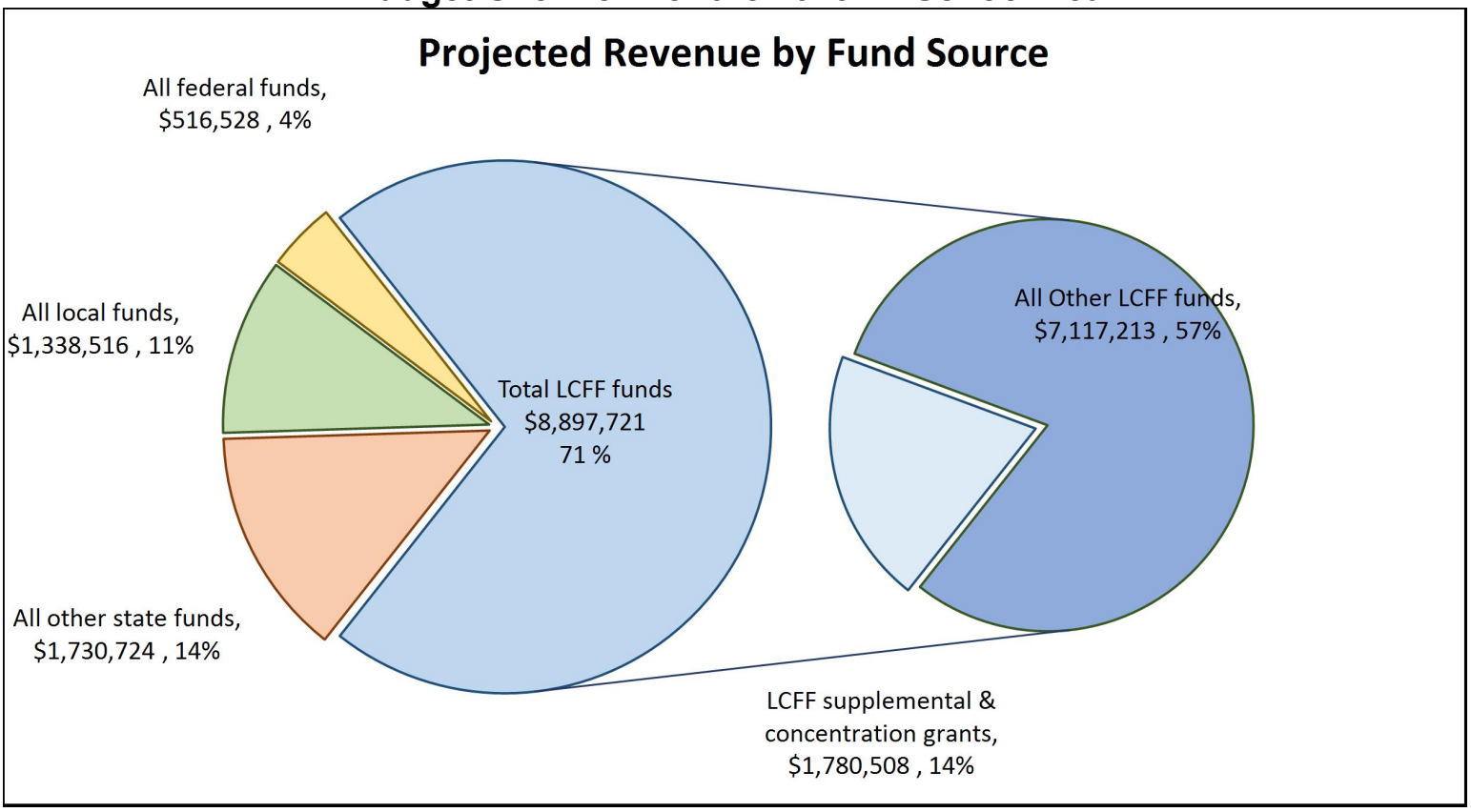
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Denair Unified School District
CDS Code: 50-71068-0000000
School Year: 2026-27
LEA contact information:
Dr. Terry Metzger
Superintendent
tmetzger@dusd.k12.ca.us
(209)632-7514

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

Budget Overview for the 2026-27 School Year

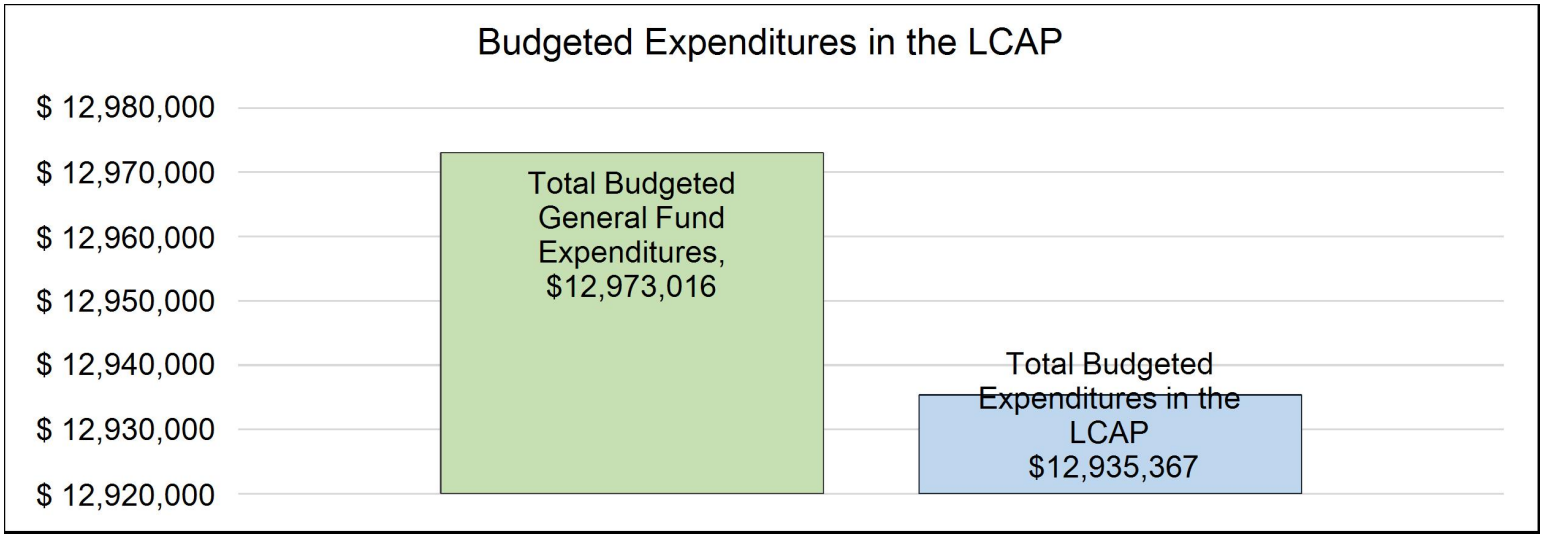


This chart shows the total general purpose revenue Denair Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Denair Unified School District is $12,483,489, of which $8,897,721 is Local Control Funding Formula (LCFF), $1,730,724 is other state funds, $1,338,516 is local funds, and $516,528 is federal funds. Of the $8,897,721 in LCFF Funds, $1,780,508 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 Denair Unified 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: Denair Unified School District plans to spend $12,973,016 for the 2026-27 school year. Of that amount, $12,935,367 is tied to actions/services in the LCAP and $37,649 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

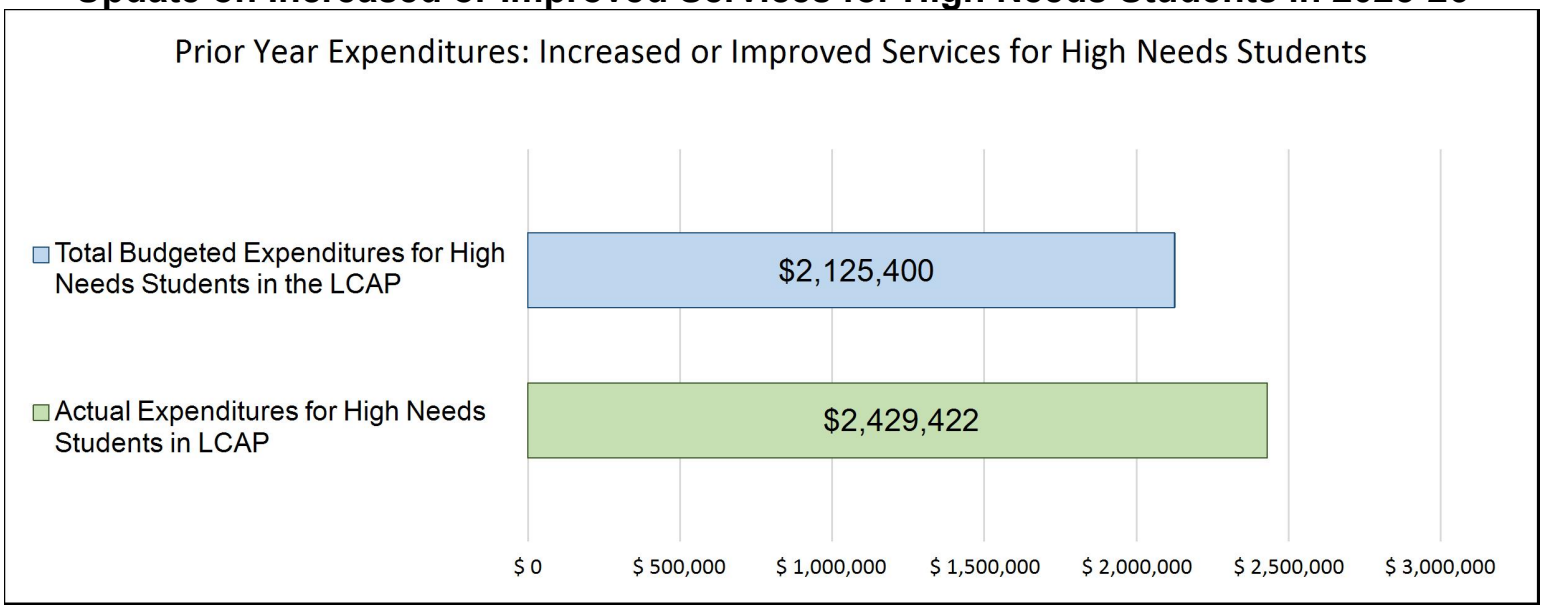
Special funds, including Charter Fund 09, paid indirect costs for their share of operating expenditures. These revenues are recorded in the General Fund and offset district operating costs but are not associated with a specific LCAP goal or action.

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

In 2026-27, Denair Unified School District is projecting it will receive $1,780,508 based on the enrollment of Foster Youth, English learner, and low-income students. Denair Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Denair Unified School District plans to spend $1,945,749.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Denair Unified 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 Denair Unified 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, Denair Unified School District's LCAP budgeted $2,125,400 for planned actions to increase or improve services for high needs students. Denair Unified School District actually spent $2,429,422 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
Denair Unified School District	Dr. Terry Metzger Superintendent	tmetzger@dusd.k12.ca.us (209)632-7514

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.

Denair is an unincorporated community of approximately 4,500 residents in a rural area of Stanislaus County in the California Central Valley. The town is adjacent to the City of Turlock, which over time has expanded into the Denair Unified School District boundary. This has resulted in an interesting dynamic where many families who live within the district boundaries have a Turlock address and are confused about why they should be attending school in Denair. Additionally, there is very little industry in Denair, so most families have the ability to request an interdistrict transfer to the district in which they work (Allen Bill).

DUSD currently serves approximately 1,300 students in grades Preschool (LEA-housed State Preschool) through Adult Transition (age 22). The district has 5 schools Denair Elementary/Denair Elementary Charter Academy (DECA, a district-dependent TK-5 charter school), Denair Middle School (DMS), Denair High School (DHS), and Denair Charter Academy (DCA, a dependent K-12 home school and independent study charter school). The two charter schools have their own LCAPs but work in close concert with the traditional schools (DMS and DHS) and the community considers all schools as part of one district. Therefore, much of the information in this LCAP corresponds with the LCAPs of the charters.

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Spring 2026 Update

For LCAP purposes, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 283) and DHS (grades 9-12+, 313). Five hundred and ninety six students attend grades 6-12: 37.58% are White, 55.37% Hispanic, 70% Economically Disadvantaged, 17% English learners, 14% Students with Disabilities, and 10% Homeless or Foster Youth. Our Unduplicated Pupil Percentage is 71%

As a whole, Denair Unified School District student demographics reflect White 35.04%, Hispanic 57.13%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 16%, Students with Disabilities 11%, Migrant <1% , Foster Youth <1% and Homeless 8.45%. Furthermore, Denair Unified School District serves 69% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 71%

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Spring 2025 Update
For LCAP purposes, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 298) and DHS (grades 9-12+, 306). Six hundred and four students attend grades 6-12: 38% are White, 56% Hispanic, 62% Economically Disadvantaged, 19% English learners, 16% Students with Disabilities, and <1% Homeless or Foster Youth. Our Unduplicated Pupil Percentage is 74%

As a whole, Denair Unified School District student demographics reflect Caucasian 36%, Hispanic 57%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 18%, Students with Disabilities 13%, Migrant 1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 65% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 72%

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Spring 2024

As a whole, Denair Unified School District student demographics reflect Caucasian 38.02%, Hispanic 55.62%, African Americans <1%, American Indian 1.10%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 22%, Students with Disabilities 11%, Migrant <1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 69% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 71%

For purposes of the 2024-27 LCAP, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 284 students) and DHS (grades 9-12+, 277 students). Five hundred sixty one students attend grades 6-12: 40% are White, 54% Hispanic, 62% Economically Disadvantaged, 21% English learners, 15.33% Students with Disabilities, and 11.69% Homeless or Foster Youth.

Reflections: Annual Performance

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

The Fall 2025 California School Dashboard reports data from the 2024-25 school year. A review of the Fall 2025 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Yellow category overall (39.8 points below standard, Increased), with English learners, Long-term English learners, and Students with Disabilities all falling into in the Orange category (78.2, 108.4 and 109.9 points below standard, respectively; all Increased). Socioeconomically Disadvantaged students, Hispanic and White students fell into the Yellow category (58.3, 49.6 and 34.4 points below standard, respectively, all Increased). For the first time, we received a color for the Homeless student group (Yellow, 69 points below standard, increased)

Math performance fell into the Red category overall (101.1 points below standard, Maintained), with English learners, Long-term English learners and Socioeconomically Disadvantaged students scoring in Red, the lowest performance level (135.2 points below standard, Maintained, 165.7 points below standard, Declined, and 117.3 points below standard, Declined, respectively). Hispanic students and Students with Disabilities fell into the Orange category (117.1 and 156.0 points below standard, respectively; both Increased). White students also scored in the Orange category at 90.1 points below standard, Declined). For the first time, we received a color for the Homeless student group (Red, 115 points below standard, maintained)

The English Learner Progress Indicator (ELPI) is in the Yellow performance level with 61.5% of English learners making progress toward English proficiency, a decrease of 3.7%. Additionally, a review of our Data Quest "At-Risk and Long-Term English Learner" data revealed that we have 52 LTELs in grades 6-12, with another 2 students at risk of becoming LTEL. This is a 30% reduction in LTELs from last year. We Reclassified as Fluent English Proficient (RFEP) 22 students in grades 6-12 during the 2025-26 school year, keeping pace with last year.

The College and Career Indicator (CCI) is Green, with 44.9% of 78 graduating seniors (Class of 2025) in the "Prepared" category. This is a 16% increase from last year.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the red category with 22.4% of students chronically absent. This was an increase of 3.6% from the prior year. All student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2025, the graduation rate was 98.7%, an increase of 2.6%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Yellow (6.3% of students suspended at least one day, Declined 0.5%). No student groups fell into the Red performance level. Hispanic and Students with Disabilities English learners fell in the Orange category (6.8% and 9% suspended at least one day, respectively). English learners, Long-term English Learners, Socioeconomically Disadvantaged, Homeless and White students all fell into the Yellow performance level (7.4%, 6.6%, 7.6%, 6.9% and 5.9% suspended at least one day, respectively, all Declined).

A review of school specific data revealed the following additional information:

For DMS, the school scored in the lowest performance category (Red) for Chronic Absenteeism, with four student groups also in Red, English learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. For Math, the school scored Yellow and Long-term English learners scored in the Red category. For all other indicators, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for both ELA and Math performance, with only two student groups receiving a color designation due to size of the group: Hispanic and Socioeconomically Disadvantaged, both Red. For Suspension Rate, the school scored Orange and Hispanic students scored in the lowest performance level (Red). For all other indicators, neither the school, nor any student group scored in the lowest performance category.

As of the end of the 2025-26 fiscal year, the district has fully spent its Learning Recovery Emergency Block Grant (LREBG) funding.

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The Fall 2024 California School Dashboard reports data from the 2023-24 school year. A review of the Fall 2024 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Orange category overall (56.2 points below standard, Declined), with English learners, Long-term English learners, and Students with Disabilities all falling into in Red, the lowest performance level (100.6, 114.4 and 133 points below standard, respectively; all Declined). Socioeconomically Disadvantaged students, Hispanic and White students fell into the Orange category (68.7, 68.9 and 42.9 points below standard, respectively, all Declined).

Math performance fell into the Red category overall (103.7 points below standard, Maintained), with Hispanic students, Long-term English learners and Students with Disabilities in Red, the lowest performance level (120.1 points below standard, Maintained, 161.3 points below standard, Declined, and 176.7 points below standard, Declined, respectively). English learners and Socioeconomically Disadvantaged students fell into the Orange category (137.8 and 114.2 points below standard, respectively; both Increased). White students scored in the Yellow category increasing by 5.7 points, but still 84.2 points below standard.

The English Learner Progress Indicator (ELPI) is in the Blue performance level with 65.2% of English learners making progress toward English proficiency, an increase of 24.6%. Additionally, a review of our Data Quest "At-Risk and Long-Term English Learner" data revealed that we have 75 LTELs in grades 6-12, with another 3 students at risk of becoming LTEL. We Reclassified as Fluent English Proficient (RFEP) 10 students in grades 6-12 during the 2024-25 school year, nearly double from last year.

The College and Career Indicator (CCI) is Orange, with 23.1% of 52 graduating seniors (Class of 2024) in the "Prepared" category.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Yellow category with 18.9% of students chronically absent. This was a decrease of 3.2% from the prior year. No student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2024, the graduation rate was 96.2%, an increase of 11.1%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Yellow (6.8% of students suspended at least one day, Declined 5.5%. Students with Disabilities fell into the Red category (11.8% suspended at least one day, Increased). English learners, Long-term English Learners and Homeless all fell in the Orange category (5.2%, 4.3% and 8.6% suspended at least one day, respectively, all Declined). Hispanic, Socioeconomically Disadvantaged and White students all fell into the Yellow performance level (6.1%, 8.5%, and 6.7% suspended at least one day, respectively, all Declined).

A review of school specific data revealed the following additional information:

For DMS, the school scored in the lowest performance category (Red) for Math, with two student groups also in Red, English learners and Long-term English learners. In ELA, the school scored Orange, with four groups in Red: ELs, LTELs, Hispanic students and Students with Disabilities. For all other indicators, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for Math performance, with no student groups receiving a color designation due to size of the group. For Suspension Rate, the school scored Yellow and Students with Disabilities scored in the lowest performance level (Red). For all other indicators, neither the school, nor any student group scored in the lowest performance category.

As of the end of the 2023-24 fiscal year, the district has fully spent its Learning Recovery Emergency Block Grant (LREBG) funding.

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The Fall 2023 California School Dashboard reports data from the 2022-23 school year. A review of the Fall 2023 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Orange category overall (45.3 points below standard, Maintained), with English learners in Red, the lowest performance level (92.7 points below standard, Maintained). Socioeconomically Disadvantaged students and White students fell into the Yellow category (55.2 points below standard, Increased and 26.2 points below standard, Increased, respectively). Students with Disabilities increased 4.6 points, but are still significantly below standard (107.6 points below, Orange). Hispanic students also scored in the Orange category (64.1 points below standard, Declined).

Math performance fell into the Orange category overall (103.2 points below standard, Increased), with English learners and Students with Disabilities in Red, the lowest performance level (142.9 points below standard, Maintained and 158.5 points below standard, Declined, respectively). Socioeconomically Disadvantaged students fell into the Orange category (119.7 points below standard, Increased) and White students scored in the Yellow category increasing by 21.8 points, but still 89.9 points below standard. Hispanic students scored in the Orange category (117.6 points below standard, Increased).

The English Learner Progress Indicator (ELPI) is in the Yellow performance level with 40.6% of English learners making progress toward English proficiency, an increase of 18.6%. Additionally, a review of our DataQuest "At-Risk and Long-Term English Learner" data revealed that we have 61 LTELs in grades 6-12, with another 7 students at risk of becoming LTEL. Although we Reclassified as Fluent English Proficient (RFEP) 6 students in grades 6-12 during the 2023-24 school year, that accounts for less than 5% of our total EL population.

The College and Career Indicator (CCI) only reported Status this year. With 26.9% of 67 graduating seniors (Class of 2023) in the "Prepared" category.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Yellow category with 22.1% of students chronically absent. This was a decrease of 14% from the prior year. No student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2023, the graduation rate was 85.1%, a decline of 8.6%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Red, the lowest performance level (12.4% of students suspended at least one day, Increased 1.8%, with English learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities and White all falling into the Red category. There were no significant differences between any of the student groups in suspension rate.

A review of school specific data revealed the following additional information:

For DMS, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for Suspension Rate and Math performance. For Suspension Rate, all student groups (English learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White) scored in the lowest performance level (Red). Like many districts in the state, the school saw a significant increase in vaping, substance use, and physical altercations between students during the 2022-23 school year. Coupled with the installation of vape detectors in the bathrooms at the high school, many more students were disciplined for repeated violations of school and district policies. However, it's important to note that DHS has a full-time Student Assistance Specialist through a partnership with Center for Human Services so consequences were not solely punitive for most offenses. We have seen a significant decline in these behavior offenses in the 2023-24 school year. For Math, the "All" and Socioeconomically Disadvantaged student groups scored in the Red category. A closer review of the data shows that the school's scores were 121.7 points below standard, with a decline of 8 points and the SED group scored 126.6 points below standard, with a small decrease from the prior year (-2.2 points, maintained).

Reflections: Technical Assistance

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

2026 Update
Based on the 2025 California School Dashboard, Denair Unified meets the eligibility criteria for Differentiated Assistance (DA) for English Learners in the following priority areas:

- Priority 4 Academic Achievement: English Language Arts (ELA) and Mathematics.
- Priority 5 Pupil Engagement: Chronic Absenteeism

Based on the 2024 Dashboard, Denair Unified remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) for the Students with Disabilities in the following priority areas:

- Priority 4 Academic Achievement: English Language Arts (ELA) and Mathematics.
- Priority 6 School Climate: Suspension rates

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities through the following LCAP-aligned efforts:
* Support the implementation of evidence-based practices for language acquisition and newly adopted standards-based instructional materials (Relates to Actions 2.1 and 3.2).
* Further develop the Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to monitor and respond to attendance, suspension, and academic data, including for identified student groups (Relates to Actions 1.1, 2.1, and 3.4).
* Provide professional learning for staff and leadership to enhance effectiveness through emerging technologies and to promote instructional alignment across the system (Relates to Actions 1.3, 1.4, and 2.3).

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2025 Update
The district remains eligible for Differentiated Assistance (DA) due to the performance of Students with Disabilities in Priority 4 (English Language Arts and Math) and Priority 6 (Suspension Rate). Our dependent charter, Denair Elementary Charter Academy (DECA) is no longer eligible for DA but our work with SCOE will improve our TK-12 continuum.

Through collaboration with Stanislaus County Office of Education (SCOE), we will continue much of the work we began in 2024 and we will add or adapt the work to focus more carefully on Students with Disabilities:
* Access SCOE Math support as we move to pilot and adopt updated standards-based instructional materials (Related to Actions 2.1 and 3.2)
* Provide further training and follow-up support for GLAD strategies, not only for ELs, but for all students (Related to Action 2.1)
* Provide training and follow up support for teaching students with disabilities. For example: Learning Center Model, Co-Teaching, etc. (Related to Action 2.1)
* Provide additional training in the use of AI, both as a teacher productivity tool and to support instruction (Related to Actions 1.3 and 1.4)
* Continue PBIS training for DECA (Related to Actions 1.1 and 3.4)
* Support for site leadership through school visits by members of our SCOE team. (Related to Actions 1.3 and 2.3)

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As of 2024, DUSD is eligible for Differentiated Assistance (DA) due to the performance of English learners and Students with Disabilities in Priority 4 (English Language Arts and Math) and Priority 6 (Suspension Rate). Our dependent charter, Denair Elementary Charter Academy (DECA) is eligible for DA as well and our work with SCOE will improve our TK-12 continuum.

The district has a strong working relationship with the Stanislaus County Office of Education (SCOE). We had already been collaborating with SCOE prior to being notified of our Differentiated Assistance (DA) status in the Spring of 2024, specifically in the areas of English learner strategies (GLAD) and Artificial Intelligence (AI) as both productivity and instructional tools. Since being found eligible for DA, the SCOE team has met with the district administrative team to discuss areas of focus and possible support. Based on our review of the data and discussions of strengths and challenges in our system, we will be focusing on improving outcomes for English learners and Students with Disabilities, with a focus on literacy and numeracy. Our DA work will include:

* Access the Math Framework Professional Learning Network for an identified team of leaders (Related to Actions 2.1 and 3.2)
* Provide content training for teams of teachers through Literacy/ELD workshops at SCOE with follow up support for GLAD strategies already in process (Related to Action 2.1)
* Provide content training for teams of teachers through Math workshops at SCOE with follow up support (Related to Action 2.1)
* Provide additional training in the use of AI, both as a teacher productivity tool and to support instruction (Related to Actions 1.3 and 1.4)
* Continue PBIS training for DECA (Related to Actions 1.1 and 3.4)
* Support for site leadership through school visits by a member of our SCOE team. (Related to Actions 1.3 and 2.3)

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All partners: management/administrators/principals, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community	Two District Advisory Council (DAC) meetings took place in December 2025 and March 2026, with discussion focused on the three goal areas of the LCAP. We also conducted parent, student (grade 4-12), and employee surveys.
District Advisory Committee (DAC): employees (faculty and staff), management, and parents	We used ParSec Real, a platform in which participants can give text, audio and/or video feedback about their "lived experiences" in our schools. Two rounds of feedback were conducted (Fall 2025 and Spring 2026).
ASB/Leadership: students and the superintendent	The superintendent visits each of the student Leadership classes quarterly to hear directly from students about what they are experiencing in school and their ideas for improving our educational program.
District English Learner Advisory Committee (DELAC): principals, faculty/staff, parents	DELAC meets four times per year, in conjunction with our twice monthly Cafecito meetings. Administrators discuss LCAP goals, English learner services, and hear feedback from parents on a variety of activities and issues.
School Site Council (SSC): principals, faculty/staff, parents and students	Each school holds four SSC meetings per year, in which they discuss progress toward LCAP goals, as well as LCAP and SPSA development.
Governing Board: superintendent, trustees, management, parents, community members	The LCAP goals, actions and metrics are regularly discussed at monthly Board meetings and study sessions.
Parents	In March 2026, we sent a parent survey based on the feedback we received from the DAC, SSCs, DELAC, and students. Parents gave input on progress toward the current goals. Additionally, we used

Educational Partner(s)	Process for Engagement
	ParSec Real in April 2026 to gather more anecdotal feedback about parents' perspectives about academic success/support and school climate.
Local Bargaining Units	LCAP development and progress was discussed with both bargaining units during negotiations and/or monthly meetings during the 2025-26 school year.
Employees	The April 2026 District Collaborative Inservice was dedicated to discussion about progress toward LCAP goals. Employees also participated in a ParSec Real to allow for additional individual input on student academic achievement, student behaviors, and parent/staff collaboration.
Special Education Local Plan Area (SELPA) Executive Director	The SELPA Executive Director gave input on best practices to monitor and report progress data for students with disabilities and reviewed the entire LCAP in May 2026.
Management/Administration	The DUSD Management team meets weekly and discusses LCAP progress (fall) and development (spring) at least monthly. This year, we participated in the monthly District Support Network at SCOE. DSN allowed the team to learn from other districts, work together, and work with SCOE personnel as we strategically tackled the student groups and indicators that made us eligible for Differentiated Assistance (DA).
Community Groups: Denair Municipal Advisory Committee (MAC), Love Denair, Denair Lions	The superintendent attends MAC and Love Denair monthly, and the Denair Lions Club quarterly, to give updates on LCAP progress (fall) and development (spring).

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

During the 2025-2026 school year, feedback from all groups (parents, DELAC, teachers, staff, students, local bargaining units, community groups, and management team) indicated that there is evidence that the district is making progress toward its LCAP goals and that our actions and metrics are still relevant.

For Goal 1, areas of strength included development and expansion of Career Technical Education (CTE) pathways and Dual Enrollment courses at the high school, further expansion of the Dual Language Immersion program is preparing students for college and beyond, and the expansion of social emotional supports at the elementary school is helping students understand and manage their feelings and behavior. Suggestions for improvement included proactively addressing student dysregulation in the classroom and ongoing student attendance concerns. Additionally, when the district reviewed parent participation in our Parent University series, they suggested that we consider how

we might offer asynchronous options for parents who are interested but unable to attend our workshops. These ideas will be included in current actions 1.1 and 1.2.

For Goal 2, areas of strength included the implementation of a Reading Difficult Risk Screener (mClass DIBELS) at the K-2 level, teachers' ability to support students with literacy difficulties and iReady score improvements show the efficacy of MTSS/intervention. Improvement suggestions included continued growth of our Expanded Learning Opportunities Program (ELOP) and continuing to strengthen Tier I instruction with in class interventions. These ideas are already embedded in actions 2.1, 2.2, and 2.3 and we look forward to seeing additional growth next year.

For Goal 3, there were many areas of strength including trusted adults who make students feel safe, a variety of programs or practices to help students who need extra support, and added security measures at the campuses. A high priority for our educational partners is single point entry for all campuses, which is already explicitly stated in action 3.1. All educational partners are excited to see the facility projects currently in progress. Teachers and administrators were very enthusiastic about the district's Math instructional materials adoption process, which included examination of materials, piloting of materials, and a Board presentation in Spring 2026. The process is just what we hoped when we developed action 3.2. Another area of success (action 3.3) was noted, as the district gave a 4.3% ongoing salary increase this year, bringing the 6-year total ongoing compensation increase to 18.9%. An area that stakeholders asked us to consider last year was the management of a current "bubble" in student enrollment that is moving through the elementary school and will affect the middle and high school in a few years. We made staffing adjustments to be fiscally responsible and are continuing to closely monitor class sizes and provide additional support once a class reaches certain limits. This is part of action 3.5.

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DUSD has developed strong relationships with all educational partners including management, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community. Consultation on the development of the 2024-2027 LCAP began in the Spring of 2023, as the district was entering the final year of the 2021-2024 LCAP. For the 2024-2025 LCAP year, District leaders focused on safety and security of school campuses which had previously emerged as a top priority for all groups. Additionally, our Senior Director of Student Support Services consulted with the SELPA on best practices to monitor and report progress data for students with disabilities and those suggestions were embedded within the 2024-2027 LCAP.

During the 2024-2025 school year, feedback from all groups (parents, DELAC, teachers, staff, students, local bargaining units, community groups, and management team) indicated that there is evidence that the district is making progress toward its LCAP goals and that our actions and metrics are still relevant.

For Goal 1, areas of strength included development and expansion of co-curricular and extra-curricular activities, expansion of the Dual Language Immersion program is preparing students for college and beyond, and full implementation of Kimochis at the elementary school is helping students understand and manage their feelings. Suggestions for improvement included making clear the pathways through education in Denair and helping students lean into productive academic feedback. These ideas will be included in current actions 1.1 and 1.2.

For Goal 2, areas of strength included the ability to support students with literacy difficulties and iReady score improvements show the efficacy of MTSS/intervention. Improvement suggestions included maximizing our Expanded Learning Opportunities Program (ELOP) and

continuing to strengthen Tier I instruction. These ideas are already embedded in actions 2.1, 2.2, and 2.3 and we look forward to seeing additional growth next year.

For Goal 3, there were many areas of strength including trusted adults who make students feel safe, a variety of programs or practices to help students who need extra support, and added security measures at the campuses. A high priority for our educational partners is single point entry for all campuses, which is already explicitly stated in action 3.1. Another area that stakeholders asked us to consider is how to better manage a current "bubble" in student enrollment that is moving through the elementary school and will affect the middle and high school in a few years. We have already made some staffing adjustments to be fiscally responsible, but will continue to closely monitor class sizes and provide additional support once a class reaches certain limits. This is part of action 3.5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate skills that contribute to post-secondary success in the areas of technology, academics, social-emotional wellbeing, and life skills.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

When we developed the 2021-2024 LCAP, while still dealing with the COVID-19 global pandemic, we reflected internally and with our community about what we wanted for our students at the end of their PK-12 educational career. The strong consensus at that time was that we wanted our students to be ready to successfully tackle whatever path they'd like to follow after graduation. We saw the foundation for success having four components: academic proficiency, social-emotional health, technology skills, and real-life skills. Three years later, as we are developing the 2024-27 LCAP, our overarching goals have not changed. This broad goal is still relevant and supported by the Denair community.

Each grade level and department contributes to these four components, building on what students learned in prior years. As we examined local and California School Dashboard data, we recognized that all indicators will improve through the focused efforts required to achieve 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	4bcg. CA School Dashboard: College and Career Indicator (CCI) and Additional Measures Report	Fall 2023 CA School Dashboard 26.9% prepared (Low)	2024 CA School Dashboard 23.1% prepared (Low)	2025 CA School Dashboard 45.5% prepared, increased 16.6% (Green)	Increase CCI to 45% prepared. CCI Additional Measures Report:	+18.6% increase overall CCI Additional Measures Report:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CCI Additional Measures Report: 22% met via AP exam 0% met via CTE pathway completion 83% met via a-g completion 0% met via both a-g and CTE pathway 11% met via Seal of Biliteracy 0% met via College Course completion 28% met via CAASPP (EAP)	2024 CCI Additional Measures Report: 50% met via AP exam 16.7% met via CTE pathway completion 58.3% met via a-g completion 0% met via both a-g and CTE pathway 8% met via Seal of Biliteracy* 0% met via College Course completion 33.3% met via CAASPP (EAP)	2025 CCI Additional Measures Report: 51.4% met via AP exam 28.6% met via CTE pathway completion 57.1% met via a-g completion 7.8% met via both a-g and CTE pathway 34.3% met via Seal of Biliteracy* 37.1% met via College Course completion 17.1% met via CAASPP (EAP)	30% met via AP exam 30% met via CTE pathway completion 80% met via a-g completion 30% met via both a-g and CTE pathway 30% met via Seal of Biliteracy 30% met via College Course completion 50% met via CAASPP (EAP)	+29.4% met via AP exam +28.6% met via CTE pathway completion -25.9% met via a-g completion +7.8% met both a-g and CTE pathway +23.3% met via Seal of Biliteracy +37.1% met via College Course completion -10.9% met via CAASPP (EAP)
1.2	5b. CA School Dashboard: Chronic Absenteeism	Fall 2023 CA School Dashboard 22.1% chronically absent (Yellow)	2024 CA School Dashboard 18.9% chronically absent (Yellow)	2025 CA School Dashboard 22.4% chronically absent (Red)	Less than 10% of students chronically absent.	+0.3%
1.3	5a. SIS: School Attendance Rates	94.1% ADA at P2 in 2023-24	92.5% attendance rate at P2 2024-25	92.7% attendance rate at P2 2025-26	At least 96% ADA at P2.	-1.39%
1.4	6a. CA School Dashboard: Suspension Rate	Fall 2023 CA School Dashboard 12.4% of students suspended at least once, increased (Red), no discrepancy between student groups DHS 16.9% (increased)	2024 CA School Dashboard 9.4% of students suspended at least once, declined (Yellow); one group 2 levels below, Students	2025 CA School Dashboard 6.3% of students suspended at least once, declined (Yellow) DHS 9.5% (declined)	For all student groups, less than 3% of students suspended and declining.	-6.1% overall DHS -7.4% DMS -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DMS 7.6 % (maintained)	with Disabilities (Red) DHS 9.4% (declined) DMS 4.4 % (declined)	DMS 1.1 % (declined)		
1.5	8. Post-secondary data	Clearinghouse Data: DHS: 59% of 2023 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Clearinghouse Data: DHS: 50% of 2024 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Clearinghouse Data: DHS: 54% of 2025 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Maintain at least 50% of graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	-5%
1.6	4abg, 7a, 8a. Dual Language Immersion (DLI) Enrollment and Seal of Biliteracy data California Spanish Assessment (CSA) scores (Phase in as cohorts matriculate up.)	2023-24 Local Data DHS: 4 students earned their Seal of Biliteracy in 2024. DMS DLI enrollment for 2023-24: 6th grade = 30 7th grade = 23 8th grade = 20 In 2024, 100% of DLI 8th graders promoted to high school "on track" for the Seal of Biliteracy.	2024-25 Local Data DHS: 12 students earned their Seal of Biliteracy in 2025. 9th grade DLI enrollment = 15 students. DMS DLI enrollment for 2024-25: 6th grade = 26 7th grade = 28 8th grade = 22 In 2025, 100% of DLI 8th graders	2025-26 Local Data DHS: 12 students earned their Seal of Biliteracy in 2025. 9th grade DLI enrollment= 15 students DMS DLI enrollment for 2025-26: 6th grade = 27 7th grade = 26 8th grade = 27 In 2025, 100% of DLI 8th graders	75% of all students who continue in DLI programming in high school will earn their Seal of Biliteracy. Maintain cohort size of at least 25 students in middle school DLI 2023 California Spanish Assessment (CSA) Baseline 6th grade mean score >660 7th grade mean score >760 8th grade mean	+8 students for Seal of Biliteracy DLI enrollment slightly lower: 6th to 8th = -3 7th to 9th = -8 maintained 100% of DLI students "on track" *CSA scores were re-benched in 2025 and are not comparable to prior year scores.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 California Spanish Assessment (CSA) Baseline 6th grade mean score 646.2 7th grade mean score 739.7	promoted to high school "on track" for the Seal of Biliteracy. 2024 California Spanish Assessment (CSA) 6th grade mean score 646 7th grade mean score 740 8th grade mean score 844	promoted to high school "on track" for the Seal of Biliteracy. 2025 California Spanish Assessment (CSA) ***Blueprint Scale Score Changed as of 2024-2025*** 6th grade mean score 245.9 7th grade mean score 249.9 8th grade mean score 250.2 9th grade mean score 252.2	score >860 HS mean scores >960	
1.7	7a-c. Club/course evaluations, particularly for EL, LI, FY and SWD	Spring 2024 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 83.3% of students said they were mostly/very involved in extra curricular activities. 70.9% of students ranked clubs and activities as a 3 or 4 in learning academic skills	Spring 2025 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 71.2% of students said they were mostly/very involved in extra curricular activities.	Spring 2026 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 75% of students said they were mostly/very involved in extra curricular activities.	100% of students will have the opportunity to give feedback about preparation for post secondary success.	Maintained 100% of students given opportunity to give feedback; more students responded this year than last year DHS -8.3% Involved in extracurriculars +11.4% clubs prepare college/career +13.6% clubs give life skills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that prepare them for college or career success. 66.6% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 83.3% of students ranked that their social emotional needs were supported in the club or course they participated in. DMS: 95% of respondents said they are academically prepared 92% said they've learned life skills 90% said their social emotional needs were supported 69% said they developed technology skills.	74% of students ranked clubs and activities as a 3 or 4 in learning academic skills that prepare them for college or career success. 82.9% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 76.8% of students ranked that their social emotional needs were supported in the club or course they participated in. *Data indicates increased number of 157 student responses. DMS: 95% of respondents said they are academically prepared 93% said they've learned life skills	82.3% of students ranked clubs and activities as a 3 or 4 in learning academic skills that prepare them for college or career success. 80.2% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 81.2% of students ranked that their social emotional needs were supported in the club or course they participated in. DMS: 94% of respondents said they are academically prepared 88% said they've learned life skills 91% said their social emotional needs were supported		-2.1% clubs support mental health DMS -1% academically prepared -4% learned life skills +1% social emotional support +7% developed tech skills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			91% said their social emotional needs were supported 74% said they developed technology skills.	76% said they developed technology skills.		
1.8	3a-b. Local Indicator Self Reflection Tool	2023 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 2 (Beginning Development) Providing opportunities ratings = 4 (Full Implementation) 2023 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 4 (Full Implementation) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	2024 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 2 (Beginning Development) Providing opportunities ratings = 4 (Full Implementation) 2024 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 4 (Full Implementation) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	2025 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 3 (Initial Implementation) Providing opportunities ratings = 4 (Full Implementation) 2025 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 5 (Full Implementation and Sustainability) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	"Efforts made to seek parent input in decision making" All ratings = 4 (Full Implementation) or higher Building partnerships for student outcomes All ratings = 5 (Full Implementation and Sustainability)	Building capacity ratings = +1 level Providing opportunities ratings = same Building capacity ratings = +1 level Welcoming, supporting, multiple opportunities ratings = same
1.9	3a. Parent surveys, specifically parents of	Spring 2024 Parent Survey:	Spring 2025 Parent Survey:	Spring 2026 Parent Survey:	100% of parents will have the	+14% met or exceeded overall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	unduplicated pupils (EL, LI, FY) and Students with Disabilities	65% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 63% Technology 77% Social Emotionally 64% Lifeskills 56%	79% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 86% Technology 86% Social Emotionally 72% Lifeskills 72%	79% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 80% Technology 81% Social Emotionally 81% Lifeskills 72%	opportunity to complete the annual parent survey. 90% of respondents will score the district as met or exceeded their expectations for preparing their child for post-secondary success.	Prepared by category: Academically +17% Technology +4% Social Emotionally +17% Lifeskills +16%
1.10	5cde. CA School Dashboard: Graduation Rate EdData: Cohort Dropouts	Fall 2023 CA School Dashboard DHS graduation rate: 85.1%, declined (Orange) Local Data 2022-23 High School Dropouts 4 Middle School Dropouts 0	2024 CA School Dashboard DHS graduation rate: 96.2%, increased (Blue) Local Data 2023-24 High School Dropouts 0 Middle School Dropouts 0	2025 CA School Dashboard resumes DHS graduation rate: 98.7%, Increased (Blue) Local Data 2024-25 High School Dropouts 0 Middle School Dropouts 0	Graduation rate at least 95%	+13.6% Dropouts DHS -4 DMS no change

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.

There were not substantive differences in planned actions and actual implementation of those actions.

While Actions 1.1, 1.2, 1.4, 1.5, 1.6 and 1.7, were implemented as planned, our biggest challenge continues to be availability of personnel to develop, maintain or expand programs for students and parents.

Action 1.3 was implemented as planned. It is a challenge to have teachers out of the classroom for too many days, so we opted to set aside additional time for professional development in staff meetings and district collaborative inservices. Support from the county office contributed to the successful implementation of these PD opportunities.

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.

Action 1.1: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Medi-Cal Administrative Activities (MAA) Program to support counselor time and related services.

Action 1.4: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted E-Rate funding for network cabling and infrastructure upgrades.

Action 1.5: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Career Technical Education Incentive Grant (CTEIG) Program.

Action 1.6: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted donations received during the fiscal year.

Action 1.7: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Department of Rehabilitation to support adult transition and work experience services.

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

We have evidence that all of our actions were effective. We saw improvements in student engagement indicators (Metrics 1.4 – Suspension Rate decreased 6.1% and 1.10 – Graduation Rate increased by 13.6%), which can be attributed to Actions 1.1, 1.5, 1.6, and 1.7.

We maintained parent engagement in workshops and other educational opportunities (Action 1.2), and increased attendance at all school events during the year. Parent engagement in shared decision-making processes has continued to be an area for improvement (Metric 1.8 – Local Indicator Self-Reflection Tool: “Efforts made to seek parent input” increased to Level 3 (Initial Implementation) and “Building partnerships” remained at Level 5 (Full Implementation and Sustainability)).

While the professional development we made available this year (action 1.3) was effective (Metrics 1.1 – College and Career Indicator increased to 45.5% prepared (Green), 1.9 – Parent survey results increased to 79% of respondents reporting the district met or exceeded expectations, and 1.10 – Graduation Rate increased by 13.6%) and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

We maintained a technology-rich environment (Action 1.4), and there is evidence of student learning being enhanced and expanded by technology. For example, student projects shared and displayed at school events. Additionally, Metric 1.7 shows self-reported improvement by students in their technology skills (Metric 1.7 – Student Survey: 76% of students reported developing technology skills, an increase from prior year).

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

Action 1.1 was reclassified as a contributing action because the social-emotional learning and mental health supports provided through this action are principally directed toward meeting the identified needs of unduplicated pupils. We added the following metrics to monitor the action: 1.2 Chronic Absenteeism indicator,1.3 Attendance Rate,1.4 Suspension Rate,1.7 Club/Course evaluations,1.9 Parent Surveys,1.10 Graduation Rate

For Action 1.3, we will focus on implementation of our new Mathematics curriculum, Amplify Desmos. We will have training directly from the publisher and have arranged for support from our county office of education in two ways: Amplify-specific implementation planning and support workshops at the county office and Denair-specific implementation to focus on English Learners in the math classroom here in Denair. Additionally, for those teachers not teaching math, the district is partnering with Lemelson MIT to deliver Invention Education (IvE), which focuses on student collaboration, creativity, critical thinking and communication.

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	Implement Social-Emotional Learning/Mental Health programs and support.	We will implement social-emotional learning and mental health supports principally directed toward addressing the increased social-emotional, behavioral, and mental health needs of unduplicated pupils, including English learners, low-income students, and foster youth. Local data, attendance data, behavioral data, and student wellness indicators demonstrate that many unduplicated pupils experience barriers that negatively impact school connectedness, engagement, attendance, and academic success. To address these needs, the LEA will provide an on-	$361,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		site mental health clinician; targeted social-emotional learning opportunities such as Ruling Our Experiences (ROX) and Coyote Cultivators; and student support opportunities including participation in the National Alliance on Mental Illness (NAMI) Club. The LEA will also embed instruction related to mental wellness, healthy lifestyles, resilience, and self-advocacy within the health and physical education curriculum. These services are designed to increase student engagement, strengthen school connectedness, improve attendance, and support the academic success of unduplicated pupils by addressing identified social-emotional and mental health barriers to learning. Data indicate that English learners, low-income students, and foster youth experience higher rates of chronic absenteeism and report lower levels of school connectedness than the schoolwide average.		
1.2	Expand parent engagement / education opportunities.	We will provide opportunities for parents to learn about factors that contribute to post-secondary success and how they can support their children in pursuing college and career choices. We will also provide opportunities for parents of English Learners to understand how they can help their child avoid becoming a Long-Term English Learner (LTEL) by moving from EL to RFEP efficiently, while maintaining literacy in their primary language as well.	$51,110.00	Yes
1.3	Provide professional development for certificated and classified staff.	DUSD has identified four key components of "the foundation" for post-secondary success: academics, social emotional wellbeing, technology skills, and life skills. We will provide professional learning opportunities for administrators, counselors, teachers and staff with the goal of embedding the foundational skills for post-secondary success into the educational program for all students.	$8,292.00	No
1.4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	We will maintain a 1:1 student to technology device ratio by developing and following industry standards for "refresh" cycles. We will evaluate and purchase platforms/programs that are relevant to developing student technology skills in all content areas. We will provide opportunities for parents to learn about the technology tools their students are learning and how to help keep their child safe online.	$163,052.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	We will provide students at all grade levels exposure to a variety of college and career options. We will help students understand and develop their own strengths and interests. Although all students may participate, we will design the activities with underserved students in mind (EL, SWD, SED, FY). We will help parents understand the different types of pathways/courses and how to help their child prepare for post secondary success.	$918,227.00	Yes
1.6	Maintain co-curricular/extra-curricular options.	We know that clubs, sports, and co-curricular activities such as outdoor education give students opportunities to grow socially/emotionally and to learn life skills. We will encourage these types of opportunities for all students by seeking out a wide variety of options.	$163,460.00	No
1.7	Provide life skills, work experience and job coaching for students who receive special education services.	All students with Individualized Transition Plans (ITPs) will gain skills for post secondary success. Project Life is specifically designed for students with disabilities to gain work experience through real life, on-the-job training. The goal is 100% employability.	$233,229.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the 2026-2027 school year, an additional 20% of students will demonstrate, through local and state measures, authentic literacy (reading, writing and speaking) in all content areas, with an emphasis on math literacy (numeracy).	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Thirty years of research supports the supposition that literacy is a key factor in post-secondary success, particularly for students in marginalized groups. As students develop literacy, they become critical thinkers and creative problem solvers who can collaborate with others and communicate their learning to a wide audience. The superintendent and district administrators studied the concept of literacy and how it can be developed through "copious amounts of meaningful reading, writing, speaking and listening in all subject areas" (Schmoker, 2018).

California School Dashboard data and local assessment data show that, overall, students are performing below standard. Our English learners and Students with Disabilities are performing significantly below standard. The work done during the 2021-2024 LCAP in the area of grading and feedback has set the stage for teacher clarity for instruction through power standards, predetermined success criteria through rubrics, and fair, accurate, specific, and timely (FAST) feedback and grading. As secondary teachers intentionally and strategically implementing reading, writing, and speaking activities in all classes throughout the school year, we should continue to see a reduction in failing grades and an increase in performance on both local and state assessments.

After reviewing state and local data, administrator, parent and teacher feedback strongly indicated that math performance is an area of concern, so we've added an emphasis on Math literacy/numeracy TK-12. Specifically, for grades 6-12, this does not fall solely on Math teachers, as all teachers can contribute to developing numeracy within their content areas. For example, History teachers can develop understanding of elapsed time and distances to help students draw conclusions based on timelines, maps and other historical data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4bcg. CA School Dashboard: College and Career Indicator (CCI) and Additional Measures Report	Fall 2023 CA School Dashboard 26.9% prepared (Low) 2023 CCI Additional Measures Report: 22% met via AP exam 0% met via CTE pathway completion 83% met via a-g completion 0% met via both a-g and CTE pathway 11% met via Seal of Biliteracy 0% met via College Course completion 28% met via CAASPP (EAP)	2024 CA School Dashboard 23.1% prepared (Low) 2024 CCI Additional Measures Report: 50% met via AP exam 16.7% met via CTE pathway completion 58.3% met via a-g completion 0% met via both a-g and CTE pathway 0% met via Seal of Biliteracy* 0% met via College Course completion 33.3% met via CAASPP (EAP)	2025 CA School Dashboard 45.5% prepared, increased 16.6% (Green) 2025 CCI Additional Measures Report: 51.4% met via AP exam 28.6% met via CTE pathway completion 57.1% met via a-g completion 7.8% met via both a-g and CTE pathway 34.3% met via Seal of Biliteracy* 37.1% met via College Course completion 17.1% met via CAASPP (EAP)	Improve CCI to 45% prepared. CCI Additional Measures Report: 30% met via AP exam 30% met via CTE pathway completion 80% met via a-g completion 30% met via both a-g and CTE pathway 30% met via Seal of Biliteracy* 30% met via College Course completion 50% met via CAASPP (EAP)	+18.6% increase overall CCI Additional Measures Report: +29.4% met via AP exam +28.6% met via CTE pathway completion -25.9% met via a-g completion +7.8% met both a-g and CTE pathway +23.3% met via Seal of Biliteracy +37.1% met via College Course completion -10.9% met via CAASPP (EAP)
2.2	4a. CA School Dashboard: CAASPP ELA scores	Fall 2023 CA School Dashboard 45.3 points below standard, maintained (Orange) ELs: 92.7 points below standard, maintained (Red)	Fall 2024 CA School Dashboard 56.2 below standard, declined (orange) ELs: 100.6 points below standard, declined (Red)	Fall 2025 CA School Dashboard 39.8 below standard, increased (yellow) ELs: 78.2 points below standard, increased (Orange)	At least 5 points above standard and increasing. ELs: improve by 40 points to demonstrate progress towards meeting standard.	+5.5 points overall EL: +14.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	4a. CA School Dashboard: CAASPP Math scores	Fall 2023 CA School Dashboard 103.2 points below standard, increased (Orange) EL: 142.9 points below standard, maintained (Red) SWD: 142.9 points below standard, declined (Red) DHS: 121.7 points below standard, declined (Red)	Fall 2024 CA School Dashboard 103.7 below standard, maintained (red) EL: 154.8 points below standard, declined (Red) SWD: 176.7 points below standard, declined (Red) DHS: 125.2 points below standard, declined (Red)	Fall 2025 CA School Dashboard 101.1 below standard, maintained (red) EL: 135.2 points below standard, maintained (Red) SWD: 156 points below standard, increased (Orange) DHS: 136.5 points below standard, declined (Red)	Improve by 50 points to demonstrate progress towards meeting standard. ELs: improve by 40 points to demonstrate progress towards meeting standard. SWD: improve by 40 points to demonstrate progress towards meeting standard. DHS: improve by 50 points to demonstrate progress towards meeting standard.	+2.1 points overall EL: +7.7 points SWD: -13.1 points DHS: -14.8 points
2.4	4a. CA School Dashboard: CAASPP Science scores	2023 CA School Dashboard CAST not included Spring 2023 California Science Test (CAST) scores: DHS: 14.8% met or exceeded standard; 78.7% nearly met standard. DMS: 3.2% met or exceeded standard;	2024 CA School Dashboard CAST included for information only Spring 2024 California Science Test (CAST) scores: DHS: 9.2% met or exceeded standard; 75% nearly met standard.	2025 CA School Dashboard CAST included for information only Spring 2024 California Science Test (CAST) scores: DHS: 9.2% met or exceeded standard; 75% nearly met standard.	Growth of 10% of students meeting or exceeding standard on CAST	DHS: -5.6% met/exceed; -3.7% nearly met standard DMS: +10.9% met/exceed; -2.8% nearly met standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		69.8% nearly met standard.	DMS: 14.1% met or exceeded standard; 67% nearly met standard.	DMS: 14.1% met or exceeded standard; 67% nearly met standard.		
2.5	4e. CA School Dashboard: English Learner Progress Indicator (ELPI)	Fall 2023 CA School Dashboard 40.6% making progress towards English language proficiency, increased (Yellow)	Fall 2024 CA School Dashboard 65.2% making progress towards English language proficiency, increased (Blue)	Fall 2025 CA School Dashboard 61.5% making progress towards English language proficiency, increased (Yellow)	Improve to Green, 51% of all ELs will make progress towards English language proficiency.	+20.9% making progress
2.6	4f. DataQuest: EL Reclassification rates	2023-24 Local data: 5% of ELs Reclassified as Fluent English Proficient in 2023-24 DHS: 4/52 ELs reclassified DMS: 2/63 ELs reclassified	2024-25 Local data: 11% of ELs Reclassified as Fluent English Proficient in 2024-25 DHS: 5/55 ELs reclassified DMS: 7/55 ELs reclassified	2025-26 Local data: 22% of ELs Reclassified as Fluent English Proficient in 2025-26 DHS: 7/43 ELs reclassified DMS: 16/63 ELs reclassified	25% of English learners reclassified in 2026-27 DHS: 13 ELs reclassified DMS: 16 ELs reclassified	+17% Reclassified DHS: +3 ELs reclassified DMS: +14 ELs reclassified
2.7	4e. DataQuest: Long-Term English Learner (LTEL) Data	LTEL counts DHS: 37 DMS: 24	LTEL counts DHS: 37 DMS: 38	LTEL counts DHS: 38 DMS: 59	2026-27 LTEL counts DHS: < 26 DMS: < 27	DHS: +1 LTEL DMS: +35 LTELs
2.8	8a. iReady data	Winter 2024 Assessment Window DHS 11% of students on or above grade level in	Winter 2025 Assessment Window DHS 14% of students on or above grade	Winter 2026 Assessment Window DHS 22% of students on or above grade	DHS: 75% of all 9-10th grade students will score on or above grade level in Reading.	DHS +11% in Reading +8% in Math DMS -3% in Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading (Gr 9-10 + ELs) 6% of students on or above grade level in Math (Gr 9-10) DMS 28% of students on or above grade level in Reading 15% of students on or above grade level in Math	level in Reading (Gr 9-10 + ELs) 6% of students on or above grade level in Math (Gr 9-10) DMS 26% of students on or above grade level in Reading 15% of students on or above grade level in Math	level in Reading (Gr 9-10 + ELs) 14% of students on or above grade level in Math (Gr 9-10) DMS 25% of students on or above grade level in Reading 14% of students on or above grade level in Math	70% of 9-10th grade students will score on or above grade level in Mathematics. DMS: 80% of students will score on or above grade level in Reading. 75% of students will score on or above grade level in Mathematics.	-1% in Math
2.9	8a. Student grades	DHS: 16% of all students received 1 or more Fs during the Fall 2023 semester. Of the students who received one or more F's during the Fall 2023 semester, 66% of 9th grade students received an F in Math 1. DMS: 10% of students received 1 or more Fs during the Fall 2023 semester.	DHS: 5% of all students received 1 or more Fs during the Fall 2024 semester. Of the students who received one or more F's during the Fall 2024 semester, 33% of 9th grade students received an F in Math 1. DMS: 1% of students received 1 or more Fs during the Fall 2024 semester.	DHS: 7% of all students received 1 or more Fs during the Fall 2025 semester. Of the students who received one or more F's during the Fall 2025 semester, 0% of 9th grade students received an F in Math 1. DMS: 5% of students received 1 or more Fs during the Fall 2025 semester.	DHS: No more than 10% of 9th grade students will receive 1 or more F in any course. DMS: No more than 5% of all students will receive 1 or more F in any course.	DHS: -9% overall Fs -66% Fs in Math DMS: -5% overall Fs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	2a-c. Local Indicator: Standards Implementation Self-reflection	Fall 2023 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 91% of responses were 4 or higher. Policy & Program Support for ELD = 3	Fall 2024 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 95.6% of responses were 4 or higher. Policy & Program Support for ELD = 3	Fall 2025 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 100% of responses were 4 or higher. Policy & Program Support for ELD = 3	100% on the Self-Reflection tool rated as a 4 or higher. Policy & Program Support for ELD = 5 (Full Implementation and Sustainability)	+4.4% of responses were 4 or higher.
2.11	2b. Percent of RFEP students who score met or exceeds standard in ELA CAASPP	Spring 2023 ELA CAASPP scores DHS: 40% of RFEP students scored met or exceeded in 2022-23. DMS: 42% of RFEP students scored met or exceeded in 2022-23.	Spring 2024 ELA CAASPP scores DHS: 60% of RFEP students scored met or exceeded in 2023-24. DMS: 22% of RFEP students scored met or exceeded in 2023-24	Spring 2025 ELA CAASPP scores DHS: 31% of RFEP students scored met or exceeded in 2024-25. DMS: 52% of RFEP students scored met or exceeded in 2024-25	DHS: 75% of RFEP students will score at met or exceeded. DMS: 80% of RFEP students will score at met or exceeded.	DHS: -9% met/exceed DMS: +10% met/exceed

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.

There were not substantive differences in planned actions and actual implementation of those actions.

Our work with the Stanislaus County Office of Education and with Creative Leadership Solutions was a success in that it provided strategic support for our entire system, particularly for the implementation of Actions 2.1, and 2.3.

Our biggest challenge with implementing our actions is rooted in the fact that, as small district, we have limited personnel to develop, maintain or expand programs for students and parents (Action 2.2).

The biggest challenge with implementing professional development (Action 2.1) is having teachers out of the classroom for too many days, so we instead implemented time for professional development in staff meetings and district collaborative inservices. Support from the county office contributed to the implementation of these PD opportunities.

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.

Action 2.1: Estimated actual expenditures exceeded planned expenditures due to the receipt and budgeting of new one-time restricted After School Education and Safety (ASES) Program funding that was not included in the original expenditure estimates.

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

We have evidence that all of our actions were effective. We saw improvements in classroom instruction during our walkthroughs this year, which can be attributed to actions 2.1 and 2.3. For action 2.2, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady and Reading/Math 180). In addition, the improvements in Metrics 2.5, 2.6 and 2.9 are directly connected to all three actions (Metric 2.5 – ELPI increased to 61.5% of English learners making progress, a +20.9 percentage point increase from baseline; Metric 2.6 – EL reclassification increased to 22% of English learners, up from 5% baseline; Metric 2.9 – percentage of students receiving one or more Fs decreased from 16% to 7% at DHS and from 10% to 5% at DMS).

While the professional development we made available this year (action 2.1) was effective and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

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

For action 2.1, we will focus on implementation of our new Mathematics curriculum, Amplify Desmos. We will have training directly from the publisher and have arranged for support from our county office of education in two ways: Amplify-specific implementation planning and support workshops at the county office and Denair-specific implementation to focus on English Learners in the math classroom here in Denair. Additionally, for those teachers not teaching math, the district is partnering with Lemelson MIT to deliver Invention Education (IvE), which focuses on student collaboration, creativity, critical thinking and communication.

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	Provide professional development specific to literacy instruction in all grades and content areas.	We will invest in professional development specific to literacy instruction in all subjects; including defining "literacy" and "numeracy" and how they can be demonstrated by all students; particular attention will be given to how English learners and Students with Disabilities can show literacy and numeracy. We will develop teacher and paraeducator understanding of the needs of ELs, LTELs, and RFEPs in Integrated-ELD.	$6,400.00	No
2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Fully utilize the MTSS process to provide additional support and interventions for students not yet demonstrating literacy; embed in the Master Schedule Designated-ELD classes for all ELs; provide community learning hubs that include access to technology and are staffed by trained teachers and paraprofessionals to provide additional tutoring and guidance, especially in Math at DHS; provide parent education opportunities in the area of literacy and numeracy	$695,038.00	Yes
2.3	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	Using skilled facilitators, teacher teams will map out essential/power standards, success criteria and common assessments to monitor student progress in each content area.	$1,338.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	As measured by state and local school climate and discipline data, and local facility inspection, 100% of Denair schools will be safe and positive school campuses, where all students can be successful.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We have moved this goal from Maintenance of Progress to a Focus goal for the 2024-27 LCAP cycle. As our facilities have aged, we have spent significant resources maintaining and repairing them. Despite their overall good maintenance our educational partners consistently voice their concerns about the openness of our campuses and our inability to truly "lock down" the schools in case of emergency. We have invested (in phases) in vape detectors, security cameras, public address systems, and fencing, but need to elevate this goal to a priority for the next LCAP cycle. Additionally, staff turnover is a concern of parents, teachers, staff and administrators so we will renew our efforts to hire, train, and retain the highest quality staff possible.

For the purposes of the LCAP cycle, many metrics and outcomes will remain at "maintain" levels and many actions will remain the same. However, the district is pursuing and has been awarded a large number of grants that pertain to facilities and teacher recruitment/development to improve our outcomes and mitigate the concerns of our partners. Also, the DUSD Governing Board is considering a bond measure for the November 2024 ballot that would provide local dollars to meet this goal for the new LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1c. CA School Dashboard: Local Indicator Facilities	Local Indicator 2023 100% of facilities rated Good or Exemplary 50% of schools are "single point entry"	Maintained	Maintained	100% of facilities rated Good or Exemplary	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					100% of schools are "single point entry"	
3.2	1b. CA School Dashboard: Local Indicator Instructional Materials Sufficiency	Local Indicator 2023 100% of students have instructional materials	Maintained	Maintained	Maintain 100% of students have instructional materials.	No difference
3.3	1a. CA School Dashboard: Local Indicator Teacher Assignment Monitoring and Outcomes CalSAAS	2021-22 Teacher Assignment Monitoring and Outcomes (TAMO) 81.2% of Teachers "clear" 4.2% of teachers "out of field" 3.2% of teachers "intern" 3.7% of teachers "ineffective" 7.8% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 4 Teacher mis-assignments for 2022-23	2022-23 Teacher Assignment Monitoring and Outcomes (TAMO) 79.8% of Teachers "clear" 11.7% of teachers "out of field" 3.5% of teachers "intern" 3.5% of teachers "ineffective" 1.5% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 2 Teacher mis-assignments for 2023-24	2023-24 Teacher Assignment Monitoring and Outcomes (TAMO) 71.3% of Teachers "clear" 2.0% of teachers "out of field" 3.7% of teachers "intern" 14.7% of teachers "ineffective" 8.2% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 4 Teacher mis-assignments for 2024-25	At least 90% of teachers "Clear" and 0 Mis-assignments	TAMO -9.9% of Teachers "clear" -2.2% of teachers "out of field" +0.5% of teachers "intern" +11% of teachers "ineffective" +0.4% of teachers "incomplete" 0% of teachers "unknown" CalSAAS Maintained 4 teacher mis-assignments.
3.4	1a. Staff retention data	80% of instructional staff retained from 2022-23 to 2023-24	82% of instructional staff retained from 2023-24 to 2024-25.	78% of staff retained from 2024-2025 to 2025-2026. *Note: hired two Teacher Residents from 2024-25.	At least 95% staff retention.	-2% retained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	7b-c. MTSS referral/outcome data: Academic Attendance Behavior/Mental Health	Baseline to be established 2024-25 Referrals and outcome in the areas of: Academic Attendance Behavior/Mental Health	MTSS referral outcome: Student Success Team (SST) Meetings Held Districtwide: 56 SST meetings total Academic: 10 students referred for additional academic assessments (IEPs) Attendance: 17 students referred to District Attendance Review Team 6 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: 76 referrals for mental health counseling	MTSS referral outcome: Student Success Team (SST) Meetings Held Districtwide: 80 SST meetings total Academic: 21 students referred for additional academic assessments (IEPs) Attendance: 11 students referred to District Attendance Review Team 2 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: 70 referrals for mental health counseling	# Referrals and % improved outcome in the areas of: Academic Attendance Behavior/Mental Health	Year 1 is baseline. +24 SSTs meetings total Academic: +11 students referred for additional academic assessments (IEPs) Attendance: -6 students referred to District Attendance Review Team -4 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: -6 referrals for mental health counseling
3.6	7c. Special education (psycho-educational assessment) referral	2023-24 70% of students referred for special	2024-2025 80% of students referred for special	2025-2026 86% of students referred for special	>70% of students referred for special	+16% of student referred qualified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monitoring (referred vs qualified)	education qualified for services.	education qualified for services.	education qualified for services.	education qualified for services.	
3.7	6c. CA Healthy Kids Survey results	2022 CHKS Summary Results: DHS: 43% of 11th grade students reported they feel safe or very safe when at school; 67% of 9th grade students report they feel safe or very safe when at school. 11% of 11th grade students and 4% of 9th grade students reported they engage in alcohol or drug use. 73% of 11th grade students reported they feel connected at school; 67% of 9th grade students report they feel connected at school. DMS: 74% of 6th graders and 64% of 7th grade students reported they feel safe or very safe when at school; 0% of 6th graders and 4% of 7th grade students reported they engage in alcohol or drug use. 70% of 6th grade students reported	2024 CHKS Summary Results: DHS: 46% of 11th grade students reported they feel safe or very safe when at school; 64% of 9th grade students report they feel safe or very safe when at school. 8% of 11th grade students and 9% of 9th grade students reported they engage in alcohol or drug use. 51% of 11th grade students reported they feel connected at school; 67% of 9th grade students report they feel connected at school. DMS: 76% of 7th grade students reported they feel safe or very safe when at school; 2% of 7th grade	CHKS not administered in 2025.	DHS: 90% of students feel safe on campus <10% of students report alcohol or drug use. 80% of students feel connected at school DMS: 95% of students feel safe on campus <5% of students report alcohol or drug use. 80% of students feel connected at school STAFF: 80% feel the learning environment is safe and provides support for student connectedness PARENTS: 70% feel the learning environment is safe and provides support for student connectedness	(Compare Year 1 to Baseline) DHS Students feeling safe on campus (+3% for grade 11, -3% for grade 9) Alcohol and drug use (-3% for grade 11 and +5% for grade 9) Connectedness (-22% for grade 11, no difference for grade 9) DMS Students feeling safe on campus (+2%) Alcohol and drug use -2%) Connectedness (-3% for grade 11, no difference for grade 9) STAFF: safe/supportive learning environment -16% PARENTS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they feel connected at school. STAFF: 65% Strongly Agree that the Learning Environment is safe and provides support for student connectedness PARENTS: 56% Agree that the Learning Environment is safe and provides support for student connectedness	students reported they engage in alcohol or drug use. 67% of 7th grade students reported they feel connected at school. STAFF: 49% Strongly Agree that the Learning Environment is safe and provides support for student connectedness PARENTS: 34% Agree that the Learning Environment is safe and provides support for student connectedness			safe/supportive learning environment -22%
3.8	6c. StopIt! data	DHS: 6 incidents reported, investigated, and resolved for the 2023-2024 school year. DMS: 30 incidents reported, investigated. and resolved for the 2023-2024 school year.	DHS: 5 incidents reported, investigated, and resolved for the 2024-2025 school year. DMS: 49 incidents reported, investigated. and resolved for the 2024-2025 school year.	DHS: 14 incidents reported, investigated, and resolved for the 2025-2026 school year. DMS: 36 incidents reported, investigated and resolved for the 2025-2026 school year.	Maintain 100% of incidents are investigated and resolved	DHS: +8 incidents reported Maintained 100% investigated and resolved DMS: +6 incidents reported Maintained 100% investigated and resolved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	7a. Dashboard Local Indicator: Broad Course of Study	2023 CA School Dashboard 100% of students (including EL, SED, FY and SWD) have access to a Broad Course of Study.	Maintained	Maintained.	Maintain 100% of students have access to a Broad Course of Study.	No difference
3.10	6a. CA School Dashboard: Suspension Rate 6a-b. Dataquest: Expulsion and Suspension rates	2023 CA School Dashboard 12.4% of students suspended at least once, increased (Red), no discrepancy between student groups DHS: 16.9% suspension rate DMS: 7.6% suspension rate 2022-23 DataQuest Expulsion Rate DHS 0.1% DMS: 0%	2024 CA School Dashboard 6.8% of students suspended at least once, declined (Yellow), no discrepancy between student groups DHS 9.4% suspension rate,(declined) DMS 4.4 % suspension rate,(declined) 2023-24 DataQuest Expulsion Rate DHS 0.1% DMS: 0%	2025 CA School Dashboard 6.3% of students suspended at least once, declined (Yellow), no discrepancy between student groups DHS: 9.5% suspension rate, (maintained) DMS: 3.3% suspension rate (declined) 2024-25 DataQuest Expulsion Rate DHS 0.6% DMS: 0.6%	For all student groups, less than 3% of students suspended Expulsion Rate DHS <1% DMS: <1%	-6.1% DHS: -7.4% DMS: -4.3% Expulsion Rate: DHS: +0.5% DMS: +0.6%
3.11	3bc. CA School Dashboard Local indicator: Monitor parent participation and partnership	2023-24 100% of parents/ guardians are involved in the IEP process for Students with Disabilities 100% of parents/ guardians are notified of	Maintained.	Maintained.	Maintain 100% notification and recruitment efforts	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities for involvement in DELAC, School Site Council, and Parent University				

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.

There were not substantive differences in planned actions and actual implementation of those actions.

Action 3.1 was very successfully implemented, as we issued our first series of bonds and completed safety and security projects at both Denair Middle School and Denair High School

Action 3.2 was successfully implemented, resulting in the adoption of Amplify Desmos as our new math curriculum for grades K-12. TK will complete their adoption process in Fall 2026.

Actions 3.3, 3.4, 3.5 and 3.6 were implemented as planned.

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.

Action 3.1: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding for CalSHAPE HVAC and plumbing upgrades and deferred maintenance projects that were not fully reflected in the original expenditure estimates.

Action 3.2: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time Proposition 28 funding for salaries, materials, and supplies, as well as supplemental and concentration-funded materials and supplies that exceeded original estimates.

Action 3.3: Estimated actual expenditures exceeded planned expenditures due to the districtwide 4.5% salary schedule increase, the $1,000 increase to the employee health benefit cap negotiated during the fiscal year, and the budgeting of one-time restricted Teacher Residency Program and Learning Recovery Emergency Block Grant funding.

Action 3.4: Estimated actual expenditures exceeded planned expenditures because special education fee-for-service costs were budgeted and paid from Fund 01 rather than Fund 02 as originally planned.

Action 3.5: Estimated actual expenditures were lower planned expenditures due to vacancies and position turnover from prior year.

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

We have evidence that all of our actions were effective. For action 3.1 we maintained 100% of schools in good repair (Metric 3.1 – 100% of facilities rated Good or Exemplary and maintained) and completed safety and security projects underway (Gym roof replacement, security cameras and additional fencing at the high school; shade shelters, new picnic tables and additional security cameras at the middle school). We also maintained health and safety protocols (action 3.6) which contributed to improvements in Metrics 3.8 and 3.10 (Metric 3.8 – 100% of reported incidents were investigated and resolved; DHS increased to 14 incidents and DMS to 36 incidents, all resolved; Metric 3.10 – Suspension Rate decreased by 6.1% overall, with DHS decreasing by 7.4% and DMS decreasing by 4.3%). We did not administer metric 3.7 (CHKS) this year.

For action 3.2, 25 teachers and administrators completed the Math instructional materials adoption in Spring 2026. This will keep us current with standards-based adoptions (Metric 3.2 – 100% of students maintained access to instructional materials).

While we were able to improve compensation for staff (Action 3.3) and maintained small/reasonable class size (Action 3.5), we lost a little ground in the retention of highly qualified staff in 2025-26 (Metrics 3.3 and 3.4 – percent of teachers “clear” decreased to 71.3% and staff retention decreased to 78%). However, the majority of resignations in Spring of 2025 were due to retirement, relocation, or higher education.

We were able to maintain our health and safety protocols (Action 3.6) and they contributed to both lower suspension rate and lower chronic absenteeism (Metric 3.10 – Suspension Rate decreased by 6.1%; Metric 5b referenced in Goal 1 shows Chronic Absenteeism at 22.4%, though still an area of need). However, as we have brought safety and security to the forefront, our educational partners are more aware and therefore more vocal about the district taking swift action to improve or correct any issues we've found.

For action 3.4, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady and Reading/Math 180). This can be seen in Metric 3.5 (Student Success Team meetings increased from 56 to 80; academic referrals increased from 10 to 21; attendance referrals to DART decreased from 17 to 11; SARB referrals decreased from 6 to 2; and mental health referrals decreased from 76 to 70). Because students go through the MTSS process prior to referral for psychoeducational testing, students are only referred when they are no longer making progress with the MTSS supports in place. This is evidenced by a high qualification rate in Metric 3.6 (86% of students referred for special education qualified for services, an increase from 70% baseline).

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

Action 3.4 was reclassified as a contributing action because the MTSS supports provided are principally directed toward meeting the identified needs of unduplicated pupils, particularly English learners, LTELs, low-income students, and foster youth. The following metrics were added to monitor the action: 3.5 MTSS Referral/outcome Data 3.7 California Healthy Kids Survey

After reflection on this year's goals, metrics, outcomes and actions, the only planned change is a closer review of our staff retention data and our TAMO data to ensure that we are tracking and reporting staff data accurately and making adjustments if needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase security at all schools and maintain facilities in good repair.	Continuously maintain and upgrade facilities and grounds to ensure safe campuses. This includes single-point entry for all campuses.	$1,935,434.00	No
3.2	Maintain instructional materials adoption cycles.	Instructional materials that are standards-aligned and up-to-date are important tools for teachers in all content areas. Teachers and administrators will actively examine instructional materials within the cycles set forth by CDE.	$240,174.00	No
3.3	Maintain high-quality staff through hiring, training and evaluation processes.	We will continue to work with our employee associations to improve compensation for certificated and classified staff, while ensuring the fiscal solvency of the district. We will continue to invest in professional learning opportunities for all job classifications.	$4,201,803.00	No
3.4	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	We will further develop and implement a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic, attendance, behavioral, and engagement needs of unduplicated pupils, including English learners, LTELs, low-income students, and foster youth. The LEA will integrate academic, attendance, and behavior intervention systems to identify students early and provide timely, coordinated supports, while embedding parent education opportunities within the MTSS process. The LEA will also implement restorative practices and other alternatives to suspension to address disproportionate barriers experienced by student groups identified through Dashboard data. While all students may benefit from these services, they are principally directed toward and effective in meeting the identified needs of unduplicated pupils by improving attendance, engagement, behavior, and academic outcomes.	$2,590,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Maintain small/reasonable class sizes.	Our district is attractive to a lot of families based on the small/reasonable class sizes where students are not lost in a bigger setting.	$632,960.00	Yes
3.6	Maintain health services and safety protocols.	Health clerks and nurses provide health services to students and campus supervisors support school-wide discipline programs and the district-wide safety plan.	$732,787.00	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
$1,780,508	$178,898.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.544%	0.000%	$0.00	25.544%

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:** Implement Social-Emotional Learning/Mental Health programs and support. **Need:** Data indicate that English learners, low-income students, and foster youth experience higher rates of chronic absenteeism and report lower levels of school connectedness than the schoolwide average.	Action 1.1, Implement Social-Emotional Learning/Mental Health Programs and Support, is being provided on an LEA-wide basis to all students. However, the LEA has identified that unduplicated pupils, including English learners, low-income students, and foster youth, experience greater social-emotional, behavioral, and mental health barriers that negatively impact attendance, engagement, school connectedness, and academic success. To address these identified needs, the LEA will provide social-emotional	1.2 Chronic Absenteeism indicator 1.3 Attendance Rate 1.4 Suspension Rate 1.7 Club/Course evaluations 1.9 Parent Surveys 1.10 Graduation Rate

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	learning opportunities, mental health supports, access to an on-site mental health clinician, and programs that promote student wellness and resilience. While all students may benefit from these services, the LEA expects this action to be principally directed toward and effective in meeting the identified needs of unduplicated pupils by reducing barriers to learning, increasing school connectedness and engagement, and supporting improved educational outcomes. Because the social-emotional and mental health needs of unduplicated pupils are greater than those of the student population as a whole, the LEA has determined that providing these services on an LEA-wide basis is the most effective use of funds to meet those needs.	
1.2	**Action:** Expand parent engagement / education opportunities. **Need:** Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to support their child's learning. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard **Scope:**	Parents can and should be our partners in their child's education. By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's success. We will provide information and tools in a variety of ways (video, tip sheets, parent meetings) to support learning at home. This includes understanding how English Learners move to RFEP status, how to access technology tools, how to prepare your child for post-secondary success and how to provide specific skill practice at home. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit.	2.6 Reclassification rates (ELs) 2.7 LTEL rates (ELs) 2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all groups) 2.8 iReady results (all groups) 2.9 Student grades (all groups)

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		
1.5	**Action:** Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses. **Need:** Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to help their child prepare for and navigate the post-secondary education system and/or workforce. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard CCI All: Low CCI SED: Low **Scope:** LEA-wide	By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's post-secondary success, and all students have agency over their post-secondary success. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit from the resources and opportunities. As we design opportunities, we are thinking about the following things: Students and parents do not always understand the impact of completing certain courses or programs on a college or career trajectory. While we already have a number of CTE pathways in place, students do not always complete the pathway so we will provide information about the benefits of doing so. We are also looking at programs that may be of interest to more students (i.e. EMT). Through a partnership with Modesto Junior College, we will be offering college courses on campus for the first time in Fall 2024. Dual enrollment is a viable option for many of our students who seem to shy away from AP courses because of the AP Test. We will continue parent nights to educate parents about the FAFSA, college admissions process, and other topics contributing to college and career opportunities.	1.1 & 2.1 Dashboard: CCI & Additional Reports CCI (all groups) 2.9 Student grades (all groups)
2.2	**Action:** Provide additional academic programs and support for students who are not yet	Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with	2.2 & 2.3 Dashboard ELA and Math (all groups)

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
	demonstrating literacy/numeracy as evidenced by local assessments. **Need:** As evidenced by our Dashboard data and local assessments, our students are underperforming overall, particularly in Math. By implementing strategic and targeted interventions for our EL and SED students, we can ensure their specific academic needs are addressed, leading to improved achievement. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard **Scope:** LEA-wide	Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students. These students, especially after the pandemic, often arrive at the middle and high school with gaps in their knowledge. We will use the iReady diagnostic assessments to determine prerequisite skills that need boosting and the myPath platform for students who are performing significantly below expectation. We will use iReady in both Tier I and Tier II instruction/intervention as appropriate for all students, with special attention to our unduplicated students.	2.8 iReady results (all groups) 2.9 Student grades (all groups)
3.4	**Action:** Further Develop a comprehensive MTSS for academics, attendance, and behavior. **Need:** Because the needs addressed by this action are most prevalent among unduplicated pupils, and because these needs are most effectively addressed through a coordinated schoolwide system of support, the LEA has determined that providing these services on an LEA-wide basis is the most effective use of supplemental	We will further develop and implement a comprehensive Multi-Tiered System of Supports (MTSS) to address the academic, attendance, behavioral, and engagement needs of unduplicated pupils, including English learners, Long-Term English Learners (LTELs), low-income students, and foster youth. Local and state data indicate that these student groups experience greater barriers to academic success and are disproportionately represented among students requiring additional attendance, behavioral, and academic supports. To address these identified needs, the LEA will integrate academic,	3.5 MTSS Referral/outcome Data 3.7 California Healthy Kids Survey

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
	and concentration funds to meet the identified needs of unduplicated pupils. **Scope:** LEA-wide	attendance, and behavioral intervention systems to ensure students are identified early and receive timely, coordinated support before concerns escalate. Parent education opportunities will be embedded within the MTSS process to strengthen family engagement and support student success. The LEA will also implement restorative practices and other alternatives to suspension to address the needs of student groups with higher rates of exclusionary discipline, including English learners, socioeconomically disadvantaged students, homeless youth, students with disabilities, Hispanic students, and White students identified through Dashboard performance data. While all students may benefit from these services, the LEA expects this action to be principally directed toward and effective in meeting the identified needs of unduplicated pupils by improving attendance, increasing engagement, reducing disciplinary incidents, and supporting academic achievement.	
3.5	**Action:** Maintain small/reasonable class sizes. **Need:** As evidenced by our Dashboard data and local assessments, our students are underperforming overall. Maintaining small class sizes allows teachers to provide more individualized instruction to EL and SED students, fostering their academic success. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard	Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students. Maintaining reasonable class sizes will allow for more individual attention for all students' learning needs, including our unduplicated pupils. Small classes are the goal for courses such as Math 1 (as a foundation for Math 2 and 3), ELD, and AVID (where students learn a variety of skills to assist their learning).	2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all groups) 2.8 iReady results (all groups) 2.9 Student grades (all groups)

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
	Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

We will use the add-on to increase the bilingual paraeducator support for English Learners at both middle and high school.

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		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:13

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	6,970,486.00	1,780,508	25.544%	0.000%	25.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,162,888.00	$3,630,603.00	$1,499,028.00	$642,848.00	$12,935,367.00	$7,520,387.00	$5,414,980.00

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	Implement Social-Emotional Learning/Mental Health programs and support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$358,868.00	$2,226.00	$273,830.00	$0.00	$87,264.00	$0.00	$361,094.00	
1	1.2	Expand parent engagement / education opportunities.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$15,562.00	$35,548.00	$30,254.00	$1,700.00	$0.00	$19,156.00	$51,110.00	
1	1.3	Provide professional development for certificated and classified staff.	All	No			All Schools	2024-27	$0.00	$8,292.00	$7,425.00	$0.00	$867.00	$0.00	$8,292.00	
1	1.4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	All	No			All Schools	2024-27	$9,577.00	$153,475.00	$158,452.00	$0.00	$4,600.00	$0.00	$163,052.00	
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$501,114.00	$417,113.00	$525,297.00	$374,561.00	$9,031.00	$9,338.00	$918,227.00	
1	1.6	Maintain co-curricular/extra-curricular options.	All	No			All Schools	2024-27	$148,040.00	$15,420.00	$155,529.00	$7,844.00	$87.00	$0.00	$163,460.00	
1	1.7	Provide life skills, work experience and job coaching for students who receive special education services.	Students with Disabilities	No			All Schools	2024-27	$170,048.00	$63,181.00	$0.00	$87,742.00	$145,487.00	$0.00	$233,229.00	
2	2.1	Provide professional development specific to literacy instruction in all grades and content areas.	All	No			All Schools	2021-24	$0.00	$6,400.00	$6,400.00	$0.00	$0.00	$0.00	$6,400.00	
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$544,966.00	$150,072.00	$286,013.00	$145,518.00	$0.00	$263,507.00	$695,038.00	
2	2.3	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	All	No			All Schools	2024-27	$0.00	$1,338.00	$1,338.00	$0.00	$0.00	$0.00	$1,338.00	

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	Increase security at all schools and maintain facilities in good repair.	All	No			All Schools	2024-27	$1,008,343.00	$927,091.00	$970,380.00	$0.00	$965,054.00	$0.00	$1,935,434.00	
3	3.2	Maintain instructional materials adoption cycles.	All	No			All Schools	2024-27	$0.00	$240,174.00	$172,289.00	$60,732.00	$1,500.00	$5,653.00	$240,174.00	
3	3.3	Maintain high-quality staff through hiring, training and evaluation processes.	All	No			All Schools	2024-27	$1,893,111.00	$2,308,692.00	$3,266,850.00	$867,154.00	$667.00	$67,132.00	$4,201,803.00	
3	3.4	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-27	$1,955,482.00	$635,487.00	$197,395.00	$2,085,352.00	$30,160.00	$278,062.00	$2,590,969.00	
3	3.5	Maintain small/reasonable class sizes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$632,960.00	$0.00	$632,960.00	$0.00	$0.00	$0.00	$632,960.00	
3	3.6	Maintain health services and safety protocols.	All	No			All Schools	2021-24	$282,316.00	$450,471.00	$478,476.00	$0.00	$254,311.00	$0.00	$732,787.00	

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
6,970,486.00	1,780,508	25.544%	0.000%	25.544%	$1,945,749.00	0.000%	27.914 %	**Total:**	$1,945,749.00
								LEA-wide Total:	$1,945,749.00
								Limited Total:	$0.00
								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**	Implement Social-Emotional Learning/Mental Health programs and support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,830.00	
1	**1.2**	Expand parent engagement / education opportunities.	Yes	LEA-wide	English Learners Low Income	All Schools	$30,254.00	
1	**1.5**	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,297.00	
2	**2.2**	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,013.00	
3	**3.4**	Further Develop a comprehensive MTSS for	Yes	LEA-wide	English Learners Foster Youth Low Income		$197,395.00	

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 (%)
		academics, attendance, and behavior.						
3	**3.5**	Maintain small/reasonable class sizes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$632,960.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,160,868.00	$15,578,568.00

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**	Implement Social-Emotional Learning/Mental Health programs and support.	No	256,962.00	390,742.00
1	**1.2**	Expand parent engagement / education opportunities.	Yes	48,440.00	38,620.00
1	**1.3**	Provide professional development for certificated and classified staff.	No	48,601.00	41,427.00
1	**1.4**	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	No	168,835.00	434,772.00
1	**1.5**	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	522,462.00	810,005.00
1	**1.6**	Maintain co-curricular/extra-curricular options.	No	15,797.00	165,576.00
1	**1.7**	Provide life skills, work experience and job coaching for students who receive special education services.	No	108,589.00	193,653.00
2	**2.1**	Provide professional development specific to literacy instruction in all grades and content areas.	No	0	21.00
2	**2.2**	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	762,544.00	854,173.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	No	388.00	321.00
3	**3.1**	Increase security at all schools and maintain facilities in good repair.	No	1,748,990.00	2,289,158.00
3	**3.2**	Maintain instructional materials adoption cycles.	No	91,871.00	341,871.00
3	**3.3**	Maintain high-quality staff through hiring, training and evaluation processes.	No	4,001,608.00	5,361,106.00
3	**3.4**	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	No	1,889,173.00	3,011,580.00
3	**3.5**	Maintain small/reasonable class sizes.	Yes	826,555.00	726,639.00
3	**3.6**	Maintain health services and safety protocols.	No	670,053.00	918,904.00

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)
1,717,826	$2,125,400.00	$2,429,422.00	($304,022.00)	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	1.2	Expand parent engagement / education opportunities.	Yes	48,440.00	38,620.00		
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	487,861.00	810,005.00		
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	762,544.00	854,158.00		
3	3.5	Maintain small/reasonable class sizes.	Yes	826,555.00	726,639.00		

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)
6,674,019.00	1,717,826	0.000%	25.739%	$2,429,422.00	0.000%	36.401%	$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, Statues 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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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