intent of Goal 3, which is to promote student engagement, improve school climate, strengthen family involvement, and support student attendance and persistence. These expenditure differences reflect adjustments in implementation costs, participation levels, and resource needs rather than a change in the district's commitment to the actions identified in Goal 3.

Action 3.1 — Professional Development on Behavior and Social-Emotional Education

Action 3.1 was budgeted at \$15,119 and had estimated actual expenditures of \$10,944. This under-expenditure occurred because the actual cost of professional development activities related to behavior intervention and social-emotional education was lower than originally projected. The district continued to provide staff with training and support related to behavior, school climate, chronic absenteeism, and student safety; however, fewer contracted services, registration costs, or related professional learning expenditures were needed than anticipated.

Action 3.2 — Supplementary Materials

Action 3.2 was budgeted at \$35,000 and had estimated actual expenditures of \$5,017. This under-expenditure occurred because the district purchased fewer supplementary instructional, social-emotional education, and behavioral intervention materials than originally projected. In some cases, sites were able to continue using existing materials or access resources through other available supports. Although expenditures were lower than planned, the district continued to provide materials intended to support positive behavior, reduce suspension and chronic absenteeism, and improve graduation outcomes for unduplicated students.

Action 3.5 — Interventions

Action 3.5 was budgeted at \$53,400 and had estimated actual expenditures of \$29,269. This under-expenditure was primarily due to lower-than-projected implementation costs and participation in intervention activities, including after-school, Saturday, or other targeted supports designed to improve attendance, engagement, behavior, and academic persistence. While the action continued to be implemented, actual use of intervention resources was less than originally anticipated.

Action 3.8 — Technology and Information

Action 3.8 was budgeted at \$125,450 and had estimated actual expenditures of \$153,897. This increase was due to higher-than-projected costs for technology, communication platforms, information systems, or related tools used to support student engagement, parent communication, attendance monitoring, and access to school information. The additional expenditures supported the district's efforts to maintain and strengthen communication and engagement systems for students and families.

Action 3.11 — Parent, Student, and Staff Decision-Making

Action 3.11 was budgeted at \$18,750 and had estimated actual expenditures of \$2,326. This under-expenditure occurred because actual costs associated with parent, student, and staff decision-making activities were significantly lower than projected. Engagement and decision-making opportunities continued to be provided through existing meetings, committees, advisory structures, and staff-supported processes; however, fewer additional expenditures were needed for materials, meeting costs, translation, stipends, or related supports than originally anticipated.

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

Actions associated with Goal 3 were partially effective to effective in supporting progress toward providing students with a high-quality educational environment where student engagement, attendance, school climate, and family involvement are promoted. The strongest evidence of effectiveness was reflected in improved attendance for All Students, English Learners, and Low-Income students; reductions in chronic absenteeism for All Students, Low-Income students, English Learners, and Students with Disabilities; improved dropout outcomes for All Students, Low-Income students, and Students with Disabilities; and increased graduation rates across all reported student groups. However, outcomes also indicate continued areas of need, particularly for Foster Youth attendance and chronic absenteeism, suspension rates for several student groups, and student and parent connectedness.

Action 3.1, Professional Development on Behavior and Social-Emotional Education, was partially effective. This action supported staff capacity to address student behavior, attendance, and social-emotional needs. Chronic absenteeism improved for All Students, Low-Income students, English Learners, and Students with Disabilities, indicating that behavior and social-emotional learning supports contributed to improved engagement for several groups. However, Foster Youth chronic absenteeism increased substantially, and suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. These results indicate that continued professional learning is needed, with a stronger focus on consistent implementation of behavior supports, relationship-based interventions, and targeted strategies for Foster Youth and other student groups with elevated discipline or attendance needs.

Action 3.2, Supplementary Materials, was partially effective. The district continued to provide behavioral and social-emotional instructional materials to support positive student behavior, intervention, and school climate. Graduation rates improved for All Students, Low-Income students, English Learners, and Students with Disabilities, suggesting that these supports contributed to broader student persistence and

successful completion. However, suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. As a result, the action appears to be supporting broader engagement and persistence outcomes but has not yet produced the desired reduction in discipline outcomes across all student groups.

Action 3.3, Alternative Educational Settings, was partially effective. The action provided alternative settings and intervention opportunities for students needing additional behavioral and academic support. Foster Youth suspension rates improved, declining to zero, which suggests that targeted behavioral intervention settings may be supporting improved outcomes for this group. However, suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. Continued refinement is needed to ensure alternative educational settings and intervention classes are implemented consistently and are effectively reducing repeat discipline concerns across student groups.

Action 3.4, Additional Academic Support and Options, was generally effective. This action provided students with additional academic pathways, independent study options, credit recovery, and extended teacher support to help students remain on track for graduation. Graduation rates improved for All Students, Low-Income students, English Learners, and Students with Disabilities, and attendance improved for All Students, English Learners, and Low-Income students. These outcomes indicate that the action supported student persistence and access to academic options. However, suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. Also, Foster Youth attendance declined, and student and parent connectedness results decreased, indicating the need for more targeted outreach and individualized engagement strategies for students experiencing barriers to school participation.

Action 3.5, Interventions, was effective in supporting graduation outcomes. Before-school, after-school, and Saturday intervention opportunities provided students additional time and support to recover credits, complete coursework, and remain on track for graduation. Graduation rates improved across all reported student groups, including All Students, Low-Income students, English Learners, and Students with Disabilities. Continued implementation is appropriate, with additional monitoring of participation rates to ensure students most at risk of not graduating are accessing the available intervention opportunities.

Action 3.6, Support Services: Social Emotional Education, was partially effective. Counselors, psychologists, marriage and family therapists, assistant principals, and related support personnel provided direct and indirect student supports focused on social-emotional development, behavior, and engagement. Graduation rates improved across all reported student groups, suggesting that these services contributed to student persistence and completion. However, suspension rates increased for several student groups, indicating that continued coordination between social-emotional supports, behavior systems, and site-level intervention practices is necessary to improve discipline outcomes.

Action 3.7, Pupil Engagement and School Climate Support Staff, was partially effective. School resource officers, campus security, discipline liaisons, social workers, and attendance staff contributed to a multi-layered system of student support and campus safety. Chronic absenteeism improved for All Students, Low-Income students, English Learners, and Students with Disabilities, and student and teacher perceptions of school safety improved. However, Foster Youth chronic absenteeism increased, parent perceptions of safety declined, and student and parent connectedness decreased. These results indicate that while the action supported safety and attendance for many students, additional relationship-based and targeted engagement strategies are needed to improve connectedness and address the needs of Foster Youth.

Action 3.8, Technology and Information, was partially effective. Communication tools and information systems supported family outreach, attendance communication, and access to student progress information. Chronic absenteeism improved for All Students, Low-Income students, English Learners, and Students with Disabilities, suggesting that improved communication may have contributed to stronger attendance monitoring and follow-up. However, suspension rates increased for several student groups, and parent engagement indicators declined. The district should continue to use communication tools while strengthening two-way communication and targeted follow-up for families of students experiencing attendance, behavior, or engagement concerns.

Action 3.9, School Connectedness, was partially effective but has not yet produced the desired improvement in connectedness outcomes. Activities, events, presenters, and schoolwide culture-building efforts supported a positive school environment and may have contributed to improved chronic absenteeism for several student groups. However, student connectedness declined from baseline, and parent connectedness also declined. These results indicate that current connectedness efforts should be refined to include more targeted, student-centered engagement strategies and more frequent feedback from students and families about barriers to belonging and participation.

Action 3.10, Parental Involvement, was partially effective and requires refinement. Parent engagement and communication efforts were intended to strengthen school-home relationships and support student attendance and behavior. Chronic absenteeism improved for several student groups, which suggests that outreach and communication may be contributing to improved engagement for many students. However, direct parent engagement measures declined, including parent perceptions of involvement in decision-making, family engagement activities, and school program participation. Also, suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. The district should continue parent involvement efforts while strengthening accessibility, two-way communication, and targeted outreach to families of unduplicated pupils.

Action 3.11, Parent, Student, and Staff Decision-Making, was partially effective. Educational partner meetings and feedback opportunities supported ongoing review of data and student needs, and graduation rates improved across all reported student groups. However, parent engagement and student/parent connectedness measures declined, indicating that existing decision-making opportunities may not yet be sufficiently accessible, inclusive, or connected to families' and students' lived experiences. Also, suspension rates increased for All Students, Low-Income students, English Learners, and Students with Disabilities. Continued refinement is needed to increase participation and ensure feedback loops are clear and meaningful.

Action 3.12, Transportation, was generally effective in supporting attendance for most student groups. Expanded bus routes and transportation access supported improved attendance for All Students, English Learners, and Low-Income students. However, Foster Youth attendance declined significantly, indicating that transportation alone is not sufficient to address the attendance barriers experienced by this student group. Continued implementation is appropriate, but it should be paired with targeted attendance monitoring, individualized outreach, and coordination with foster youth support services.

Overall, Goal 3 actions supported measurable progress in attendance, chronic absenteeism, dropout reduction, graduation, and school safety. The actions were most effective in improving outcomes for All Students, Low-Income students, English Learners, and Students with Disabilities across several engagement and persistence indicators.

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.

Based on the analysis of implementation, student outcome data, and expenditure patterns, no substantive changes were made to Goal 3, its metrics, or its actions for the 2026–27 school year. However, the district refined implementation strategies and adjusted resource allocations within several actions to better address identified areas of need.

Data analysis demonstrated improvements in overall attendance, chronic absenteeism, dropout rates, graduation rates, and school safety. At the same time, the district identified continuing challenges related to Foster Youth attendance and chronic absenteeism, family engagement, school connectedness, and suspension rates among certain student groups. As a result, the district will strengthen implementation of Actions 3.3 (Alternative Educational Settings), 3.5 (Interventions), 3.7 (Pupil Engagement and School Climate Support Staff), and 3.12 (Transportation) to provide more targeted attendance monitoring, engagement supports, intervention services, and relationship-based supports for Foster Youth and other students experiencing chronic absenteeism or disengagement from school.

The district also adjusted planned expenditures to better align resources with identified needs. Funding for Action 3.3 (Alternative Educational Settings), Action 3.7 (Pupil Engagement and School Climate Support Staff), Action 3.9 (School Connectedness), and Action 3.12 (Transportation) increased in 2026–27, reflecting the district’s continued emphasis on student engagement, school climate, attendance supports, and relationship-building strategies. These adjustments were informed by data indicating the need for more intensive supports to improve student connectedness and attendance outcomes, particularly among high-need student groups.

Actions 3.1 (Professional Development on Behavior and Social-Emotional Education), 3.2 (Supplementary Materials), and 3.6 (Support Services: Social Emotional Education) will continue to support staff capacity and student wellness. While planned expenditures for some of these actions were adjusted to more closely reflect actual implementation levels from the prior year, the district remains committed to providing professional learning, social-emotional supports, and resources that contributed to improvements in attendance, graduation rates, and reductions in chronic absenteeism for several student groups.

The district will also strengthen implementation of Actions 3.8 (Technology and Communication), 3.10 (Parental Involvement), and 3.11 (Parent, Student, and Staff Decision-Making) by expanding meaningful two-way communication opportunities, increasing stakeholder participation, and enhancing engagement strategies designed to strengthen relationships between schools and families. Additionally, Action 3.4 (Additional Academic Support and Options) will continue to provide students with flexible pathways toward graduation and academic success while aligning expenditures more closely to projected program needs.

Funding for Actions 3.5 and 3.11 have been reduced for the 2026-27 academic year based on educational partner feedback, current need, and changes in funding sources.

Overall, the district will maintain all Goal 3 actions while refining implementation strategies and aligning expenditures based on lessons learned from prior implementation. These adjustments are intended to strengthen attendance, engagement, school climate, family involvement, and student success outcomes for all students, with particular attention to Foster Youth, English Learners, students with disabilities, and socioeconomically disadvantaged students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional development on behavior and social-emotional education	The district will continue to provide high-quality professional development for teachers, administrators, counselors and other school staff on evidence- based behavior intervention and social-emotional education strategies and practices to reduce suspensions, expulsions and chronic absenteeism as well as improve student sense of safety for English learners, foster and homeless youth, and economically disadvantaged pupils.	\$11,825.00	Yes
3.2	Supplementary materials	The district will continue to purchase supplementary instructional, social-emotional education, and behavioral intervention materials and equipment to improve suspension, chronic absenteeism and graduation rates for unduplicated students.	\$10,025.00	Yes
3.3	Alternative educational settings	The district will continue to provide alternative educational settings and services to reduce chronic absenteeism, suspensions, and expulsions of English learners and economically disadvantaged pupils.	\$628,427.00	Yes
3.4	Additional academic support and options	The district will continue to provide additional support, academic interventions and academic acceleration options to improve services and increase graduation rates of English Learners, students with disabilities and pupils of low economic status. a. Maintain additional sessions of independent study to reduce chronic absenteeism of English learners, homeless youth, and economically disadvantaged youth. b. Maintain the additional credit recovery sections to improve graduation rates for the unduplicated pupil population. c. Maintain the extended teacher duty day so that teachers may work with students and meet with parents after school in providing increased parent involvement opportunities.	\$930,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Interventions	The district will continue to provide before school, afterschool, Saturday and/or evening Interventions for students who are struggling. This includes sessions for tutorials, credit recovery and behavior intervention to accommodate student needs and improve graduation rates and suspension rates of English learners, foster youth, students with disabilities, and economically disadvantaged pupils.	\$30,650.00	Yes
3.6	Support Services: Social Emotional Education	The district will continue to provide the additional social emotional education support staff to address barriers that impede learning and improve the graduation rates, suspension and expulsion rates, and chronic absenteeism of English Learners, foster and homeless youth, students with disabilities and pupils of low economic status. a. Fund salary for three school psychologists, one marriage and family therapist and three nurses to provide health and social-emotional education for improved student academic achievement. b. Fund salary for four intervention counselors to provide behavior and social-emotional education for improved student academic achievement. c. Fund salary for three assistant principals of student affairs to facilitate school based social emotional programs for improved student school connectedness.	\$2,438,266.00	Yes
3.7	Pupil engagement and school climate support staff	The district will continue to maintain the additional support staff to reduce chronic absenteeism; maintain the reduced suspension and dropout rates; and improve graduation rates of English Learners, foster youth, students with disabilities, and pupils of low economic status. a. Maintain Discipline Liaisons at each school to provide positive behavior intervention strategies and conduct home visitations to improve student chronic absenteeism and maintain the reduced suspension and dropout rates for English learners, foster and homeless youth, and economically disadvantaged pupils.	\$1,994,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Maintain contract with Delano Police Department for three resource officers to conduct home visitations and transport students to school for reduced chronic absenteeism of English learners and homeless youth; behavioral counseling of students to reduce suspensions and expulsions of the unduplicated pupil population; and critical social- emotional evaluations. The resource officers will also serve as part of a team to develop and implement behavior plans in partnership with the parents and students. c. Maintain the additional security staff at each comprehensive school site for continued reduced suspension rates of English learners and economically disadvantaged youth by implementing positive behavior support strategies and assisting in afterschool programs that address specific behaviors in reducing suspensions and expulsions. The security staff will also assist in strategies to reduce chronic absenteeism of English learners and homeless youth. d. Maintain four full-time and one half-time custodians to ensure clean learning environments. e. Maintain two 0.5 FTE attendance clerks for RFK and CCHS for increased parent contact to improve attendance rates of English learners and economically disadvantaged students. f. Maintain district Social Worker to increase implementation of positive behavior intervention strategies with the intended outcome of reducing suspension rates and improving attendance of English learners and economically disadvantaged pupils.		
3.8	Technology and information	The district will continue to purchase technology and fund maintenance of district web page to maintain the increased parental and community engagement. Results from the fall 2023 survey indicate that 97% of parents agreed the school/district provides sufficient notices and opportunities for parent and family engagement. This action is principally directed to improving the digital literacy and involving the parents of English learners, foster and homeless youth, and economically disadvantaged pupils for improved academic achievement, chronic absenteeism, and graduation rates.	\$115,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	School connectedness	The district will continue to foster an educational environment where students and staff look forward to coming to school by providing activities, presenters, and conducting schoolwide events for staff, pupils, and parents and families. This action is principally directed on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, economically disadvantaged pupils and homeless and foster youth.	\$92,040.00	Yes
3.10	Parental involvement	The district will continue to promote parental involvement to improve learning outcomes of English learners, foster and homeless youth and pupils of low economic status. a. Continue to conduct Parent Awareness workshops. b. Continue to provide resources for parent outreach and assistance. c. Maintain modified classified staff work calendar to improve services for students. The classified workdays now correlate with the scheduled school days so that staff is available to meet with parents and students.	\$439,043.00	Yes
3.11	Parent, student, and staff decision making	The district will continue to conduct district educational partner meetings for data analysis, outcome analysis and performance analysis.	\$7,425.00	Yes
3.12	Transportation	Provide additional bus and bus routes for home-to-school transportation at each comprehensive school site to expand services to students within the designated walking distance with the intent of increasing access to reliable transportation that will lead to increased attendance and supporting school connectedness of unduplicated students. a. Maintain three additional bus drivers	\$296,698.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed Teachers Source: DataQuest TAMO Priority 1(a): The degree to which the teachers of the school district are appropriately assigned in accordance with Education Code section	2022-23 DataQuest 63.6%	2022-23 DataQuest 63.6%	2023-24 DataQuest 71.5%	85.0%	+7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching.					
4.2	Percentage of Chronic Absenteeism Source: DataQuest Priority 5 Pupil Engagement as measured by all of the following, as applicable: (B) Chronic absenteeism rates	2022-23 DataQuest Valley High - All: 70.8% SED: 70.9% FY: 31.6% EL: 75.6% SWD: 85.7%	2023-24 DataQuest Valley High - All: 76.4% SED: 75.9% FY: 0% EL: 70.8% SWD: 73.7%	2024-25 DataQuest Valley High - All: 93.8% SED: 93.4% FY: 0% EL: 90.9% SWD: 93.8%	2025-26 DataQuest All students groups at Valley High at 25% or less	Valley High: All: +23% SED: +22.5% FY: -31.6% EL: +15.3% SWD: +8.1%
4.3	Percentage of Cohort Graduates Source: California School Dashboard Priority 5 Pupil Engagement as measured by all of the following, as applicable: (E) High school graduation rates	2023 California Dashboard ALL: 86.8% SED: 86.7%	2024 California Dashboard ALL: 84.3% SED: 85.1%	2025 California Dashboard ALL: 88.4% SED: 90.5%	ALL: 90.5% SED: 90.5%	ALL: +1.6% SED: +3.8%
4.4	Percentage of graduates who are prepared on the College/Career Indicator Source: California School Dashboard Priority: 8 Other Pupil Outcomes	2023 California Dashboard ALL: 17.6% SED: 17.8% EL: 11.1%	2024 California Dashboard ALL: 11.4% SED: 11.6% EL: 10.4%	2025 California Dashboard ALL: 30.2% SED: 31% EL: 29.6%	ALL: 35.0% SED: 35.0% EL: 35.0%	ALL: +12.6% SED: +13.2% EL: +18.5%

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.

During the 2025–26 school year, Delano Joint Union High School District implemented all planned actions under Goal 4 to improve college and career readiness, attendance, graduation rates, and access to fully credentialed teachers for students attending Valley High School. As an Equity Multiplier Focus Goal, Goal 4 targeted the unique needs of continuation school students through attendance interventions, expanded college and career opportunities, and credit recovery supports. Action 4.1 (Attendance Support) provided certificated pupil personnel services staff to conduct attendance monitoring, family outreach, attendance case management, and data-based review processes. Action 4.2 (Additional Dual Enrollment and CTE Course Sections) increased opportunities for students to participate in college and career pathway experiences, while Action 4.3 (Additional Credit Recovery Sections and Tutorials) provided students with opportunities to recover credits and remain on track toward graduation.

Several positive outcomes were observed from baseline to Year 2. The percentage of fully credentialed teachers assigned to Valley High increased from 63.6% to 71.5%. Graduation rates improved for both All Students, increasing from 86.8% to 88.4%, and Socioeconomically Disadvantaged students, increasing from 86.7% to 90.5%. The most significant improvement occurred in college and career readiness outcomes. The College and Career Indicator increased from 17.6% to 30.2% for All Students, from 17.8% to 31.0% for Socioeconomically Disadvantaged students, and from 11.1% to 29.6% for English Learners. These gains suggest that the combined implementation of attendance supports, expanded access to college and career opportunities, and credit recovery options contributed to improved student preparation for postsecondary education and career pathways.

Despite these successes, chronic absenteeism remained a significant challenge. Compared to baseline levels, chronic absenteeism increased for All Students, Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. While Action 4.1 provided intensive attendance interventions and individualized support, attendance outcomes indicate that many students at Valley High continue to experience barriers that impact consistent school attendance. As a continuation high school serving students with diverse academic, social-emotional, and attendance needs, Valley High continues to face challenges in improving engagement and daily attendance for all student groups.

Overall, the district successfully implemented all Goal 4 actions and demonstrated measurable progress in teacher credentialing, graduation rates, and college and career readiness outcomes. The substantial growth in College and Career Indicator performance and graduation rates reflects positive progress toward the goal. However, persistent challenges related to chronic absenteeism indicate a continued need to strengthen attendance interventions, family engagement efforts, and individualized student supports to ensure that all Valley High students are consistently engaged in school and positioned for postsecondary success.

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.

Material differences occurred between planned expenditures and estimated actual expenditures for all Goal 4 actions during the 2025–26 school year. Overall, Goal 4 was under-expended compared to the original budget primarily because attendance support and credit

recovery/tutorial costs were lower than projected, while costs for additional dual enrollment and CTE course sections exceeded the original estimate. These differences reflect adjustments in implementation costs, staffing and scheduling needs, and how services were ultimately delivered to support Valley High School students. The district continued to implement the overall intent of the Equity Multiplier Focus Goal by providing attendance supports, expanding college and career readiness opportunities, and supporting students in remaining on track toward graduation.

Action 4.1 — Attendance Support

Action 4.1 was budgeted at \$149,309 and had estimated actual expenditures of \$74,518. This under-expenditure occurred because the certificated personnel assigned to implement this action was on an extended leave for part of the year, resulting in lower personnel costs than originally projected. Despite the reduced expenditures, the district continued to implement the planned attendance supports, including attendance monitoring, family outreach, attendance case management, student re-engagement efforts, and data-based review processes. These services continued to provide individualized support for students experiencing chronic absenteeism while meeting the intended purpose of the action.

Action 4.2 — Additional Dual Enrollment and CTE Course Sections

Action 4.2 was budgeted at \$12,000 and had estimated actual expenditures of \$26,500. This over-expenditure occurred because the actual costs associated with providing additional dual enrollment and Career Technical Education course opportunities were higher than initially projected. The increased cost reflects the district's continued effort to expand access to college and career readiness opportunities for Valley High School students in response to identified student needs and educational partner feedback.

Action 4.3 — Additional Credit Recovery Sections and Tutorials

Action 4.3 was budgeted at \$17,179 and had estimated actual expenditures of \$0. This under-expenditure occurred because additional credit recovery sections and tutorial supports did not generate expenditures charged directly to this action as originally projected. Credit recovery and academic support opportunities may have been provided through existing staffing, course structures, or other available resources rather than through separately budgeted expenditures in this action. The district should continue to monitor this action to ensure that planned credit recovery and tutorial supports are clearly implemented and that related expenditures are accurately reflected in the appropriate action.

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

The actions implemented under Goal 4 were generally effective in making progress toward increasing college and career readiness and graduation outcomes for students attending Valley High School. The most significant evidence of effectiveness is reflected in the improvement of the College and Career Indicator (CCI) and graduation rate metrics when compared to baseline data.

Action 4.1 (Attendance Support) provided certificated pupil personnel services staff to conduct attendance monitoring, family outreach, attendance case management, and student re-engagement efforts. However, the supports were not as effective we thought and chronic absenteeism remained a significant challenge. It increased from baseline levels for most student groups and this action provided essential individualized supports for students experiencing attendance barriers. The continued implementation and expansion of attendance interventions helped establish systems for monitoring student engagement, strengthening family-school partnerships, and connecting students with needed supports. Although attendance outcomes did not improve as anticipated, the district determined that intensive attendance supports remain necessary due to the unique challenges faced by students enrolled in the continuation high school setting.

Actions 4.2 (Additional Dual Enrollment and CTE Course Sections) and 4.3 (Additional Credit Recovery Sections and Tutorials) were effective in improving college and career readiness and graduation outcomes. Despite being supported through alternative funding sources rather than Equity Multiplier funds, these actions continued to provide students with access to college coursework, career technical education opportunities, credit recovery options, and academic supports. As a result, the College and Career Indicator increased substantially from 17.6% to 30.2% for All Students, from 17.8% to 31.0% for Socioeconomically Disadvantaged students, and from 11.1% to 29.6% for English Learners. Graduation rates also improved from 86.8% to 88.4% for All Students and from 86.7% to 90.5% for Socioeconomically Disadvantaged students. These improvements indicate that expanded access to college and career pathways, coupled with opportunities to recover credits and remain on track for graduation, contributed positively to student outcomes.

Additional evidence of progress is reflected in the increase in fully credentialed teachers assigned to Valley High School, which improved from 63.6% to 71.5%. Access to appropriately credentialed teachers supports both academic achievement and college and career readiness by ensuring students receive instruction aligned with state standards and graduation requirements.

Overall, Goal 4 actions were most effective in improving graduation rates, college and career readiness outcomes, and access to fully credentialed teachers. The district observed particularly strong gains in the College and Career Indicator across all reported student groups. However, chronic absenteeism continues to be a significant barrier to student success, indicating that attendance-focused supports must be strengthened and expanded to ensure that more students are able to fully benefit from the academic, college, and career opportunities available at Valley High School.

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.

Based on the analysis of implementation and student outcome data, no substantive changes were made to Goal 4, its metrics, or its actions for the 2026–27 school year. However, the district refined implementation strategies and adjusted resource allocations to better address the ongoing needs of students attending Valley High School.

Analysis of Year 2 outcomes demonstrated positive progress in several key areas. The percentage of fully credentialed teachers increased from 63.6% to 71.5%, graduation rates improved for both All Students and Socioeconomically Disadvantaged students, and College and Career Indicator performance increased substantially across all reported student groups. These improvements indicate that students are making progress toward increased college and career readiness and successful completion of high school. However, chronic absenteeism remained a significant challenge and continues to be a barrier to student success.

As a result, the district will strengthen implementation of Action 4.1 (Attendance Support) by continuing to provide certificated pupil personnel services staff to conduct attendance case management, family outreach, student re-engagement efforts, and data-based review processes. Planned funding for Action 4.1 remains elevated relative to the 2025–26 estimated actual expenditures to support the full implementation of these services following the temporary personnel leave that resulted in lower personnel costs during the prior year. This funding level reflects the district's continued commitment to providing sustained, intensive, and individualized supports that address barriers to regular attendance and improve student engagement.

The district will continue Action 4.2 (Additional Dual Enrollment and CTE Course Sections) to expand opportunities for students to participate in college and career pathway experiences that support College and Career Indicator performance. Given the significant improvement in college and career readiness outcomes, the district will continue refining pathway access and participation strategies to ensure students are able to successfully complete college and career preparation experiences aligned to their postsecondary goals.

Action 4.3 (Additional Credit Recovery Sections and Tutorials) will also continue to provide students with opportunities to recover credits, remain on track for graduation, and complete graduation requirements. The district will continue to align credit recovery supports with attendance interventions to ensure that students experiencing attendance challenges have access to the academic supports necessary to persist toward graduation.

Overall, the district maintained all Goal 4 actions while refining implementation based on lessons learned from prior practice. Increased emphasis on attendance supports, continued access to college and career pathways, and ongoing credit recovery opportunities are intended to accelerate progress toward improved attendance, graduation rates, and college and career readiness outcomes for Valley High School students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Support	Certificated personnel (Pupil Personnel Services) to assist with increasing attendance through family-school collaborations and data-based review teams.	\$149,309.00	No
4.2	Additional Dual Enrollment and CTE Course Sections	Increasing opportunities for students to take CTE/Dual Enrollment sections to increase preparedness for college/career.	\$12,000.00	No
4.3	Additional Credit Recovery Sections and Tutorials	Increasing opportunities for students to take credit recovery to assist with increasing graduation rates.	\$17,179.00	No

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
\$19,641,492.00	\$2,495,262

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
39.271%	0.000%	\$0.00	39.271%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	Action: Teacher Retention Need: The teacher retention action has reduced the percentage of academic content teachers leaving the district to other higher paying districts from 30% in 2015-2016 to 5% for the 2020-21 school year. Teacher assignment monitoring data shows disparities between sites with high unduplicated counts and appropriate teacher assignment. Current educational partner feedback highlighted that ensuring our English learner, foster and low income students are being taught by qualified teachers as being the main factor in improving student performance. Scope: LEA-wide	Our district will continue to fund a portion of salary increases to retain teachers in order to provide English learner, low income and foster youth students consistent quality instruction to improve the achievement gap from all students throughout the LEA.	We will continue to monitor our clear credential percentage as an indicator of the effectiveness of this action. (measured by Goal 1 Metric #1)
1.4	Action: Academic Coaches Need: Teacher assignment monitoring outcome data indicates that 87.7% of teachers have clear credentials and 4.7% are categorized as being ineffective. While these numbers are better than both state and county averages there is room for growth, especially at sites (e.g., Valley) where we have a higher concentration	We will continue to provide professional development through academic coaches to assist in supporting English learner, foster and low income students to access a broad course of study. This action is being provided on an LEA-wide basis because all students will benefit from coaches supporting instruction in the classroom.	We will monitor course access through survey responses and dashboard outcomes. (measured by Goal 1 Metric #7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of unduplicated students and a lower percentage of highly qualified teaching staff. Current educational partner feedback highlighted that English learner, foster and low income students are benefitting from the impact academic coaches are having in the classroom. Academic coaches at each school site support the use of data to refine instruction, assessments, and curriculum to close the achievement gap. Scope: LEA-wide		
1.5	Action: Technology Need: District and site needs assessment feedback highlights an on going need for instructional technology. Not being able to access technology hinders students' ability to complete assignments, participate in online learning, and access digital instructional resources, placing them at a significant disadvantage compared to their peers. Utilizing digital learning platforms and instructional resources is essential for delivering differentiated and personalized learning experiences. According to CAASPP data, lower performance on EAP of our unduplicated pupils (compared to all students) as well as present educational partner feedback	We will continue to provide students with access to technology and digital platforms that are used to provide customizable learning experiences for English learner, foster and low income students. This action is being provided on an LEA wide basis because all students can benefit from the availability of instructional technology resources. Technology offers students access to a wealth of resources and learning opportunities beyond the confines of traditional textbooks and classrooms. Online educational platforms, multimedia tools, and interactive simulations can engage students in dynamic and personalized learning experiences that cater to diverse student backgrounds, learning styles, and abilities. Technology enables students to connect with peers, experts, and resources from around the world, fostering cross-cultural understanding and collaboration. Through digital communication tools and online platforms, unduplicated students can engage in global	We will monitor access through educational partner feedback (Goal 1 Metric #2) and EAP outcome data (Goal 2 Metric #8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicated that English learner, foster and low income students having access to technology is vital to assisting in academic growth. Scope: LEA-wide	dialogues, participate in virtual exchanges, and access diverse perspectives, enriching their learning experiences and preparing them for global citizenship. Technology provides unduplicated students with opportunities to analyze information critically, evaluate sources, and solve complex problems in real-world contexts. By engaging with digital tools and resources, students develop essential skills such as information literacy, digital literacy, and computational thinking, which are increasingly valued in today's knowledge-based economy. Access to technology is essential for ensuring equity in education, as it provides all unduplicated students, regardless of background or socioeconomic status, with equal opportunities to learn and succeed. Closing the digital divide and providing access to technology resources and infrastructure is crucial for promoting equity and inclusivity in education. By implementing this action districtwide, the LEA ensures that all unduplicated students have equal access to technology resources, fostering a more inclusive and equitable learning environment across the district.	
2.1	Action: Tutorials and Interventions Need: 17.6% of our English learners and 60.85% of low income students met standard in English language arts performance, in comparison to 63% of all students. 1.2% of English learners and 22.37% of low income students met standard in mathematics, in comparison to 24.5% of all students.	Our district will continue to provide interventions throughout the day, tutorials, summer learning and incentives to support growth in student academic performance. These actions are being provided on an LEA-wide basis because all our students can benefit from tutorials and interventions to address achievement gaps.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: Certificated Support Staff Need: According to the California Dashboard, the mean scale score for English learners in English language arts was 2501 and 2601 for low income students, in comparison to 2609 for all students. The mean scale score for English learners in mathematics was 2446 and 2541 for low income students, in comparison to 2547 for all students. Current educational partner feedback indicated a need for continued certificated staff support to address the gaps that exists between English learner and all students group. Scope: LEA-wide	Our district will continue to address the need of closing the achievement gap through providing learning directors at each comprehensive site and district office administration supporting all schools. These actions are being provided on an LEA-wide basis because all our students will benefit from the development and implementation of instructional practices designed by certificated staff members.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)
2.4	Action: Classified Support Staff Need: According to the California Dashboard, the mean scale score for English learners in English language arts was 2501 and 2601 for low income students, in comparison to 2609 for all students. The mean scale score for English learners in mathematics was 2446 and 2541 for low income students, in comparison to 2547 for all students.	Our district will continue to address the need of closing the achievement gap through providing instructional assistants, technology staff and foster liaison. These actions are being provided on an LEA-wide basis because all our students will benefit from the instructional support provided by these classified staff members.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metric #1)

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
	Current educational partner feedback indicated a need for continued Classified support staff to address the gaps that exists between English learner and all students group. Scope: LEA-wide		
2.5	Action: Increased UC A-G, AP and Dual Enrollment sections Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G requirements, in comparison to 61.5% of all students. Current educational partner feedback suggests the need for more access to A-G course offerings to assist in closing the gap that exists between the student groups. Scope: LEA-wide	Our district will continue to address the need of closing the achievement gap through providing additional sections of A-G courses to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from increased course access.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #2)
2.6	Action: UC A-G preparedness and AP passing strategies Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G	Our district will continue to address the need of closing the completion gap through offering college workshops, visitations and resources to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting.

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
	requirements, in comparison to 61.5% of all students. Current educational partner feedback from student and parents highlighted the need for workshop on A-G requirements, resources to assist in passing coursework along with opportunities to retake courses that were not passed with a C or better grade. Scope: LEA-wide	visiting and learning about requirements needed to attend college after high school.	(measured by Goal 2 Metric #2)
2.7	Action: CTE and dual enrollment Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students. Current educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses. Scope: LEA-wide	Our district will continue to address the need of closing the pathway completion gap through maintaining existing and increasing two additional course offerings to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from exposure to career technical education coursework.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metrics #3, #4)
2.8	Action: CTE and dual enrollment support staff	Our district will continue to address the need of closing the pathway completion gap through	We will monitor progress in student performance of

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
	Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students. Current educational partner student and parent feedback highlights the need to support students in the enrollment process as well as parent education on the pathways and dual enrollment offerings. Scope: LEA-wide	providing three full time clerks and one director to support the enrollment of foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from exposure to career technical education coursework.	our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metrics #3, #4)
2.9	Action: Access to a broad course of study Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students. Current educational partner feedback highlights the need to continue to expand course offerings to allow for more student enrollment in these courses.	Our district will continue to address the need of closing the pathway completion gap through maintaining existing additional hour for classified staff to support English learners and economically disadvantaged students with disabilities in courses, maintaining instructional aides and music education. These actions are being provided on an LEA-wide basis because all our students can benefit from exposure to career technical education coursework.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metrics #3, #4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.10	Action: Supplemental materials, equipment, and supplies Need: 45.0% of our English learners completed a CTE pathway, in comparison to 55.3% of all students and 56.0% of low-income students. 15.0% of English learners completed both UC A-G requirements and a CTE pathway, in comparison to 33.6% of all students and 32.2% of low-income students. Current educational partner feedback from student group highlights the need to continue purchasing supplementary materials, equipment and supplies to support completion of CTE, A-G and dual enrollment. Scope: LEA-wide	Our district will continue to address the need of closing the pathway completion gap through providing online supplementary materials and classroom supplies to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from the provision of these materials.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metrics #3, #4)
2.11	Action: Supplemental Activities Need: 38.1% of our English learners and 60.0% of low income students completed UC A-G requirements, in comparison to 61.5% of all students.	Our district will continue to address the need of closing the completion gap through offering trips throughout the year to colleges, universities and vocational schools to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all our students can benefit from	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of class rosters, semester data and state reporting. (measured by Goal 2 Metric #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
	Current educational partner feedback highlighted the need to expose students to college campuses to hear about requirements for admission and improve interest in post secondary education. Scope: LEA-wide	visiting and learning about requirements needed to attend college after high school.	
2.12	Action: Student and staff recognition Need: 92% of our teachers and 76% of students reported feeling connected to school in the annual culture and climate survey. Current educational partner feedback highlighted that recognition of English learner, foster and low income students has a positive impact on their motivation and school connectedness. We found that connected students attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Consistent attendance and connected students are likely to achieve at a higher rate. Scope: LEA-wide	Our district will continue to recognize staff and foster, English learner and low-income students for their accomplishments in the various action areas. These actions are being provided on an LEA-wide basis because all our students and teachers will benefit from these recognitions.	We will monitor progress in student performance of our foster, English learner, low-income as well as all students through analysis of interim assessment blocks, local benchmarks and performance on state assessments. (measured by Goal 2 Metrics 2.2 and 2.3, Goal 3 Metric 5)
2.14	Action: Other Pupil Outcomes	Our district will continue to support student involvement in after school programs.	We will monitor participation and

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
	Need: Local data indicates that students continue to win awards and place at various competitions at both the state and national level. Current educational partner feedback highlighted that English learner, foster and low income students are given access to resources and opportunities they typically wouldn't as a result of this action. Students with a vested interest in school-based activities attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Scope: LEA-wide	These actions are being provided on an LEA-wide basis because all our students can benefit from participation.	recognitions received throughout the year. (measured by Goal 2 Metric #9, Goal 3 Metric #5)
3.1	Action: Professional development on behavior and social- emotional education Need: The suspension rate for our foster students is 4.5% and 2.2% for English learners, which is higher than the percentage for all students which is 1.7%. In addition to suspension rates chronic absenteeism percentage indicates that 31.6% of foster and 31.0% of English learners are chronically absent from school when compared to 24.1% of all students.	Our district will continue to offer professional development to allow for our educators to learn new strategies to support our foster and English learners students overcome the barriers that exist around school attendance and behavior. This action is being provided on an LEA-wide basis because all our students can benefit from the interventions that school staff will implement as a result of attending ongoing professional development.	We will monitor attendance and suspension data for foster, English learners as well as for all students in the district. We will also conduct student surveys throughout the year to ensure students are receiving the necessary supports to be successful. (measured by Goal 3 Metric #5, #8)

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

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
	Need: The suspension rate for our foster students is 4.5% and 2.2% for English learners, which is higher than the percentage for all students which is 1.7%. Through outreach to parents and teachers the need to offer an alternate to suspension where students are provided behavior interventions to improve behavior remains a high priority. Scope: LEA-wide	mediation strategies to prevent discipline incidents at school. This action which continue to support the low suspension rates for foster and English learner students and is being offered on an LEA-wide basis to support the outcomes of all students.	discipline data for foster, English learner as well as all students. We will seek student feedback on the intervention program in order to make adjustments as needed. (measured by Goal 3Metric #8)
3.4	Action: Additional academic support and options Need: 96% of parents surveyed indicated that their students school provides them with involvement opportunities. Data also suggests that additional academic support and options highlighted in this action have led to high graduation status level and maintaining attendance rates districtwide. CA Dashboard (2023) shows All students (96.2%) producing better graduation rates than our low-income (95.9%) and English learners (94.0%). Kern KIDS (local data, 2024) shows All students (94.19%) with a higher attendance rate than our low-income (94.03%) and English learners (92.97%). Current educational partner feedback suggests that English learner, foster and low income students have benefitted from the	The actions of providing additional sections of independent study, Saturday credit recovery and the extended teacher duty day for availability to assist students after school will provide the necessary services for foster youth, English learners and low income students to close the achievement gap. This action is being provided on an LEA-wide basis because all students can benefit from access to additional academic support and options.	We will monitor progress through student and parent surveys and credit recovery completion data (measured by Goal 3 Metric #7, #10) as well as grad rate (Goal 3, Metric 8) and Attendance (Goal 3, Metric 4)

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

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
	The outreach to educational partners still suggests that students are in need of supports to learn anger management coping strategies along with guidance to remove any barriers that are getting in the way of academic achievement. Scope: LEA-wide	resolution, and healthy communication skills, which are crucial for student development. Assistant principals oversee behavior and engagement initiatives, ensuring a positive school climate. Their presence fosters student, parent, and community involvement, aligning with feedback from surveys and engagement metrics, which is essential to unduplicated student success. This action is being provided LEA-wide to ensure that all schools benefit from supports provided by these professionals.	successful. (measured by Goal 3 Metric #7, #8)
3.7	Action: Pupil engagement and school climate support staff Need: School safety is vital for unduplicated students, who face distinct challenges such as neighborhood violence and socioeconomic instability. Feeling insecure at school can heighten their stress levels and hinder their ability to learn and engage. 88% of students indicated they feel safe at school when completed the school climate survey. Current educational partner feedback from English learner, foster and low income students and parents highlighted that the support highlighted in this action has been instrumental in increasing student sense of safety on campus. We found that students	Our district will continue to provide school resource officers, campus security, discipline liaisons, social worker and attendance staff who collectively provide a multi-layered approach to address student needs in various settings on campuses. These support measures are provided on an LEA-wide basis to ensure consistent support and protection for all unduplicated students across the district. School resource officers play a crucial role in maintaining a safe school environment by providing security, responding to emergencies, and fostering positive relationships with students. Their presence not only deters potential threats but also enhances the overall sense of safety for unduplicated students, who may be disproportionately affected by external factors. Campus supervisors contribute to safety by monitoring school grounds, ensuring orderly conduct, and promptly addressing any issues.	We will monitor the effectiveness of these resources through student and parent climate surveys. (measured by Goal 3 Metrics #10 and #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
	who feel safe attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Scope: LEA-wide	Their visibility and proactive approach help create a secure atmosphere where unduplicated students feel supported and protected. This action is being provided LEA-wide to ensure that all schools benefit from supports provided by these professionals.	
3.8	Action: Technology and information Need: 97% of parents reported receiving sufficient notices and information around engagement activities while 98% reported feeling connected to the school site. Continuing to ensure our parents are informed of student progress and available supports has proved valuable in maintaining district outcomes. Current educational partner feedback from English learner, foster and low income students and parents highlighted how electronic communication via the website and ParentSquare has resulted in high engagement between school and home. We found that connected, high engagement parents tend to send their students to school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%).	We will continue to provide electronic communication tools that are easily accessible to parents with the desired out come of satisfying the need to keep educational partners informed. This action is being provided LEA-wide to ensure that all schools benefit district communication efforts.	We will seek parent feedback on notices school connectedness in order to make adjustments as needed. (measured by Goal 3 Metrics #8, #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
	Scope: LEA-wide		
3.9	Action: School connectedness Need: 76% of students, 92% of teachers and 98% of parents reported in January 2024 surveys that the they feel connected to school. Current educational partner feedback from English learner, foster and low income students highlighted the importance of providing activities, presenters and schoolwide events to promote a positive school culture. We found that connected students attend school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Scope: LEA-wide	Our district will continue to schedule events for teachers and foster, English learner and low-income students with the goal of improve connectedness. These actions are being provided on an LEA-wide basis because all teachers, parents and students will benefit from school connectedness activities.	We will monitor effectiveness through survey results. (measured by Goal 3 Metrics #10, #5)
3.10	Action: Parental involvement Need: 97% of parents reported receiving sufficient notices and information around engagement activities while 98% reported feeling connected to the school site. Continuing to ensure our parents are informed of student	We will continue to provide electronic communication tools that are easily accessible to parents with the desired out come of satisfying the need to keep educational partners informed. This action is being provided LEA-wide to ensure that all schools benefit district communication efforts.	We will seek parent feedback on notices school connectedness in order to make adjustments as needed. (measured by Goal 3 Metrics #5 (chronic absenteeism), #8 (pupil suspension)

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
	progress and available supports has proved valuable in maintaining district outcomes. Current educational partner feedback from English learner, foster and low income students and parents highlighted how electronic communication via the website and ParentSquare has resulted in high engagement between school and home. We found that connected, highly engaged parents tend to send their students to school more regularly. As per DataQuest, our low-income (25.2%), English learners (31.0%), and foster youth (31.6%) are chronically absent more than all students (24.1%). Scope: LEA-wide		
3.11	Action: Parent, student, and staff decision making Need: 96% of parents and 85% of student reported in January 2024 surveys that the district involves parents in decision making. Current educational partner feedback from English learner, foster and low income students and parents highlighted the importance of regular educational partner meetings to provide opportunities to share successes and areas for growth. Success for a majority of parents is seeing their student(s) graduate. CA Dashboard (2023) shows All students (96.2%) producing better graduation	Our district will continue to provide regular meeting with educational partners to review data and necessary supports to foster, English learner and low-income students. These actions are being provided on an LEA-wide basis because all educational partners will benefit from increased number of meetings.	We will monitor effectiveness through meeting feedback forms (measured by Goal 3 Metric #10) and graduation rate (Goal 3, Metric #8)

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.13	Action: Academic Support for English Learners Need: California Dashboard English Learner Progress Indicator indicates that 56.7% making progress toward English language proficiency. This percentage led to the district recording at 'High' Status. Local Data Reclassification rate for 22-23 was 18.1%. Current educational partner feedback highlighted a continued need to provide additional EL supports and monitoring through the EL specialist. Scope: Limited to Unduplicated Student Group(s)	Our district will continue to provide EL specialist and clerks to monitor and inform parents on student progress throughout the year. These actions are being provided on a limited bases and intended to address achievement gaps for English learners.	We will monitor progress in student performance of English learner group through analysis of IAB interim assessment blocks, local benchmarks and performance on CAASPP. (measured by Goal 2 Metrics #5, #6)
2.15	Action: Academic Support for Long-Term English Learners Need: California Dashboard (2024) English Learner Progress Indicator indicates that 46.7% making progress toward English language proficiency. This percentage led to the district recording at 'Medium' Status.	Our district will provide an EL specialist and clerks to monitor and inform parents on student progress throughout the year. These actions are being provided on a limited bases and intended to address achievement gaps for Long-Term English Learners	We will monitor progress in student performance of English learner group through analysis of IAB interim assessment blocks, local benchmarks and performance on CAASPP. (measured by Goal 2 Metrics #5, #6)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Local Data Reclassification rate for 23-24 was 25.0%. Educational partner feedback highlighted a continued need to provide additional supports and monitoring to our Long-Term English Learners through the EL specialist. Scope: Limited to Unduplicated Student Group(s)		

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

Not applicable.

Additional Concentration Grant Funding

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

Educational partner engagement during Spring 2026, including SSC, ELAC, and site-level student input, confirmed the ongoing need for school-based staff who deliver direct services to unduplicated pupils. All schools in Delano Joint Union High School District (DJUHSD) exceed the 55% unduplicated pupil threshold; therefore, no comparison schools exist.

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

Site-Specific Investments

Robert F. Kennedy and Delano High School:

- 4.5 FTE Custodians (Action 3.7): Maintain four full-time and one half-time custodians to ensure safe, clean learning environments. Student surveys identified clean facilities as a key factor in improving school connectedness and learning.
- 0.5 FTE Attendance Clerk (RFK) (Action 3.7): Supports proactive family outreach to improve attendance among English Learners and socioeconomically disadvantaged students.

- CTE/Dual Enrollment Clerks (Action 2.8): Assist English Learners, foster youth, and low-income students with dual enrollment registration, CTE participation, and postsecondary applications.

Districtwide Staffing (All Three Comprehensive Sites):

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

Monitoring and Accountability

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

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

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	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

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	\$50,015,258.00	\$19,641,492.00	39.271%	0.000%	39.271%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,146,842.00	\$1,099,158.00	\$0.00	\$1,055,698.00	\$22,301,698.00	\$21,558,930.00	\$742,768.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High quality instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$772,505.00	\$0.00	\$772,505.00				\$772,505.00	
1	1.2	Professional development and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$317,651.00	\$60,500.00	\$378,151.00				\$378,151.00	
1	1.3	Teacher Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,144,690.00	\$0.00	\$1,144,690.00				\$1,144,690.00	
1	1.4	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$183,404.00	\$0.00	\$70,993.00			\$112,411.00	\$183,404.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
2	2.1	Tutorials and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$348,265.00	\$25,500.00	\$117,206.00	\$256,559.00			\$373,765.00	
2	2.2	Reduced class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,326,429.00	\$0.00	\$4,326,429.00				\$4,326,429.00	
2	2.3	Certificated Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,068,287.00	\$0.00	\$125,000.00			\$943,287.00	\$1,068,287.00	
2	2.4	Classified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,312,409.00	\$0.00	\$648,298.00	\$664,111.00			\$1,312,409.00	

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	2.5	Increased UC A-G, AP and Dual Enrollment sections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$686,475.00	\$0.00	\$686,475.00				\$686,475.00	
2	2.6	UC A-G preparedness and AP passing strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$73,248.00	\$73,248.00				\$73,248.00	
2	2.7	CTE and dual enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,279,308.00	\$0.00	\$2,279,308.00				\$2,279,308.00	
2	2.8	CTE and dual enrollment support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$569,022.00	\$0.00	\$569,022.00				\$569,022.00	
2	2.9	Access to a broad course of study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$599,167.00	\$0.00	\$599,167.00				\$599,167.00	
2	2.10	Supplemental materials, equipment, and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$105,450.00	\$105,450.00				\$105,450.00	
2	2.11	Supplemental Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$33,375.00	\$33,375.00				\$33,375.00	
2	2.12	Student and staff recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$22,350.00	\$22,350.00				\$22,350.00	
2	2.13	Academic Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$341,013.00	\$0.00	\$341,013.00				\$341,013.00	
2	2.14	Other Pupil Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$215,000.00	\$30,140.00	\$245,140.00				\$245,140.00	
2	2.15	Academic Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$489,268.00	\$0.00	\$489,268.00				\$489,268.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Professional development on behavior and social-emotional education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$11,825.00	\$11,825.00				\$11,825.00	
3	3.2	Supplementary materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,025.00	\$10,025.00				\$10,025.00	
3	3.3	Alternative educational settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$628,427.00	\$0.00	\$628,427.00				\$628,427.00	
3	3.4	Additional academic support and options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$930,851.00	\$0.00	\$930,851.00				\$930,851.00	
3	3.5	Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,650.00	\$30,650.00				\$30,650.00	
3	3.6	Support Services: Social Emotional Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,438,266.00	\$0.00	\$2,438,266.00				\$2,438,266.00	
3	3.7	Pupil engagement and school climate support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,994,264.00	\$0.00	\$1,994,264.00				\$1,994,264.00	
3	3.8	Technology and information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$115,240.00	\$115,240.00				\$115,240.00	
3	3.9	School connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$92,040.00	\$92,040.00				\$92,040.00	
3	3.10	Parental involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$439,043.00	\$0.00	\$439,043.00				\$439,043.00	
3	3.11	Parent, student, and staff decision making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$7,425.00	\$7,425.00				\$7,425.00	
3	3.12	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$296,698.00	\$0.00	\$296,698.00				\$296,698.00	

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
4	4.1	Attendance Support	All	No			Specific Schools: Valley High	Ongoing	\$149,309.00	\$0.00		\$149,309.00			\$149,309.00	
4	4.2	Additional Dual Enrollment and CTE Course Sections	All	No			Specific Schools: Valley High	Ongoing	\$12,000.00	\$0.00		\$12,000.00			\$12,000.00	
4	4.3	Additional Credit Recovery Sections and Tutorials	All	No			Specific Schools: Valley High	Ongoing	\$17,179.00	\$0.00		\$17,179.00			\$17,179.00	

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
\$50,015,258.00	\$19,641,492.00	39.271%	0.000%	39.271%	\$20,146,842.00	0.000%	40.281 %	Total:	\$20,146,842.00
								LEA-wide Total:	\$19,316,561.00
								Limited Total:	\$830,281.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High quality instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$772,505.00	
1	1.2	Professional development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$378,151.00	
1	1.3	Teacher Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,144,690.00	
1	1.4	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,993.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
2	2.1	Tutorials and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,206.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Reduced class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,326,429.00	
2	2.3	Certificated Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
2	2.4	Classified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$648,298.00	
2	2.5	Increased UC A-G, AP and Dual Enrollment sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$686,475.00	
2	2.6	UC A-G preparedness and AP passing strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,248.00	
2	2.7	CTE and dual enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,279,308.00	
2	2.8	CTE and dual enrollment support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$569,022.00	
2	2.9	Access to a broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$599,167.00	
2	2.10	Supplemental materials, equipment, and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,450.00	
2	2.11	Supplemental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,375.00	
2	2.12	Student and staff recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,350.00	
2	2.13	Academic Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$341,013.00	
2	2.14	Other Pupil Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,140.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.15	Academic Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$489,268.00	
3	3.1	Professional development on behavior and social-emotional education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,825.00	
3	3.2	Supplementary materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,025.00	
3	3.3	Alternative educational settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$628,427.00	
3	3.4	Additional academic support and options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$930,851.00	
3	3.5	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,650.00	
3	3.6	Support Services: Social Emotional Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,438,266.00	
3	3.7	Pupil engagement and school climate support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,994,264.00	
3	3.8	Technology and information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,240.00	
3	3.9	School connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,040.00	
3	3.10	Parental involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$439,043.00	
3	3.11	Parent, student, and staff decision making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,425.00	
3	3.12	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,698.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$22,054,523.00	\$22,527,277.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High quality instruction	Yes	\$661,898.00	\$750,160
1	1.2	Professional development and support	Yes	\$356,024.00	\$364,845
1	1.3	Teacher Retention	Yes	\$980,589.00	\$1,111,348
1	1.4	Academic Coaches	Yes	\$187,282.00	\$177,600
1	1.5	Technology	Yes	\$534,562.00	\$109,836
2	2.1	Tutorials and Interventions	Yes	\$250,874.00	\$232,570
2	2.2	Reduced class size	Yes	\$4,275,604.00	\$4,365,575
2	2.3	Certificated Support Staff	Yes	\$1,038,647.00	\$1,013,342
2	2.4	Classified Support Staff	Yes	\$1,233,348.00	\$1,243,303
2	2.5	Increased UC A-G, AP and Dual Enrollment sections	Yes	\$597,108.00	\$846,487
2	2.6	UC A-G preparedness and AP passing strategies	Yes	\$239,781.00	\$259,971

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	CTE and dual enrollment	Yes	\$2,308,222.00	\$2,385,073
2	2.8	CTE and dual enrollment support staff	Yes	\$551,292.00	\$557,502
2	2.9	Access to a broad course of study	Yes	\$600,962.00	\$575,922
2	2.10	Supplemental materials, equipment, and supplies	Yes	\$152,897.00	\$102,293
2	2.11	Supplemental Activities	Yes	\$93,983.00	\$25,276
2	2.12	Student and staff recognition	Yes	\$60,321.00	\$17,653
2	2.13	Academic Support for English Learners	Yes	\$332,555.00	\$336,269
2	2.14	Other Pupil Outcomes	Yes	\$223,703.00	\$232,248
2	2.15	Academic Support for Long-Term English Learners	Yes	\$317,272.00	\$482,805
3	3.1	Professional development on behavior and social- emotional education	Yes	\$15,119.00	\$10,944
3	3.2	Supplementary materials	Yes	\$35,000.00	\$5,017
3	3.3	Alternative educational settings	Yes	\$596,772.00	\$605,264
3	3.4	Additional academic support and options	Yes	\$860,573.00	\$974,727

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	Interventions	Yes	\$53,400.00	\$29,269
3	3.6	Support Services: Social Emotional Education	Yes	\$2,565,322.00	\$2,720,913
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,701,824.00	\$1,914,118
3	3.8	Technology and information	Yes	\$125,450.00	\$153,897
3	3.9	School connectedness	Yes	\$102,250.00	\$86,042
3	3.10	Parental involvement	Yes	\$522,593.00	\$447,399
3	3.11	Parent, student, and staff decision making	Yes	\$18,750.00	\$2,326
3	3.12	Transportation	Yes	\$282,058.00	\$286,265
4	4.1	Attendance Support	No	\$149,309.00	\$74,518
4	4.2	Additional Dual Enrollment and CTE Course Sections	No	\$12,000.00	\$26,500
4	4.3	Additional Credit Recovery Sections and Tutorials	No	\$17,179.00	0.00

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)
\$19,620,149.00	\$20,189,745.00	\$20,739,969.00	(\$550,224.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High quality instruction	Yes	\$661,898.00	\$750,160.00		
1	1.2	Professional development and support	Yes	\$356,024.00	\$364,845.00		
1	1.3	Teacher Retention	Yes	\$980,589.00	\$1,111,348.00		
1	1.4	Academic Coaches	Yes	\$78,371.00	\$68,689.00		
1	1.5	Technology	Yes	\$534,562.00	\$109,836.00		
2	2.1	Tutorials and Interventions	Yes	\$134,893.00	\$116,589.00		
2	2.2	Reduced class size	Yes	\$4,275,604.00	\$4,365,575.00		
2	2.3	Certificated Support Staff	Yes	\$145,360.00	\$120,055.00		
2	2.4	Classified Support Staff	Yes	\$665,237.00	\$675,192		
2	2.5	Increased UC A-G, AP and Dual Enrollment sections	Yes	\$597,108.00	\$846,487		
2	2.6	UC A-G preparedness and AP passing strategies	Yes	\$239,781.00	\$259,971		
2	2.7	CTE and dual enrollment	Yes	\$2,308,222.00	\$2,385,073		
2	2.8	CTE and dual enrollment support staff	Yes	\$551,292.00	\$557,502.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Access to a broad course of study	Yes	\$600,962.00	\$575,922.00		
2	2.10	Supplemental materials, equipment, and supplies	Yes	\$152,897.00	\$102,293.00		
2	2.11	Supplemental Activities	Yes	\$93,983.00	\$25,276.00		
2	2.12	Student and staff recognition	Yes	\$60,321.00	\$17,653.00		
2	2.13	Academic Support for English Learners	Yes	\$332,555.00	\$336,269.00		
2	2.14	Other Pupil Outcomes	Yes	\$223,703.00	\$232,248.00		
2	2.15	Academic Support for Long-Term English Learners	Yes	\$317,272.00	\$482,805.00		
3	3.1	Professional development on behavior and social- emotional education	Yes	\$15,119.00	\$10,944.00		
3	3.2	Supplementary materials	Yes	\$35,000.00	\$5,017.00		
3	3.3	Alternative educational settings	Yes	\$596,772.00	\$605,264.00		
3	3.4	Additional academic support and options	Yes	\$860,573.00	\$974,727.00		
3	3.5	Interventions	Yes	\$53,400.00	\$29,269.00		
3	3.6	Support Services: Social Emotional Education	Yes	\$2,565,322.00	\$2,720,913.00		
3	3.7	Pupil engagement and school climate support staff	Yes	\$1,701,824.00	\$1,914,118.00		
3	3.8	Technology and information	Yes	\$125,450.00	\$153,897.00		
3	3.9	School connectedness	Yes	\$102,250.00	\$86,042.00		
3	3.10	Parental involvement	Yes	\$522,593.00	\$447,399.00		
3	3.11	Parent, student, and staff decision making	Yes	\$18,750.00	\$2,326.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	Transportation	Yes	\$282,058.00	\$286,265.00		

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)
\$48,655,051	\$19,620,149.00	0.000	40.325%	\$20,739,969.00	0.000%	42.627%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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 #
• 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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