LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Joint Union High School District
CDS Code: 16639250000000
School Year: 2026-27
LEA contact information:
Victor Rosa, Ed.D.
Superintendent
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(559) 583-5901

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 Hanford Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Hanford Joint Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hanford Joint Union High School District plans to spend $ for the 2026-27 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Hanford Joint Union High School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District plans to spend $ 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 2026-27

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

The text description of the above chart is as follows: In 2026-27, Hanford Joint Union High School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

Plan Summary [2026-27]

General Information

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

The Hanford Joint Union High School District (HJUHSD) serves approximately 4,000 students across a diverse network of schools, including three comprehensive high schools, a continuation high school, an online charter, a community day school, and an adult school. With a $75 million revenue and $76 million expenditure budget, our district employs approximately 400 staff members to support students within a 254-square-mile region encompassing Hanford, Armona, and eastern Kings County.

Our student population reflects the diverse demographics of the area: approximately 17% White and 73% Hispanic/Latino. Students transition to our district from six public and three private elementary districts, contributing to a rich socio-economic and ethnic blend. Attendance boundaries, implemented since 2006-07 with community input, ensure balanced enrollment across Hanford High, Hanford West, and Sierra Pacific High.

HJUHSD maintains strong community partnerships with local agencies, including the City of Hanford, Kings County, College of the Sequoias, and feeder elementary districts. Community support has been vital, exemplified by successful bond measures totaling $63.5 million, which funded significant infrastructure improvements and the construction of Sierra Pacific High.

Our educational focus centers on aligning curriculum with state standards, enhancing teacher collaboration, and utilizing data-driven instruction to improve student achievement. Professional development initiatives support the implementation of effective teaching practices.

Beyond core academics, HJUHSD offers a wide range of extracurricular activities, including nationally recognized FFA, award-winning sports, music programs, and NJROTC. We also host three California Partnership Academies: Health and Human Services, Education, and Marketing. Additionally, we have CTE Pathway Academies and a Business Finance Academy at Sierra Pacific High School, and a Medical Academy at Hanford West High School. These programs ensure students have opportunities for holistic development and career readiness.

Beginning in the 2024-25 school year, Earl F. Johnson High School and Hanford Community Day School will receive additional Equity Multiplier funding due to their non-stability rate exceeding 25% and a socioeconomically disadvantaged pupil rate above 70%. These funds will support enhanced CTE programs, SEL interventions, and targeted supports to improve student stability

Reflections: Annual Performance

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

Over the past two years, Hanford Joint Union High School District (HJUHSD) has experienced both progress and persistent challenges in student achievement and behavior, as reflected in the 2023 and 2024 California School Dashboard data. Across both years, the district's greatest areas of need remain Suspension Rate, English Learner Progress, English Language Arts (ELA) progress, and Math progress.

2023 Performance Overview
In 2023, 8% of students at HJUHSD were suspended for at least one day. Suspension rates were disproportionately high among student subgroups: African American students at 18% (Very High), Hispanics at 8% (High), English Learners at 11% (Very High), Foster Youth at 21% (Very High), Homeless students at 20% (Very High), Socioeconomically Disadvantaged students at 10% (Very High), and Students with Disabilities (SWDs) at 15% (Very High).

In terms of English Learner Progress, only 43.6% of English Learners were making progress toward English language proficiency, a "Low" level on the Dashboard.

For ELA, students were 7.3 points below standard. Significant disparities emerged across subgroups: African American students (93 points below standard), English Learners (101.9 below), Foster Youth (112.5 below), Homeless students (103.9 below), and SWDs (150.3 below) all scored Very Low. Hispanic students (13.8 below) and Socioeconomically Disadvantaged students (23.5 below) scored Low.

In Math, students were 116.7 points below standard. Subgroup performance was particularly concerning: African American students (163.1 below), English Learners (196.2 below), Foster Youth (149.9 below), Hispanic students (125.4 below), Homeless students (186.7 below), Socioeconomically Disadvantaged students (134.6 below), and SWDs (222.3 below) all scored Very Low. Two or More Races (85.5 below) and White students (82.9 below) scored Low.

At Hanford West, suspension rates for specific student groups were flagged in the red performance level, indicating the greatest need for improvement. Among English Learners, 18.7% were suspended at least one day, representing an increase of nearly 10% from the previous year. Hispanic students also showed an increase, with 12.8% suspended at least one day, up 2.7%. Similarly, 12.6% of socioeconomically

disadvantaged students were suspended at least once, an increase of 1.6%. These upward trends in suspensions suggest a pressing need to review and strengthen supports for these groups.

On the College and Career Indicator, results were also concerning. At Hanford West, Students with Disabilities were rated “Very Low,” with 0% meeting the prepared level. Districtwide, HJUHSD also received a “Very Low” rating in key subgroups. Only 7.9% of English Learners and 1.1% of Students with Disabilities were considered prepared for college or career.

These results show a dual challenge: addressing disproportionate suspension rates while also ensuring stronger college and career readiness supports for our most vulnerable student groups.

To address these 2023 needs, the district initiated a comprehensive plan rooted in a Multi-Tiered System of Supports (MTSS) framework. This included restorative justice practices to improve school climate, academic and behavioral interventions to support struggling students, and specialized language development programs such as after-school sessions and language clubs for English Learners. Professional development was prioritized to enhance ELA and Math instruction through differentiated learning, small group instruction, and personalized plans. Equity and inclusion efforts included cultural competency training for staff, and family/community engagement was strengthened through workshops and partnerships with local organizations. The district also began collaborating with the county Office of Education through the District Assistance (DA) process, with a focus on enhancing Tier I instruction, especially for English Learners. Instructional Rounds were launched to monitor the effectiveness of Tier I instruction.

2024 Performance Overview
In 2024, trends showed mixed results. ELA performance for all students declined by 7.5 points. English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and SWDs all continued to perform below standard, with SWDs remaining the lowest-performing group despite a slight improvement for English Learners.

Math performance showed a slight improvement overall, but results remained well below standard for all students. Hispanic students, English Learners, Homeless students, low-income students, and SWDs continued to perform below standard, with SWDs again scoring the lowest.

Suspension rates increased among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, underscoring the continuing need for targeted behavioral interventions. Only 41.9% of English Learners were making progress toward language proficiency, a decrease from the prior year.

College and Career Readiness remained an area of concern. English Learners and SWDs demonstrated very low readiness levels, while African American, Foster Youth, Homeless, and low-income students were also underperforming. Hispanic students showed moderate readiness levels, while students identified as Two or More Races and White achieved high levels of preparedness.

At the site level, disparities were evident. Hanford Community School received the lowest performance designation due to high suspension rates among Hispanic and low-income students, reflecting the school’s challenge of serving students expelled from other districts. Hanford West High School also exhibited high suspension rates among English Learners, Hispanics, and Socioeconomically Disadvantaged students, and struggled to support SWDs, many of whom are more than four grade levels behind in readiness. Sierra Pacific High School continued to score below proficiency in Math across the school, particularly among Hispanic and low-income students, and is now focusing on improving

Tier I instruction with targeted interventions. At Hanford High School, College and Career readiness remained disproportionately low for English Learners and SWDs, with suspension rates notably high for African American, Homeless, and SWD populations.

As a result of these patterns, HJUHSD was again identified for Differentiated Assistance to address persistent disparities in both suspension rates and academic performance. Targeted strategies are being refined to improve outcomes, support behavioral needs, and close equity gaps.

District Response and Next Steps
The district continues to strengthen interventions under the Differentiated Assistance process, with an emphasis on data-driven decision-making and inclusive practices. Strategic priorities include improving English Language Proficiency growth, reducing disproportional suspension rates, and increasing the number of students meeting College and Career Readiness standards.

As part of Goal 5, HJUHSD is utilizing LREBG funds to remove barriers to learning and expand support systems. These actions include:

* Expanding extended learning opportunities through Summer School and Unit Recovery.
* Offering additional academic support during Zero Hour.
* Providing behavioral support through Student Specialists.
* Reducing class sizes by hiring additional STEM teachers.
* Strengthening digital infrastructure through a Network Coordinator.
* Expanding transportation services by adding routes and personnel to increase school attendance.

Through these initiatives—and with continued collaboration among school sites, district leadership, the county Office of Education, and community partners—HJUHSD is committed to ensuring equitable access to high-quality education for all students, addressing achievement gaps, and creating positive, supportive learning environments.

Reflections: Technical Assistance

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

Over the past two years, Hanford Joint Union High School District (HJUHSD) has taken deliberate steps to address persistent academic, behavioral, and equity challenges through targeted technical assistance and intervention strategies.

On the 2023 Dashboard, the district was identified for Differentiated Assistance due to significant disparities in performance, particularly in Math among Hispanic students, disproportionate suspension rates for Hispanic students and English Learners, and low College and Career Indicator (CCI) readiness among English Learners. In response, HJUHSD began implementing a comprehensive intervention plan focused on refining Tier 1 instruction and expanding Tier 2 supports.

Key efforts included the integration of the Instructional Rounds process to improve engagement strategies, particularly for English Learners, with the broader goal of enhancing learning environments for all students. Additionally, Tier 2 interventions were redesigned districtwide to provide more effective and consistent support for struggling students. An MTSS team was established to proactively identify students at risk

of suspension and deliver targeted supports, including behavioral interventions aimed at reducing suspensions and fostering a positive school climate.

To ensure sustained and coordinated support, HJUHSD introduced the Intervention Coordinator position. This role strengthens the MTSS framework by identifying at-risk students, facilitating collaboration among staff, monitoring progress, and refining interventions as needed. The coordinator acts as a critical link between educators, administrators, and support teams to ensure student-centered responses are timely and effective.

On the 2024 Dashboard, the district was identified for Differentiated Assistance for English Learners on the Academic Indicators ELPI and CCI. In response, HJUHSD has implemented a multi-pronged approach to support English Learners, including the use of an English Learner Academic Coach to provide targeted language instruction, academic support, and culturally responsive teaching strategies, as well as expanded multilingual support through Differentiated Assistance to reduce suspension rates and increase student engagement. An EL Task Force was also constructed to identify needs, strategies, and challenges at each site, ensuring that supports are responsive to the specific contexts of our schools. In addition, the district has partnered with Ellevation to revamp the identification and reclassification process, providing clearer pathways for monitoring progress and accelerating language proficiency. These efforts, coupled with an emphasis on college and career readiness through increased participation in CTE pathways and access to college preparatory coursework, reflect the district's commitment to addressing the needs of English Learners and improving outcomes on the ELPI and CCI indicators.

In 2025, these districtwide supports expanded to more focused, school-level technical assistance. At Earl F. Johnson Continuation High School, previously identified for Comprehensive Support and Improvement (CSI) due to declining graduation rates, the district partnered with the Kings County Office of Education to implement a robust student support system. This included daily assistance from three part-time instructional aides, dual enrollment courses in Counseling and Human Development through the College of the Sequoias, and bi-weekly MTSS meetings to identify and support at-risk students. Interventions such as mentor check-ins, academic goal setting, peer mentoring, home visits, and regular parent meetings contributed to meaningful improvement. As a result of these collective efforts, Earl F. Johnson has successfully exited CSI status and is no longer receiving CSI funds—a significant achievement that reflects the positive impact of targeted, sustained support.

Simultaneously, Hanford West High School began receiving technical assistance to address disproportionately high suspension rates among Students with Disabilities, with 18.8% experiencing at least one suspension. In response, HJUHSD implemented the Aggression Replacement Program (ARP) as an alternative to suspension for first-time offenses under Ed Code 48900(a)(1) involving physical injury or threats. The ARP includes a combination of Short-Term Independent Study (STIS), an anger management curriculum, parent-inclusive mediation sessions, follow-up counseling, and structured behavior contracts supported by check-ins with trusted adults.

Both school sites, along with the district at large, are committed to leveraging technical assistance and targeted interventions to improve outcomes for all students, especially those most at risk. By reinforcing Tiered supports, increasing adult-student connections, and offering alternatives to exclusionary discipline, HJUHSD continues to build a more responsive, equitable, and supportive educational environment across all campuses.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
10/01/2024 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	The Hanford Joint Union High School District's Community Advisory Committee met on October 1st, 2024, to discuss various topics, including food service, student support, academic programs, social-emotional well-being, safety, college and career readiness, and parent communication. The meeting featured a Food Service team introduction and vision presentation, discussions on menu changes and student feedback, approval of ParentSquare funding, and small group discussions to gather community feedback. As part of the discussion on student support, the committee reviewed how LREBG funds are being used to implement targeted strategies under LCAP Goal 5, such as expanding learning opportunities, increasing access to behavioral and academic support, enhancing STEM instruction, improving technology infrastructure, and strengthening transportation services. Key concerns raised included school safety, inconsistencies in grading policies, the need for more support for vulnerable students, and improving communication with parents. Strengths highlighted included dedicated staff, strong academics, and effective communication through platforms like ParentSquare.
01/31/2025 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	The Student Advisory Committee meeting on January 31, 2025, led by Bobby Peters, focused on gathering student input for the district's Local Control and Accountability Plan (LCAP). Students from Hanford High, Hanford West, and Sierra Pacific shared their favorite aspects of their schools, such as partnership programs, medical programs, athletic programs, and positive teacher-student relationships. They also highlighted areas for improvement, including increasing AP

Educational Partner(s)	Process for Engagement
	course offerings, expanding career-focused classes beyond mechanics and medicine, addressing academic rigor in science, improving basic services like cleanliness and resource availability, and enhancing school climate and student engagement. As part of the meeting, students were also informed about how LREBG funds are being used to support LCAP Goal 5 through expanded academic and behavioral supports, additional course offerings, and operational improvements such as transportation and technology infrastructure—all aimed at improving student access and success. Students specifically requested more life skills and financial literacy classes, more hands-on learning opportunities, and more diverse course options aligned with various career paths.
03/04/2025 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	The Community Advisory Committee meeting on March 4th, 2025, focused on gathering community feedback for the Hanford Joint Union High School District's Local Control Accountability Plan (LCAP). Parents expressed satisfaction with existing digital resources but requested better support and training, along with addressing issues like content filtering and Wi-Fi access. There was low awareness of alcohol and drug prevention programs, and parents emphasized the importance of advertising these and providing teacher training in de-escalation strategies. In terms of equity and inclusion, concerns were raised about supporting low-income and homeless students, with suggestions for resource closets, better communication, and parent engagement. Regarding transportation and facilities, feedback included challenges with new student orientation, facility usage, restroom supervision, electric bus transitions, and crosswalk safety, with requests for better signage and recognition for bus drivers. Finally, discussions on the Learning, Recovery, and Emergency Block Grant highlighted the need for engaging interventions, after-school programs based on student interest, and credit recovery options, while also addressing the limitations of the grant's usage.
03/06/2025 - EFJ/CDS Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	To gather community feedback for the Hanford Joint Union High School District's Local Control and Accountability Plan (LCAP), a Community Advisory Committee meeting was held on March 4th, 2025, focusing on Earl F. Johnson Continuation High School and Community Day School Equity Multiplier funding. During discussions, parents and students emphasized the need for engaging interventions

Educational Partner(s)	Process for Engagement
	and after-school programs that are based on student interest. There was also a noted lack of Career Technical Education (CTE) options, which stakeholders expressed a desire to see expanded. As part of the conversation, the district shared how LREBG funds are supporting LCAP Goal 5 by expanding access to academic interventions, behavioral supports, and operational services—such as transportation, technology, and staffing—to better meet the needs of all students, including those at alternative education sites.
2/25/2025 - HJUHSD Board Meeting (Board of Trustees)	At a recent Board of Trustees meeting, the mid-year LCAP was presented, highlighting progress in areas such as parent engagement, graduation rates, AP performance, and reduced suspension rates. Key concerns included ongoing chronic absenteeism among vulnerable student groups and declining academic performance among English Learners. To address these issues, the Math and English departments will begin aligning instructional standards with CAASPP assessments, and the EL Task Force will regularly share effective language development strategies with staff. While no input was provided by the board, the information was shared to inform future planning and support continued transparency.
4/25/2025 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	At this follow-up LCAP Student Forum, we're diving deeper into the ideas students shared during our first session to ensure their voices continue shaping the future of our schools. This meeting will focus on three key areas students identified as priorities: creating meaningful after-school opportunities tailored to their interests, designing a relevant and engaging financial literacy course, and building a brand-new Career Technical Education (CTE) pathway that reflects real student aspirations.
4/22/2025 - DDR (District Department Representative) Meeting	At the DDR committee meeting, the LCAP was presented, highlighting both successes and key challenges across all four goal areas. We noted improvements in parent engagement, graduation rates, and AP performance, as well as a reduction in suspension rates. However, chronic absenteeism remains a significant concern, especially among foster youth, homeless youth, and students with disabilities. We also identified improving outcomes for English Learners as a key districtwide focus, as data shows a decline in both ELA and math performance and a decrease in students making progress toward English proficiency. In response, the Math and English departments

Educational Partner(s)	Process for Engagement
	will begin evaluating their standards for alignment with CAASPP assessments to ensure instruction better prepares all students, including ELs, for success on statewide tests. Additionally, the EL Task Force will begin regularly sharing effective classroom strategies with staff to enhance language development and accelerate academic progress for English Learners. As part of LCAP Goal 5, the district also shared how LREBG funds are being used to expand academic interventions, behavioral supports, and infrastructure improvements to help address these systemic challenges, with a particular focus on equitable access for vulnerable student populations.
5/13/2025 – Budget Committee at Hanford Joint Union High School District	At the Budget Committee meeting, we reviewed the LCAP analysis with a focus on how current investments are aligning with student outcomes. The committee noted that funding allocated toward credit recovery, AP expansion, and wellness supports has contributed to gains in graduation rates, AP performance, and reduced suspension rates. However, we also discussed areas where high-cost actions, like student transportation, have not yet yielded expected improvements in chronic absenteeism. As a result, the district is restructuring this investment into a broader attendance and engagement strategy. Additionally, new efforts such as aligning Math and English standards with CAASPP and increasing support for English Learners through the EL Task Force will require sustained professional development and targeted resource allocation moving forward. The conversation emphasized the importance of aligning budget decisions with data to ensure meaningful impact.
5/28/2025 - Superintendent Advisory Committee at Hanford Joint Union High School District	At the Superintendent’s Advisory meeting, we reviewed the LCAP update and collaboratively discussed key successes and areas for improvement. The group acknowledged gains in parent engagement, graduation rates, AP performance, and reduced suspension rates. We also focused on persistent challenges, including chronic absenteeism among vulnerable student groups and declining academic outcomes for English Learners. In response, the Math and English teams will begin aligning standards with CAASPP for the first time, and the EL Task Force will support staff by regularly sharing effective language development strategies. These collective efforts aim to strengthen support for students who need it most.

Educational Partner(s)	Process for Engagement
5/29/2025 - SELPA	In collaboration with SELPA, HJUHSD discussed and confirmed shared practices to ensure that students with disabilities receive instruction aligned with California state content standards and curriculum frameworks. Together, we reviewed how standards-based IEPs, access to fully credentialed teachers, and inclusive instructional strategies support student success. The conversation highlighted the availability of A-G courses, CTE pathways, and dual enrollment options, all with embedded supports and accommodations. We also discussed the use of data to monitor progress and adjust interventions to help students meet graduation and post-secondary goals.

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

In response to feedback from educational partners, the HJUHSD Local Control and Accountability Plan (LCAP) is being enhanced to better address local needs while aligning with state and district objectives. Input from various stakeholders, including the DELAC, SAC, CAC, and DDR Committee, has led to the addition of several key actions: Action 1.8 to expand mental health support services, Action 2.2 to strengthen Math and English interventions, Action 3.1 to provide teacher training on ELD strategies, and Action 4.1 to increase career education opportunities at EFJ and CDS through the Equity Multiplier. Additionally, in alignment with LCAP Goal 5, the district is implementing actions supported by LREBG funds to expand academic and behavioral supports, reduce class sizes, enhance access to STEM courses, improve transportation services, and strengthen digital infrastructure to ensure equitable access to learning for all students. The LCAP development process remains collaborative, with ongoing engagement through surveys, forums, and meetings to ensure that it reflects the community's priorities and fosters transparency and accountability.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that every student in HJUHSD has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HJUHSD acknowledges the pivotal roles of parental involvement, pupil engagement, and school climate in bolstering student engagement. It firmly believes that nurturing a safe, supportive school environment, grounded in equitable practices, is instrumental in driving student achievement. Moreover, HJUHSD is committed to ensuring the conditions for learning are equitable, underpinned by a robust curriculum, effective means of gauging student progress, and a culture that fosters support and engagement. This commitment extends to providing safe and secure facilities conducive to the holistic development of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (Priority 1C)	95% (Fit Tool 2022-23)	94% (Fit Tool 2024-25)		100% good	-1%
1.2	Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C)	464 parent responses (YouthTruth 2022-23) Students rated HJUHSD 3.19 out 5 on “feeling safe”	755 parent responses (YouthTruth 2024-25) Students rated HJUHSD 3.45 out 5 on “feeling safe”		1500 responses Students rated HJUHSD 4 out 5 on “feeling safe” Students rated HJUHSD 4 out 5	+291 responses +.26 Students “feeling safe” No difference Students “feeling connectedness”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students rated HJUHSD 3.47 out 5 on “feeling connectedness” Parents rated HJUHSD 3.56 out 5 on “feeling safe” Parents rated HJUHSD 3.36 out 5 on “feeling connectedness” Staff rated HJUHSD 3.75 out 5 on “feeling safe” Staff rated HJUHSD 3.96 out 5 on “feeling connectedness”	Students rated HJUHSD 3.47 out 5 on “feeling connectedness” Parents rated HJUHSD 3.6 out 5 on “feeling safe” Parents rated HJUHSD 3.48 out 5 on “feeling connectedness” Staff rated HJUHSD 3.93 out 5 on “feeling safe” Staff rated HJUHSD 4.08 out 5 on “feeling connectedness		on “feeling connectedness” Parents rated HJUHSD 4 out 5 on “feeling safe” Parents rated HJUHSD 4 out 5 on “feeling connectedness” Staff rated HJUHSD 4 out 5 on “feeling safe” Staff rated HJUHSD 4 out 5 on “feeling connectedness”	+.04 Parents “feeling safe” +.12 Parents “feeling connectedness” +.18 Staff “feeling safe” +.12 Staff “feeling connectedness”
1.3	Parents receiving messages from the communication tool (Priority 3 A,B, & C)	5,932 out of 5,972 (99%) contacts receiving communications (ParentSquare 2022-23)	5287 out of 5341 (99%) contacts receiving communications (ParentSquare 2024-25)		100%	No difference
1.4	Increase Attendance Rates (Priority 5 A)	94% (P1: 12/2023)	94% (P1: 12/2024)		98%	No difference
1.5	Decrease Chronic Absenteeism Rate (Priority 5 B)	21% (DataQuest 2022-23) 28% African American 2% Asian 5% Filipino 22% Hispanic or Latino 17% White	20% (DataQuest 2023-24) 24% African American 12% Asian 7% Filipino		12% HJUHSD 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino	-1% HJUHSD -4% African American +10% Asian -2% Filipino -1% Hispanic or Latino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities 24% Socioeconomically Disadvantaged	21% Hispanic or Latino 16% White 28% English Learners 44% Foster Youth 36% Homeless Youth 28% Students With Disabilities 22% Socioeconomically Disadvantaged		12% White 15% English Learners 25% Foster Youth 35% Homeless Youth 15% Students With Disabilities 17% Socioeconomically Disadvantaged	-1% White No difference English Learners -7% Foster Youth -13% Homeless Youth -5% Students With Disabilities -2% Socioeconomically Disadvantaged
1.6	Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged	3% (DataQuest 2023-24) 6% English Learners 8% Foster Youth 4% Socioeconomically Disadvantaged		0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged	+1% All No difference English Learners -6% Foster Youth +1% Socioeconomically Disadvantaged
1.7	Decrease the Suspension Rates (Priority 6 A)	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 17% African American 2% Asian 5% Filipino 10% Hispanic or Latino 3% White 14% English Learners 20% Foster Youth 19% Homeless Youth	7% (DataQuest 2023-24) Yellow (CA Dashboard 2024) 17% African American 6% Asian 3% Filipino 7% Hispanic or Latino 4% White 11% English Learners		5% HJUHSD 10% African American 0% Asian 0% Filipino 5% Hispanic or Latino 0% White 5% English Learners 15% Foster Youth 15% Homeless Youth	-1% HJUHSD No difference African American +4% Asian -2% Filipino -3% Hispanic or Latino +1% White -3% English Learners -4% Foster Youth -8% Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10% Socioeconomically Disadvantaged 16% Students With Disabilities Schools with Red Indicators: Hanford Community Day 11% All 13% Hispanic 12% Socioeconomically Disadvantaged Hanford West 11% All 13% Hispanic 19% English Learners 13% Socioeconomically Disadvantaged Hanford High 20% African American 25% Homeless 18% Students with Disabilities	16% Foster Youth 11% Homeless Youth 8% Socioeconomically Disadvantaged 14% Students With Disabilities Schools with Red Indicators: Hanford Community Day 9.3% All (Yellow) 6.5% Hispanic (Yellow) 7.4% Socioeconomically Disadvantaged (Yellow) Hanford West 7.9% All (Yellow) 6.8% Hispanic (Yellow) 14% English Learners (Yellow) 8.6% Socioeconomically Disadvantaged (Yellow) Hanford High 14.5% African American (Orange) 11.5% Homeless (Orange)		5% Socioeconomically Disadvantaged 10% Students With Disabilities Schools with Red Indicators: Hanford Community Day 5% All 5% Hispanic 5% Socioeconomically Disadvantaged Hanford West 5% All 5% Hispanic 5% English Learners 5% Socioeconomically Disadvantaged Hanford High 5% African American 5% Homeless 5% Students with Disabilities	-2% Socioeconomically Disadvantaged -2% Students With Disabilities Schools with Red Indicators: Hanford Community Day -1.7% All (Yellow) -6.5% Hispanic (Yellow) -4.6% Socioeconomically Disadvantaged (Yellow) Hanford West -3.1% All (Yellow) -6.2% Hispanic (Yellow) -5% English Learners (Yellow) 4.4% Socioeconomically Disadvantaged (Yellow) Hanford High -5.5% African American (Orange) -13.5% Homeless (Orange) -5.2% Students with Disabilities (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12.8% Students with Disabilities (Yellow)			
1.8	Decrease the Expulsion Rates (Priority 6 B)	2% (DataQuest 2021-22)	2% (DataQuest 2023-24)		0%	No difference
1.9	Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)	3.19 out of 5 (YouthTruth Survey Nov 2023)	3.19 out of 5 (YouthTruth Survey Nov 2024)		4.0	No difference
1.10	Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C)	3.15 out of 5 (YouthTruth Survey Nov 2023)	3.29 out of 5 (YouthTruth Survey Nov 2024)		4.0	-.14

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

During the 2023–24 school year, Hanford Joint Union High School District (HJUHSD) made strong efforts to implement Goal 1, which focuses on ensuring every student has access to standards-aligned instructional materials, qualified teachers, and a supportive school environment characterized by parent participation, equity, safety, and connectedness. Overall, the district executed all planned actions in alignment with the adopted LCAP, with no substantive deviations. While several successes were noted, particularly in communication, graduation rates, and stakeholder perceptions of school safety and climate, some persistent challenges remained—namely chronic absenteeism and subgroup disparities in suspension and academic engagement.

One of the most notable successes of the year was the improvement in school climate across the district. Results from the YouthTruth survey showed that students, parents, and staff all reported feeling safer and more connected than in previous years. Student responses rating their sense of safety rose from 3.19 to 3.45 out of 5, and perceptions of school connectedness held steady at 3.47. Parent survey participation increased significantly, from 464 to 755 responses, and parents rated the district 3.6 or higher in areas related to safety and connectedness. Staff ratings improved to over 4.0, nearing the district's target. These improvements suggest that ongoing investments in health, wellness, and relationship-building have begun to positively impact how stakeholders view the school environment.

The district also saw encouraging outcomes in dropout reduction and graduation rates, attributed in large part to effective implementation of credit recovery programs and targeted academic interventions. The overall dropout rate decreased from 2% to 1%, and gains were seen across multiple student groups. For instance, dropout rates among socioeconomically disadvantaged students and English Learners declined, showing that tailored supports like flexible learning schedules, personalized credit recovery options, and case management were successful. Furthermore, improvements in communication contributed to these results. ParentSquare was utilized to maintain strong engagement, with 99% of contacts receiving district messages. While this fell just short of the 100% goal, the high engagement rate supported better family-school relationships and contributed to the increase in parent survey participation.

Another area of success was in reducing suspension rates across the district. Overall suspension rates declined from 8% to 7%, which moved the district from orange to yellow on the California Dashboard. Subgroups such as English Learners and socioeconomically disadvantaged students showed notable reductions in suspension rates, reflecting the positive impact of targeted behavior supports and social-emotional learning initiatives. Through a partnership with the Kings County Office of Education, HJUHSD accessed Differentiated Assistance (DA) to develop interventions that focused on early identification and support for students most at risk of behavioral challenges. These efforts, especially those directed at ninth-grade students and high-need campuses like Hanford West and Hanford Community Day School, were central to this progress.

Despite these achievements, the district faced ongoing challenges in reducing chronic absenteeism. Although the district invested heavily in transportation solutions—allocating more than $3 million to support safe and consistent access to school—chronic absenteeism continued to affect key student populations. Foster youth, homeless youth, students with disabilities, and English Learners remained among the most chronically absent, with rates as high as 35% in some groups. These results indicate that while transportation mitigated certain barriers, it was not sufficient to address the broader, more complex challenges driving absenteeism, such as housing insecurity, mental health issues, and lack of engagement. The district recognizes that attendance must be addressed with a more comprehensive strategy that includes wraparound services, relationship-building, and family outreach.

Similarly, while the district made strides in reducing overall suspension rates, disproportionality remained a concern. African American students were suspended at a rate of 17%, which was significantly higher than the district average. Foster youth and students with disabilities also had higher-than-average suspension rates, and several schools, including Hanford High and Hanford West, continued to receive red and yellow dashboard indicators for these student groups. Although restorative practices and wellness initiatives were in place, the data show that additional work is required to make discipline policies more equitable and culturally responsive. The district is committed to expanding its intervention models, increasing staff training, and refining early warning systems to better support students before they reach a point of crisis.

There were no material differences between the planned actions and the actual implementation during the 2023–24 school year. Every major action listed in the LCAP was carried out as described. These included creating inclusive learning environments through early intervention and equity-focused strategies, expanding visual and performing arts programming to improve engagement, maintaining strong lines of communication with families, providing credit recovery opportunities, and improving access to transportation. The district also maintained its Student Information System to track interventions and student progress in real time, and it continued investing in student health and wellness, including mental health support, on-site counseling, and site-specific behavioral interventions. However, some actions did not yield the full impact that had been anticipated. For example, while transportation access was improved and credit recovery was widely available, these supports did not fully translate into major attendance or engagement gains for the most vulnerable populations.

In terms of facilities, the Facilities Inspection Tool (FIT) score dropped slightly from 95% to 94%, falling short of the desired trajectory toward 100%. While this decline is not a significant departure from the goal, it reflects the need for consistent maintenance and timely response to infrastructure concerns, especially in older buildings. Another area that revealed room for improvement was the degree to which students felt supported by their teachers. While student perceptions improved slightly from 3.15 to 3.29 out of 5, they still fell below the district's target of 4.0, indicating a continued need for professional development focused on relationship-building, student voice, and personalized learning.

Looking forward, the district acknowledges that a more targeted, data-driven approach will be essential to accelerate progress in areas that remain stagnant. Continued collaboration with the County Office through DA, deeper investments in early intervention, and expanded engagement strategies will be critical. A stronger focus on student-teacher relationships, more culturally responsive behavior supports, and expanded mental health services will also help address the underlying issues behind absenteeism and discipline disparities.

In conclusion, the implementation of Goal 1 in 2023–24 was comprehensive and aligned with the district's LCAP vision. The year saw tangible progress in school climate, communication, graduation rates, and some aspects of equity. While several barriers remain—especially chronic absenteeism and disproportionality in discipline—the district remains committed to refining its practices to ensure all students are supported, engaged, and prepared to succeed.

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

There were no significant material differences between the budgeted expenditures and estimated actual expenditures for Goal 1 during the 2023–24 school year. All planned actions—such as transportation services, credit recovery, wellness supports, and communication platforms—were implemented as outlined in the adopted LCAP, with expenditures closely aligned to budgeted amounts. Similarly, there were no notable differences between the planned percentages of improved services and the estimated actual percentages. While some actions yielded greater or lesser impact than anticipated, the level of services provided to unduplicated pupils remained consistent with the original plan. HJUHSD continues to monitor the effectiveness of investments to ensure alignment between fiscal decisions and student outcomes.

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

During the 2023–24 school year, Hanford Joint Union High School District implemented all planned actions under Goal 1 with a high degree of fidelity, and many of these actions proved effective in supporting student engagement, safety, graduation, and school connectedness. Actions such as creating inclusive learning environments, expanding health and wellness supports, and improving communication with families contributed to measurable progress on several key metrics. Suspension rates decreased districtwide from 8% to 7%, moving from an Orange to a Yellow indicator on the California Dashboard. Subgroups such as English Learners and socioeconomically disadvantaged students also saw suspension improvements, indicating that the district's focus on restorative practices and early behavioral interventions—particularly through its partnership with the County Office of Education via Differentiated Assistance—had a meaningful impact. Similarly, climate survey results showed improved stakeholder perceptions of safety and school connectedness. Student ratings of feeling safe rose from 3.19 to 3.45 out of 5, and staff ratings exceeded 4.0 in both safety and connectedness, indicating a more positive school culture across campuses.

Another area of significant success was the district's implementation of credit recovery programs and the use of its Student Information System to track at-risk students. These efforts were highly effective in reducing the district's overall dropout rate from 2% to 1% and improving graduation outcomes for subgroups such as foster youth, English Learners, and low-income students. These results affirm the effectiveness of targeted academic supports and data-driven interventions aimed at keeping students enrolled and progressing toward graduation. Parent engagement also improved substantially. With 99% of contacts receiving communications via ParentSquare and parent survey participation increasing by over 60%, Action 1.3—focused on communication—proved to be highly effective in strengthening the connection between families and schools.

Despite these successes, several actions did not yield the desired results and proved less effective in addressing certain metrics. Most notably, the district's heavy investment in student transportation—over $3 million—did not lead to significant improvements in attendance or reductions in chronic absenteeism. While transportation undoubtedly removed a barrier for many students, absenteeism remained persistently high among foster youth (25%), homeless youth (35%), and students with disabilities (15%). This suggests that while transportation is a necessary support, it is insufficient on its own to address the multifaceted causes of absenteeism. Similarly, while engagement in visual and performing arts was promoted under Action 1.2, participation was more limited than anticipated, and its impact on attendance and connectedness was not strongly evident in the data. Additionally, although students' perceptions of support from teachers rose slightly (from 3.15 to 3.29 out of 5), this metric remained below the district's goal of 4.0, indicating the need for continued professional development around student-teacher relationships, culturally responsive practices, and classroom engagement.

The actions related to basic conditions of learning—ensuring credentialed teachers, access to curriculum, and school facilities in good repair—were largely implemented as intended. Most teachers remained fully credentialed, and students had access to the necessary instructional materials. However, the Facilities Inspection Tool score declined slightly from 95% to 94%, signaling a minor but notable dip in facility conditions that the district will need to monitor. Overall, while the implementation of these actions helped maintain essential infrastructure and academic access, they did not contribute significantly to gains in student engagement or achievement and therefore are considered moderately effective.

In summary, many of the actions under Goal 1 have demonstrated clear effectiveness, especially those related to school climate, graduation supports, and communication. These efforts resulted in tangible improvements in suspension rates, stakeholder satisfaction, and dropout prevention. However, actions related to transportation and attendance, though implemented as planned, did not achieve their intended outcomes and must be refined or expanded with additional supports. As required under LCAP guidance, the district recognizes that actions which have not produced meaningful results over a three-year period must be reconsidered, and it will continue to review, revise, and target resources toward strategies that most effectively support unduplicated pupils and close opportunity gaps. Going forward, HJUHSD will build on its successes and use this analysis to strengthen interventions, particularly those aimed at improving attendance and equity for the highest-need student groups.

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

As a result of the analysis of Goal 1 implementation during the 2023–24 school year, combined with Dashboard data and other local indicators, Hanford Joint Union High School District has made targeted changes to several actions and metrics in order to better support

student outcomes. One significant revision involves Action 1.5, which provided expanded student transportation services. While the action was implemented as planned and addressed transportation barriers for many students, it did not result in meaningful improvements to student attendance or chronic absenteeism rates. Despite a substantial investment of over $3 million, the district's overall attendance rate remained flat at 94%, and chronic absenteeism continued to disproportionately affect vulnerable student populations, including foster youth (25%), homeless youth (35%), and students with disabilities (15%). Over a three-year period, the transportation strategy has not demonstrated effectiveness in improving performance on the relevant metrics, as it failed to address the more complex and systemic barriers contributing to absenteeism, such as mental health needs, family instability, and disengagement from school.

As a result, Action 1.5 has been restructured for the 2024–25 school year into a broader, more comprehensive Attendance and Engagement Strategy. While transportation support will still be provided, it will now be integrated into a tiered intervention model that includes dedicated attendance teams at each site, increased outreach and home visits for chronically absent students, expanded access to wellness and mental health services, and individualized case management for students missing more than 10% of instructional days. These enhancements aim to address the root causes of absenteeism and provide more personalized, proactive support for students most at risk of disengagement.

In addition to the changes in Action 1.5, the district is also refining several Goal 1 metrics and targets based on local and statewide data trends. A new interim metric will be introduced to measure the response rate to attendance interventions, tracking the percentage of chronically absent students who show improvement within 45 days of support. Additionally, while the district will continue using the YouthTruth Climate Survey to measure perceptions of safety and connectedness, results will now be disaggregated by subgroup to better monitor and address equity gaps. The Facilities Inspection Tool (FIT) score, which declined slightly from 95% to 94% during the 2023–24 year, will remain a key metric but will now be monitored more closely through site-specific maintenance accountability plans to ensure consistent standards across all campuses.

Although not deemed ineffective, Action 1.2—focused on expanding Visual and Performing Arts (VAPA) opportunities—did not produce the level of student engagement originally anticipated. Participation data indicated inconsistent access, and gains in school connectedness and attendance related to VAPA programming were limited. To strengthen this action, the district will enhance outreach to underrepresented student groups, expand arts programming into after-school and advisory settings, and more closely track participation and engagement levels to ensure the investment is reaching the students who would benefit most.

These changes reflect the district's commitment to continuously improving its strategies to better meet the needs of all students, particularly those most at risk of falling behind. By refining actions that have not yielded their intended results and building upon those that have demonstrated impact, HJUHSD is taking deliberate steps to create a more equitable and supportive learning environment that aligns with the goals of its Local Control and Accountability Plan.

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	inclusive learning environment	Our school community is deeply committed to providing every student with equitable access to a supportive and inclusive learning environment. In the 2022-23 school year, HJUHSD identified significant disproportionality in suspension rates, with 507 suspensions recorded, 71% (362) involving unduplicated students. To address this issue, we are working closely with the County Office through Differentiated Assistance (DA) to develop targeted interventions aimed at reducing suspension rates among these students. By focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being.	$1,471,278.00	Yes
1.2	extended learning opportunities	Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.	$606,850.00	Yes
1.3	student, parent, and community communication	Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences.	$214,170.00	Yes
1.4	credit recovery	Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma.	$570,000.00	Yes
1.5	student transportation	Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school	$3,005,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions.		
1.6	student information system	HJUHSD is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students.	$50,000.00	Yes
1.7	health and wellness	Sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. This action addresses Suspension rates for all students, specifically Hispanics and Socioeconomically disadvantaged students at Hanford Community Day. Suspension rates for all students, specifically Hispanics, Socioeconomically disadvantaged, and English Learners at Hanford West. Suspension rates for African Americans, students with disabilities, and Homeless at Hanford High. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHSD. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."	$1,139,740.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HJUHSD aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.	Broad Goal

State Priorities addressed by this goal.

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

This goal is critical for HJUHSD as it aims to create an inclusive, safe, and engaging environment that promotes equity, encourages parent involvement, prioritizes student safety, and fosters school connectedness. By ensuring that all students achieve proficiency at or above grade level, we equip them with the skills and readiness necessary for college, career, and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rate of teachers appropriately assigned. (Priority 1 A)	97% (2022-23)	97% (2022-23)		100%	No difference
2.2	Percentage of Fully Credentialed Teachers (Priority 1 A)	98% (2022-23)	98% (2022-23)		100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Sufficiency of Materials (Priority 1 B)	0% (2022-23)	0% (2023-24)		0%	No difference
2.4	Implementation of State Adopted Curriculum in all core classes (Priority 2 A)	100% (2022-23)	100% (2023-24)		100%	No difference
2.5	Increase Graduation Rates (Priority 5 E)	94% (DataQuest 2023) 88% English Learners 87% Homeless Youth 94% Socioeconomically Disadvantaged	96% (DataQuest 2024) 89% English Learners 90% Homeless Youth 95% Socioeconomically Disadvantaged		100% 95% English Learners 90% Homeless Youth 100% Socioeconomically Disadvantaged	+2% All +1% English Learners +3% Homeless Youth +1% Socioeconomically Disadvantaged
2.6	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)	3.25 out of 5 (YouthTruth Survey Nov 2024)		4	-.04
2.7	Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)	46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 38% African American 55% Asian 71% Filipino 43% Hispanic or Latino 54% White 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because	44% Met or Exceeded Standard for ELA (DataQuest 2023-24) 26% African American 63% Asian 67% Filipino 39% Hispanic or Latino 58% White 2% English Learners		70% ELA HJUHSD 60% African American 60% Asian 75% Filipino 50% Hispanic or Latino 60% White 10% English Learners 30% Foster Youth 50% Homeless Youth	-2% Met or Exceeded Standard for ELA - All -12% African American +8% Asian -4% Filipino -4% Hispanic or Latino +4% White -6% English Learners Foster Youth - In order to protect

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 students tested. 29% Homeless Youth 44% Socioeconomically disadvantaged 4% Students With Disabilities 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 10% African American 36% Asian 41% Filipino 13% Hispanic or Latino (Red Indicator) 25% White 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 0% Homeless Youth 14% Socioeconomically disadvantaged 1% Students With Disabilities	Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 30% Homeless Youth 38% Socioeconomically disadvantaged 10% Students With Disabilities 17% Met or Exceeded Standard for Math (DataQuest 2023-24) 8% African American 31% Asian 47% Filipino 14% Hispanic or Latino (Red Indicator) 26% White 1% English Learners Foster Youth - In order to protect student privacy, data is		55% Socioeconomically disadvantaged 10% Students With Disabilities 30% Math HJUHSD 25% African American 40% Asian 50% Filipino 20% Hispanic or Latino 30% White 5% English Learners 15% Foster Youth 10% Homeless Youth 20% Socioeconomically disadvantaged 5% Students With Disabilities Schools with Red Indicators: Sierra Pacific 20% All 16% Hispanic 18% Socioeconomically Disadvantaged	student privacy, data is suppressed because fewer than 11 students tested. 1% Homeless Youth -6% Socioeconomically disadvantaged +6% Students With Disabilities +1% Met or Exceeded Standard for Math - All -2% African American -5% Asian -6% Filipino +1% Hispanic or Latino (Red Indicator) +1% White -2% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +8% Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with Red Indicators: Sierra Pacific 18% All 14% Hispanic 16% Socioeconomically Disadvantaged	suppressed because fewer than 11 students tested. 8% Homeless Youth 13% Socioeconomically disadvantaged 0% Students With Disabilities Schools with Red Indicators: Sierra Pacific 27% All (Yellow) 19% Hispanic 19% Socioeconomically Disadvantaged			-1% Socioeconomically disadvantaged -1% Students With Disabilities Schools with Red Indicators: Sierra Pacific +9% All (Yellow) +5% Hispanic (Yellow) +3% Socioeconomically Disadvantaged (Yellow)
2.8	12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)	38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 3% Homeless Students	37% (DataQuest 2023-24) 9% English Learners 33% Socioeconomically Disadvantaged 23% Homeless Students		50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Homeless Students	-1% All +2% English Learners +2% Socioeconomically Disadvantaged +20% Homeless Students
2.9	Pupils who have completed both UC or CSU entrance requirements and CTE	20% (DataQuest 2022-23) 3% English Learners 5% Foster Students	18% (DataQuest 2023-24) 3% English Learners		30% 10% English Learners 10% Foster Students	-2% All No difference English Learners -5% Foster Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pathway completers (Priority 4 D)	17% Socioeconomically Disadvantaged	0% Foster Students 16% Socioeconomically Disadvantaged		25% Socioeconomically Disadvantaged	-1% Socioeconomically Disadvantaged
2.11	College Career Indicator (Priority 7 A)	42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged 1% Students with Disabilities (Red) Schools with Red Indicators: Hanford High 3% English Learners Hanford West 0% Students with Disabilities	40% Prepared (DataQuest 2023-24) 9% English Learners (Red Indicator) 0% Foster Youth 35% Socioeconomically Disadvantaged 11% Students with Disabilities (Yellow) Schools with Red Indicators: Hanford High 4% English Learners (Yellow) Hanford West 16% Students with Disabilities (No performance color)		60% 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged 5% Students with Disabilities Schools with Red Indicators: Hanford High 5% English Learners Hanford West 5% Students with Disabilities	-2% Prepared - All +1% English Learners -23% Foster Youth No difference Socioeconomically Disadvantaged +10% Students with Disabilities (Yellow) Schools with Red Indicators: Hanford High +1% English Learners (Yellow) Hanford West +16% Students with Disabilities (No performance color)
2.12	CTE Pathway Completers (Priority 4 C)	44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students	45% (DataQuest 2023-24) 26% English Learners 43% Socioeconomically		60% All 20% English Learners 50% Socioeconomically Disadvantaged	+1`% All +10% English Learners No difference Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged 7% Foster Students		40% Foster Students	-25% Foster Students
2.13	Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	ELA Participation Rate Report 98% (CA Dashboard 2023) Math Participation Rate Report 98% (CA Dashboard 2023)	ELA Participation Rate Report 98% (CA Dashboard 2024) Math Participation Rate Report 98% (CA Dashboard 2024)		99%	No difference ELA Participation Rate Report No difference Math Participation Rate Report
2.14	Students earning the State Seal of Biliteracy (Priority 8 A)	6% Earned the State Seal of Biliteracy (DataQuest 2022-23)	6% Earned the State Seal of Biliteracy (DataQuest 2023-24)		20%	No difference Earned the State Seal of Biliteracy
2.15	California Science Test (CAST) Results: Science (Priority 4 A)	18% Met or Exceeded Standard (DataQuest 2022-23) 10% African American 34% Asian 40% Filipino 14% Hispanic or Latino 31% White 1% English Learners 10% Foster Youth 6% Homeless Youth 13% Socioeconomically disadvantaged 1% Students With Disabilities	17% Met or Exceeded Standard (DataQuest 2023-24) 10% African American 33% Asian 25% Filipino 12% Hispanic or Latino 32% White 1% English Learners Foster Youth-In order to protect student privacy, data is		25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino 40% White 5% English Learners 15% Foster Youth 10% Homeless Youth 15% Socioeconomically disadvantaged	-1% Met or Exceeded Standard All No difference African American -1% Asian -15% Filipino -2% Hispanic or Latino +1% White No difference English Learners Foster Youth In order to protect student privacy, data is suppressed because

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suppressed because fewer than 11 students tested. 9% Homeless Youth 13% Socioeconomically disadvantaged 4% Students With Disabilities		5% Students With Disabilities	fewer than 11 students tested. +3% Homeless Youth No difference Socioeconomically disadvantaged +3% Students With Disabilities
2.16	Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G)	60% (College Board 2024)	64% (College Board 2025)		75%	+4%
2.17	Students are scheduled appropriately (Priority 7 B)	95% (Master Schedule)	93% (Master Schedule)		100%	-2%
2.18	Credit Recovery Opportunities (Priority 7 C)	95% Students have access (Zero Hour)	95% Students have access (Zero Hour)		100%	No difference

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The overall implementation of Goal 2 for HJUHSD reflected a focused effort to cultivate an inclusive and vibrant culture that promotes equity, safety, school connectedness, and college and career readiness for all students. Several key actions were successfully carried out, including the expansion of digital access through the provision of free internet and online learning tools for all unduplicated pupils. This significantly helped bridge the digital divide and enhanced student engagement. Targeted academic interventions in English Language Arts and Math were implemented to support at-risk students, particularly Hispanic and socioeconomically disadvantaged youth at Sierra Pacific High School. Efforts to bolster college and career readiness were maintained through the continued operation of the College and Career Readiness Center, one-on-one academic advising, and the support of a Work-Based Learning Coordinator. The district also invested in

Professional Learning Communities to align instructional practices, especially for English Learners and Students with Disabilities, and sustained smaller class sizes in ELA to allow for more individualized instruction.

Alternative education programs, including Earl F. Johnson Continuation High School and the Community Day School, continued to play a vital role in supporting students at risk of dropping out, promoting graduation, and providing a second chance at academic success. A robust data and assessment infrastructure supported these efforts by helping staff track student progress, implement early interventions, and drive instructional decision-making. Despite these successes, the district faced persistent challenges. Student performance in Math and ELA remains low, particularly among African American, Hispanic, and socioeconomically disadvantaged students, with red indicators persisting at Hanford High and Sierra Pacific. College and career readiness outcomes also remained below target, especially for English Learners, Foster Youth, and Homeless students. For example, only 9% of English Learners were classified as “Prepared” on the College/Career Indicator, well below the target of 13%. Additionally, progress was limited in increasing the number of students earning the State Seal of Biliteracy and in improving Advanced Placement exam pass rates, both of which remained stagnant.

While no planned actions were entirely omitted, some were implemented differently than initially described. For example, the district adjusted its intervention plans in partnership with the County Office of Education through Differentiated Assistance (DA), which was not explicitly outlined in the original LCAP. Although significant funds were allocated for teacher development, limited reporting on specific professional growth outcomes made it difficult to measure the direct impact on classroom instruction. In summary, while the district made strides in digital equity, alternative education, and academic interventions, challenges remain in raising achievement levels and closing persistent gaps in outcomes for vulnerable student groups. Continued refinement of these actions, with a sharper focus on implementation fidelity and measurable outcomes, will be essential in achieving the full intent of Goal 2.

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.

While most actions under Goal 2 were implemented as planned with expenditures closely aligned to budgeted amounts, there was one notable material difference. The district had originally budgeted $1.3 million to support educational services at Earl F. Johnson Continuation High School (EFJ) to serve 11th and 12th-grade students at risk of non-graduation. However, only $1.2 million was expended. This variance occurred due to a lower-than-anticipated student enrollment at EFJ during the year, which reduced the need for staffing at the site. As a result, a certificated staff member was reassigned to a comprehensive high school to better meet student needs districtwide. This adjustment ensured efficient use of resources without compromising the quality of services provided to continuation students. There were no other significant discrepancies between budgeted and actual expenditures or between planned and estimated percentages of improved services.

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

Several actions under Goal 2 have demonstrated varying degrees of effectiveness in supporting the district’s progress toward its overarching objective of improving student achievement, engagement, and readiness for college and careers. Actions aimed at enhancing digital access—specifically the provision of digital resources and free internet to unduplicated pupils—have proven effective in removing barriers to participation in online learning and increasing student engagement, as reflected in the district’s consistent 98% SBAC participation rate and improved accessibility for low-income and foster youth. Additionally, the implementation of ELA and Math intervention programs has shown moderate effectiveness. While math achievement remains a challenge overall, slight improvements in math proficiency scores and a

narrowing gap among some subgroups indicate that these targeted supports are beginning to have an impact, particularly at Sierra Pacific High School where red indicator status was previously identified.

The actions supporting the College and Career Readiness Center, one-on-one counseling, and work-based learning opportunities have also contributed to steady gains in metrics such as UC/CSU course completion, CTE pathway completion, and the College/Career Indicator (CCI). While the percentages of prepared students remain below the desired targets—particularly for English Learners and Foster Youth—there have been measurable year-over-year increases, suggesting these actions are directionally effective, even if not yet sufficient. Similarly, the use of professional learning communities (PLCs) and data-driven instruction has supported a more focused instructional approach for English Learners and Students with Disabilities. However, given that these groups still lag significantly in college and career readiness metrics, further refinement of these supports is needed to fully meet their needs.

Conversely, some actions have not yet produced significant results and are approaching the threshold of ineffectiveness over a three-year period. For example, despite investments in class size reduction and teacher development, persistent achievement gaps and low proficiency rates—especially in math for English Learners and socioeconomically disadvantaged students—suggest these actions have not yielded the expected academic gains. In addition, efforts to increase the number of students earning the State Seal of Biliteracy and AP scores of 3 or higher have not resulted in meaningful progress, with both metrics remaining stagnant over consecutive years. These areas will require either a redesign or replacement of the existing strategies moving forward to ensure they contribute more effectively to student success.

In summary, while many actions under Goal 2 have demonstrated partial to moderate effectiveness—particularly those related to digital access, alternative education, and career readiness—others have not yet produced sufficient or sustained results. As the district continues to monitor outcomes, targeted adjustments will be essential to strengthen the impact of underperforming strategies and ensure all students, especially those in high-need subgroups, are supported in achieving academic and career success.

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

As a result of the analysis of Goal 2 and the associated data from the California School Dashboard and local metrics, HJUHSD has identified specific actions that require refinement or redesign to better meet the goal of improving student outcomes, particularly for unduplicated pupils and students with persistent achievement gaps. One action identified as ineffective over the past three years is the effort to increase the number of students earning the State Seal of Biliteracy. Despite continued funding and support for biliteracy opportunities, the percentage of students earning the seal has remained stagnant at 6%, far below the target of 20%. This indicates that the current strategy—relying primarily on access to world language courses and general promotion of the program—has not been sufficient to significantly expand participation among eligible students. The district will revise this action by integrating more targeted supports for English Learners and heritage speakers, including tutoring, exam preparation, and increased outreach to students and families about the benefits and requirements of earning the Seal of Biliteracy.

Similarly, the class size reduction initiative in ELA, while intended to provide more individualized instruction, has not yet translated into significant gains in ELA proficiency, particularly for English Learners and socioeconomically disadvantaged students. The effectiveness of this action has been limited due to inconsistent implementation across sites and a lack of alignment between reduced class size and

differentiated instructional strategies. To strengthen this approach, the district will pair class size reduction with enhanced instructional coaching and professional development focused on high-impact ELA strategies for diverse learners. This revised approach will better connect smaller class sizes with instructional practices that drive student outcomes.

Additionally, while professional development and teacher support efforts have been well-funded, the lack of measurable progress for subgroups on key metrics such as the College/Career Indicator and math proficiency suggests that previous efforts were too broad in focus. Moving forward, the district will refine this action by providing more job-embedded professional learning aligned specifically with supporting English Learners, Students with Disabilities, and struggling math students. This will include coaching cycles, data analysis workshops, and content-specific PD tied directly to instructional shifts needed to raise student performance.

Lastly, while digital access efforts have been largely successful, the district recognizes that technology integration alone is not enough to close learning gaps. To maximize the benefit of these tools, HJUHSD will strengthen its support for blended learning practices and ensure that teachers are trained to use digital platforms effectively to differentiate instruction, track student progress, and provide real-time feedback.

These changes represent a shift toward more targeted, data-informed, and equity-driven strategies that align resources and actions more closely with student needs and expected outcomes. By redesigning ineffective actions and enhancing those that are already showing promise, the district aims to accelerate progress toward achieving the full intent of Goal 2.

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	common core aligned resources	HJUHSD will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically.	$160,000.00	Yes
2.2	digital resources	Continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research,	$1,365,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and other essential resources, supporting their academic success and readiness for the future.		
2.3	ELA and math intervention	Implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHSD, with a specific focus on Hispanic and Socioeconomically Disadvantaged students at Sierra Pacific. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the Math proficiencies of 9th-grade students. By targeting early, we hope to have a lasting positive impact on their academic and social outcomes.	$840,000.00	Yes
2.4	professional learning communities	Enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student. This action targets the College Career Indicator for all English Learners and Students with Disabilities at HJUHSD, with a specific focus on English Learner students at Hanford High and Students with Disabilities at Hanford West. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address College and Career Readiness of students. By targeting them, we hope to have a lasting positive impact on their academic and career development.	$253,000.00	Yes
2.5	continuation school	Persist in delivering educational support and resources through Earl F. Johnson Continuation High School (EFJ) to empower 11th and 12th-grade students who face the risk of non-graduation or dropping out, ensuring they have the necessary tools and opportunities to succeed academically and beyond. These additional opportunities help students develop skills such	$1,340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as teamwork, resilience, and responsibility, further enhancing their overall success, both in school and in life. By engaging in these activities, students are more likely to stay connected to their school community, boosting graduation rates and preparing them for future challenges.		
2.6	community day school	Maintain and enhance Community Day School (CDS) services tailored to meet the needs of 9th to 12th-grade students who have been expelled, fostering a supportive educational environment that promotes their academic success, personal growth, and successful reintegration into mainstream education. By offering this option on an LEA-wide basis, all students have access to a second chance at education, ensuring that disciplinary actions do not disproportionately affect certain groups.	$1,057,000.00	Yes
2.7	project based learning	Continue to enhance the provision of opportunities for students to engage in innovative, authentic, and project-based learning experiences. For Unduplicated Pupils, including English learners, low-income students, and foster youth, CTE courses offer opportunities for economic mobility and empowerment.	$860,000.00	Yes
2.8	assessment, analysis and reports	Continue leveraging a Data and Analysis program to facilitate the development of CCSS-aligned assessments, generate comprehensive reports, and conduct insightful data analysis. Regular monitoring helps assess progress, ensuring effective instructional strategies, while data-driven decision-making allocates resources where they are needed most. Early interventions can address foundational skills before they impact CAASPP scores, and tracking attendance, behavior, and academic performance increases accountability for both students and teachers. For unduplicated pupils and LTELs, data ensures targeted academic and language support, boosting performance in key areas. By setting benchmarks and measurable goals, HJUHSD can focus efforts on improving CAASPP outcomes, fostering a culture of continuous improvement and motivation among students.	$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	class size reduction	Sustain the provision of smaller class sizes in ELA (English Language Arts) to enhance individualized instruction and student engagement. Additionally, smaller class sizes allow for better classroom management and more targeted academic support, enabling teachers to quickly identify and address gaps in learning. This creates a more supportive, focused, and personalized learning environment, ultimately leading to better academic outcomes and overall success for these students.	$425,000.00	Yes
2.10	college and career support	Sustain the College and Career Readiness Center for student guidance, alongside a Work-Based Learning Coordinator for internships. Maintain integrated college and career instruction within HJUHSD. We are specifically targeting our unduplicated pupils with one-on-one counseling and career advising to help them narrow down a college and career path.	$1,145,000.00	Yes
2.11	teacher development and support	Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful learning environments. These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.	$750,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2026, the percentage of English Learner (EL) students meeting or exceeding grade-level standards in English Language Arts and Mathematics will increase by 8% as measured by state assessments. To support this growth, the district will implement targeted instructional strategies, EL-specific interventions, and schoolwide culture-building activities to strengthen both academic readiness and school connectedness for college and career success.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is of paramount importance as it encompasses two vital aspects for English Learner students. Achieving grade-level proficiency or higher ensures their readiness for college and career opportunities, equipping them with the necessary academic skills to succeed in higher education and future endeavors. Simultaneously, fostering a culture that supports school connectedness nurtures a positive and inclusive environment where students feel a sense of belonging, fostering their overall well-being, motivation, and engagement in learning. By addressing both academic achievement and social-emotional development, this goal recognizes the holistic needs of English Learners, empowering them to thrive academically and personally, and setting them up for long-term success. HJUHSD has also been identified as DA due to the lack of progress of English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (Priority 4 E) (Priority 2 B)	42% making progress towards English language proficiency Orange (2023 Dashboard)	30% making progress towards English language proficiency Red (2024 Dashboard) 31% Long-Term English Learners		50%	-12% making progress towards English language proficiency (Red)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Red (2024 Dashboard)			
3.2	English Learner Suspension Rate Indicator (Priority 6 A)	14% suspended at least one day Red (2023 Dashboard) All Students - 8%	11% suspended at least one day Yellow (2024 Dashboard) All Students - 6%		5%	-3% suspended at least one day (Yellow) -2% All
3.3	English Learner Graduation Rate Indicator (Priority 5 E)	87% graduated Orange (2023 Dashboard)	89% graduated Green (2024 Dashboard)		95%	+2% graduated (Green)
3.4	English Learner English Language Arts Indicator (Priority 4 A)	97 points below standard Orange (2022 Dashboard)	128 points below standard Red (2024 Dashboard)		50 points below standard	+31 points below standard (Red)
3.5	English Learner Mathematics Indicator (Priority 4 A)	183.2 points below standard Orange (2023 Dashboard)	187 points below standard Red (2024 Dashboard)		100 points below standard	+3.8 points below standard (Red)
3.6	Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C)	16% (2023 DataQuest)	26% (2024 DataQuest)		25%	+10%
3.7	Completed a-g Requirements by English Learners (Priority 4 B)	7% (2023 DataQuest)	8% (2024 DataQuest)		25%	+1%
3.8	English Learner College Career Indicator (Priority 7 A)	8% prepared (2023 Dashboard)	9% prepared (2024 Dashboard)		15%	+1% prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)	13% Proficient (2023 DataQuest)	9% Proficient (2024 DataQuest)		20% Proficient	-4% Proficient
3.10	Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	21% (2025 DataQuest)		30%	No difference
3.11	Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	23% (2025 DataQuest)		15%	+2%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The overall implementation of Goal 3 was carried out with a strong commitment to supporting English Learner (EL) students in achieving grade-level proficiency and fostering a sense of school connectedness. Actions such as employing an English Learner Academic Coach to assess and address individual language needs, and providing multilingual support to promote linguistic and cultural integration, were implemented largely as planned. Additionally, through Differentiated Assistance (DA), the district partnered with the County Office to develop strategies aimed at reducing suspension rates among 9th-grade EL students. While these actions were successfully launched, several challenges emerged during implementation. Notably, there was a decline in academic performance indicators for ELs, including a drop in the percentage of students making progress toward English language proficiency (from 42% to 30%), a decrease in ELPAC proficiency scores, and further declines in both English Language Arts and Mathematics performance. These outcomes suggest that while the supports were in place, they may not have reached the full scale needed to meet the students' needs. Implementation differences included the limited capacity of coaching support across all school sites, particularly those with high numbers of Long-Term English Learners (LTELs), and the complex nature of addressing behavioral challenges despite early intervention efforts. Despite these setbacks, there were notable successes, including an increase in EL graduation rates from 87% to 89%, and a significant rise in CTE pathway completion among EL students from 16% to 26%, surpassing the Year 3 target. The implementation process underscored the importance of individualized support and highlighted areas for growth, particularly in intensifying academic and behavioral interventions for EL students. Moving forward, expanding coaching support and refining instructional strategies will be essential to achieving the goal's intended outcomes.

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

There were no significant material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal 3. Similarly, there were no notable variances between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All actions associated with Goal 3 were implemented as outlined in the adopted LCAP, and expenditures remained consistent with the budgeted amounts. The alignment between planned and actual expenditures reflects the district's commitment to fidelity of implementation in support of English Learner students.

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

The effectiveness of the actions implemented under Goal 3 varied in their impact on the associated metrics. The deployment of the English Learner Academic Coach, which was intended to improve English language proficiency, support content-area instruction, and reduce the number of Long-Term English Learners (LTELs), yielded mixed results. While the coach provided targeted language instruction and helped educators implement culturally responsive strategies, several key academic indicators declined. Specifically, the percentage of EL students making progress toward English language proficiency fell from 42% to 30%, and ELPAC proficiency dropped from 13% to 9%, indicating that the action was ineffective in significantly improving these metrics. Additionally, the percentage of LTELs remained stagnant at 21%, suggesting that the supports in place did not yet produce the targeted outcome of reducing long-term language acquisition delays. The multilingual support action, supported through Differentiated Assistance, had a more moderate level of effectiveness. While EL suspension rates decreased from 14% to 11%, this still fell short of the 5% target and highlights the continued need for behavior interventions and positive climate-building strategies for this group. On the other hand, actions related to academic planning and career readiness showed positive results: EL graduation rates improved from 87% to 89%, and the percentage of EL students completing at least one CTE pathway rose from 16% to 26%, exceeding the Year 3 target. However, minimal growth was observed in completion of A–G requirements (7% to 8%) and college and career indicator preparedness (8% to 9%), which indicates limited effectiveness in preparing ELs for postsecondary success under those specific metrics. Overall, while some actions were partially effective, particularly in improving graduation and CTE pathway completion, several actions—particularly those tied to language acquisition and academic proficiency—were not effective in producing the intended results. These areas will require a reevaluation and redesign of strategies, as they have not yielded meaningful improvement over the past three years.

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

As a result of the analysis of Goal 3 and the performance data from the California School Dashboard and local assessments, several changes have been made to the actions, metrics, and expected outcomes for the 2024–25 LCAP to better support English Learner (EL) students. The district identified that the action involving the English Learner Academic Coach, while implemented with fidelity, was ineffective in improving English language acquisition outcomes as reflected by the decline in students making progress toward English language proficiency (from 42% to 30%) and a drop in ELPAC proficiency levels (from 13% to 9%). Additionally, there was no change in the percentage of Long-Term English Learners (LTELs), which remained stagnant at 21%, despite targeted interventions. The ineffectiveness appears to stem from the limited capacity and reach of a single coach across multiple school sites, which diluted the intensity and frequency of support for both students and teachers.

In response, the district will redesign this action by expanding the support team to include additional bilingual instructional aides and site-level EL specialists, ensuring more consistent, school-embedded support. These additional staff members will work under the guidance of the EL Academic Coach to provide direct instruction and small-group intervention, increasing student access to targeted language development and academic support. The revised approach also includes increased teacher professional development focused on integrated and designated ELD, culturally responsive instruction, and formative assessment practices to monitor progress in real time.

Another action that has been modified is the multilingual support initiative implemented through Differentiated Assistance, which aimed to reduce high suspension rates among EL students. While the suspension rate did decline from 14% to 11%, it remains well above the 5% target, and significant disparities persist. Analysis showed that this action lacked robust social-emotional and behavior intervention components tailored specifically for EL students. Therefore, this action has been revised to include the implementation of site-based student support teams focused on EL students, with school counselors and behavior intervention staff trained to provide restorative practices, trauma-informed care, and culturally appropriate engagement strategies. These teams will coordinate with academic staff to build positive behavior supports into the broader EL instructional plan.

Additionally, the district is modifying its expected outcomes and targets to reflect more realistic yet ambitious year-over-year growth that aligns with improved capacity and support. A clear progress-monitoring plan will be embedded into each action, allowing site and district teams to evaluate effectiveness throughout the year using formative assessments, behavior data, and teacher feedback.

By expanding personnel support, aligning professional development with student needs, and integrating academic and behavioral strategies, the district is strengthening its overall approach to meeting the needs of EL students. These changes represent a more comprehensive and sustainable framework for ensuring English Learners make meaningful academic progress, reduce disciplinary disparities, and are more fully prepared for college and career opportunities.

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	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for English learner students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that EL students receive the necessary support to improve language proficiency and academic performance.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	multilingual support	Enhance educational outcomes by providing comprehensive support for emerging multilingual students, fostering their linguistic proficiency, cultural integration, and academic success within a diverse learning environment. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."	$375,000.00	Yes
3.3	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds, including Long-Term English Learners (LTEL), by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for LTEL students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that LTEL students receive the necessary support to improve language proficiency and academic performance.	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Earl F. Johnson High School and Hanford Community Day School will increase the percentage of students completing a full Career Technical Education (CTE) pathway to at least 15% at EFJ and 10% at CDS by implementing a structured CTE Pathway at EFJ and expanding access to work-based learning activities that align with student interests and available staffing.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on feedback from our Educational Partners, adding Career Technical Education (CTE) opportunities at EFJ and CDS is set to boost CTE completers' numbers and graduation rates and reduce absenteeism by enhancing student engagement with practical, career-focused learning. These programs provide relevant skill development, clear career pathways, and additional support, which together make school more meaningful and motivate students to attend regularly. However, alternative education settings face challenges such as diverse student needs, resource constraints, and engagement barriers. Addressing these challenges is essential to ensure that CTE programs are effective and accessible, ultimately leading to improved educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease Chronic Absenteeism Rate (Priority 5 B)	Earl F. Johnson - 44% (2022-23 DataQuest) Hanford Community Day School - 57% (2022-23 DataQuest)	Earl F. Johnson - 48% (2023-24 DataQuest) Hanford Community Day School - 76% (2023-24 DataQuest)		Earl F. Johnson - 30% Hanford Community Day School - 45%	+4% Earl F. Johnson +19% Hanford Community Day
4.3	Increase Graduation Rate (Priority 5 E)	Earl F. Johnson - 88% (2022-23 DataQuest)	Earl F. Johnson - 93%		Earl F. Johnson - 90%	+5% Earl F. Johnson

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hanford Community Day School - 77% (2022-23 DataQuest)	(2023-24 DataQuest) Hanford Community Day School - 73% (2023-24 DataQuest)		Hanford Community Day School - 80%	-4% Hanford Community Day
4.4	CTE Pathway Completers (Priority 4 C)	Earl F. Johnson - 6% Completed at Least One CTE Pathway (2022-23 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2022-23)	Earl F. Johnson - 0% Completed at Least One CTE Pathway (2023-24 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2023-24)		Earl F. Johnson - 15% Hanford Community Day School - 10%	-6% Earl F. Johnson No difference Hanford Community Day

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The overall implementation of LCAP Goal 4, which aims to increase the number of Career Technical Education (CTE) completers at Earl F. Johnson High School and Hanford Community Day School through engaging work-based learning activities, faced both successes and notable challenges. While the goal was rooted in strong educational partner feedback and a clear need to boost engagement, reduce absenteeism, and improve graduation rates through career-focused learning, the actual implementation revealed substantive differences from the plan.

One of the primary challenges was that, despite planned efforts to enhance the variety of CTE courses and integrate work-based learning activities, the percentage of students completing at least one CTE pathway did not improve. In fact, the reported outcome was 0% completion for both schools, which was a regression for Earl F. Johnson (down from a baseline of 6%) and a continuation of 0% at Hanford Community Day School. This outcome suggests that the planned CTE initiatives were either not fully implemented or did not effectively engage students in completing pathways. Potential contributing factors may include staffing shortages, scheduling constraints, or difficulties aligning students' credit needs with CTE pathway requirements.

Chronic absenteeism, another key metric under this goal, increased rather than decreased. At Earl F. Johnson, the rate rose from 44% to 48%, and at Hanford Community Day School, it spiked from 57% to 76%. These increases indicate that efforts to use CTE as a lever for improving attendance were not effective in the short term, possibly due to persistent barriers such as transportation issues, lack of student connection to the school environment, or the alternative education setting's unique challenges.

Despite these setbacks, there were some successes. The graduation rate at Earl F. Johnson increased from 88% to 93%, suggesting that, although CTE completion was lacking, other supports or interventions contributed positively to student outcomes. This may point to improved instructional strategies, increased staff support, or stronger case management systems at the school.

Overall, the implementation of Goal 4 did not unfold as planned, particularly regarding CTE pathway completion. These discrepancies highlight the need for strategic reflection and adjustments. It may be necessary to rethink how CTE programs are offered, build stronger partnerships with local industries, improve student recruitment and retention within pathways, and ensure that systems are in place to monitor and support pathway completion more effectively. The district's reflections on these challenges should inform changes to actions, metrics, and targets for the upcoming year.

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.

Considering all aspects of LCAP Goal 4, Hanford Joint Union High School District (HJUHSD) experienced significant material differences between budgeted expenditures and estimated actual expenditures. This discrepancy is primarily attributed to the district's inability to successfully create and implement a sustainable CTE pathway at Earl F. Johnson High School. While funds were allocated to support expanded course offerings, staff training, and work-based learning opportunities, several implementation barriers—including staffing challenges, course sequencing limitations, and low student enrollment—prevented the full execution of the planned actions. As a result, a substantial portion of the funds remained unspent. These material differences reflect the broader difficulty of building comprehensive and accessible CTE programs within the alternative education setting, highlighting the need for a revised approach that more effectively aligns resources with student needs and program capacity.

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

The specific actions taken under LCAP Goal 4—primarily expanding CTE course offerings, providing professional development for staff on integrating work-based learning, and organizing career-related events—were largely ineffective in producing the intended results for the 2023–24 school year. The goal was designed to increase student engagement and improve outcomes in three key areas: CTE pathway

completion, chronic absenteeism, and graduation rates. However, when evaluating progress across these metrics, it is evident that the actions fell short, particularly in establishing a sustainable and successful CTE pathway.

Most notably, the metric for CTE pathway completers demonstrates clear ineffectiveness. Despite the investment of over \$228,000 to expand CTE offerings and promote work-based learning, zero percent of students at both Earl F. Johnson High School and Hanford Community Day School completed a CTE pathway in 2023–24. This marks a regression for Earl F. Johnson, which dropped from a 6% baseline, highlighting a significant shortfall in achieving one of the goal's central objectives. The inability to implement a functioning pathway stemmed from multiple challenges, including limited course sequencing, lack of qualified staff, scheduling conflicts, and insufficient student engagement. As a result, HJUHSD was not successful in creating a CTE model that could sustain student interest and meet completion requirements.

Chronic absenteeism, which the district hoped to improve through increased CTE relevance and engagement, also worsened. Absentee rates increased from 44% to 48% at Earl F. Johnson and from 57% to 76% at Hanford Community Day School, suggesting that the strategies employed not only failed to address this issue but may have been disconnected from the root causes of student disengagement. These outcomes indicate that simply expanding offerings without fully aligning them with student needs, interests, and structural realities within the alternative education setting is not sufficient to drive meaningful change.

One area that showed a modest positive outcome was the graduation rate at Earl F. Johnson, which improved from 88% to 93%. While this success cannot be directly attributed to the CTE initiatives, it may reflect the positive influence of other school supports and interventions. However, the graduation rate at Hanford Community Day School declined slightly, again pointing to inconsistent impact across the district.

In response to this ongoing ineffectiveness, and in alignment with the 2024–25 LCAP requirements to revise actions that have not proven successful over a three-year period, the district has made a strategic decision to narrow its focus. For the 2025–26 school year, HJUHSD will implement a single, clearly defined Athletic Training CTE Pathway at Earl F. Johnson, utilizing current staff expertise. This new approach is expected to provide a more cohesive and sustainable course sequence, increase student participation, and ultimately produce pathway completers. By leveraging existing resources and aligning programming with student interests and staffing capacity, the district believes this shift will lead to stronger outcomes and reverse the ineffective trend observed in previous years.

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

As a result of reflections on prior implementation and analysis of both Dashboard and local data, several key changes have been made to LCAP Goal 4 for the coming year. The most significant adjustment is the introduction of a newly developed **Athletic Training CTE Pathway** at Earl F. Johnson High School, which is a direct response to the ongoing ineffectiveness of previous efforts to expand CTE offerings. After multiple years of attempting to build broad CTE programs without success, evidenced by continued 0% pathway completion rates and underutilization of allocated funds, the district has refined its approach to focus on a single, targeted pathway that leverages current staff expertise and available resources.

This shift represents a substantial change in the **actions** associated with the goal. Rather than continuing with broad and unfocused CTE expansion, the district is now implementing a more sustainable and clearly structured program that aligns with both student interests and staffing capacity. This adjustment is also reflected in the revised **metrics and target outcomes**, as the district will now specifically monitor and report on the implementation and progress of the Athletic Training Pathway, including student enrollment, course completion, and the number of students meeting full pathway requirements.

By narrowing the scope and aligning the pathway with real-world careers in the health and fitness industries—fields of high interest to students at Earl F. Johnson—the district aims to significantly improve student engagement, reduce chronic absenteeism, and increase the number of CTE pathway completers. This focused and intentional redesign of the goal's action plan is a direct result of evaluating past challenges and making data-informed decisions to create a more effective and sustainable CTE model moving forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE course offerings	Enhance the variety of CTE courses to provide students with diverse career pathways and practical skills, offer workshops to equip teachers and staff with tools to integrate work-based learning into the curriculum, and organize events and career fairs to raise student awareness and enthusiasm for CTE opportunities.	$191,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2026, the district will strategically utilize LREBG funding to expand access to academic interventions, behavioral supports, and operational infrastructure that remove barriers to student success. Success will be measured by a 25% increase in student CTE pathway completers, an 8% increase in students prepared for College and Career, and evidence that all school sites have implemented equitable support systems as documented through program data and site reports. This goal ensures that every student has increased opportunities for learning, improved engagement, and access to the resources necessary to thrive academically and socially.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LCAP Goal 5 was created in response to stakeholder feedback and data indicating a need for expanded academic interventions, behavioral supports, and operational improvements to ensure all students—particularly those who are historically underserved—have equitable access to the resources they need to succeed. Chronic absenteeism, inconsistent access to academic support, and barriers related to transportation, technology, and classroom overcrowding were identified as significant challenges. This goal allows the district to strategically utilize LREBG funds to address these issues by enhancing support systems, increasing learning opportunities, and removing obstacles that hinder student engagement, achievement, and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)	Added for 25/26 School Year		4 out of 5	
5.2	Smarter Balanced Assessment Test Results: ELA & Math	10.35% Met or Exceeded Standard for	Added for 25/26 School Year		15% Met or Exceeded Standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4 A & 4H)	ELA (DataQuest 2022-23) 3.23% Met or Exceeded Standard for Math (DataQuest 2022-23)			10% Met or Exceeded Standard for Math	
5.3	College Career Indicator (Priority 7 A)	2.4% Prepared (DataQuest 2022-23)	Added for 25/26 School Year		10% Prepared	
5.4	CTE Pathway Completers (Priority 4 C)	0% (DataQuest 2022-23)	Added for 25/26 School Year		25%	

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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
5.1	Summer School	The Summer School program provides extended learning opportunities for students who are at risk of not meeting graduation requirements, ensuring they receive the academic support needed to stay on track for graduation. https://www.ppic.org/blog/are-summer-school-programs-reaching-students-who-need-them-most/	$231,297.00	No
5.2	Unit Recovery	Unit Recovery classes to support students who are at risk of not graduating by providing additional opportunities to complete required coursework. https://www.erstrategies.org/wp-content/uploads/2023/12/Credit_Recovery_in_High_School_FINAL_FINAL_FINAL.pdf	$165,403.00	No
5.3	Zero Hour	Zero Hour period to provide students with additional academic support and tutoring opportunities, helping them strengthen their skills and improve overall achievement. https://scholarworks.uttyler.edu/cgi/viewcontent.cgi?params=/context/education_grad/article/1006/&path_info=Impact_of_Response_to_Intervention_on_Achievement.pdf	$165,475.00	No
5.4	Student Specialists	Provide support through Student Specialists who work with students whose behavior interferes with their academic success, helping to remove barriers to learning and promote positive outcomes. https://www.pbisrewards.com/blog/what-is-mtss/	$329,453.00	No
5.5	STEM	Expand STEM opportunities and reduce class sizes by adding additional Science and Math teachers, increasing student access to high-quality instruction and individualized support. https://www.nms.org/About-Us/Why-STEM.aspx?gad_source=1&gad_campaignid=22034183970&gbraid=0AAAAABjIIGNpIIU5tGb-9TPhaIBfPRNqC&gclid=CjwKCAjwo4rCBhAbEiwAxhJlCd55tOuEIERw6Vb0Hd5_zHD1j9V7hH9xLozSmSnwrObqe2gN3W-7kRoCLnUQAvD_BwE	$251,339.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Network Coordinator	Support technology access and connectivity for students by employing a Network Coordinator to ensure reliable and efficient digital infrastructure across all sites. https://www.everylearnereverywhere.org/blog/equity-in-education-and-digital-learning-infrastructure/	$140,800.00	No
5.7	Transportation	Expand transportation services by adding routes and personnel to increase student access to school, ensuring more students have reliable and consistent transportation. https://direct.mit.edu/edfp/article/19/1/1/112222/Another-One-Rides-the-Bus-The-Impact-of-School	$162,788.00	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
$14,622,836	$1,617,595

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
29.479%	0.000%	$0.00	29.479%

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:** inclusive learning environment **Need:** Our goal is to reduce the suspension rates across all student groups, ensuring that no group is disproportionately impacted by exclusionary discipline practices. We will prioritize culturally responsive practices, restorative justice approaches, and targeted support systems to create a more inclusive	Ensuring safe and secure school facilities for socioeconomically disadvantaged students is essential for providing equal opportunities and fostering a supportive learning environment. Safe schools protect students from harm, promote emotional well-being, and build community trust. For parents facing challenges, knowing their children attend a secure school provides peace of mind. Investing in these facilities not only aids individual students in overcoming obstacles but	Decrease the Suspension Rates 3% All 5% English Learners 15% Foster Youth 5% Socioeconomically Disadvantaged

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
	environment for all students. By doing so, we can close the gap and ensure that every student has the opportunity to succeed. 8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	also contributes to a more equitable and prosperous society in the long run.	
1.2	**Action:** extended learning opportunities **Need:** Our school is dedicated to fostering a learning environment where every student is present and engaged. However, the current chronic absenteeism rate reveals significant disparities among student groups. While the overall rate for all students is 21%, unduplicated student groups face much higher rates of chronic absenteeism. 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:**	Offering extended learning opportunities in areas such as art, music, theatre, and choir can increase attendance rates by enhancing overall student engagement and motivation. These extracurricular activities provide avenues for self-expression, creativity, and personal growth, which can make school more appealing and enjoyable for students. By participating in these activities, students develop a sense of belonging and connection to their school community, leading to increased attendance as they look forward to these enriching experiences.	Decrease Chronic Absenteeism 12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** student, parent, and community communication **Need:** 99% of parents receive messages from the communication tool 5,932 out of 5,972 (99%) contacts receiving communications **Scope:** LEA-wide	ParentSquare enhances standard school communication by integrating various channels into one platform, offering real-time updates via instant messaging, emails, and mobile notifications, which traditional methods cannot match. It supports two-way communication, allowing parents to engage directly with teachers and staff. Features like automatic translation ensure inclusivity for non-English speaking families, while tools for sharing digital resources facilitate easy access to documents and educational materials. By centralizing all communication records, ParentSquare improves organizational efficiency and ensures no information is lost. Historically, communication has been a significant concern for our unduplicated students and their families. Five years ago, we implemented ParentSquare to address these concerns, and since then, we have seen tremendous success. As a result, we remain committed to utilizing ParentSquare to ensure ongoing effective communication with our students and their parents.	100% of parents receiving communication from the school
1.4	**Action:** credit recovery **Need:** Decrease the Four-Year Adjusted Cohort Dropout rate 2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged	Providing credit recovery courses serves as a crucial lifeline in decreasing dropout rates, particularly for low socioeconomically challenged English learners and foster students. These courses offer an opportunity for students who have fallen behind academically to catch up, earn missing credits, and stay on track toward graduation. For students facing socioeconomic challenges, credit recovery courses provide a second chance to overcome obstacles and	Four-Year Adjusted Cohort Dropout rate to 0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged

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	succeed academically, reducing the likelihood of dropping out due to academic setbacks.	
1.5	**Action:** student transportation **Need:** Decrease Chronic Absenteeism Rate 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	Our school faces a significant gap in chronic absenteeism, with the overall rate at 21%, but much higher rates for unduplicated student groups, such as 28% for English Learners, 51% for foster youth, 49% for homeless youth, 33% for students with disabilities, and 24% for socioeconomically disadvantaged students.	Decrease Chronic Absenteeism All 12% 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged
1.6	**Action:** student information system **Need:** Decrease Chronic Absenteeism Rates 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:**	Aeries Analytics surpasses a base Student Information System (SIS) by offering advanced data analysis, customizable reports, and predictive tools that provide deep insights into student performance and attendance.	Decrease Chronic Absenteeism 12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged

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		
1.7	**Action:** health and wellness **Need:** increase interventions to reduce suspensions 8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	It is important for students to believe that their school fosters a culture of respect and fairness because it creates a safe and supportive learning environment. When students feel respected and treated fairly, they are more likely to engage in their education, participate in class, and build positive relationships with peers and teachers. We have developed a comprehensive alcohol and drug prevention program and a specific anger management system that allows students to receive help from social workers and counselors.	Decrease Suspension Rate 3% All 5% English Learners 15% Foster Youth 5% Socioeconomically Disadvantaged
2.1	**Action:** common core aligned resources **Need:** To ensure students have state-aligned materials 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged	Access to necessary supplies supports their academic progress, helps build confidence, and encourages engagement.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged

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
	16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide		
2.2	**Action:** digital resources **Need:** Increase student's College and Career readiness 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged **Scope:** LEA-wide	We are committed to ensuring that all students have the resources they need to be prepared for both career and college opportunities.	College Career Indicator 60% All - Prepared 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged
2.3	**Action:** ELA and math intervention **Need:** Students are not progressing at their same rate as their peers.	These targeted interventions offer personalized instruction and additional practice, helping students improve proficiency and confidence in these core subjects. Offering these interventions on an LEA-wide basis ensures that all students who need extra support, regardless of their	Increase proficiency of CAASPP 70% ELA All 10% English Learners 30% Foster Youth

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
	46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide	specific school, have access to these essential resources.	55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged
2.4	**Action:** professional learning communities **Need:** Students are not leaving high school college and career ready 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged	PLCs enable teachers to share strategies, analyze student performance, and tailor interventions specifically for English learners, low-income students, and foster youth, addressing their unique challenges. Implementing PLCs on an LEA-wide basis ensures consistency in teaching quality and access to best practices across all schools in the district.	College Career Indicator 60% All 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** continuation school **Need:** Graduation rates are not at the same rate as peers. Increase EFJ graduation rate from 88% to the district average of 94%. 94% (DataQuest 2023) 88% English Learners Foster Youth (To protect student privacy, data are suppressed) 94% Socioeconomically Disadvantaged **Scope:** Schoolwide	By providing an enhanced alternative education setting that includes smaller class sizes, ELD classes, SpEd services, SEL supports, on-site therapists, as well as extracurricular activities like athletics, clubs, and student leadership. EFJ offers a comprehensive support system for foster youth and socioeconomically disadvantaged students. This holistic approach not only addresses academic and emotional needs but also fosters personal growth, leadership, and social connections through extracurricular engagement.	Graduation Rate - Earl F. Johnson 91% All Foster Youth (To protect student privacy, data are suppressed) 91% Socioeconomically Disadvantaged
2.6	**Action:** community day school **Need:** increase graduation rates of CDS students from 77% to the district average of 94%. 77% (DataQuest 2023) English Learners - To protect student privacy, data are suppressed for unduplicated students Homeless Youth - To protect student privacy, data are suppressed for unduplicated students	These alternative schools often provide individualized instruction, counseling, and behavioral support tailored to the unique needs of expelled students, including English learners, low-income students, and foster youth.	Graduation rates - Hanford Community Day 80% All 78% Socioeconomically Disadvantaged

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
	73% Socioeconomically Disadvantaged **Scope:** Schoolwide		
2.7	**Action:** project based learning **Need:** Students are not competing in CTE pathways at the same rate as their peers 44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students **Scope:** LEA-wide	These courses provide hands-on learning experiences in various fields, allowing students to explore potential career paths and develop valuable skills relevant to the workforce.	CTE Pathway Completers 60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students
2.8	**Action:** assessment, analysis and reports **Need:** Students are not progressing at the same rate as their peers. 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.	Tracking data is essential for Hanford Joint Union High School (HJUHSD) students and teachers, as it allows for personalized instruction by identifying learning gaps and tailoring support to individual needs, particularly in Math and English.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged

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
	44% Socioeconomically disadvantaged 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide		
2.9	**Action:** class size reduction **Need:** ELA proficiency scores are lower than peers 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged **Scope:** LEA-wide	Lowering the average class size from 30 to 24 in English classes will significantly enhance learning for English learners, foster youth, and low-income students by providing increased individual attention and improved student engagement. Teachers can implement more effective differentiated instruction and build stronger relationships with students, which is particularly beneficial for those needing specialized language support or personalized academic interventions.	Smarter Balanced Assessment Test Results: ELA 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged
2.10	**Action:** college and career support	For English learners, low-income students, and foster youth, focused college and career readiness programs can break cycles of poverty and	Pupils who have completed both UC or CSU entrance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 20% All 3% English Learners 5% Foster Students 17% Socioeconomically Disadvantaged **Scope:** LEA-wide	instability, fostering long-term self-sufficiency and empowerment.	requirements and CTE pathway completers 30% All 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged
2.11	**Action:** teacher development and support **Need:** Fully credentialed teachers are better for Unduplicated Pupils because they possess the necessary expertise, training, and experience to address diverse learning needs effectively. 38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 5% Foster Students **Scope:** LEA-wide	These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.	Increase students who met the UC/CSU requirements 50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Foster Students

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
3.1	**Action:** Assess and address individual language needs. **Need:** EL students are not progressing at the same rate as their peers. 8% Met or Exceeded the Standard for ELA, and All students 46% Met or Exceeded the Standard for ELA. **Scope:** Limited to Unduplicated Student Group(s)	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs.	25% Met or Exceeded Standard for ELA
3.2	**Action:** multilingual support **Need:** English Learners are being suspended at a greater rate than their peers 14% suspended at least one day Red (2023 Dashboard) All - 8% **Scope:** Limited to Unduplicated Student Group(s)	These supports, such as bilingual instruction, translation services, multilingual resources, and professional development, help students understand and engage with the curriculum, reducing language barriers. They also affirm students' cultural identities and promote a sense of belonging, which can boost confidence, motivation, and overall language acquisition.	5% English Learner Suspension Rate
3.3	**Action:** Assess and address individual language needs.	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique	25% Met or Exceeded Standard for ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: LTEL students are not progressing at the same rate as their peers. 10% Met or Exceeded Standard for ELA and All students 46% Met or Exceeded Standard for ELA. **Scope:** Limited to Unduplicated Student Group(s)	linguistic and academic needs of ELs, including long-term English learners (LTELs).	

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.

To address this condition for our English Learners, we will provide the following actions:

The EL coach will provide targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs, including long-term English learners (LTELs). By helping teachers implement differentiated instruction and culturally responsive teaching, the coach ensures that EL students receive the necessary support to improve both language proficiency and academic performance.

These supports, such as bilingual instruction, translation services, multilingual resources, and professional development, help students engage with the curriculum and reduce language barriers. They also affirm students' cultural identities, fostering a sense of belonging, which boosts confidence, motivation, and overall language acquisition. Additionally, through Differentiated Assistance (DA), the County Office will help us develop targeted plans to reduce the suspension rates of 9th-grade students, aiming to positively impact their academic and social outcomes through early intervention.

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.

The district has been using LCFF funding to enhance services for students beyond the required proportionality percentage. In 2025-26, the district will maintain this staffing through concentration grant add-on funding.

HJUHSD will continue to offer Credit Recovery (Goal/Action 1.4) courses to decrease dropout rates and increase the number of graduates. Additionally, the district will maintain support, transportation (Goal/Action 1.5), and incentives to encourage consistent attendance. Summer School will remain available for students at risk of not graduating, while continued efforts to ensure student well-being and safety will include nurses, SROs, safety staff, Restorative Justice programs, LMFTs, and psychologists. The district will also continue to provide a Community Day School (Goal/Action 2.6) for 9th-12th graders who are at risk or have been expelled.

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		80:1
Staff-to-student ratio of certificated staff providing direct services to students		20:1

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	49,604,246	14,622,836	29.479%	0.000%	29.479%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,660,053.00	$1,718,623.00	$0.00	$0.00	$17,378,676.00	$15,264,596.00	$2,114,080.00

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	inclusive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$930,278.00	$541,000.00	$1,471,278.00				$1,471,278.00	
1	1.2	extended learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$334,782.00	$272,068.00	$334,782.00	$272,068.00			$606,850.00	
1	1.3	student, parent, and community communication	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$190,315.00	$23,855.00	$214,170.00				$214,170.00	
1	1.4	credit recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$570,000.00	$0.00	$570,000.00				$570,000.00	
1	1.5	student transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,005,083.00	$0.00	$3,005,083.00				$3,005,083.00	
1	1.6	student information system	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.7	health and wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,134,740.00	$5,000.00	$1,139,740.00				$1,139,740.00	
2	2.1	common core aligned resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$160,000.00	$160,000.00				$160,000.00	
2	2.2	digital resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$850,000.00	$515,000.00	$1,365,000.00				$1,365,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.3**	ELA and math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$840,000.00	$0.00	$840,000.00				$840,000.00	
2	**2.4**	professional learning communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$253,000.00	$0.00	$253,000.00				$253,000.00	
2	**2.5**	continuation school	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Earl F Johnson	2024-2027	$1,180,000.00	$160,000.00	$1,340,000.00				$1,340,000.00	
2	**2.6**	community day school	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	2024-2027	$997,000.00	$60,000.00	$1,057,000.00				$1,057,000.00	
2	**2.7**	project based learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$860,000.00	$0.00	$860,000.00				$860,000.00	
2	**2.8**	assessment, analysis and reports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$34,000.00	$34,000.00				$34,000.00	
2	**2.9**	class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$425,000.00	$0.00	$425,000.00				$425,000.00	
2	**2.10**	college and career support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,145,000.00	$0.00	$1,145,000.00				$1,145,000.00	
2	**2.11**	teacher development and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$660,000.00	$90,000.00	$750,000.00				$750,000.00	
3	**3.1**	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-2027	$40,000.00	$0.00	$40,000.00				$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	**3.2**	multilingual support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$375,000.00	$0.00	$375,000.00				$375,000.00	
3	**3.3**	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$40,000.00	$0.00	$40,000.00				$40,000.00	
4	**4.1**	CTE course offerings	All	No				2024-2027	$158,246.00	$32,754.00	$191,000.00				$191,000.00	
5	**5.1**	Summer School	All	No					$226,297.00	$5,000.00		$231,297.00			$231,297.00	
5	**5.2**	Unit Recovery	All	No					$0.00	$165,403.00		$165,403.00			$165,403.00	
5	**5.3**	Zero Hour	All	No					$165,475.00	$0.00		$165,475.00			$165,475.00	
5	**5.4**	Student Specialists	All	No					$329,453.00	$0.00		$329,453.00			$329,453.00	
5	**5.5**	STEM	All	No					$251,339.00	$0.00		$251,339.00			$251,339.00	
5	**5.6**	Network Coordinator	All	No					$140,800.00	$0.00		$140,800.00			$140,800.00	
5	**5.7**	Transportation	All	No					$162,788.00	$0.00		$162,788.00			$162,788.00	

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
49,604,246	14,622,836	29.479%	0.000%	29.479%	$15,469,053.00	0.000%	31.185 %	**Total:**	$15,469,053.00
								LEA-wide Total:	$12,617,053.00
								Limited Total:	$455,000.00
								Schoolwide Total:	$2,397,000.00

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**	inclusive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,471,278.00	
1	**1.2**	extended learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,782.00	
1	**1.3**	student, parent, and community communication	Yes	LEA-wide	Low Income	All Schools	$214,170.00	
1	**1.4**	credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,000.00	
1	**1.5**	student transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,005,083.00	
1	**1.6**	student information system	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
1	**1.7**	health and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,139,740.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	common core aligned resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
2	2.2	digital resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,365,000.00	
2	2.3	ELA and math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$840,000.00	
2	2.4	professional learning communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,000.00	
2	2.5	continuation school	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	$1,340,000.00	
2	2.6	community day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$1,057,000.00	
2	2.7	project based learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$860,000.00	
2	2.8	assessment, analysis and reports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
2	2.9	class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,000.00	
2	2.10	college and career support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,145,000.00	
2	2.11	teacher development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	
3	3.1	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	
3	3.2	multilingual support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$375,000.00	

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 (%)
3	3.3	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,378,676.00	

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**	inclusive learning environment	Yes	$1,471,278.00	
1	**1.2**	extended learning opportunities	Yes	$606,850.00	
1	**1.3**	student, parent, and community communication	Yes	$214,170.00	
1	**1.4**	credit recovery	Yes	$570,000.00	
1	**1.5**	student transportation	Yes	$3,005,083.00	
1	**1.6**	student information system	Yes	$50,000.00	
1	**1.7**	health and wellness	Yes	$1,139,740.00	
2	**2.1**	common core aligned resources	Yes	$160,000.00	
2	**2.2**	digital resources	Yes	$1,365,000.00	
2	**2.3**	ELA and math intervention	Yes	$840,000.00	
2	**2.4**	professional learning communities	Yes	$253,000.00	

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	2.5	continuation school	Yes	$1,340,000.00	
2	2.6	community day school	Yes	$1,057,000.00	
2	2.7	project based learning	Yes	$860,000.00	
2	2.8	assessment, analysis and reports	Yes	$34,000.00	
2	2.9	class size reduction	Yes	$425,000.00	
2	2.10	college and career support	Yes	$1,145,000.00	
2	2.11	teacher development and support	Yes	$750,000.00	
3	3.1	Assess and address individual language needs.	Yes	$40,000.00	
3	3.2	multilingual support	Yes	$375,000.00	
3	3.3	Assess and address individual language needs.	Yes	$40,000.00	
4	4.1	CTE course offerings	No	$191,000.00	
5	5.1	Summer School	No	$231,297.00	
5	5.2	Unit Recovery	No	$165,403.00	

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)
5	**5.3**	Zero Hour	No	$165,475.00	
5	**5.4**	Student Specialists	No	$329,453.00	
5	**5.5**	STEM	No	$251,339.00	
5	**5.6**	Network Coordinator	No	$140,800.00	
5	**5.7**	Transportation	No	$162,788.00	

2026-27 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)
	$15,469,053.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	inclusive learning environment	Yes	$1,471,278.00			
1	1.2	extended learning opportunities	Yes	$334,782.00			
1	1.3	student, parent, and community communication	Yes	$214,170.00			
1	1.4	credit recovery	Yes	$570,000.00			
1	1.5	student transportation	Yes	$3,005,083.00			
1	1.6	student information system	Yes	$50,000.00			
1	1.7	health and wellness	Yes	$1,139,740.00			
2	2.1	common core aligned resources	Yes	$160,000.00			
2	2.2	digital resources	Yes	$1,365,000.00			
2	2.3	ELA and math intervention	Yes	$840,000.00			
2	2.4	professional learning communities	Yes	$253,000.00			
2	2.5	continuation school	Yes	$1,340,000.00			
2	2.6	community day school	Yes	$1,057,000.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	project based learning	Yes	$860,000.00			
2	**2.8**	assessment, analysis and reports	Yes	$34,000.00			
2	**2.9**	class size reduction	Yes	$425,000.00			
2	**2.10**	college and career support	Yes	$1,145,000.00			
2	**2.11**	teacher development and support	Yes	$750,000.00			
3	**3.1**	Assess and address individual language needs.	Yes	$40,000.00			
3	**3.2**	multilingual support	Yes	$375,000.00			
3	**3.3**	Assess and address individual language needs.	Yes	$40,000.00			

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$48,491,205		0	29.063%				$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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