# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dinuba Unified School District
CDS Code: 54755310000000
School Year: 2024-25
LEA contact information:
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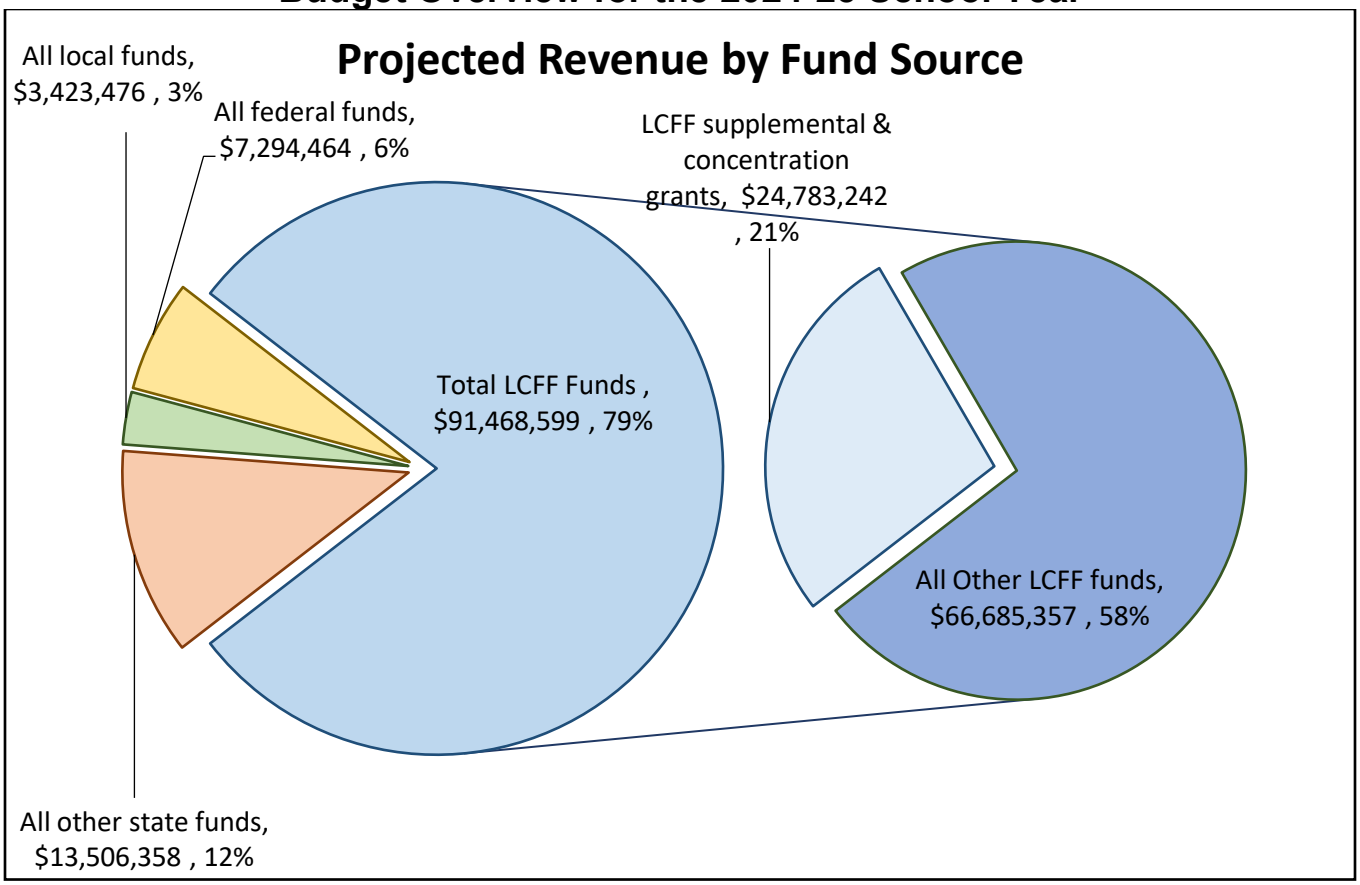
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

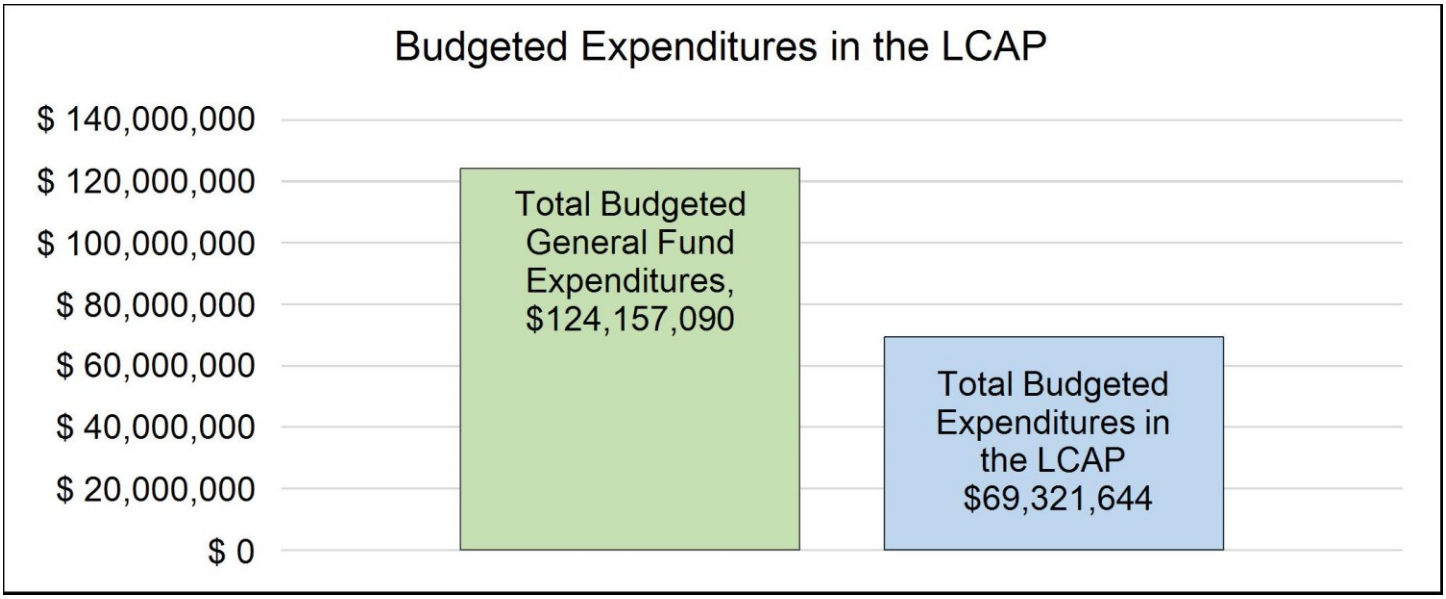



This chart shows the total general purpose revenue Dinuba Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dinuba Unified School District is $115,692,897, of which $91,468,599 is Local Control Funding Formula (LCFF), $13,506,358 is other state funds, $3,423,476 is local funds, and $7,294,464 is federal funds. Of the $91,468,599 in LCFF Funds, $24,783,242 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 Dinuba Unified School District plans to spend for 2024-25. 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: Dinuba Unified School District plans to spend $124,157,090 for the 2024-25 school year. Of that amount, $69,321,644 is tied to actions/services in the LCAP and $54,835,446 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

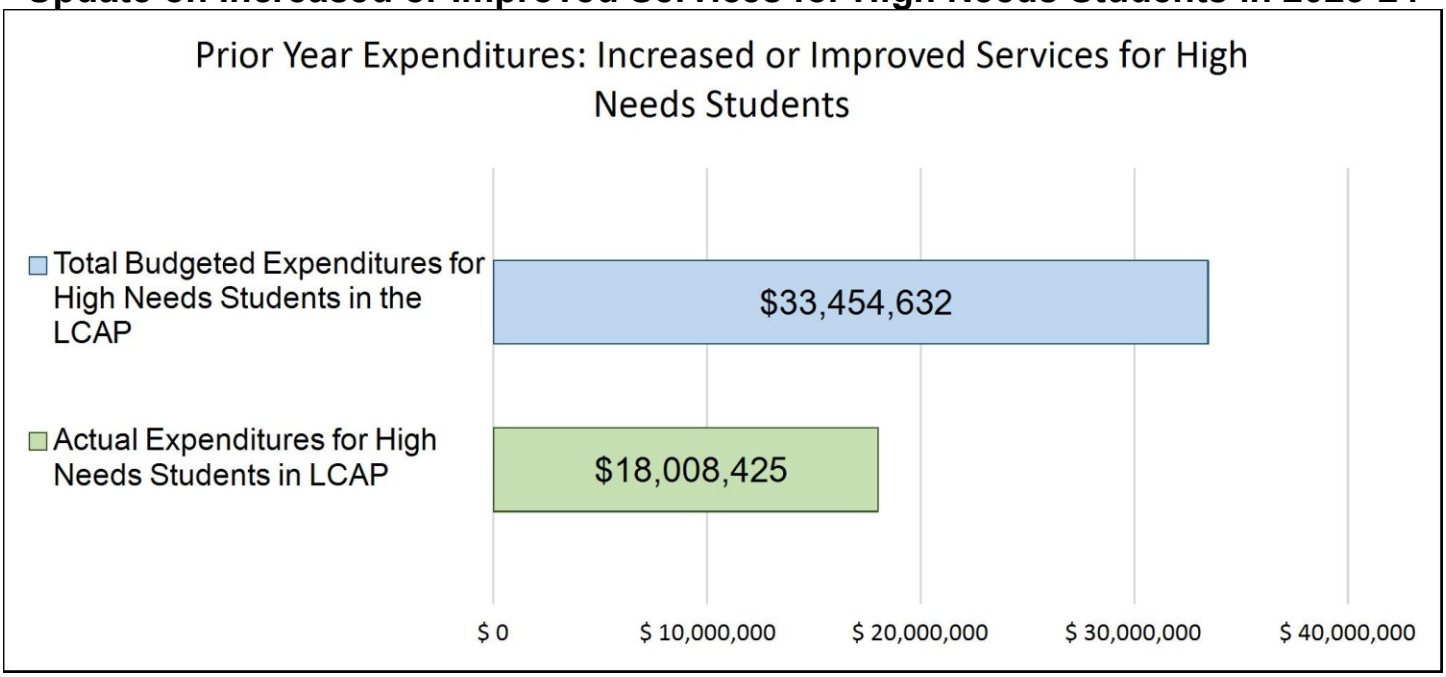
Other funding resources support personnel in the following areas in support of LCAP goals: Teaching staff, custodial and maintenance staff, some instructional staff, and some clerical support staff. Additionally, these resources support College and Career and Professional Development activities.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Dinuba Unified School District is projecting it will receive $24,783,242 based on the enrollment of foster youth, English learner, and low-income students. Dinuba Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dinuba Unified School District plans to spend $39,861,318 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 2023-24

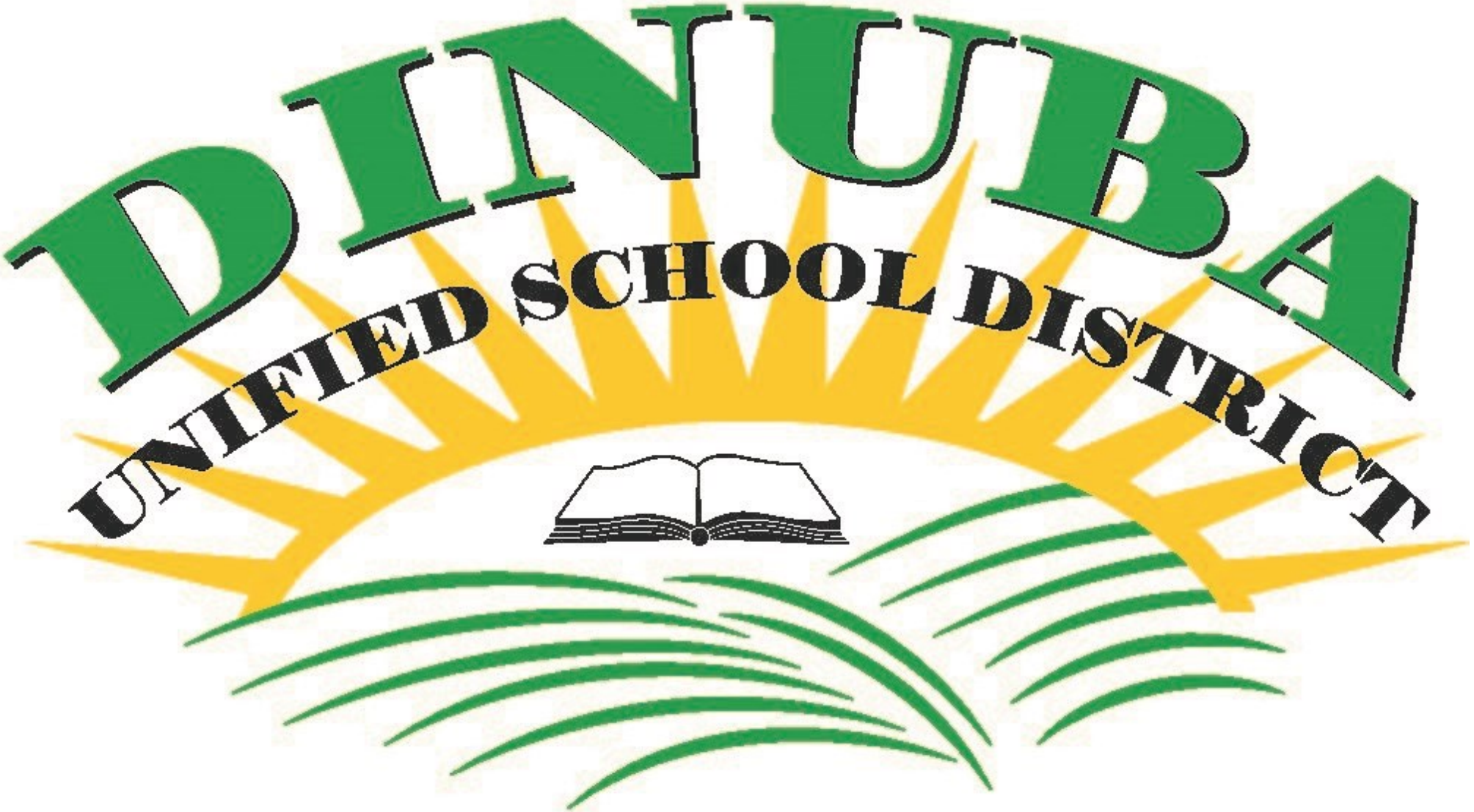



This chart compares what Dinuba Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dinuba Unified School District estimates it has spent on actions and services that contribute to increasing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

The text description of the above chart is as follows: In 2023-24, Dinuba Unified School District's LCAP budgeted $33,454,632 for planned actions to increase or improve services for high needs students. Dinuba Unified School District actually spent $18,008,425 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $15,446,207 had the following impact on Dinuba Unified School District’s ability to increase or improve services for high needs students:

There was a minimal impact of the district's efforts to increase and improve services for high needs students. As support to districts to mitigate the response and recovery of COVID, additional state and federal one-time funds were made available. These funds were used in lieu of LCFF supplemental and concentration funding. Any LCFF carryover calculated will be carried over into the 2024-25 fical year and has been incorporated into the LCAP.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# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Dinuba Unified School District | Gina Ramshaw<br>Director of State and Federal Programs | gramshaw@dinuba.k12.ca.us<br>559-595-7207 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Goal 1<br><br>As a result of Educational Partner input and data analysis we have determined to address the following goal:<br><br>Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice including technology use and integration |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. CAASPP Results<br><br>A. Smarter Balanced Assessment ELA results<br><br>B. Smarter Balanced Assessment Math results<br><br>C. Early Assessment Program ELA results<br><br>D. Early Assessment Program Math results | 1. CAASPP<br><br>A-D The CAASPP/EAP was not administered during the 2019-20 school year due to schools being shut down because of the COVID pandemic.<br><br>Results from CAASPP from the 2018-19 school year indicate the following:<br><br>A. ELA - Met/Exceeded Standards<br>All = 45.9% | The following data is reflective of Grade 11 only.<br><br>Results from CAASPP from the 2020-21 school year indicate the following:<br>A. ELA - Met/Exceeded Standards<br>All = 61.54%<br>SED= 59.81%<br>ELL = 28.12%<br>Foster = No score indicated<br><br>A. ELA - Met/Exceeded Standards Updated | Results from CAASPP from the 2021-22 indicates the following:<br>A. ELA - Met/Exceeds Standards<br>All = 45.72%<br>SED = 44.09<br>ELL = 18.95<br>Foster = No score indicated<br><br>B. Math - Met/Exceeds Standards<br>All = 25.22%<br>SED = 23.89%<br>ELL = 9.83%<br>Foster = No score indicated | Results from CAASPP from the 2022-23 indicates the following:<br>A. ELA - Met/Exceeds Standards<br>All = 44.26%<br>SED = 42.26%<br>ELL = 19.88%<br>Foster = 30.76%<br><br>B. Math - Met/Exceeds Standards<br>All = 27.18%<br>SED = 25.35%<br>ELL = 10.75%<br>Foster = 23.07% | There will be an annual increase of 2% in proficiency rates for all students in significant subgroups as measured by the CAASPP for ELA and Math and reflected in the California School Dashboard under the Academic Indicator for grades 3-8 and the College and Career Indicator for grade 11.<br><br>A. ELA - Met/Exceeded Standards<br>All = 51.9%<br>SED = 47.97% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | SED= 41.97%<br>ELL = 15.14%<br>Foster = No score indicated<br><br>B. Math =34.14% Met/Exceeded Standards<br>All = 24.14%<br>SED= 31.79%<br>ELL = 15.84%<br>Foster = No score indicated<br><br>C. 54% Of students conditionally ready or ready for college level English courses<br>All = 55.84%<br>SED 52.25%<br>ELL = 14.14%<br>Foster = No score indicated<br><br>D. 23% Of students were conditionally ready or ready for college level Math courses<br>All = 24.44%<br>SED = 20.81%<br>ELL = 2.97%<br>Foster = No score indicated | Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 45.72%<br>SED = 44.09<br>ELL = 18.95<br>Foster = No score indicated<br><br>B. Math - Met/Exceeded Standards<br>All = 26.65%<br>SED= 23.38%<br>ELL = 6.32%<br>Foster = No score indicated<br><br>B. Math - Met/Exceeded Standards Updated Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 25.22%<br>SED = 23.89%<br>ELL = 9.83%<br>Foster = No score indicated<br><br>C. 54% Of students conditionally ready or ready for college-level English courses<br>All = 26.65% | C. Students conditionally ready or ready for college-level English courses:<br>All = 62.76%<br>SED = 62.58%<br>ELL = 26.55%<br>Foster = No score indicated<br><br>D. Students conditionally ready or ready for college-level Math courses:<br>All = 21.65%<br>SED = 21.83%<br>ELL = 1.77%<br>Foster = No score indicated<br><br>A. ELA Distance from Standard<br>All = 15.2 points below standard<br>SED = 19.4 points below standard<br>SWD =132.9 points below standard<br>ELL = 43.8 points below standard<br>Foster = No score indicated | C. Students conditionally ready or ready for college-level English courses:<br>All = 54.22%<br>SED = 50.98%<br>ELL = 10.26%<br>Foster = No Score indicated<br><br>D. Students conditionally ready or ready for college-level Math courses:<br>All = 21.94%<br>SED = 20.48%<br>ELL = 0%<br>Foster = No score indicated<br><br>A. ELA Distance from Standard<br>All = 23.3 points below standard<br>SED = 28.4 points below standard<br>SWD = 143.8 points below standard<br>ELL = 54.9 points below standard<br>Foster = 96.2 points below standard<br><br>B. Math - Distance from Standard | ELL = 21.14%<br><br>B. Math = Met/Exceeded Standards<br>All = 30.14%<br>SED = 37.79%<br>ELL = 21.84%<br><br>C. More than 60% students will be conditionally ready or ready for college level English courses as measured by the Early Assessment Program (EAP). Significant subgroups will show an increase annually with a goal of meeting the district average<br><br>D. More than 29% students will be conditionally ready or ready for college level Math courses as measured by the Early Assessment Program (EAP). Significant subgroups will show an increase annually with a goal of meeting the district average |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | A. English Language Arts - Distance from Standard<br>All = 16.6 points below standard<br>SED = 23.6 points below standard<br>SWD = 123 points below standard<br>EL = 47.9 points below standard<br>Foster = 43.5 points below<br><br>B. Math - Distance from Standard<br>All = 49.7 points below standard<br>SED = 55.2 points below standard<br>SWD = 156.9 points below standard<br>EL = 69.2 points below standard<br>Foster = 101.5 points below | SED= 23.38%<br>ELL = 6.32%<br>Foster = No score indicated<br><br>C. 54% Of students conditionally ready or ready for college-level English courses Updated Data for 2021-22 (Includes Grade 11)<br>All = 62.76%<br>SED = 62.58%<br>ELL = 26.55%<br>Foster = No score indicated<br><br>D. 23% Of students were conditionally ready or ready for college-level Math courses<br>All = 24.44%<br>SED = 20.81%<br>ELL = 2.97%<br>Foster = No score indicated<br><br>D. 23% Of students were conditionally ready or ready for college-level Math courses Updated | B. Math - Distance from Standard<br>All = 70.5 points below standard<br>SED = 73.8 points below standard<br>SWD = 173.8 points below standard<br>ELL = 88.9 points below standard<br>Foster = No score indicated | All = 67.3 points below standard<br>SED = 71.8 points below standard<br>SWD =170.8 points below standard<br>ELL = 89.9 points below standard<br>Foster = 114.8 points below standard | ELA - Distance from Standard<br>All students - 3 point growth per year (7.6 points below standard)<br>SED - 3 point growth per year (14.6 points below standard)<br>SWD - 7 point growth per year (102 points below standard)<br>EL - 4 point growth per year (35.9 points below standard)<br>Foster - 3 point growth per year (34.5)<br><br>Math - Distance from Standard<br>All students - 3 point growth per year (40.7 points below standard)<br>SED - 3 point growth per year (46.2 points below standard)<br>SWD - 4 point growth per year (144.9 points below standard)<br>EL - 4 point growth per year (57.2 points below standard) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Data for 2021-22 (Includes Grade 11)<br>All = 21.65%<br>SED = 21.83%<br>ELL = 1.77%<br>Foster = No score indicated<br><br>A. English Language Arts - Distance from Standard<br>All = Data not available<br>SED = Data not available<br>SWD = Data not available<br>EL = Data not available<br>Foster = Data not available<br><br>A. English Language Arts - Distance from Standard Updated Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 15.2 points below standard<br>SED = 19.4 points below standard<br>SWD =132.9 points below standard | | | Foster - 3 point growth per year (92.5 points below standard) |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | ELL = 43.8 points below standard<br>Foster = No score indicated<br><br>B. Math - Distance from Standard<br>All = Data not available<br>SED = Data not available<br>SWD = Data not available<br>EL = Data not available<br>Foster = Data not available<br><br>B. Math - Distance from Standard Updated Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 70.5 points below standard<br>SED = 73.8 points below standard<br>SWD = 173.8 points below standard<br>ELL = 88.9 points below standard<br>Foster = No score indicated | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2. ELPAC Results | 2. ELPAC Results<br>Well Developed = 15.85%<br>Moderately Developed = 38.44%<br>Somewhat Developed = 31.65%<br>Beginning = 14.07%<br><br>ELPAC (Status/Change): English Learner Progress = 47.6% of English Learners are making progress towards English language proficiency. This falls into the "medium" growth range according to the California Dashboard. | ELPAC Results 2020-21<br>Well Developed = 9.27%<br>Moderately Developed = 37.27%<br>Somewhat Developed = 37.6%<br>Minimally Developed= 15.86%<br><br>ELPAC (Status/Change): English Learner Progress = Data not available<br><br>Updated Data for 2021-22<br>Well Developed = 13.28%<br>Moderately Developed = 38.44%<br>Somewhat Developed = 32.86%<br>Minimally Developed = 15.43%<br><br>ELPAC (Status/Change): English Learner Progress = 50.9% of English Learners are making progress | ELPAC Results 2021-22<br>Well Developed = 13.28%<br>Moderately Developed = 38.44%<br>Somewhat Developed = 32.86%<br>Minimally Developed = 15.43%<br><br>ELPAC (Status/Change): English Learner Progress = 50.9% of English Learners are making progress towards English language proficiency. This falls into the "Medium" growth range according to the California Dashboard. | ELPAC Results 2022-23<br>Well Developed = 18.76%<br>Moderately Developed = 36.44%<br>Somewhat Developed = 28.22%<br>Minimally Developed = 16.58%<br><br>ELPAC (Status/Change): English Learner Progress = 52.3% of English Learners are making progress towards English language proficiency. This falls into the yellow range, according to the California Dashboard. | The number of English Learners making progress toward English language proficiency will increase by at least 2% each year = 53.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | towards English language proficiency. This falls into the "Medium" growth range according to the California Dashboard. | | | |
| 3. Advanced Placement Scores | 3. Advanced Placement Exams<br><br>2019-20<br>AP Exams = 131<br>Pass rate = 47%<br>EL students taking AP exams = 2.2% of students who took AP exams were ELs | Advanced Placement Exams<br><br>2020-21<br>AP Exams =219<br>Pass rate = 26%<br>EL students taking AP exams = 7.9% of students who took AP exams were ELs<br><br>Updated Data for 2021-22<br>AP Exams = 255<br>Pass rate = 30.2%<br>EL students taking AP exams =<br>3% of students who took AP exams were Els | Advanced Placement Exams<br><br>2021-22<br>AP Exams = 255<br>Pass rate = 30.2%<br>EL students taking AP exams =<br>3% of students who took AP exams were ELs | Advanced Placement Exams<br><br>2022-23<br>AP Exams = 286<br>Pass rate = 30.4%<br>EL students taking AP exams = 3.5% of AP exams taken were taken by EL students | AP exams taken will increase overall = 140<br>Pass rate will be over = 50%<br>EL students taking AP exams will increase at least 5% overall = 7.2% |
| 4. Graduation Rates | 4. Graduation Rates<br><br>2019 Graduation rate = 92.3% (according to CA Dashboard) | Graduation Rates<br><br>2021 = 83.5% (according to Data Quest) | Graduation Rates - According to the CA Dashboard :<br>2022 = 87.5% | Graduation Rates - According to the CA Dashboard :<br>2023 = 87.4% | Graduation rates will increase by .5% annually to 94.3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 2020 Graduation Rate = 91.7% (according to Data Quest) | Updated Data for 2021-22<br>2022 = 87.5% (according to CA Dashboard) | | | |
| 5. Physical Fitness Test | 5. Physical Fitness Test (2019)<br><br>Rate of students in the Healthy Fitness Zone<br>5th grade = 37.9%<br>7th grade = 43.8%<br>9th grade = 53.1% | Physical Fitness Test (2021)<br><br>*Rate of students in the Healthy Fitness Zone data not available since "Body Composition" was not assessed.<br><br>*Average Completion Rate by grade level:<br>5th - 99%<br>7th - 95%<br>9th - 95%<br><br>Updated Data for 2021-22<br>*Average Completion Rate by grade level:<br>5th - 99%<br>7th - 95%<br>9th - 95% | Physical Fitness Test(2022)<br><br>*Average Completion Rate by grade level:<br>5th - 99%<br>7th - 95%<br>9th - 95% | Physical Fitness Test (2023)<br><br>*Average Completion Rate by grade level:<br>5th - 99%<br>7th - 95%<br>9th - 95% | Physical Fitness Test<br><br>Rate of students in the Healthy Fitness Zone will increase by 2% each year.<br>5th grade = 43.9%<br>7th grade = 49.8%<br>9th grade = 59.1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 6. Percentage of students graduating College and Career as "Prepared"<br>a. All students | 6. College/Career (2019)<br>Status<br>All = 65.3<br><br>Prepared =<br>91.7% Hispanic<br>12.1% EL<br>88.7% SED<br><br>Approaching Prepared =<br>92.8% Hispanic<br>8.2% EL<br>92.8% SED<br><br>Not Prepared =<br>92.6% Hispanic<br>44.1% EL<br>98.5% SED | College/Career (2020)<br>Status<br>All = 65.5%<br>Hispanic = 67.4%<br>EL = 49.1%<br>SED = 65.5%<br>SWD = 28.3%<br><br>College/Career (2021)<br>Status = No data available<br><br>*No available data available for 2021 by "Prepared", "Approaching Prepared", and "Not Prepared" for the 2021 school year.<br><br>Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, | College/Career (2020)<br>Status<br>All = 65.5%<br>Hispanic = 67.4%<br>EL = 49.1%<br>SED = 65.5%<br>SWD = 28.3% | College/Career (2023)<br>Status<br>All = 59.8%<br>Hispanic = 59.2%<br>EL = 36.9%<br>SED = 59%<br>SWD = 27.3% | There will be an overall annual increase of 2% of students graduating College and Career as "Prepared" = 71.3%<br><br>DUSD would also like to see increases in Hispanic, English Learner, and Low Socioeconomic population in the "Prepared" and "Approaching Prepared" categories. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). The 2021 CCI reports provide student participation in measures that were determined to be valid and reliable that would have been included in the 2021 Dashboard.<br><br>Updated Data for 2021-22<br><br>College/Career data was not reported on the 2022 Dashboard. | | | |
| 7. A-G Completion Rates of:<br>a. All students | 7. A-G Completion Rates of:<br><br>2018-19<br>a. All students at DHS 148/408 =35%<br><br>2019-20<br>a. All students at DHS 160/430 =38% | A-G Completion Rates of:<br><br>2020-21*<br>a. All students at DHS 148/408 =22%<br><br>*This is the year incorrect data was submitted. This data | A-G Completion Rates for 2021-22<br>a. All students at DHS 145/509 =28.4% | A-G Completion Rates for 2022-23<br>a. All students at DHS 146/455 = 32.1% | A-G Completion Rates at DHS will increase annually by at least 2% = 44% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | represents an internal count of students completing A-G requirements.<br><br>Updated Data for 2021-22<br>a. All students at DHS 145/509 =28.4% | | | |
| 8. CTE Course Offerings and enrollment<br>a. All students | 8. 2019-20 CTE<br><br>CTE courses offered (DHS/SV/WIS) = 72<br>Sections (DHS/SV/WIS) = 131<br><br>Percentage of students enrolled from total 7-12 enrollment (DHS/SV/WIS). This is not an unduplicated count, some students may have been enrolled in more than one class.<br>ALL = 81.6%<br>SED = 43.2%<br>English Learners = 35% | 2020-21 CTE<br><br>CTE courses offered (DHS/SV/WIS) = 68<br>Sections (DHS/SV/WIS) = 149<br><br>*No additional data available<br><br>Updated Data for 2021-22<br>CTE courses offered (DHS/SV/WIS) = 66<br>Sections (DHS/SV/WIS) = 143 | 2021-22 CTE<br>CTE courses offered (DHS/SV/WIS) = 66<br>Sections (DHS/SV/WIS) = 143<br><br>Percentage of students enrolled from total 7-12 enrollment (DHS/SV/WIS) This is not an unduplicated count, some students may have been enrolled in more than one class.<br>ALL = 59%<br>SED = 61.2%<br>English Learners = 35%<br>SWD = 79.9% | 2022-23 CTE<br>CTE courses offered (DHS/SV/WIS) = 57<br>Sections (DHS/SV/WIS) = 118<br><br>Percentage of students enrolled from total 7-12 enrollment (DHS/SV/WIS) This is not an unduplicated count, some students may have been enrolled in more than one class.<br>ALL = 45.3%<br>SED = 51.7%<br>English Learners = 32.3%<br>SWD = 51.4% | 8.CTE<br><br>Courses offered will remain the same or be increased = 72<br><br>Sections Offered will remain the same or be increased = 131<br><br>Percentage of students enrolled from total 7-12 enrollment will increase by 4% over the 3 year span<br>All = 85.6%<br>SED = 47.2%<br>English Learners = 39% |
| 9. Percentage of students having access to standards | 9. Curriculum: | During the 2021-22 school year, 100% of | During the 2022-23 school year, 100% of students had access | During the 2023-24 school year, 100% of students had access | 100% of students will have access to standards aligned |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| aligned curriculum through a broad course of study<br>a. All students<br>b. Unduplicated<br>c. Students with exceptional needs | Students having access to standards aligned curriculum through a broad course of study.<br>All students = 100%<br>Unduplicated = 100%<br>Students with exceptional needs = 100%<br><br>Students having availability to standards-aligned instructional materials in all core content areas according to latest Williams inspection.<br>All students = 100%<br>Unduplicated = 100%<br>Students with exceptional needs = 100% | students had access to standards aligned curriculum in all core content areas according to the Williams inspection. | to standards aligned curriculum in all core content areas according to the Williams inspection. | to standards aligned curriculum in all core content areas according to the Williams inspection. | curriculum in all core content areas according to the Williams inspection.<br><br>Curriculum:<br>Students having access to standards aligned curriculum through a broad course of study.<br>All students = 100%<br>Unduplicated = 100%<br>Students with exceptional needs = 100%<br><br>Students having availability to standards-aligned instructional materials in all core content areas according to latest Williams inspection.<br>All students = 100%<br>Unduplicated = 100%<br>Students with exceptional needs = 100% |
| 10. Percentage of appropriately credentialed, with | 10. Credentialed Teachers: | During the 2021-22 school year, 91.2% of teachers were fully | During the 2022-23 school year, 93.7% of teachers were fully | During the 2023-24 school year, 95.2% of teachers were fully | Credentialed Teachers: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Language Certification, and appropriately assigned teachers | 2019-20 At least 95% of teachers met HQ requirements. | credentialed. There was a total of 98.79% of teachers were appropriately assigned according to their credentials. | credentialed. There was a total of 94.6% of teachers appropriately assigned according to their credentials. | credentialed. There was a total of 94.6% of teachers appropriately assigned according to their credentials. | More than 95% of teachers will be appropriately credentialed and have the appropriate EL authorization and appropriately assigned. |
| 11. Staff participation in professional development | 11. Professional Development:<br><br>100% of Teachers will participate in PD related to CCSS or their specific content area of instruction | During the 2021-22 school year, approximately 90% of teachers participated in PD related to CCSS or their specific content area of instruction. | During the 2022-23 school year, approximately 95% of teachers participated in PD related to CCSS or their specific content area of instruction. | During the 2023-24 school year, approximately 100% of teachers participated in PD related to CCSS or their specific content area of instruction. | 100% of Teachers will annually participate in PD related to CCSS or their specific content area of instruction. |
| 12. District Assessments | 12. District Assessments<br><br>Local data gathered before the school shutdown indicates the following:<br><br>ELA- 2019-20 Star Reading (% passing)<br>2nd (T2) 76%<br>3rd (T2) 54%<br>4th (T2) 34%<br>5th (T2) 32%<br>6th (T2) 25%<br>7th (S1) 12% | ELA- 2021-22 Star Reading (% passing)<br><br>2nd (T2) 34%<br>3rd (T2) 28%<br>4th (T2) 33%<br>5th (T2) 35%<br>6th (T2) 27%<br>7th (S1) 29%<br>8th (S1) 26%<br><br>ELA- 2021-22 Local CCSS ELA Benchmark (% passing)<br>K DRA (T2) 70% | ELA- 2022-23 Star Reading (% passing)<br>2nd (T2) 36%<br>3rd (T2) 25%<br>4th (T2) 29%<br>5th (T2) 35%<br>6th (T2) 31%<br>7th (S1) 22%<br>8th (S1) 32%<br><br>ELA- 2022-23 Local CCSS ELA Benchmark (% passing including at/near or above standard) | ELA- 2023-24 Star Reading (% passing)<br>2nd (T2) 44%<br>3rd (T2) 34%<br>4th (T2) 33%<br>5th (T2) 25%<br>6th (T2) 20%<br>7th (S1) 36%<br>8th (S1) 24%<br><br>ELA- 2023-24 Local CCSS ELA Benchmark (% passing including at/near or above standard) | District Assessments For all students and all sub-groups by 2023-24:<br><br>ELA<br>K DRA (T3) benchmark will show 90% proficient<br>1st Grade DRA (T3) benchmark will show 69% proficient<br>2nd Grade DRA (T3) will show 83% proficient |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 8th (S1) 18%<br><br>ELA 2019-20 Local CCSS ELA Benchmark (% passing)<br>K DRA (T2) 87%<br>1st DRA (T2) 64%<br>2nd DRA (T2) 78%<br>3rd Performance Task (T2) 50%<br>4th Performance Task (T2) 48%<br>5th Performance Task (T2) 72%<br>6th Performance Task (T2) 62%<br><br>Math 2019-20 Local CCSS Math Benchmark (% Passing)<br>K Benchmark (T2) 98%<br>1st Benchmark (T2) 86%<br>2nd Benchmark (T2) 88%<br>3rd Benchmark (T2) 60%<br>4th Benchmark (T2) 51%<br>5th Benchmark (T2) 82% | 1st DRA (T2) 44%<br>2nd DRA (T2) 45%<br>*3rd Interim Assess. Block (T2) 66%<br>*4th Interim Assess. Block (T2) 78%<br>*5th Interim Assess. Block (T2) 94%<br>*6th Interim Assess. Block (T2) 78%<br>* Assessment changed from Performance Task to Interim Assessment Block<br><br>Math- 2021-22 Local CCSS Math Benchmark (% Passing)<br>K Benchmark (T2) *<br>1st Benchmark (T2) *<br>2nd Benchmark (T2) *<br>3rd Benchmark (T2) 44%<br>4th Benchmark (T2) 39%<br>5th Benchmark (T2) 53%<br>6th Benchmark (T2) 35%<br>*N/A, not a proficiency or pass/fail | K DRA (T2) 62.54%<br>1st DRA (T2) 54.38%<br>2nd DRA (T2) 51.32%<br>*3rd Interim Assess. Block (T2) 59%<br>*4th Interim Assess. Block (T2) 78%<br>*5th Interim Assess. Block (T2) 94%<br>*6th Interim Assess. Block (T2) 79%<br><br>* Assessment changed from Performance Task to Interim Assessment Block<br><br>Math- 2022-23 Local CCSS Math Benchmark (% Passing)<br>K Benchmark (T2) *<br>1st Benchmark (T2) *<br>2nd Benchmark (T2) *<br>3rd Benchmark (T2) 46.3%<br>4th Benchmark (T2) 48.3%<br>5th Benchmark (T2) 50.5%<br>6th Benchmark (T2) 44.2% | K DRA (T2) 64.91%<br>1st DRA (T2) 50.65<br>2nd DRA (T2) 56.74%<br>*3rd Interim Assess. Block (T2) 72%<br>*4th Interim Assess. Block (T2) 76%<br>*5th Interim Assess. Block (T2) 89%<br>*6th Interim Assess. Block (T2) 78%<br><br>* Assessment changed from Performance Task to Interim Assessment Block<br><br>Math- 2023-24 Local CCSS Math Benchmark (% Passing)<br>K Benchmark (T2) *<br>1st Benchmark (T2) *<br>2nd Benchmark (T2) *<br>3rd Benchmark (T2) 48%<br>4th Benchmark (T2) 49.9%<br>5th Benchmark (T2) 47.6%<br>6th Benchmark (T2) 36.7% | 2nd-6th Grade STAR Reading T2 or T3 (as indicated) data will show an increase of 5% over the 3 year span to the following percentages:<br><br>2nd (T2) 81%<br>3rd (T2) 59%<br>4th (T2) 39%<br>5th (T2) 37%<br>6th (T2) 31%<br><br>7th-8th Grade STAR Reading (S1) will increase 8% over the 3 year span to the following percentages:<br><br>7th (S1) 20%<br>8th (S1) 26%<br><br>Math:<br>Benchmark passing rate will be<br><br>Kinder (T3) 98%<br>1st (T3) 90%<br>2nd (T3) 90%<br>3rd (T2) 65%<br>4th (T2) 56% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 6th Benchmark (T2) 61% | assessment, strategy tracking only | *N/A, not a proficiency or pass/fail assessment, strategy tracking only | *N/A, not a proficiency or pass/fail assessment, strategy tracking only | 5th (T2) 85%<br>6th (T2) 66% |
| 13 State Standards Implementation<br><br>English Language Arts<br>English Language Development<br>Mathematics<br>Science<br>History/Social Science<br>Career Technical Education<br>Health Education<br>Physical Educ.<br>Content Standards<br>Visual and Performing Arts<br>World Language<br><br>1 = Exploration and Research Phase<br>2 = Beginning Development<br>3 = Initial Implementation<br>4 = Full Implementation | State Standards Implementation (2020-21)<br><br>English Language Arts = 5<br>English Language Development = 4<br>Mathematics = 5<br>Science = 3<br>History/Social Science = 3<br>Career Technical Education = 5<br>Health Education = 4<br>Physical Educ. Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 4 | State Standards Implementation (2021-22)<br><br>English Language Arts = 5<br>English Language Development = 4<br>Mathematics = 5<br>Science = 4<br>History/Social Science = 5<br>Career Technical Education = 5<br>Health Education = 4<br>Physical Educ. Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 4 | State Standards Implementation (2022-23)<br><br>English Language Arts = 5<br>English Language Development = 4<br>Mathematics = 5<br>Science = 4<br>History/Social Science = 5<br>Career Technical Education = 5<br>Health Education = 4<br>Physical Educ. Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 4 | State Standards Implementation (2022-23)<br><br>English Language Arts = 5<br>English Language Development = 4<br>Mathematics = 5<br>Science = 4<br>History/Social Science = 5<br>Career Technical Education = 5<br>Health Education = 4<br>Physical Educ. Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 4 | State Standards Implementation<br><br>English Language Arts = 5<br>English Language Development = 5<br>Mathematics = 5<br>Science = 5<br>History/Social Science = 5<br>Career Technical Education = 5<br>Health Education = 5<br>Physical Educ. Content Standards = 5<br>Visual and Performing Arts = 5<br>World Language = 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 5 = Full Implementation and Sustainability | | | | | |
| 14. Additional District Assessments | 14. Additional District Assessments | N/A | New District Assessment - Phonemic Awareness<br><br>K<br><br>(Baseline data to be established during the 2023-24 school year) | TK<br>Phonemic Awareness (T3) Proficient = 58.6%<br>Letter ID and Letter Sounds (T3) = 67.6%<br><br>Kindergarten<br>Letter ID and Letter Sounds (T3) = 64.9%<br><br>(Baseline data was established during the 2023-24 school year) | Outcome data will be determined after baseline data has been collected. |

## *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As a district, Dinuba Unified successfully implemented as planned the actions and programs described in Goal 1 including all actions from 1.1-1.13. Particular successes in this goal would include the delivery of staff development (1.1/1.12), K-6 collaboration (1.11) The distrcit has made great strides in providing professional development this year as new ELD for 5th and 6th grades was rolled out. These actions and metrics are all closely interrelated in their impact on various metrics.

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 many actions in this goal with material differences between planned and estimated actual expenditures.
1.1 - Underbudgeted as more staff development was provided during the year one-time or expiring funding sources.
1.3 - Underbudgeted as many additional after-school intervention and enrichment activities were offered to students.
1.4 - Underbudgeted due to the underbudgeting of personnel and transportation costs needed to implement this action.
1.5 - Overbudgeted as additional grant funds were used to support this action.
1.6 - Overbudgeted as some technology was unavailable for purchase.
1.7 - Overbudgeted because salaries were not as high as anticipated.
1.8 - Overbudgeted due to not needing to hire as many new teachers during the 2023-24 school year.
1.9 - Overbudgeted as costs were lower than anticipated.
1.10 - Underbudgeted as salary increases and providing more services to students impacted the cost of this action.
1.11 - Overbudgeted due to personnel costs not as high as anticipated.
1.12 - Underbudgeted as more staff development was provided during the year one-time or expiring funding sources.
1.13 - These funds were allocated to the sites, but the costs of the use of these funds are integrated in the actions across all LCAP goals and actions as relevant to the needs of each school site. Total amount allocated to school sites was $6,929,488.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1-1.4 and 1.6-1.13 are all interdependent upon each other and related to student data outcomes. The following actions were successful.
Per Dashboard and local data results, actions 1.1, 1.3, 1.4, 1.7, 1.8, and 1.9 worked together to impact the slight increase seen in Math and increases in “Well Developed” and “Moderately Developed” levels in ELPAC scores. Graduation rates also showed an increase over the past two years.
Actions 1.2, 1.10 1.11 and 1.12, professional development and collaboration time, could also be associated with the above-mentioned successes as well as local benchmark reading data outcomes.
Action 1.5 was successful per the data indicating an increase in A-G Requirements over the past few years and the Dashboard College and Creer indicator rating as “high”. The district was able to maintain CTE course offerings and sections.
Actions 1.6 and 1.13 could be said to support many of the above successes as well. Students are using technology on a daily basis to support their learning in all areas where site allocations allow each site to determine where the needed supports are for their school.

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

Metric 1.1 will be broken out into four separate metrics to allow the ability to have greater oversight of the metrics.

Metric 1.12 will be broken out into four separate metrics to allow the ability to have greater oversight of the metrics.
An additional metric was added to track NJROTC enrollment
Metric 1.5 will be discontinued in the 2024-25 LCAP as it is no longer required. This metric can no longer be used to determine students in the "Healthy Fitness Zone".
Metric 1.7 will no longer be district calculated. Dataquest report (Met UC/CSU Requirement and CTE Pathway Completion Report) will be used instead.. Data will also include DUSD data in addition to DHS data.
Action 1.3 will include more guidelines to specifically address student needs including coaching support for intervention teachers and monitoring of student data.
Action 1.5 will include the addition of one NJROTC teacher to help support that program. Students completing this program are reflected in the Dashboard College and Career data.
Action 1.7 will include using "Push-in" Intervention teachers as needed to maintain the ratio in TK
Metrics were rearranged to group like metrics closer together.

**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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Goal 2<br><br>As a result of Educational Partner input and data analysis we have determined to focus on the following goal:<br><br>Ensure all facilities are in good repair and provide a safe environment for students, staff and parents and promote a sense of pride in all schools and provide enrichment activities to further student learning and engagement in school. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Facility Inspection Tool (FIT)<br>Williams Visitation Results | 1.The FIT inspections done in June of 2020 indicate 8 schools have an overall score of "Fair" and 2 schools have an overall score of "Good". | The FIT inspections done in June of 2021 indicate all schools had an overall rating of "Good".<br><br>Updated Data for 2021-22<br>June 2022 All schools had a rating of "good" or "exemplary" | The FIT inspections done in June of 2022 indicate all schools had a rating of "good" or "exemplary". | The FIT inspections conducted between September-December of 2023, indicate all schools had a rating of "good" or "exemplary". | All schools will have an overall rating of "good" on the FIT. |
| 2. California Healthy Kids Survey (CHKS) | 2. CHKS results from 2018-19 9th and 11th graders<br><br>Students surveyed reporting that they feel | CHKS results from 2020-21 9th and 11th graders<br><br>Students surveyed reporting that they feel | CHKS results from 2020-21 (9th and 11th graders)<br><br>Students surveyed reporting that they feel | CHKS Results from 2022-23<br>Students surveyed reporting that they feel safe at school (safe or very safe) = 66% | At least 70% of students surveyed will incicate they feel safe or very safe at school.<br><br>At least 68% of students surveyed will |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | safe at school (safe or very safe) = 64%<br><br>Students surveyed reporting that they feel a sense of connectedness (agree or strongly agree) = 61.5%<br><br>Students surveyed reporting that they feel their campus is clean (agree or strongly agree) = 48% | safe at school (safe or very safe) = 68.8%<br><br>Students surveyed reported that they feel a sense of connectedness (agree or strongly agree) = 60.2%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 61.6% | safe at school (safe or very safe) = 68.8%<br><br>Students surveyed reported that they feel a sense of connectedness (agree or strongly agree) = 60.2%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 61.6% | Students surveyed reported that they feel a sense of connectedness (agree or strongly agree) = 47%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 45% | incicate they feel connected at school (agree or strongly agree).<br><br>At least 54% of students surveyed will incicate they feel their campus is clean. |
| 3. Fiscal Reports on Routine & Deferred Maintenance Costs & set-a-sides | 3. 3% will be set aside yearly for routine and deferred maintenance costs. | 10% set aside for yearly routine and deferred maintenance costs during the 2021-22 school year. | 15% set aside for yearly routine and deferred maintenance costs during the 2022-23 school year. | 15% set aside for yearly routine and deferred maintenance costs during the 2023-24 school year. | At least 3% will be set aside yearly for routine and deferred maintenance costs. |
| 4. Staff and Parent Survey | Baseline will be established during the 2021-22 School year to indicate the level of feeling of safety and nurturing environment in the schools. | A district-created climate and safety survey was implemented this year. Survey results from Spring 2022 indicate the following when a responded selected "agree" or strongly agree" to the statement. | A district-created climate and safety survey was implemented this year. Survey results from Spring 2023 indicate the following when a responded selected "agree" or strongly agree" to the statement. | A district-created climate and safety survey was implemented this year. Survey results from Spring 2024 indicate the following when a respondent selected "agree" or strongly agree" to the statement. | There will be an increase related to each question to at least the amounts indicated below:<br><br>Parents/Guardian responses:<br>I feel my child is safe at school - 80%<br><br>There are adults who care about my |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Parents/Guardian responses:<br>I feel my child is safe at school - 75.9%<br><br>There are adults who care about my child/children at school - 90.4%<br><br>My child/children like going to school - 83.5%<br><br><br>Staff responses:<br>I feel Dinuba schools are safe - 74.2%<br><br>There are caring adults at school for students - 97.5%<br><br>Students seem to like to go to school - 80.6% | Parents/Guardian responses:<br>I feel my child is safe at school - 55%<br><br>There are adults who care about my child/children at school - 83.2%<br><br>My child/children like going to school - 79.7%<br><br><br>Staff responses:<br>I feel Dinuba schools are safe - 62.5%<br><br>There are caring adults at school for students - 92.1%<br><br>Students seem to like to go to school - 68% | Parents/Guardian Responses: I feel my child is safe at school = 81%<br><br>There are adults who care about my child/children at school = 92%<br><br>My child/children like going to school = 75%<br><br>Staff Responses:<br><br>I feel Dinuba schools are safe = 74.7%<br><br>There are caring adults at school for students = 98.8%<br><br>Students seem to like to go to school - 84% | chile/children at school - 94%<br><br>My child/children like going to school - 88%<br><br><br><br>Staff responses:<br><br>I feel Dinuba schools are safe - 78%<br><br>There are caring adults at school for students - 98%<br><br>Students seem to like to go to school - 85% |

# *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The district continued to implement these actions as planned. One particular success in this goal was being able to provide the transportation costs for 3rd-5th grade field trips outside of the immediate Dinuba area. Improvements were made to campus security and facilities.

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 many actions in this goal with material differences between planned and estimated actual expenditures.
2.2 - Overbudgeted for the current year due to a COP. Funds will be spent in the following year.
2.3 - Underbudgeted as transportation costs for additional enrichment activities were more than anticipated and more enrichment activities offered to students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 - 81% of parents who responded to the survey indicated that they felt their child was safe at school. This is an improvement over the past few years.
2.2 - Relating to facilities and perceived safety. This has mixed results, with students responding to the most recent California Healthy Kids Survey (CHKS) as feeling safe at school dropping slightly from the previous survey. However, parent responses to if they feel their child is safe at school have increased, according to the Spring 2024 District Climate Survey.
2.3 - This action added an additional component this year in that the district was able to provide transportation for 3rd-5th grade students to attend field trips outside of the immediate Dinuba area. This brought new experiences to many students who would otherwise not have had these experiences.

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

Actions 2.2 and 2.3 will be reversed to bring them in alignment with budget line tracking numbers. The district will continue to provide the safety measures listed in Action 2.1 2022-23 was the first year the District Safety Officer postion filled (partial year). It is believed that the additional safety procedures being put in place should help to move the associated data in a more positive direction.

**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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Goal 3<br><br>As a result of Educational Partner input and data analysis we have determined to focus on the following goal:<br><br>Support the social-emotional health of students by providing appropriate supports and services, use evidence based protocols to improve behavioral practices (PBIS) to reduce suspensions and expulsions and improve pupil attendance rates. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Suspension/Expulsion Rates | 1. 2018-19 Rates<br>Suspension = 8.1%<br>Expulsion = .16% | 2019-20 Rates<br><br>Suspension = 2.2%<br>Expulsion = .2%<br><br>Updated Data for 2021-22<br>Suspension = 3% | Updated Data for 2021-22<br><br>Suspension = 3%<br>Expulsion = 0.36% | Updated Data for 2022-23<br><br>Suspension = 3.3%<br>Expulsion = .2% | Suspension rates will be less than 5% by 2023-24.<br><br>Expulsion rates will be less than .1% by 2023-24. |
| 2. Chronic Absenteeism | 2. Chronic Absenteeism Rate 2018-19 District Chronic Absenteeism = 9.5% | Chronic Absenteeism Rate<br><br>2020-21 Chronic Absenteeism<br>DUSD = 14.4%<br>SWD = 22.6% | Updated Data for 2021-22 (According for the 2022 California Dashboard)<br><br>Chronic Absenteeism<br>DUSD = 33.6%<br>SED = 34.4%<br>EL = 33.6% | Updated Data for 2022-23 (According to the 2023 California Dashboard)<br><br>Chronic Absenteeism<br>DUSD = 23.2%<br>SED = 24.3%<br>EL = 21.8% | Chronic Absenteeism will be reduced each year and less than 8% by 2023-24. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Updated Data for 2021-22<br>Chronic Absenteeism<br>DUSD = 33.6%<br>SWD = 46.2 | SWD = 46.2% | SWD = 39.3% | |
| 3. SARB Referrals | 3. 2018-19 SARB Referrals = 1.7%<br>2019-20 prior to schools shutting down = .76% | 2021-22 SARB Referrals<br><br>DUSD = 2.28% | 2022-23 SARB Referrals<br><br>DUSD = 2.6% | 2023-24 SARB Referrals<br><br>DUSD = 4.5% | SART teams will work with families before SARB referrals are made. It is hoped that this will improve attendance before SARB referrals are necessary.<br><br>SARB referrals will decline by .5% = 1.2 by 2023-24. |
| 4. California Healthy Kids Survey (CHKS) | 4. CHKS results from 2018-19 9th and 11th graders<br><br>Students surveyed reporting that they feel safe at school (safe or very safe)<br>9th graders = 64%<br>11th graders = 64% | CHKS results from 2020-21 9th and 11th graders<br><br>Students surveyed reporting that they feel safe at school (safe or very safe)<br>9th graders = 68%<br>11th graders = 70% | CHKS results from 2020-21 9th and 11th graders<br><br>Students surveyed reporting that they feel safe at school (safe or very safe)<br>9th graders = 68%<br>11th graders = 70% | CHKS results from 2022-23<br><br>Students surveyed reported that they feel safe at school (safe or very safe) = 66% | At least 70% of students surveyed will indiicate they feel safe or very safe at school.<br><br>At least 68% of students surveyed will indicate they feel connected at school (agree or strongly agree).<br><br>At least 54% of students surveyed will |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | indicate they feel their campus is clean. |
| 5. Learning, Guidance and Student Support Services Center Referrals | 5. 2018-19<br><br>Referrals = 531<br>Students/families receiving services = 282 (53% of referrals)<br><br>2019-20<br>Referrals = 484<br>Students/families receiving services = 390 (80.5% of referrals) | 2021-22<br><br>Referrals = 460<br>Students/families receiving services from those referrals = 417(90.7% of referrals) | 2022-23<br><br>Referrals = 462<br>Students/families receiving services from those referrals = 396 (85.7% of referrals) | 2023-24<br><br>Referrals = 424<br>Students/families receiving services from those referrals =359 ( 84.7%) | The percentage of families linked to appropriate services from referrals will continue to increase annually. |
| 6. SWIS/Educlimber (Decrease Student Discipline Referrals) | Grand View = 2.3%<br>Jefferson = 7.5%<br>Lincoln = 19.8%<br>Wilson = 10%<br>Roosevelt = 4%<br>Kennedy = 6.6%<br>Washington Int = 8.10%<br>Dinuba High School = 15.8%<br>Sierra Vista = 3.2%<br><br>DUSD = | SWIS/Educlimber data not available this year due to problems with the rollover of data. | 2022-23<br>SWIS/Educlimber data<br><br>Grand View = 2.36%<br>Jefferson = 2.10%<br>Lincoln = .68%<br>Wilson = 1.25%<br>Roosevelt = .49%<br>Kennedy = 2.52%<br>Washington Int = 16.68%<br>Dinuba High School = 5.05%<br>Sierra Vista = 5.88%<br><br>DUSD = 5.11% | 2023-24<br>SWIS/Educlimber data<br><br>Grand View = 31.47%<br><br>Jefferson = 4%<br><br>Lincoln = 16.34%<br><br>Wilson = 2.56%<br><br>Roosevelt = 3.6%<br><br>Kennedy = 11.57% | Major discipline referrals will decrease by .5% annually.<br><br>Grand View = .8%<br>Jefferson = 6%<br>Lincoln = 18.3%<br>Wilson = 8.5%<br>Roosevelt = 2.5%<br>Kennedy = 5.1%<br>Washington Int = 6.6%<br>Dinuba High School = 14.3%<br>Sierra Vista = 1.7%<br><br>DUSD = 4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | Washington Int = 30.56%<br><br>Dinuba High School = 1.9%<br><br>Sierra Vista = 3.44%<br><br>DUSD = 10.27% | |
| 7. Students involved in Elementary Sports Programs | 7. All sports were not able to be implemented during the 2019-20 school year due to the shutdown in March.<br><br>Data from 2018-19 indicates the following:<br>Volleyball = 40% of 6th graders participated<br>Basketball = 40% of 6th graders participated<br>Soccer = 42% of 6th graders participated<br>Track = 19% of 4th-6th graders participated (this is an unduplicated count as many students | Data from 2021-22 indicates the following:<br>Volleyball = 35.3% of 6th graders participated<br>Basketball = 41.7% of 6th graders participated<br>Soccer = 36.1% of 6th graders participated<br>Track = 19.1% of 4th-6th graders participated (this is an unduplicated count as many students participated in several events) | Data from 2022-23 indicates the following:<br>Volleyball = 40.1% of 6th graders participated<br>Basketball = 40.1% of 6th graders participated<br>Soccer = 48.3% of 6th graders participated<br>Track = 19.5% of 4th-6th graders participated (this is an unduplicated count as many students participated in several events) | Data from 2023-24 indicates the following:<br>Volleyball = 40.9% of 6th graders participated<br>Basketball = 35.3% of 6th graders participated<br>Soccer = 40.8% of 6th graders participated<br>Track = 17.23% of 4th-6th graders participated (this is an unduplicated count as many students participated in several events) | Students participating in elementary sports will increast at least 2% by sport<br>Volleyball = 42%<br>Basketball = 42%<br>Soccer = 44%<br>Track = 21% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | participated in several events) | | | | |
| 8. Dropout rates | 8. Dropout rates - HS<br><br>Dropout rates 2019-20<br>DISTRICT = 3.4%<br>RRA = 10.6%<br>SV = 6.9%<br>Dropout rates - Middle School = 0% | Dropout rates - HS<br>Dropout rates 2020-21<br><br>DISTRICT = 4.3%<br>DHS = 2.1%<br>RRA = 10.1%<br>SV = 19.5%<br>Middle School = 0 | Dropout rates - HS<br>Dropout rates 2021-22<br><br>DISTRICT = 4.8%<br>DHS = 2.1%<br>RRA = 11.4%<br>SV = 2.5%<br>Middle School = 0 | Dropout rates - HS<br>Dropout rates 2022-23<br><br>DISTRICT = 6.7%<br>DHS = 4.1%<br>RRA = 16.6%<br>SV = 59%<br>Middle School = 0% | DUSD dropout rates will be reduced by .5% annually = 1.9% by 2023-24.<br><br>DISTRICT = 1.5%<br>DHS = 0.2%<br>RRA = 9.1%<br>SV = 5.4%<br>Middle School = 0 |
| 9. School Attendance | 9. All sites 2019-20 P2 ADA was 94% or higher (with the exception of Sierra Vista and Ronald Reagan)<br><br>Grand View = 95.83%<br>Jefferson = 95.46%<br>Lincoln = 94.94%<br>Wilson = 95.16%<br>Roosevelt = 95.51%<br>Kennedy = 94.86%<br>Washington Int = 96.26%<br>Dinuba High School = 95.86%<br>Sierra Vista = 86.32%<br>Ronald Reagan = 87.15%<br><br>District = 95.39% | P2 ADA data for the 2021-22 school year indicates the following:<br><br>Grand View = 90.33%<br>Jefferson = 89.83%<br>Lincoln = 90.48%<br>Wilson = 88.71%<br>Roosevelt = 89.72%<br>Kennedy = 88.49%<br>Washington Int = 91.4%<br>Dinuba High School = 93.1%<br>Sierra Vista =49.1%<br>Ronald Reagan = 63.6%<br><br>District = 90.51% | P2 ADA data for the 2022-23 school year indicates the following:<br><br>Grand View = 92.45%<br>Jefferson = 92.34%<br>Lincoln = 92.25%<br>Wilson = 91.4%<br>Roosevelt = 93.00%<br>Kennedy = 91.44%<br>Washington Int = 93.35%<br>Dinuba High School = 90.68%<br>Sierra Vista = 47.66%<br>Ronald Reagan = 56.13%<br><br>District = 90.48% | P2 ADA data for the 2023-24 school year indicates the following:<br><br>Grand View = 93.71%<br>Jefferson = 92.98%<br>Lincoln = 93.78%<br>Wilson = 92.92%<br>Roosevelt = 93.76%<br>Kennedy = 92.83%<br>Washington Int = 94.04%<br>Dinuba High School = 88.56%<br>Sierra Vista = 49.9%<br>Ronald Reagan = 64.94%<br><br>District = 90.34% | DUSD ADA will be at least 96% overall annually.<br><br>Grand View = 96%<br>Jefferson = 96%<br>Lincoln = 96%<br>Wilson = 96%<br>Roosevelt = 96%<br>Kennedy = 96%<br>Washington Int = 97%<br>Dinuba High School = 96%<br>Sierra Vista = 90%<br>Ronald Reagan = 90%<br><br>District = 96% |

# *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions in this goal were implemented as planned. Of particular sucess in this goal was the reduction of the distict's chronic absenteeism rates, including the students with disabilities sub-group according to the 2023 Dashboard.

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.

3.1 - Underbudgeted due to additional mentoring services being offered to students.
3.2 - Overbudgeted due to the need for less student attendance incentives being offered to students and the cost of the attendance management system costing less than anticipated.
3.3 - Underbudgeted due to an increase in salaries and additional counseling services offered.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The following actions are considered successful. 3.1, 3.3, and 3.5 relate to and support student wellness and meeting family needs. According to Educational Partner feedback, most respondents were in favor of these actions. Of greatest support was increased psychological services and behavioral aides for students with severe behavior needs.
Action 3.2 was successful and progress was made in the area of chronic absenteeism. P2 attendance data remained steady from the district standpoint at a bit over 90% attendance rate.
Action 3.4 would be considered unsuccessful during the final year of the three-year cycle as there was an increase in discipline referrals where increases were noted at most sites.

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

The metric for SARB referrals will be discontinued in the 2024-25 LCAP as it is not providing an effective measure of student attendance.
Metric 3.1 will be changed slightly to use a Dataquest report for reporting of expulsions to ensure more accurate reporting.
There will be a change to current metric 3.6, regarding LGSSS referrals and how success is measured. It will include a pre/post survey to measure success.

Action 3.4 will be strengthened in the following way. Training and calibration activities will be implemented to ensure sites are reporting the same types of incidents in a consistent manner.
Action 3.5 will be added back to this goal after being in Goal 6 for the past two years. Goal 6 has been changed from a goal focusing on Students with Disabilities to an Equity Multiplier goal for Sierra Vista and Ronald Reagan Academy.

**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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | Goal 4<br><br>As a result of Educational Partner input and data analysis we have determined to focus on the following goal:<br><br>Improve parent participation, engagement and increase the learning opportunities for parents so that they are better equipped to support the learning of their students. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Sign-in sheets<br><br>Parent Teacher Conferences<br>SSC Meetings<br>ELAC Meetings<br>Title I Meetings<br><br>Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs) | 2019-20 - Approximate number of parents who participated in the following parent engagement activities combined =73%<br><br>Parent Engagement activities are summarized here:<br>Parenting Partners =1%<br>Back-to-School Nights =28%<br>Parent/Teacher Conferences =43%<br>Title I Parent Meetings =1.5% | 2021-22 - Approximate number of parents who participated in the following parent engagement activities combined (not an unduplicated count) = 98%<br><br>Parent Engagment activities are summarized here:<br>Back-to-School Nights =41%<br>Parent/Teacher Conferences =53%<br>Title I Parent Meetings =1% | 2022-23- Approximate number of parents who participated in the following parent engagement activities combined (not an unduplicated count)<br><br>Parent Engagment activities are summarized here:<br>Back-to-School Nights = 41%<br>Parent/Teacher Conferences = 53%<br>Title I Parent Meetings =1%<br><br>Other opportunities for engagement with data | 2023-24- Approximate number of parents who participated in the following parent engagement activities combined (not an unduplicated count).<br><br>Parent Engagement activities are summarized here:<br>Back-to-School Nights = 27.5%<br>Parent/Teacher Conferences = 29%<br>Title I Parent Meetings = 1.8%<br>Other Parent Engagement Activities = 12.1% | Increase parent particiption in all district and site meetings and activities by 2% each year =79%<br><br>Parent Engagment Desired Outcomes:<br>Back-to-School Nights = 50%<br>Parent/Teacher Conferences = 60%<br>Title I Parent Meetings =5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Other opportunities for engagement that are not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. | Other opportunities for engagement that are not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. | not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. | Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. | |

## *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This action was implemented as planned. Of particular success in this area was the SEL Parent nights that the elementary sites implemented this year. These were successful and well-attended at the elementary sites.

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.

4.1 - Underbudgeted, as more parent engagement activities were offered through the school sites.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 - District metric data indicates this is an effective action and a vital component. However, the district would like to see increased engagement from parents. It is expected that the implementation of the Community Schools Grant will help to increase parent involvement.

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

The manner for collecting data for metric 4.1 will likely change during the 2024-25 school year to provide more accurate tracking data. The district will investigate purchasing a parent involement program focusing on early literacy at the elementary sites.

**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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **5** | Goal 5<br><br>As a result of Educational Partner input and data analysis we have determined that it is necessary to:<br><br>Improve the rate at which our English Learners acquire the English Language. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. EL progress on ELPAC | 1. ELPAC (Status/Change):<br><br>English Learner Progress = 47.6% of English Learners are making progress towards English language proficiency. This falls into the "medium" growth range according to the California Dashboard. | 2020-21 ELPAC (Status/Change):<br><br>English Learner Progress = Data not available<br><br>Updated Data for 2021-22 ELPAC (Status/Change):<br><br>English Learner Progress = 50.9% of English Learners are making progress towards English language proficiency. This falls into the "Medium" growth | Updated Data for 2021-22<br><br>ELPAC (Status/Change):<br><br>English Learner Progress = 50.9% of English Learners are making progress towards English language proficiency. This falls into the "Medium" growth range according to the California Dashboard. | Updated Data for 2022-23 ELPAC (Status/Change based on 2023 Dashboard:<br><br>English Learner Progress = 52.3% of English Learners are making progress towards English language proficiency. This falls into the "Medium" growth range according to the California Dashboard. | The number of English Learners making progress toward English language proficiency will increase by at least 2% each year = 53.6% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | range according to the California Dashboard. | | | |
| EL Reclassification Rate | 2. EL Reclassification Rate = 4%<br>El Students = 2200<br>Students Reclassified = 86 | EL Reclassification Rate = 7%<br>El Students = Approximately 2200<br>Students Reclassified = 146<br><br>Updated Data for 2021-22<br>EL Reclassification Rate = 6%<br>El Students = Approximately 2231<br>Students Reclassified = 135 | Data for 2021-22<br>EL Reclassification Rate = 6%<br>El Students = Approximately 2231<br>Students Reclassified = 135 | Data for Reclassification during the 2023-24 school year using ELPAC data from Spring 2023.<br>EL Reclassification Rate = 10.9%<br><br>(*EL Students = Approximately 2200<br>Students Reclassified = 224 reclassified in the Fall based on Spring ELPAC and achievement data)<br><br>* For tracking information only | At least 10% of English Learners will be reclassified annually. |

## *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was implemented as planned. Much work has taken place in this goal this year to support English Learners. This includes continued support for ELD teachers provided by English language and literacy coaches to improve instructional strategies. Of particular success here are the increases in students making progress toward English Language Proficincy and the increased reclassification rate.

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.

5.1 - Salaries were overbudgeted
5.2 - Overbudgeted salaries along with the use of one-time and other funds used to help purchase materials and supplies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

5.1 -5.2 - Showed effectiveness in the reclassification rate was at 10.9, which is the highest level reached in several years.

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

A metric will be added to track data of Long-Term English Learnes (LTELs) . An action to support Long-Term English Learners will also be added.

**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.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 6 | Improve student achievement in English Language Arts and Mathematics of DUSD Students with Disabilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. CAASPP Results<br><br>A. Smarter Balanced Assessment ELA results<br><br>B. Smarter Balanced Assessment Math results | 1. CAASPP<br><br>Results from CAASPP from the 2018-19 school year indicate the following:<br><br>A. ELA - Met/Exceeded Standards<br>All = 45.9%<br>SWD= 6.9%<br><br>B. Math =34.14% Met/Exceeded Standards<br>All = 24.14%<br>SWD= 5.04%<br><br>A. English Language Arts - Distance from Standard<br>All Students = 16.6 points below standard | The following data is reflective of Grade 11 only.<br><br>Results from CAASPP from the 2020-21 school year indicate the following:<br><br>A. ELA - Met/Exceeded Standards<br>All = 61.54%<br>SWD= 9.52%<br><br>Updated ELA Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 45.72%<br>SWD = 8.2% | A. ELA - Met/Exceeded Standards<br><br>Updated ELA Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 45.72%<br>SWD = 8.2%<br><br>B. Math - Met/Exceeded Standards<br>Updated Math Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 25.22%<br>SWD = 3.96% | Results from CAASPP from the 2022-23 indicate the following:<br>A. ELA - Met/Exceeds Standards<br>All = 44.26%<br>SWD = 7.79%<br><br>B. Math - Met/Exceeds Standards<br>All = 27.18%<br>SWD = 4.71% | Reduce the gap between all students and Students with Disabilities by 3% in ELA and 2% in Math. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | SWD = 123 points below standard<br><br>B. Math - Distance from Standard<br>All Students = 49.7 points below standard<br>SWD = 156.9 points below standard | B. Math - Met/Exceeded Standards<br>All = 26.65%<br>SWD = 2.38<br><br>Updated Math Data for 2021-22 (Includes Grades 3-8 and 11)<br>All = 25.22%<br>SWD = 3.96% | | | |
| 2. Suspension/Expulsion Rates | 2019-20 Rates<br><br>Suspension<br>All= 2.2%<br>SWD = 4.4%<br><br>Expulsion<br>All = .2%<br>SWD = .6% | No new data available<br><br>Updated Data for 2021-22<br>Suspension Rates<br>All = 3%<br>SWD= 7% | Updated Data for 2021-22<br><br>Suspension Rates<br>All = 3%<br>SWD= 7% | Updated Data for 2022-23<br><br>Suspension = 3.3%<br>SWD = 7% | Reduce the suspension and expulsion rate of SWD by .5%<br><br>Suspension = 3.9%<br>Expulsion = .1% |
| 3. Chronic Absenteeism | Chronic Absenteeism Rate<br><br>2020-21<br>All = 14.4%<br>SWD = 22.6% | Chronic Absenteeism Rate<br><br>N/A as this goal was established for the beginning of the 2022-23 school year. | 2021-22<br><br>All = 33.6%<br>SWD = 46.2% | Updated Data for 2022-23 (According to the 2023 California Dashboard)<br><br>Chronic Absenteeism<br>DUSD = 23.2%<br>SWD = 39.3% | Reduce the rate SWD are chronically absent by .5% = 22.1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 4. Parent Participation in IEP's | Baseline will be established during the 2022-23 school year. | N/A as this goal was established for the beginning of the 2022-23 school year. | 94.5% | 2023-24 = Approximately 98.2% of parents (at least one parent) have participated in their child's IEPs to date this year. | Increase parent participation in IEPs by 2% = 96.5% |
| 5. Professional Development | % of Special Education staff participating in professional development related to SWD<br><br>Baseline will be established during the 2022-23 school year. | N/A as this goal was established for the beginning of the 2022-23 school year. | 2022-23 School Year<br><br>76% of Special Education staff attended professional development specifically related to SWD. | 2023-24 = 100% of Special Education staff have attended professional development specifically related to SWD (year-to-date) | At least 80% of Special Education staff will annually attend professional development specifically related to SWD. |
| 6. Attendance at SpEd teacher meetings | % of Special Education staff participating in monthly SpEd teacher meetings<br><br>Baseline will be established during the 2022-23 school year. | N/A as this goal was established for the beginning of the 2022-23 school year. | 100% of Special Education staff participated in monthly SpEd teacher meetings. | 2023-24 = 100% of Special Education staff have particpated in monthly EpEd teacher meetings. | 100% of Special Education staff will participate in monthly SpEd teacher meetings. |

# *Goal Analysis*

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was implemented as planned. However, there was much overlap with other services offered in the district. This goal was originally written to address the district designation in Differentiated Assistance.  Particular areas of success in this goal include ELA scores for students with disability being slightly increased over the 3-year LCAP period.Math scores for this group of studens also showed increases from 2021-22. Chronic absenteeism among this group of students dropped approximately 6.9%

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.

6.1 - Overbudgeted as the actions were integrated into other actions in the LCAP. Those costs were not tracked separately under this action.
6.4  -  Underbudgeted as more counseling services were offered.
6.5 - Overbudgeted as the district did not have as much of a need for these external services as expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 6.1 was successful. Various components of this action had a positive impact on the metrics associated with this goal. These include the slight bump in ELA and Math scores and the support of teacher collaboration and the focus on instructional practices to support students with disabilities.
Actions 6.2 and 6.3 were successful. 100% of Special Education teachers attended professional development/training and collaboration meetings helping to support students with disabilities. Educational Partner feedback also supported these actions.
Actions 6.4 and 6.5 were successful. These actions impact emotional well-being of students. These actions support student well-being and counseling to help support them so they are more available to learn.

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

This actions in this goal will be integrated back into the other goals within the LCAP beginning with the 2024-25 school year. Data for Students with Disabilities will be integrated into other metics within the other goals, as appropriate so that this sub-group of students remains at the forefront. Goal 6 will become the goal related to the District's Equity Multiplier schools (Sierra Vista and Ronald Reagan Academy).

**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.**

## *Instructions*

*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.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

DINUBA
UNIFIED SCHOOL DISTRICT
Cultivating Excellence

# 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 |
|---|---|---|
| Dinuba Unified School District | Gina Ramshaw<br>Director of State and Federal Programs | gramshaw@dinuba.k12.ca.us<br>559-595-7207 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Dinuba Unified School District (DUSD), located in the Central Valley, is rural and provides public education to students over a 35-square mile region. Education is provided through DUSD's ten campuses. The dedication of DUSD lies in providing a wide range of educational programs and co-curricular activities. The commitment to empowering their 6,320 students, working to maximize their potential, is aligned to their longstanding mission to "End Generational Poverty Through Education".

The educational program in Dinuba includes TK-12th grades, along with a preschool program for high-needs students, Migrant Education (provided through the Tulare County Office of Education), vocational education, special education, and adult school programs. Approximately 750 staff members are employed to facilitate a desirable learning experience for all students.

The infrastructure consists of six TK-6 sites, a 7-8 site, a comprehensive high school accommodating grades 9-12, and an Alternative Education campus hosting an Adult Education program, a continuation high school and a K-12 independent study program.

Accommodating various needs, DUSD is identified by its student population, which comprises of 31.6% English Learners, 82.4% Socioeconomically disadvantaged students, and 0.5% Foster Youth; all from diverse ethnic backgrounds.

Students are integrated into a culturally inclusive setting that advocates equitable education. In efforts to augment support for high-need students from grades TK-12, a partnership hass been established with the Tulare County Office of Education. This vital collaboration assists in the implementation of customized Instructional Resource Classes (IRC).

Alongside academic and co-curricular activities, non-academic support systems and initiatives hold equal importance within the district. The current configuration includes award-winning schools like Grand View, Kennedy, Roosevelt, Jefferson, and Lincoln, all of which have achieved Positive Behavioral Interventions and Supports (PBIS) Platinum Status.

Over the next year, the district will be further supported by the Equity Multiplier Grants received by Sierra Vista High School and Ronald Reagan Academy as these sites have qualified for these additional funds based on their rate of Socioeconomically Disadvantaged students and their high student mobility rates.

The Dinuba Unified School District (DUSD) upholds an unwavering commitment to continually enhance existing structures to ensure the successful execution of its vision. The vision is to offer an extensive range of educational programs and co-curricular activities to all students while working to "End Generational Poverty Through Education."

# Reflections: Annual Performance

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

Some areas of success the District observed are indicated here. With the improvements seen in the district, Dinuba Unified was able to exit Differentiated Assistance. According to the California Dashboard, one of the improvements was in chronic absenteeism in all significant subgroups, with the exception of Asian and Homeless students where a there were increases. Despite the increase in those student populations, the improvements made brought a 10.4% decline in the overall chronic absenteeism rate. A maintenance of the graduation rate for Students with Disabilities, currently at 79.4%, was observed in the annual performance of the school district. The English Learner population made slight gains in both ELA and Math.

All significant subgroups had a slight increase in Math, with an overall increase of 1.96%. Improvement relating to the distance from standard growth in Mathematics was shown by all student subgroups, with the exception of English Learners. Local data indicatesa bump in the rates of reclassification for English Learners (EL) during the 2023-24 school year. A slight increase in the English Learner Progress Indicator (ELPI) and growth in AP exam rates were also observed. There was an increase in A-G completion rates of approximately 3.7% from the previous year. The district's facilities were consistently rated as 'good' or 'exemplary', showcasing a well-maintained learning environment, though Educational Partners indicate the desire for improved facilities and school safety.

Several challenges were identified during the annual evaluation of the district. The anticipated progress in English Language Arts (ELA) was not achieved, indicatinga decrease in the performance of All Students, Homeless, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities in this area.

In terms of discipline, the suspension rates were reported to have a slight increase overall from 3% in 2022 to 3.3% in 2023. This increase affected all students, including English Learners, Socioeconomically Disadvantaged, and Hispanic groups. The suspension rate for Students with Disabilities remained the same at 7%

Through the District's engagement with Educational Partners, school safety and facilities remain an area of high concern. DUSD will continue to work to provide additional resources to support school safety. Though some Educational Partners would like to see School Resource Officers at each site, the District is committed to maintaining two officers at this time. Another area Educational Partners would like to see supported through the LCAP is the repair and maintenance of facilities.

Based on the 2023 Dashboard, the following sites received a Dashboard indicator of red for the areas and subgroups indicated:
District for Asian and Homeless in Chronic Absenteeism and Students with Disabilities in English Language Arts.
Dinuba High School for English Learners in English Language Arts and Students with Disabilities in English Language Arts and Math.
Lincoln  for Students with Disabilities and White in Chronic Absenteeism.
Grand View for Socioeconomically Disadvantaged in Suspension.
Ronald Reagan Academy for all students in Math and Grad Rate, Hispanic subgroup in Math and Grad Rate, and Socioeconomically Disadvantaged in English Language Arts, Math, and Grad Rate
Washington Intermediate English Learners in English Language Arts and Math and Students with Disabilities for English Language Arts and Math.

The District's investment in professional development for staff will continue to be supported in various ways including working with Tulare County Office of Education, site and district coaching, along with grade-level PLC meetings, etc. The District also remains committed to participating in multiple continuous improvement learning opportunities to ensure we are continually growing in our practice to impact students' learning.

# Reflections: Technical Assistance

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

The District is not under any Technical Assistance.

# 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.

Ronald Reagan Academy

## *Support for Identified Schools*

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

The Dinuba Unified School District administration team works closely with all site principals to identify appropriate strategies for supporting student success. District administration will work with the site administration at Ronald Reagan Academy to make a plan based on the needs assessment done to date, as well as some strategies to address the identified needs.

DUSD is committed to offering ongoing support to Ronald Reagan Academy as it evaluates evolving requirements. The approach involves a thorough examination of relevant data to identify the most appropriate actions, enhance engagement with Educational Partners, and proceed with the formulated plan. Sources of additional information used to further the planning and implementation include staff, parent, and student surveys done at least annually to provide feedback and to guide next steps. Key Educational Partners, such as the Ronald Reagan staff, district administration, and parent groups, including the School Site Council, have played and will continue to play a crucial role in this feedback-driven process. Ronald Reagan's administration attended a Multi-Tiered Systems of Support conference during the summer of 2023 to bring back information and aid in planning.

Ronald Reagan was identified for CSI due to graduation rate based on the 2023 California Dashboard data. When considering the demographics at Ronald Reagan, it is increasingly evident some students experience disparities in their high school experience and success, particularly some English Learners and students receiving special education services.

As in previous years, data continues to indicate that students who are transferred to Ronald Reagan Academy are severely credit deficient. This is often due to a lack of student attendance in their classes, while enrolled at the comprehensive high school. Reasons for this are varied, however, one reason identified is from a students' lack of engagement and connectivity to the school environment at the comprehensive high school. Many students have also been suspended at some point. Upon enrollment at Ronald Reagan, each individual student's graduation progress is examined and a plan is made for the student to recover credits with the goal of returning to the comprehensive high school or graduating from Ronald Reagan Academy. Approximately 80% of the students started to become credit deficient during their freshman year after a majority of them failed Math 1, English 9, or both. This is possibly due to their disengagement from instruction. Chronic Absenteeism also contributes to their credit deficiency.

Data also continues to indicate that a disproportionate amount of the students who are referred from Dinuba High School to Ronald Reagan are English Learners, receive Special Education services, or are socioeconomically disadvantaged.

Ronald Reagan's current demographics are indicated here and are compared to Dinuba High School. 39% of Ronald Reagan's population are seniors, 30% are juniors. with the remaining 31% being freshmen Sophomores and other grades served through independent study for various reasons. 63% are male and 37% are female. 36% of students currently attending Ronald Reagan are English Learners. When compared to the demographics at Dinuba High School, (51% male, 49% female, 22% English Learners).

Currently, there are no identified resource inequities. However, Ronald Reagan does have a higher staff-to-student ratio. The current teacher-to-student ratio is approximately 1:15 . Administrative and counseling staff include staff shared with Ronald Reagan Academy (Independent Study), including a principal (.6 FTE), vice principal (.4 FTE), counselor (.7 FTE), along with clerical office and community liaison support. Ronald Reagan is allocated funds from the district in proportion to other schools in the district.

A parent forum was held during the past two school years. Approximately 15% of students' parents were represented at the forum. Parents continued to voice concerns about the social-emotional well-being of their students as well as community occurances that might impact students on campus. For example, these concerns included their student's ability to connect both with staff and other students, as well as the stressors of not feeling connected. Parents also have concerns about keeping their students safe, and out of trouble within the community, and helping them to avoid drugs (Including vaping) and alcohol during these times.

According to a climate survey administered during the Spring of the 2023-24 school year, students indicate that their teachers treat them with respect and that they feel safe at school. Students indicate they feel "heard". Some students still struggle with liking school and feeling successful at school. This would be an area Ronald Reagan would like to see improvement in as it would indicate greater connectedness and feelings of success for students since they come to school less frequently than in the comprehensive high school setting.

As part of the District's support for Ronald Reagan, Dinuba Unified will work with Tulare County Office of Education (TCOE) to assist in further data analysis, strategy development and implementation. Dinuba Unified has worked with TCOE for the past several years and believes they will assist in uncovering any inequities that exist in the system as well as in assisting with addressing them. Through this process, the district will identify resource inequities, and additional capacity building needed, and selecting appropriate evidence-based interventions that would be necessary to impact Ronald Reagan's student population in the long-term. The goal is to increase graduation rates while increasing the overall academic success of students at Ronald Reagan. The Ronald Reagan administration team attended the California Multi-Tiered Systems of Support (MTSS) Professional Learning Institute in July of 2023.

Improvement plans for Ronald Reagan include the following:

Consultation services to assist in further needs assessment, engagement, selecting interventions, capacity building, and monitoring progress on an ongoing basis. Ronald Reagan will work with Tulare County Office of Education in their Continuous Improvement for Equity. Further support includes a math consultant to assist with engagement of students, as well as curriculum and assessment development. Ronald Reagan will also provide a mentorship program to support social-emotional well-being of students.

Professional Development - Opportunity to attend TCOE or other professional development opportunities to further support teachers.

Continue to expand teacher capacity and knowledge in the area of social-emotional learning. Understanding the social-emotional needs and the relationship to academic success is necessary. This increased knowledge will help teachers better understand and respond to their student's emotional wellness.

Expand teacher knowledge and skills in providing effective delivery of engaging instruction, virtually and in person. This will provide the opportunity for teachers to build their capacity and increase their knowledge of instructional tools to further facilitate their ability to provide additional instructional and social-emotional support and services. It is anticipated that these actions will positively impact students' social emotional and mental well-being, reducing suspensions, and impacting the engagement and the student's academic performance. Costs for conference attendance including registration fees, mileage, vehicle rental, meals, and other related expenses may be paid with CSI funds.

## *Monitoring and Evaluating Effectiveness*

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

With the assistance of TCOE and other contracted services, the district will continue to work alongside Ronald Reagan during implementation and in monitoring the implementation and effectiveness of their plan. This will be done through onsite visits, attendance at

site Leadership Team meetings, and attending the TCOE Continuous Improvement sessions with Ronald Reagan and working with them on their improvement project. Information will be shared with School Site Council as well as other Educational Partners and feedback will be sought. Surveys will continue to be utilized with School Site Council and English Learner Advisory Committee parents to gain input as to changes they are seeing in their students' progress and provide any other input which might be helpful to the site. Student surveys given twice per year will address whether students are seeing changes in instruction teachers are delivering and whether students are having feelings of greater success. Staff survey data will be obtained twice per year regarding the progress the site is making toward implementing the instructional strategies. Finally, the site Leadership Team (including teacher and administration, along with District administration) will continue to plan and monitor "next steps" using an implementation process tool at least twice per semester.

Teacher surveys will continue to be administered and analyzed regarding their implementation of strategies. Student surveys are also used to monitor students' social emotional well-being and to allow opportunity for staff to intervene as needed. Student suspensions are monitored at least monthly. Parent surveys and input will also be used to provide additional information to inform the needs and implementation of the plan at Ronald Reagan. These surveys will be administered and analyzed by the administrative staff at the end of each semester. Survey data will be collected and analyzed to monitor improvement and effectiveness over the course of the grant period. Additionally, the district will monitor the participation of the School Site Council to ensure evaluation of the implementation and plan success.

# 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 |
|---|---|
| DELAC (District English Learner Advisory Committee) | Conducted meeting with the District English Learner Advisory Committee (DELAC), focusing on the proposed district goals to enhance the success of English Learners and other student groups. (May)<br><br>Solicited input from DELAC to identify areas requiring improvement and clarify the needs within the district for English Learners. (May) |
| PAC (Parent Advisory Committee), including parents of Foster, English Learners (EL) and Socioeconomically Disadvantaged (SED) students | The Parent Advisory Committee (PAC), which includes parents of Foster, EL and SED students, were engaged in meetings as part of the district's strategy to involve all educational stakeholders.<br><br>The objective of these meetings was to gather feedback and ensure the inclusive representation of all groups in discussions and decision-making processes. (May) |
| Parents and other Community Members (through surveys and community meeting) | An LCAP Planning Survey was conducted with community members in order to gather crucial insights into the requirements and potential enhancements for the school district. (April -May 2024)<br><br>A Climate Survey was administered to measure the perceptions of community members towards the school environment and its influence on student success. (April-May 2024) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | A Parent Feedback Survey was created to collect direct responses and suggestions from parents and guardians. (April-May 2024)<br><br>Outreach was conducted through social media and the website to ensure that all community members were afforded the opportunity to provide input. (April-May 2024)<br><br>Held a parent meeting (virtual and in-person) to gather crucial feedback pertaining to the educational partnership with Equity Multiplier Sites. (May)<br><br>Posted the LCAP for public comment prior to the public hearing (June 2024)<br><br>Held a public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCAP (June 2024)<br><br>Adopted the LCAP and Budget at a board meeting and reported local indicator data as a non-consent item (June 2024)<br><br>Posted the adopted LCAP on the district website (July 2024) |
| Teachers/Certificated Staff | The LCAP Planning Survey was conducted. This provided these Educational Partners the opportunity to contribute their insights to potential actions to meet the needs of students as well as possible updates to the LCAP (April-May).<br><br>A Climate Survey was administered to measure the perceptions of certificated staff members toward the school environment . (April-May 2024) |
| Classified Staff and Other Personnel | An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the school district. (April -May 2024) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | A Climate Survey was administered to measure the perceptions of classified staff members toward the school environment. (April-May 2024) |
| District Administrators | An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the LCAP. (April -May 2024)<br><br>A Climate Survey was administered to measure the perceptions of administrative staff towards the school environment and its influence on student success. (April-May 2024) |
| Bargaining units | The LCAP Planning Survey was conducted with all staff, including Bargaining Units, in order to gather feedback on proposed goals and actions to be included in the LCAP (April -May 2024)<br><br>A Climate Survey was administered to measure the perceptions of Bargaining Unit members towards the school environment . (April-May 2024) |
| SELPA (Special Education Local Plan Area) | Collaborated with the SELPA regarding LCAP content and goals.(February 5, 2024 and April 8, 2024) Topics included:<br><br>Reviewing of data for SWDs to identify areas of challenge, root causes, and specific needs<br><br>Identifying specific actions in the LCAP to address student needs<br><br>Identifying professional development opportunities needed to support the capacity of teachers and administrations serving SWD |
| Industry Partners | The LCAP Planning Survey was provided to these Educational Partners. The main objective of this survey was to gather critical insights from Industry Partners on the progress of the school district's strategic goals. (April-May) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Principals | Conducted LCAP planning and Climate surveys for all staff, including principals soliciting their input on student needs, potential actions to address these needs, and suggestions for prospective updates for the LCAP (April-May).<br><br>The following were discussed at Administrative Team meetings during the 2023-24 school year. These are mentioned here as they are areas to be highlighted and strengthened through the LCAP.<br><br>Dashboard data (December-January).<br><br>Chronic Absenteeism (October-May)<br><br>Suspensions (Nov) |
| Students | The Student Voice Workshop was conducted with the objective of capturing student perspectives on the teaching and learning environment. Comments were compiled and analyzed to guide future strategies and actions. (March)<br><br>Conducted LCAP planning and Climate surveys surveys for students soliciting their input on student needs, potential actions to address these needs, and suggestions for prospective updates for the LCAP (April-May).<br><br>Meeting was held with Leadership students to collect direct insights about the school environment and the achievement of curriculum objectives. (May)<br><br>An ongoing feedback mechanism was established with students to regularly collect their opinions and ensure their voices continue to shape educational practices and developments. (May) |
| Equity Multiplier Sites | An LCAP Planning Survey was conducted with staff, students, and parents of the Equity Multiplier sites in order to gather feedback |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | regarding the use of funding for the Equity Multiplier sites. (April -May 2024)<br><br>A Climate Survey was administered students, staff, and parents to gather information relating to the school environment. (April-May 2024)<br><br>Held a parent meeting to gather crucial feedback pertaining to the educational partnership with Equity Multiplier Sites. (May)<br><br>Participated in the School Site Council (SSC) to ensure comprehensive considerations for efficient operations in conjunction with Equity Multiplier Sites. (May)<br><br>Analyzed survey data and feedback amassed from diverse sources to guide future actions and strategies. [June]<br><br>Conducted LCAP planning and Climate surveys surveys for all parents and staff soliciting their input on student needs, potential actions to address the specific needs of these sites, and suggestions for prospective updates for the LCAP (April-May). |

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

Following is a short summary of the feedback received from various Educational Partner groups including all those mentioned in the proceeding section.

The survey addressed actions under each of the 6 goals. Respondents could select as many options as they wanted to based on how impactful they felt that action was.

The top responses from the LCAP survey and other Educational Partner engagement for each goal are summarized below:

Goal 1: Similar to previous year's feedback, Educational Partners indicated the following to be of the most importance: Training and materials for all content areas, before and after school intervention, increasing College and Career Opportunities for K-12, and indicating the importance of instructional assistants to help students.

The parent, staff, and community group specifically indicated the importance of training and material and indicated the importance of increasing College and Career opportunities. Through the "Student Voice Board Workshop" session, the student group indicated they understand the requirements of A-G completion. (Students last year commented that they needed more communication around this area, so there has been an improvement made here). Comments and concerns also centered around having small class sizes and larger classroom budgets. This is an area that Dinuba Unified is dedicated to working to addressing in the coming years when the facilities are more readily available after the completion of the new high school.

Goal 2: Educational Partners continue to indicate they would like to see increased campus security, co-curricular (enrichment) activities, and the continued focus on the repair and maintenance of facilities. Parents and the community group indicated the need for increased campus security, including School Resource Officers. Some Educational Partners indicated they would like to see School Resource Officers at each site. All groups indicated the need for more security/surveillance cameras. Improvement of facilities was another area frequently commented on by Educational Partners.

Goal 3: Similar to last year's survey information indicated, results were similar for this goal. Most areas had at least 50% indicating they felt the actions were important (with the exception of Community Liaisons monitoring student attendance and truancy). All groups indicated the maintenance of the Learning and Guidance Center staff. In addition, the parent and community groups emphasized the mentoring and counseling, especially the contracted groups, such as the mentoring through Campus Life. The parent group would like to see a more enforcement of student discipline. Students continued to indicate the need for continued mentoring and commented on counseling services.

Goal 4: Similar to survey results from last year, the top response here indicated that there is a desire to increase and improve communication with parents through electronic means, including social media. Some parents indicated the need to continue to communicate through notes home, as some parents do not use social media. Parent engagement training and workshops were also indicated in this goal and most respondents indicated them as being important.

Goal 5: Educational Partner responses continue to indicate the desire to continue with our English Language Learner Coach to support teachers and students. Also indicated here was the desire to enhance EL services providing dedicated coordination and support through the an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners.

Goal 6: Educational Partners for Equity Multiplier sites indicate the need for more accountability with student attendance. They would like to see additional support for students in completing their coursework. This could be realized through an instructional assistant or tutor meeting with students to provide support or through the use of online tutoring. Helping students to see their post-graduation outlook would be helpful for these sites.

Goals and activities indicated in this plan are continued and carried over from Dinuba's previous LCAP.  An exception here is Goal 6 which was previously focused on Students with Disabilities. These actions have been integrated back into existing goals. Goal 6 will now become a focus goal for Dinuba’s sites receiving Equity Multiplier funds (Sierra Vista and Ronald Reagan Academy). The decision to continue these goals and actions were influenced and validated through various Educational Partner responses, surveys, and comments received. As in past years, some parents indicated the desire for lower class sizes in K-3rd grades and improving communication from the schools through electronic and in written format. Continued services, including mentoring and continued counseling were areas commented on by our Educational Partners. There continues to be an expressed need for continued services to support English Language Learners.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice. | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
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 was developed in response to the identified needs through data analysis and input from Educational Partners. The California School Dashboard data indicates a clear and continued need to improve English Language Arts and Mathematics along with ensuring readiness for College and Career.

State and District assessment data continue to show many students need academic support to be successful. District data indicates 44.26% of students are meeting or exceeding standards in ELA and and 27.18% in math. There continues to be an achievement gap between the all students and Socioeconomically disadvantage (SED), English Learner (EL) and Student with Disabilities (SWD) subgroups. Though the district has made some progress in these areas over the past few years, there is always the desire to have more growth in all academic areas.

Building teacher capacity to instruct students in the Common Core Standards, ELD standards, NGSS, CTE, Academies and Pathways continues to be critical for the success of Dinuba's students after they have graduated.  Ongoing professional development in identified areas to improve the teaching and learning that happens in the classrooms will continue to be offered and implemented. Instructional coaches in ELA, Math, and ELD, provide the ongoing support needed after professional development. These coaches serve TK-12th grade teachers in ELA, Math, and ELD. For students who need additional support, effective interventions must be provided both during the day and before and after school. The district will continue to provide technology integration to prepare students for 21st Century skills and learning.The rationale stated here for development of this goal is the main driver for development of the Actions within this Goal.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CAASPP ELA Results | CAASPP Results % Meeting/Exceeding Standards:<br><br>All = 44.26%<br><br>SED = 42.26%<br><br>ELL = 19.88%<br><br>SWD = 7.79%<br><br>Foster = 30.76%<br><br>Homeless = 44.26%<br><br>Hispanic = 43.57%<br><br>White = 50.38%<br><br>Asian = 52.63%<br><br><br>ELA Distance from standard (points above or below):<br><br>All = 23.3 below<br><br>SED = 28.4 below<br><br>SWD = 143.8 below | | | CAASPP Results, % Meeting/Exceeding Standards:<br><br>All = 50%<br><br>SED = 48%<br><br>ELL = 25%<br><br>SWD = 15%<br><br>Foster = 36%<br><br>Homeless =<br><br>Hispanic = 50%<br><br>White = 56%<br><br>Asian = 58%<br><br><br>ELA Distance from standard (points above or below):<br><br>All = 3.3 below<br><br>SED = 8.4below | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ELL = 54.9 below<br><br>Foster = 96.2 points below<br><br>Homeless = 55.3 below<br><br>Hispanic = 24.8 below<br><br>White = 2.6 below<br><br>Asian = 4.1 below<br><br><br>Disaggregated data for Schools receiving "Red" on Dashboard:<br><br>Washington - EL = 10.92%<br><br>Washington - SWD = 4%<br><br>Dinuba High - EL = 12.09%<br><br>Dinuba High - SWD = 11.36%<br><br>Ronald Reagan - SED = 15% | | | SWD = 123.8below<br><br>ELL = 34.9 below<br><br>Foster = No score<br><br>Homeless = 35.3 below<br><br>Hispanic = 4.8 below<br><br>White = 17.4 above<br><br>Asian = 15.9 above | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Source: For data indicating % Meeting or Exceeding Standards: CAASPP 2022-23<br>Source: For data indicating Distance from Standard: 2023 Dashboard | | | | |
| 1.2 | CAASPP Math Results | CAASPP 2022-23 Results, % Meeting/Exceeding Standards:<br><br>All = 27.18%<br><br>SED = 25.35%<br><br>ELL = 10.75%<br><br>SWD = 4.71%<br><br>Foster = 23.07%<br><br>Homeless = 27.18%<br><br>Hispanic = 26.64%<br><br>White = 31.54%<br><br>Asian = 36.84%<br><br>Math Distance from standard (points above or below): | | | CAASPP Results, % Meeting/Exceeding Standards:<br><br>All = 35%<br><br>SED = 32%<br><br>ELL = 20%<br><br>SWD = 15%<br><br>Foster = 30%<br><br>Homeless =<br><br>Hispanic = 34%<br><br>White = 39%<br><br>Asian = 44%<br><br>Math Distance from standard (points above or below): | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | All = 67.3 below<br><br>SED = 71.8 points below<br><br>SWD =170.8 points below<br><br>ELL = 89.9 points below<br><br>Foster = 114.8 points below<br><br>Homeless = 52.2 below<br><br>Hispanic = 68.6 below<br><br>White = 58.8 below<br><br>Asian = 40.4 below<br><br>Disaggregated data for Schools receiving "Red" on Dashboard:<br><br>Washington Intermediate - EL = 5.84%<br><br>Washington Intermediate - SWD = 2.67%<br><br>Dinuba High - SWD = 0% | | | All = 47.3 below<br><br>SED = 51.8 below<br><br>SWD = 150.8 below<br><br>ELL = 69.9 below<br><br>Foster =<br><br>Homeless = 32.4 below<br><br>Hispanic = 48.6 below<br><br>White = 38.8 below<br><br>Asian = 20.4 below | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Ronald Reagan - All =5%<br><br>Ronald Reagan - SED = 5.56%<br><br>Ronald Reagan = Hispanic = 5.88%<br><br>Source: For data indicating % Meeting or Exceeding Standards: CAASPP 2022-23<br>Source: For data indicating Distance from Standard: 2023 Dashboard | | | | |
| 1.3 | Early Assessment Program (EAP) ELA Results | % Students Conditionally Ready or Ready for College-Level English:<br><br>All = 54.22%<br><br>SED = 50.98%<br><br>ELL = 10.26%<br><br>Foster = Data suppressed to protect student privacy - less than 11 students<br><br>(Source: CAASPP 2022-23) | | | % Students Conditionally Ready or Ready for College-Level English:<br><br>All = 60%<br><br>SED = 57%<br><br>ELL = 20%<br><br>Foster = | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | Early Assessment Program (EAP)Math Results | % Students Conditionally Ready or Ready for College-Level Math:<br><br>All = 21.94%<br><br>SED = 20.48%<br><br>ELL = 0%<br><br>Foster = Data suppressed to protect student privacy - less than 11 students<br><br>(Source: CAASPP 2022-23) | | | % Students Conditionally Ready or Ready for College-Level Math:<br><br>All = 30%<br><br>SED = 26%<br><br>ELL = 10%<br><br>Foster = | |
| 1.5 | English Learner Progress Towards English Proficiency (ELPI) | English Learners Making Progress = 52.3%<br><br>(Source: 2023 Dashboard English Learner Progress Indicator) | | | English Learners Making Progress = 58% | |
| 1.6 | Science (CAST) Results | Baseline data for this metric will be established during the (TBD) school year.<br><br>5th = %<br><br>8th = | | | Science (CAST) Results<br><br>5th = __%<br><br>8th = __% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 11th/High School =<br><br>(Source:) | | | 11th/High School = __% | |
| 1.7 | Advanced Placement (AP) Passing Rates | Advanced Placement Exams AP Exams Taken= 286 (for reference only)<br><br>Pass rate = 30.4% (with a score of 3 or higher)<br><br>(Source: District Calculated AP Tests 2022-23) | | | Advanced Placement Exams<br><br>Pass rate = 35% | |
| 1.8 | Graduation Rates | All = 87.4%<br><br>SED = 87.2%<br><br>SWD = 79.4%<br><br>ELL = 82.4%<br><br>Hispanic = 86.8%<br><br>Disaggregated data for Schools receiving "Red" on Dashboard: | | | All = 90%<br><br>SED = 90%<br><br>SWD = 82%<br><br>ELL = 85%<br><br>Hispanic = 89% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Ronald Reagan - All = 60.3%<br><br>Ronald Reagan - SED = 60%<br><br>Ronald Reagan - Hispanic = 56.5%<br><br>(Source: 2023 Dashboard) | | | | |
| 1.9 | College/Career Indicator | % of students "Prepared" for College and Career<br><br>All = 59.8%<br><br>Hispanic = 59.2%<br><br>EL = 36.9%<br><br>SED = 59%<br><br>SWD = 27.3%<br><br>Hispanic = 59.2%<br><br><br>Ronald Reagan - EL = Low<br><br>Ronald Reagan - SWD = Low | | | All = 63%<br><br>Hispanic = 63%<br><br>EL = 40%<br><br>SED = 62%<br><br>SWD =31% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source: 2023 Dashboard) | | | | |
| 1.10 | NJROTC Enrollment | Number of students enrolled in NJROTC<br><br>EL = 28.3%<br><br>SED = 73.3%<br><br>SWD = 16.7%<br><br>(Source: 2022-23 DUSD Calculated) | | | Number of students enrolled in NJROTC<br><br>EL = Maintain or increase<br><br>SED = Maintain or increase<br><br>SWD = Maintain or increase | |
| 1.11 | A-G Completion Rates | DHS = 30.8%<br>DUSD = 24.3%<br><br>(Source: 2022-23 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report) | | | Students at DHS<br><br>All = 35% | |
| 1.12 | Completion of CTE Pathway | Percentage of students completing at least one CTE Pathway<br>DHS = 39%<br>DUSD = 30.8% | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source: 2023 Dashboard - Met UC/CSU Requirements) | | | | |
| 1.13 | Completion of CTE Pathway and A-G Requirments | Percentage of students completing at least one CTE Pathway and A-G Requirements<br>DHS = 16.5%<br>DUSD = 13%<br><br>(Source: 2023 Dashboard - Met UC/CSU Requirements) | | | | |
| 1.14 | CTE Course Offerings/Enrollment | 2022-23 CTE Courses Offered<br><br>DHS/SV/WIS = 57<br><br>Sections (DHS/SV/WIS) = 118<br><br>(Source: DUSD Calculated) | | | CTE courses offered will remain the same or increase. The percentage of students enrolled from total 7-12 enrollment will remain the same or increase. | |
| 1.15 | District Assessment Results – STAR Reading | Star Reading (% passing)<br><br>2nd (T2) 44%<br><br>3rd (T2) 34%<br><br>4th (T2) 33%<br><br>5th (T2) 25% | | | Star Reading (% Passing)<br><br>2nd (T2) 50%<br><br>3rd (T2) 40%<br><br>4th (T2) 40%<br><br>5th (T2) 32% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 6th (T2) 20%<br><br>7th (S1) 36%<br><br>8th (S1) 24%<br><br>(Source: 2023-24 STAR Reading Reports) | | | 6th (T2) 30%<br><br>7th (S1) 40%<br><br>8th (S1) 30% | |
| 1.16 | District Assessment Results – DRA | Benchmark (% meeting or exceeding standard)<br><br>K DRA (T3) 44.03%<br><br>1st DRA (T2) 50.65%<br><br>2nd DRA (T2) 56.74%<br><br>(Source: 2023-24 Benchmarks) | | | Results (% passing including at/near or above standard)<br><br>K DRA (T3) 75%<br><br>1st DRA (T2) 75%<br><br>2nd DRA (T2) 75% | |
| 1.17 | District Assessment Results – ELA Benchmarks | 2023-24 Local CCSS ELA Benchmark (% passing including at/near or above standard)<br><br>3rd = 72%<br><br>4th = 76%<br><br>5th = 89%<br><br>6th = 78% | | | Local CCSS ELA Benchmark (% passing including at/near or above standard)<br><br>3rd = 75%<br><br>4th = 80%<br><br>5th = 92%<br><br>6th = 80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source: 2023-24 Interim Assessment Block) | | | | |
| 1.18 | District Assessment Results – Math Benchmarks | 2023-24 Local CCSS Math Benchmark (% Passing)<br><br>3rd (T2) 48%<br><br>4th (T2) 49.9%<br><br>5th (T2) 47.6%<br><br>6th (T2) 36.7%<br><br>(Source: 2023-24 Local CCSS Math Benchmark) | | | Local CCSS Math Benchmark (% Passing)<br><br>3rd (T2) 54%<br><br>4th (T2) 56%<br><br>5th (T2) 53%<br><br>6th (T2) 43% | |
| 1.19 | District Assessment Results - Early Literacy Assessments | Results Phonemic Awareness % Met Standard:<br><br>TK<br><br>Phonemic Awareness (T3) Proficient = 58.6%<br><br>Letter ID and Letter Sounds (T3) = 67.6%<br><br><br><br>Kindergarten | | | Results Phonemic Awareness % Met Standard:<br><br>TK<br><br>Phonemic Awareness (T3) Proficient = 80%<br><br>Letter ID and Letter Sounds (T3) = 80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Letter ID and Letter Sounds (T3) = 64.9%<br><br>(Source: 2023-24 Local Assessment - Phonemic Awareness) | | | Kindergarten<br><br>Letter ID and Letter Sounds (T3) = 95% | |
| 1.20 | Standards-Aligned Curriculum Access | 2023-24 School Year Williams Inspection<br><br>100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection.<br><br>(Source: 2023-24 Williams Visits) | | | Williams Inspection<br><br>100% of students will have access to standards aligned curriculum in all core content areas according to the Williams inspection. | |
| 1.21 | Students enrolled in or with access to a broad course of study | Percentage of students, including unduplicated and those with special needs, enrolled in or with access to a broad course of study = 100%<br><br>(Source: ) | | | | |
| 1.22 | Credentialed Teacher Assignment | During the 2023-24 school year, 95.2% of teachers were fully credentialed. | | | Maintain at least 95% of teachers will be fully credentialed. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | There was a total of 94.6% of teachers appropriately assigned according to their credentials.<br><br>(Source: District calculated)<br><br>(Source: ) | | | There will be a total of at least 95% of teachers appropriately assigned according to their credentials. | |
| 1.23 | Professional Development Participation | 100% of teachers participated in PD related to CCSS or their specific content area of instruction.<br><br>(Source: 2023-24 DUSD Calculated) | | | 100% of teachers will participate in PD related to CCSS or their specific content area of instruction. | |
| 1.24 | Standards Implementation Rubrics | State Standards Implementation (2023-24)<br><br>English Language Arts = 5<br><br>English Language Development = 5<br><br>Mathematics = 5<br><br>Science = 4<br><br>History/Social | | | State Standards Implementation<br><br>English Language Arts = 5<br><br>English Language Development = 5<br><br>Mathematics = 5<br><br>Science = 5<br>History/Social Science = 5 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Science = 5<br><br>Career Technical Educ. = 5<br><br>Health Education = 4<br><br>Physical Education Content Standards = 5<br><br>Visual /Performing Arts = 5<br><br>World Language = 4<br><br>(Source: 2024-25 Self-Reflection of 2023-24 Indicators) | | | Career Technical Education = 5<br><br>Health Education = 5<br><br>Physical Educ. Content Standards = 5<br><br>Visual/Performing Arts = 5<br><br>World Language = 5 | |

# Goal Analysis [2023-24]

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.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Staff Development and Other Actions to Support Implementation of the LCAP | Provide administrators, teachers and staff the appropriate training and materials to ensure that the Common Core State Standards (CCSS) are implemented and students have access in English Language Arts and Math. Classified staff will receive 2 days of Professional development as agreed upon during negotiations.<br><br>Support will be provided to new teachers and tenured teachers needing additional support. Professional Development will be overseen by the Director of Curriculum to ensure the quality and that the needs of individual staff members are met. Professional development opportunities will be provided to teachers in the areas of ELA, Math,Science, English Language Development as well as effective research-based English Language strategies to increase learning for English Learners.<br><br>Additional professional development may also include classroom technology, site-based professional development, district-wide curriculum design days,and Summer PD focused on unit design work. Implementation of new curriculum in all areas may also be supported.<br><br>Additional actions to support the implementation of the LCAP will include administrative oversight of the LCAP, including administrative assistant support. This may also include additional professional development, purchase and support of instructional software programs and resources, additional data technicians and an IT Network Engineer.<br><br>Selected preschool and VEC staff currently help to provide support to the preschool and programs and activities held at the VEC (Concentration Grant Add-on Funding)<br><br>Specifically to address the following Reds on the Math Indicator on the 2023 Dashboard: | $10,599,512.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Ronald Reagan - All students, Hispanic, and Socioeconomically Disadvantaged<br>Washington Intermediate - English Learners and Students with Disabilities<br>Dinuba High School Students with Disabilities | | |
| **1.2** | District and Site-Based Coaching and Support | DUSD will provide District and Site-based coaching and lesson development support for staff in order to improve instruction across all curricular areas. The district employs Teachers on Special Assignment to serve as coaches at each elementary sites and at the district level. Their duties consist of providing professional learning about effective teaching techniques, particularly addressing the needs of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Students with Disabilities, while maintaining a focus on coaching in all subject areas. Collaboration in coaching cycles, lesson labs, and team planning will be encouraged. | $1,557,150.00 | Yes |
| **1.3** | Before, During, and After School Interventions and Enrichment Activities | The District will provide intervention opportunities for students not meeting proficiency before, during, and after school.The coordination of all all academic intervention programs, including those before, during and after regular school hours as well as the summer school program, will be directed by the District's Director of Intervention. Additional curriculum will be obtained to further enhance the effective implementation of these interventions.<br><br>This action will be supported by the following.<br><br>1st-6th grade Intervention teachers will provide support for students identified as at-risk and may back-fill movement of Instructional Assistants to TK-K.<br>Provide intervention teachers a case load of students based on their English language development and their performance on district ELA assessments.<br>Providing instructional materials for the intervention programs at each site<br>Provide coordinated coaching support for the intervention teachers<br>Monitor the progress of the students. | $3,999,719.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Provide administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards.<br><br>Participation in the After School Enrichment program, which is offered by the Tulare County Office of Education Choices Program, will continue. To ensure students have access to quality after-school programs and a safe environment during the out-of-school hours, collaborations will be undertaken with the Choices and City's After-school Programs. | | |
| **1.4** | Summer School | Opportunities for summer school will be made available for students who need further support and remediation. Those not meeting their grade level standards will be given the opportunity to attend our Summer School program to increase their learning opportunities..<br><br>TK-8th grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels.<br><br>Dinuba High School will make summer sessions accessible for at-risk students. This will allow them to retake failed courses or to gain proficiency in certain standards across all core subjects. | $648,648.00 | No |
| **1.5** | College and Career and CTE Academies | The district will offer Career and Technical Education (CTE) Academies to address the needs of students . K-8th grade students are surveyed and then introduced to career pathways in the elementary years, in order to develop other pathways of interest.<br><br>Introductory CTE classes will be offered at the middle school as elective options.<br><br>The College and Career Director and department will provide workshops to help parents understand college and career readiness. The coordinator will also meet with and recruit students and parents to help students | $2,944,123.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school."<br><br>The Director and Coordinator will continue to work to increase community/industry partnerships to provide opportunities for students to develop career readiness skills.<br><br>The district will continue to recruit students through counseling and presentations to students and families to ensure all students understand<br><br>The district will work to expand the partnership with Valley ROP to add additional courses.<br><br>Provide support to NJROTC through the employment of an additional NJROTC instructor.<br><br>Specifically to address the following Reds on the College and Career Indicator on the 2023 Dashboard:<br><br>Ronald Reagan - English Learner (EL) and Students with Disabilities (SWD) | | |
| **1.6** | Technology | In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology, replacement computers, and technology devices. Alongside this, a continued commitment to essential upgrades of infrastructure and supply of technician support is paramount and will be supported through this action. DUSD will continue to fund the district-level technology support team used to maintain the increased use of technology.<br><br>DUSD will continue to support the position of the Director of Information Technology to support the additional technology being purchased. The Director of Educational Technology works to support the implementation of the district's technology plan. | $3,269,150.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.7** | Student to Adult Ratio in TK and Kindergarten | Reduce the student-to-adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers, as needed. | $714,665.00 | Yes |
| **1.8** | Highly Qualified and Fully Credentialed Teachers | The District will seek to hire only the most qualified staff to fill vacant teaching positions. The district proactively recruits teachers who are fully prepared to serve as effective practitioners. When teacher who are not fully credentialed, are hired, they will be provided on-going support through TIPS, professional development and district and sit-based mentoring.<br><br>The personnel department of our district actively attends local job fairs and also organizes joint job fairs with other neighboring districts. These events serve as strategic channels to attract and engage with highly qualified educators and substitute teachers. | $100,000.00 | Yes |
| **1.9** | Gifted and Talented Education (GATE) | Through the employment of a teacher to provide enrichment services, the District provides ongoing support for the Gifted and Talented Education (GATE) program by ensuring that students are properly identified and are then given opportunities to explore their interests. This includes opportunities to compete at local and state levels in events such as History Day, Science Fair, Word Masters, and the Mensa Reading Challenge, among others. Special attention is given to ensuring that students from unduplicated student groups are identified proportionally. Access is available to all qualifying students. | $196,396.00 | Yes |
| **1.10** | Library Support Services | In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a Library Media Specialist and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials. 4 additional Library Technicians assist in providing this support.<br><br>The fully credentialed Library Media Specialist provides mentoring and support to school library clerks/technicians to assist them in making sure | $877,840.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | low income and EL students continue to have access to high-interest books. This person also serves as a resource to teachers in the use of technology for research purposes and and project based learning. | | |
| **1.11** | K-6th Collaboration Time | The district will provide collaboration time for TK-6th grade teachers through release time via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team.<br><br>PE Teachers provide support to the TK-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE or VAPA release time, classroom teachers meet to collaborate and plan effective instructional lessons, review data and create units of study.<br><br>This will also result in healthier students who are better prepared to learn. | $1,732,063.00 | Yes |
| **1.12** | Staff Development | DUSD will provide support to new teachers and tenured teachers needing additional support. A series of professional development activities will take place throughout the district under the supervision of the Chief Academic Officer. The aim is to foster a culture of reflective teaching and learning, while ensuring integration of and competence in the California Standards of Teaching Profession.<br><br>In collaboration with consultants from the Tulare County Office of Education, the district will implement effective teaching and learning strategies, as well as the development of instructional units.<br><br>With the goal of enhancing English Learner achievement and language proficiency, we will offer professional development rooted in the ELA/ELD Framework, the ELD Standards, Academic Discourse, and the application of both Designated and Integrated ELD at K-8 and primary sites. The district will also procure materials and resources necessary to support English Learner programs. | $1,401,818.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | In line with these initiatives, we plan to bolster elementary administrator's English Learner pedagogy, materials, and supplies through professional development. Similarly, further professional development will be provided focusing on the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards. This initiative will be open to teachers, instructional specialists, and administrators to effectively improve instructional practices for English Learners.<br><br>The District will also ensure that educators participate in high-quality professional learning in all core areas, such as Math, Science, and Social Studies.<br><br>Specifically to address the following Reds on the English Language Arts Indicator on the 2023 Dashboard:<br><br>District - Students with Disabilities (SWD)<br><br>Dinuba High School - English Learner (EL) and Students with Disabilities (SWD)<br><br>Washington Intermediate - English Learners (EL)and Students with Disabilities (SWD)<br><br>Ronald Reagan - Socioeconomically Disadvantaged (SED)<br><br>Specifically to address the following Reds on the Mathematics Indicator on the 2023 Dashboard:<br><br>Dinuba High School - Students with Disabilities (SWD)<br><br>Washington Intermediate - English Learners (EL) and Students with Disabilities (SWD)<br><br>Ronald Reagan - All, Hispanic and Socioeconomically Disadvantaged (SED) | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Specifically to address the following Reds on the Graduation Rate Indicator on the 2023 Dashboard:<br><br>Ronald Reagan - All, Socioeconomically Disadvantaged (SED), and Hispanic | | |
| **1.13** | Site Allocations | Provide allocations to schools in order to implement the SPSA whose goals are aligned to the District LCAP.<br><br>DUSD will allocate resources directly to schools to address the unique needs of the students at the site level. Emphasis is placed on addressing the needs of low-income pupils, English Learners, Redesignated Fluent English Proficient (RFEP) Pupils, Foster Youth, and other identified subgroups with the aim of bridging the achievement gaps and are in direct alignment with the goals of the District LCAP.<br><br>Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Funds may support the purchase of technology hardware and software to support student access to supplementary materials. Sites may choose to add additional support personnel including intervention teachers and/or early literacy intervention teachers. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.<br><br>Funds may support student field trips, academic competitions, awards and incentives and other resources to implement the school plan.<br><br>The District will monitor school site actions and expenditures to ensure unduplicated students are receiving these services. | $6,430,784.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Ensure all facilities are in good repair and provide a safe learning environment for students, staff, and parents and promote a sense of pride in all schools. Provide enrichment activities to further student learning and engagement in school. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. The District is dedicated to ensuring students are attending school in safe and secure environments. As in past years, Educational Partners continue to indicate they would like to see increased campus security, co-curricular (enrichment) activities, and the continued focus on the repair and maintenance of facilities. The highest of these priorities based on responses, is increased campus security. Parents and the community group indicated the need for increased campus security, including School Resource Officers. Some Educational Partners indicated they would like to see School Resource Officers at each site. All groups indicated the need for more security/surveillance cameras. According to the most recent California Healthy Kids Survey, 66% of students indicated they felt safe at school.

Improvement and maintenance of facilities was another area frequently commented on by Educational Partners. Approximately 62% of respondents indicated the need to continue to provide funding for repair, and maintenance of school facilities.

Enrichment activities such as field trips and other experiential learning opportunities outside the traditional classroom setting are aimed at increasing student engagement and providing experiences some students may not have otherwise. The district will help to support these experiences to provide learning opportunities to students outside of the classroom.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Facility Inspection Tool (FIT) Williams Visitation Results | FIT Inspection, September-December 2023<br><br>All schools received rating of "Good" or "Exemplary<br><br>(Source: FIT Inspection) | | | All schools will receive rating of "Good" or "Exemplary | |
| 2.2 | Fiscal Reports on Routine & Deferred Maintenance Costs & set-a-sides | 15% set aside for yearly routine and deferred maintenance costs during the 2023-24 school year.<br><br>(Source: DUSD Calculated) | | | Continuation that at least 3% will be set aside yearly for routine and deferred maintenance costs. | |
| 2.3 | California Healthy Kids Survey (CHKS) | Students surveyed reported that they feel safe at school (safe or very safe) = 66%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 45% | | | Students surveyed reporting that they feel safe at school (safe or very safe) = 70%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 54% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source 2022-23 California Healthy Kids Survey) | | | | |
| 2.4 | Student, Parent, and Staff Survey | Survey responses from Spring 2024 indicate the following when a respondent selected "agree" or strongly agree" to the statement.<br><br>Parents/Guardian Responses: I feel my child is safe at school = 81%<br><br>There are adults who care about my child/children at school = 92%<br><br>My child/children like going to school = 75%<br><br>Staff Responses:<br><br>I feel Dinuba schools are safe = 74.7%<br><br>There are caring adults at school for students = 98.8% | | | Survey responses will indicate the following when a respondent selects "agree" or strongly agree" to the statement.<br><br>Parents/Guardian Responses:<br><br>I feel my child is safe at school = 85%<br><br>There are adults who care about my child/children at school = 95%<br><br>My child/children like going to school = 80 %<br><br>Staff Responses:<br><br>I feel Dinuba schools are safe =80% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source: 2024 Local Climate Survey) | | | There are caring adults at school for students = 99% | |

# Goal Analysis [2023-24]

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.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Campus Security | Provide safe campuses through a variety of means. These include the continued employment of a District Safety Officer to enhance and help ensure that site safety plans and procedures are up to date and practiced on an ongoing basis.<br><br>The district will enhance campus safety through School Resource Officers and classified campus monitors. Facility upgrades, including additional | $3,541,632.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | fencing and cameras to ensure student, staff, and community safety on district campuses will be purchased and installed. The importance of such measures is reinforced by feedback from Educational Partners, as well as staff, student, and parent survey results, and the California Healthy Kids Survey.The district is looking to implement a district-wide radio communication system to support safety.<br><br>There will be additional training in school site safety and safety procedures for all certificated and classified staff. | | |
| **2.2** | Student Field Trips/Academic Enrichment | Provide transportation to support elementary school sites in providing academic field trips outside of the immediate Dinuba area for grades 3-5. | $3,281,190.00 | Yes |
| **2.3** | Repair and Maintenance of Facilities | Provide repair and upgrades to facilities to ensure a safe and effective learning environment for students and staff.<br>Supplementary security measures such as cameras, safety fences, fire alarms, and other security features are considered for each site based on assessed needs. This is to further ensure the safety of the staff, students, and community members on campus. This is an area frequently commented on from Educational Partners. | $15,001,000.43 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Support the social-emotional health of students by providing appropriate supports and services and use evidence-based protocols to improve behavioral practices through Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions and expulsions and to improve student attendance rates. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners.DUSD believes it is necessary to address the needs of the "whole child" in order to achieve academic success. A child's academic success is dependent upon both their physical and emotional health. Ensuring students' social-emotional needs are recognized and met is an important part of the education of a child.

Input from Educational Partners indicates support for all the actions indicated in this goal, to varying degrees. All areas had at least 50% indicating they felt the actions were important (with the exception of Community Liaisons monitoring student attendance and truancy). All groups indicated the maintenance of the Learning and Guidance Center staff. In addition, the parent and community groups emphasized mentoring (Campus Life) and counseling. The parent group would like to see more enforcement of student discipline. Students indicated the need for continued mentoring and commented on counseling services.

Part of this goal is to improve the school climate by implementing Positive Behavior Interventions and Supports (PBIS). The main aim is to decrease disciplinary referrals and suspensions, subsequently promoting a safer and more collaborative learning environment for student learning. Student suspension rates have decreased over the past few years. The current suspension rate is approximately 3.3%

The District made significant growth in the area of chronic absenteeism during the 2022-23 school year.  There was a decline in all significant subgroups, with the exception of Asian and Homeless students where a there were increases. Despite the increase in those student populations, the improvements made brought a 10.4% decline in the overall chronic absenteeism rate to the current rate of 23.2%. While the Students with Disabilities group saw a decline, this group is still at 39.3%

Regarding student attendance, District P2 data has remained steady over the past few years. However, significant progress was made in the area of chronic absenteeism for most significant subgroups, including the district as a whole. Though this improvement was achieved, the rates are still much higher than before the pandemic and there is still much progress to be made. There continues to be a great focus in the area of chronic absenteeism. Monthly meetings with site administration to review attendance data and discuss strategies to improve attendance. The district works with site community liaisons to provide information and guidance for parent outreach on a variety of topics.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Suspension/Expulsion Rates | Percentage of students suspended at least once during the school year:<br><br>DUSD = 3.3%<br><br>SED = 3.6%<br><br>ELL = 3.7%<br><br>SWD = 7%<br><br>Foster = 3.1%<br><br>Homeless = 4.2%<br><br>Hispanic = 3.4%<br><br>White = 3.1%<br><br>American Indian/Alaska Native = 4.3%<br><br>Asian = 3.8% | | | Suspension<br><br>DUSD and all subgroups to be 3% or less.<br><br>DUSD = %<br><br>SED = %<br><br>ELL = %<br><br>SWD = %<br><br>Foster = %<br><br>Homeless = %<br><br>Hispanic = %<br><br>White = %<br><br>American Indian/Alaska Native = % | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Filipino = 0%<br><br>Expulsion<br><br>DUSD = .15%<br><br><br>Disaggregated data for Schools receiving "Red" on Dashboard (Suspension):<br><br>Grand View - SED= 3.2%<br><br><br>(Source: 2023 Dashboard for suspension)<br><br>(Source: 2022-23 Dataquest report used for expulsion rate) | | | Asian = %<br><br>Filipino = %<br><br><br>Expulsion<br><br>DUSD = Maintain or decrease<br><br>Suspension<br>Grand View<br>SED = 3% | |
| 3.2 | Chronic Absenteeism | Chronic Absenteeism<br><br>DUSD = 23.2%<br><br>SED = 24.3%<br><br>EL = 21.8%<br><br>SWD = 39.3% | | | Chronic Absenteeism<br><br>DUSD = 13%<br><br>SED = 14%<br><br>EL = 12% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Foster = 23.5%<br><br>Homeless = 51.3%<br><br>Hispanic = 22.8%<br><br>White = 33.7%<br><br>Asian = 26.5%<br><br>Disaggregated data for Schools receiving "Red" on Dashboard:<br><br>Lincoln - SWD = 50%<br><br>Lincoln - White = 29.7%<br><br>(Source: 2023 Dashboard) | | | SWD = 29%<br><br>Foster = 14%<br><br>Homeless = 40%<br><br>Hispanic = 13%<br><br>White = 23%<br><br>Asian = 16% | |
| 3.3 | School Attendance | P2 ADA data for the 2023-24 school year indicates the following:<br><br>Grand View = 93.71%<br><br>Jefferson = 92.98%<br><br>Lincoln = 93.78%<br><br>Wilson = 92.92% | | | P2 ADA Data will be at least 92% overall annually.<br><br>Grand View = 95%<br><br>Jefferson = 94%<br><br>Lincoln = 95%<br><br>Wilson = 95% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Roosevelt = 93.76%<br><br>Kennedy = 92.83%<br><br>Washington Int = 94.04%<br><br>Dinuba High School = 88.56%<br><br>Sierra Vista = 49.9%<br><br>Ronald Reagan = 64.94%<br><br>DUSD = 90.34%<br><br>(Source: 2023-24 P2 Attendance Data) | | | Roosevelt = 95%<br><br>Kennedy = 94%<br><br>Washington Int = 95%<br><br>Dinuba High School =91%<br><br>Sierra Vista = 53%<br><br>Ronald Reagan = 68%<br><br>DUSD = 92% | |
| 3.4 | Dropout Rates | 2022-23 HS Rates<br><br>DISTRICT = 6.7%<br><br>DHS = 4.1%<br><br>RRA = 16.6%<br><br>SV = 59%<br><br>Middle School = 0%<br><br>(Source: Dataquest Five-Year Cohort Outcomes 2022-23) | | | HS Rates<br><br>DISTRICT = 4%<br><br>DHS = 3.5%<br><br>RRA = 10%<br><br>SV = 25%<br><br>Middle School = 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | California Healthy Kids Survey (CHKS) | Students surveyed reported that they feel safe at school (safe or very safe) = 66%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 45%<br><br>(Source: 2022-23 CHKS) | | | Students surveyed will report that they feel safe at school (safe or very safe) = 70%<br><br>Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 54% | |
| 3.6 | Learning, Guidance, and Student Support Services Center Referrals | *Referrals = 424<br><br>*Students/families receiving services from those referrals =359 ( 84.7%)<br><br>*This is for information and data tracking only used to indicate the ongoing need for these services.<br><br>**During the 2024-25 school year, DUSD will likely be implementing a pre/post survey for families being referred and receiving services to rate effectiveness. It is believed that this will | | | Maintain these services | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | provide a more accurate metric.<br><br>(Source: 2023-24 Referral Data, DUSD LGSSS Calculated) | | | | |
| 3.7 | SWIS/Educlimber (Decrease Student Discipline Referrals) | Student Discipline/Major Discipline Referrals<br><br>Grand View = 31.47%<br><br>Jefferson = 4%<br><br>Lincoln = 16.34%<br><br>Wilson = 2.56%<br><br>Roosevelt = 3.60%<br><br>Kennedy = 11.57%<br><br>Washington Int = 30.56%<br><br>Dinuba High School = 1.9%<br><br>Sierra Vista = 3.44%<br><br>DUSD = 10.27%<br><br>(Source: 2023-24 Educlimber Major ODR Data) | | | All schools and DUSD will be 8% or less<br><br>Grand View = __%<br><br>Jefferson = __%<br><br>Lincoln = __%<br><br>Wilson = __%<br><br>Roosevelt = __%<br><br>Kennedy = __%<br><br>Washington Int = __%<br><br>Dinuba High = __%<br><br>Sierra Vista = __%<br><br>DUSD = __% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.8 | Students Involved in Elementary Sports Programs | % of 6th graders participating in each sport:<br><br>Volleyball = 40.9%<br><br>Basketball = 35.3%<br><br>Soccer = 40.8%<br><br>Track = 17.23% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event)<br><br>(Source: 2023-24 DUSD Calculated) | | | *Volleyball<br><br>*Basketball<br><br>*Soccer<br><br>*Track of 4th-6th graders will participate<br><br>*Maintain or increase | |

# Goal Analysis [2023-24]

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. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Learning and Guidance Center | The District will maintain a Learning Guidance and Student Support Services( LGSSS). The center is a district resource for students and parents needing assistance that goes beyond the identified academic needs. The staff provides social-emotional support and counseling services principally directed to support the social-emotional health of at-risk students, including low income, English Learners, foster youth, redesignated fluent English proficient, as well as special education students and their families.<br><br>The staff provides essential training for both at-risk and trauma-affected youth to empower these students with the skills, attitude, and knowledge needed in areas like emotional management, goal-setting, empathy, positive relationships, and responsible decision-making.<br><br>Licensed Clinical Social Workers and a dedicated case manager strive to meet the families' needs. They do this through direct services offered at the LGSSS Center or by recommending suitable external agencies. The case manager responsible for the evaluation and appropriate 'triage' of referrals from school sites, self-referred youth, and parents. The case manager coordinates and collaborates with care providers, social workers, service providers, along with school-based service providers. The ultimate goal is to ensure that all students receive the full advantage of their education, aligning with the objective of improving students' social-emotional well-being, behavior, and attendance rates. | $1,698,957.90 | Yes |
| **3.2** | Student Attendance | The attendance of students will be monitored under the guidance of an Attendance Supervisor appointed by the Board of Trustees. The goal is to increase student attendance overall and to decrease chronic absenteeism. | $1,393,114.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Community Liaisons work closely with health care staff to ensure students who are or are at risk of becoming chronically absent are not experiencing health issues that would keep them out of school. Continuous professional development will be provided to Community Liaisons to enhance their skills in improving student attendance. The District will use an attendance management system aimed at helping identify students who are at risk of chronic absenteeism, and to provide necessary interventions through communication with parents and other means.<br><br>Other strategies, such as attendance incentives may be offered at the school sites to encourage good attendance.<br>After-school sports programs will be maintained and eventually expanded in order to create opportunities for student participation and to create motivation to succeed.<br>Increase the number of After after-school sports available to students<br>Provide Extended Day Activities<br><br>Provide students with the opportunity to attend structured after-school programs to ensure students are safe and ready to graduate as well as provide additional support for the expansion of After School Programs. These services will be expanded in the coming years with the implementation of the Expanded Learning Opportunities Program.<br><br>Allow students to explore co-curricular and extra-curricular activities and interests which motivate them to do well in school.<br><br>Provide incentives for students who maintain perfect attendance to increase the number of students who come to school on time every day.<br><br>Specifically to address the following Reds on the Chronic Absenteeism Indicator on the 2023 Dashboard:<br><br>District - Asian and Homeless<br><br>Lincoln - Students with Disabilities (SWD) and White | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Counseling Services and Supports | Provide counseling services and support strategies to increase academic performance, foster positive behavior, and improve school attendance. Provide behavior aides help to provide support to students who exhibit chronic behavioral issues, helping to monitor and support improved behavior.<br><br>Various incentives may be awarded to students who reach established academic goals in order to promote a positive learning environment, which, in turn, will enhance student attendance and punctuality.<br><br>A mentoring initiative provided through Campus Life Mentorship, primarily aimed at high-risk elementary school-aged males, was instituted by the District. This program is inclusive of girls who qualify as participants.<br><br>The identification and selection of participants is performed by school staff according to each student's need for a positive influence. Campus Life mentors are present on campus five days a week, spending their time both in the classroom and in extracurricular settings to encourage positive relationships and role modeling for students.<br><br>During the 2021-2022 school year, an additional school psychologist was hired to support the social and emotional needs of students with severe behavior problems. It is worth mentioning that three district psychologists are funded through this action. | $6,584,901.36 | Yes |
| **3.4** | Decrease Student Discipline Referrals | Decrease student discipline referrals to be accomplished through the Positive Behavior Intervention and Support (PBIS) program. PBIS, integrated across all District sites, aims to enhance the capacity of schools, families, and communities in creating effective environments. Such environments let school personnel establish and uphold evidence-based behavioral interventions, fostering academic and social behavior outcomes. School sites may offer various incentives to help support positive behavior in students.<br><br>The District provides support through a dedicated PBIS support team. This program is particularly important for lower-income students, English | $250,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learners, foster youth, and students who have been redesignated as fluent English proficient.<br><br>Training and calibration activities will be implemented to ensure sites are reporting the same types of incidents in a consistent manner.<br><br>The Director of Student Services is responsible for implementing the Compliance Improvement Monitoring (CIM) Plan. The ongoing refinement and evaluation of the District's Discipline Matrix is another strategic measure. This matrix seeks to refine "other means of correction" with the understanding function of behavior and help the student meet their needs in an appropriate way, as well as reinforcing the use of appropriate behavior. It assists students in appropriately addressing their needs and encourages the use of suitable behavior. When considering suspension for special education students, the decision involves consultation with the Director of Student Services by the site staff to determine the suitability of such actions.<br><br>Specifically to address the following Red on the Suspension Indicator on the 2023 Dashboard:<br><br>Grand View - Students with Disabilities (SWD) | | |
| **3.5** | Support for Students with Severe Behavioral Needs | Provide support to students with severe behavioral needs through placement in a Special School Setting.<br>Students who have been unsuccessful in the regular school setting, with modifications and supports identified in their IEP, may need a more specialized school setting to succeed. Contract these services with an outside agency as needed. | $760,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Increase parent participation, engagement, and learning opportunities for parents to that they are better equipped to support the learning of their students. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. Many sites report that parent engagement levels are not to desired levels. Research shows parental involvement in schooling positively impacts student outcomes regardless of family income or background. Key benefits  of this involvement includes higher grades and test scores, regular school attendance, better social skills, improved behavior, and better adaptation to school. Educational Partnersurvey results indicated that nearly 64% of respondents would like to see parent engagement through training and workshops. Observations by site administration and some parents indicate that many of the same parents participate in committees, attend training and events, etc. This indicates that the District may have a nee to expand on the types of outreach being utilized or to determine the types of events parents would be more like to attend and participate in.

Approximately 68% of survey respondents indicated adesire to increase and improve and enhance communication with parents through electronic means, including social media. Some parents indicated the need to continue to communicate through notes home or reaching out to parents personally, as some parents do not use social media. Some respondents also indicated the need for one communication platform to be used uniformly across the district.

Additional areas to be considered are summarized here. Many parents responded that they would like to see more engagement activities in the evenings or on the weekends outside of regular work hours. Several respondents mentioned a need for additional communication. Parents often commented on activities such as Muffins with Mom, Donuts with Dad, etc. and would like to see more of these types of events.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Sign-in sheets Parent Teacher Conferences SSC Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs) | Approximate percentage of Parents Participating in various Engagement Activities (not an unduplicated count).<br><br>*Back-to-School Nights = 41%<br><br>*Parent/Teacher Conferences = 53%<br><br>*Title I Parent Meetings = 3.4%<br><br>*Other Parent Engagement Activities = 23%<br><br>*Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc.<br><br>**Starting in the 2024-25 school year, the District will implement a different way of tracking | | | 2026-27 Approx. percentage of Parents Participating in Engagement Activities (not an unduplicated count).<br><br>Back-to-School Nights = 50%<br><br>Parent/Teacher Conferences = 60%<br><br>Title I Parent Meetings = 10%<br><br>Other Parent Engagement Activities = 30% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | parent involvement. This revision is anticipated to provide more accurate data.<br><br>(Source: 2023-24 District calculated) | | | | |

## Goal Analysis [2023-24]

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.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Parent Engagement and Workshops | Provide parent Engagement opportunities through workshops and training. Other opportunities for involvement will include Title I Parent Meetings, Parent/Teacher conferences, Back-to-School Nights, and Superintendent Forums.<br><br>The district/sites will communicate information regarding parent involvement opportunities and general school activities and information through various means.<br><br>District and school committees such as ELAC, SSC, DELAC, etc. will be provided training on the roles and responsibilities of committee members. As these committees are required, parent participation in these areas is not included in our metric data, nor are there any LCAP costs associated with these areas. | $529,590.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Accelerate the rate at which English Learners acquire the English language. | Focus Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. Current data indicates that approximately 29% of Dinuba students are classified as English Learners, with approximately 26.2% of those English Learners classified as Long-Term English Learners (LTEL).Educational Partner responses  indicate the desire to continue with our English Language Learner Coach to support teachers and thus English Learner students. This position places emphasis on English Language Development (ELD) standards and implementing efficient language learning strategies through working with teachers collaboratively through staff development, lesson planning support, and demonstration of strategies with the goal of bolstering efficiency in instruction ELD standards.

Also indicated through Educational Partner feedback was the desire to enhance EL services providing dedicated coordination and support through the an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners. Over the past few years the District has implemented "Newcomer" curriculum to better support the most recent English Learners to our educational system. This is a piece that continues to be developed and refined.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | EL Progress on ELPAC | English Learners making progress toward proficiency = 52.3%<br><br>(Source: 2023 Dashboard English | | | English Learners making progress toward proficiency = 60% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Learner Progress Indicator -ELPI) | | | | |
| 5.2 | EL Reclassification Rate | EL Reclassification Rate = 10.9%<br><br>*Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2023 Summative ELPAC assessment<br><br>(Source: 2023-24 RFEP data - District calculated) | | | EL Reclassification Rate = 12% | |
| 5.3 | Long-Term English Learners | % of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL<br><br>At-Risk (4-5 Years) = 11.2%<br><br>LTEL (6 or more Years) = 26.2%<br><br>*EL 4+ Years Not At-Risk or LTEL = 29.7%<br><br>*This is for information and data tracking only. These students are making progress toward | | | % of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL<br><br>At-Risk (4-5 Years) = less than 10%<br><br>LTEL (6 or more Years) = Less than 20% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | reclassification and are not considered At-Risk or LTEL.<br><br>(Source: Dataquest 2023-24 "At-Risk" and Long-Term English Learners (LTEL) with School Data) | | | | |
| 5.4 | EL Reclassification Rate of Long-Term English Learners | Previously Identified Long-Term English Learners that were Reclassified = %<br><br>Previously Identified At-Risk of being Long-Term English Learners that were Reclassified = %<br><br>(Baseline will be established during the 2024-25 year)<br>(Source : SOARS Report and Local Reclassification Data) | | | (Baseline will be established during the 2024-25 year) | |

# Goal Analysis [2023-24]

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.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Additional Support for English Learners | The District will provide additional support for English Learners. English Language and Literacy Coaches will assist principals and teachers in monitoring progress and improving instructional practice. They will also provide education opportunities for parents to aid language acquisition and boost student achievement in English Language Arts and Math.<br><br>Coaches will plan and provide professional development opportunities to teachers concerning ELD standards and effective research-based English Learner strategies with the goal of enhancing learning among English Learners.<br><br>The achievement of students and the effectiveness of instructional practices will be monitored using data management systems and technology, such as Ellevation. | $996,959.81 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.2** | Student Acquisition of English | Ensure the monitoring of each student's acquisition of the English Language. This process is carried out through required state assessments and district-identified benchmarks. District Language Assessors, English Language Coaches, and the District EL Coordinator collaborate with site English Learner (EL) Coordinators to ensure satisfactory progress of all English Learners.<br><br>EL Language Assessors promote communication among students, staff, external agencies, and administrators. They disseminate information and coordinate activities to enhance services for English Learners.<br><br>In addition, English Language Development (ELD) Coaches are employed to support and assist classroom teachers in implementing the district's ELD program successfully. They conduct professional development opportunities such as demonstration lessons and function as a resource in identifying suitable strategies for EL student intervention. | $34,540.00 | Yes |
| **5.3** | Additional Support for Long-Term English Learners | Provide additional support to Long-Term English Learners (LTELs) and students who are at risk of becoming LTEL. The District will monitor English Learner achievement data to identify students who may require additional support.<br><br>An EL Student Study Team (SST) protocol will be piloted and refined to assist in monitoring English Learners who are not making progress toward reclassification.<br><br>In grades 7-12, the position of the Math Coach will be upheld to provide support to teachers in enhancing instruction for struggling Long-Term English Learners. | $500,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | This 3 year goal will provide additional support to Sierra Vista and Ronald Reagan Academy students to promote social emotional health and show improvements in ELA and Math, resulting in higher graduation rates. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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 was developed in response to the identified needs through data analysis and input from Educational Partners due to receiving additional Equity Multiplier funds at Sierra Vista and Ronald Reagan Academy. Educational Partners for these sites indicate the need and desire for more accountability with student attendance and additional services to provide social-emotional support to students. Educational Partners would also like to see additional support for students in completing their coursework. This could be realized through an instructional assistant or tutor meeting with students to provide support or through the use of online tutoring. Helping students to see their post-graduation outlook would be helpful for these sites. Assisting students with their post-graduation plan is desired as well. Since many students at these sites are credit deficient, it is desired that there be an acceleration in students earning credits toward graduation.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 6.1 | CAASPP ELA Results | % Meeting/Exceeding Standards:<br><br>Sierra Vista<br><br>All= 15.38%<br><br>ELL = 5.88% | | | % Meeting/Exceeding Standards:<br><br>Sierra Vista<br><br>All= 20 %<br><br>ELL= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED = 13.51%<br><br>SWD = Data suppressed to protect student privacy - less than 11 students<br><br>Ronald Reagan<br><br>All= 22.73%<br><br>Hispanic =21.58%<br><br>ELL = Data suppressed to protect student privacy - less than 11 students<br><br>SED = 15%<br><br>SWD = Data suppressed to protect student privacy - less than 11 students<br><br>(Source: 2022-23 CAASPP ELA) | | | SED = 20%<br><br>SWD =<br><br>Ronald Reagan<br><br>All= 40%<br><br>Hispanic = 40%<br><br>ELL = N/A<br><br>SED = 40%<br><br>SWD = | |
| 6.2 | CAASPP Math Results | CAASPP Math % Meeting/Exceeding Standards:<br><br>Sierra Vista<br><br>All= 2.63% | | | % Meeting/Exceeding Standards:<br><br>Sierra Vista | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ELL = 0%<br><br>SED = 2.78%<br><br>SWD = Data suppressed to protect student privacy - less than 11 students<br><br>Ronald Reagan<br><br>All= 5%<br><br>ELL = Data suppressed to protect student privacy - less than 11 students<br><br>SED = 5.56%<br><br>SWD = Data suppressed to protect student privacy - less than 11 students<br><br>Hispanic = 5.88%<br><br>(Source: 2022-23 CAASPP Math) | | | All= 10%<br><br>ELL = 8%<br><br>SED = 10%<br><br>SWD =<br><br>Ronald Reagan<br><br>All= 15%<br><br>ELL=<br><br>SED = 15%<br><br>SWD = | |
| 6.3 | English Learner Progress | English Learner Progress/ELPI<br><br>Sierra Vista = 31.6% | | | English Learner Progress/ELPI<br><br>Sierra Vista = 40% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Ronald Reagan = 36.1%<br><br>(Source: 2023 Dashboard) | | | Ronald Reagan = 40% | |
| 6.4 | Graduation Rates | 2023 Graduation Rate<br><br>Sierra Vista = 64.7%<br><br>Ronald Reagan = 60.3%<br><br>(Source: 2023 Dashboard) | | | 2023 Graduation Rate<br><br>Sierra Vista = 80%<br><br>Ronald Reagan = 80% | |
| 6.5 | Credit Recovery | Students making more progress than expected<br><br>Sierra Vista = 27.5%<br><br>Ronald Reagan = 18.5%<br><br>(Source: 2023-24 DUSD Calculated) | | | Students making more progress than expected<br><br>Sierra Vista = 35%<br><br>Ronald Reagan = 25% | |
| 6.6 | College and Career Indicator | Students graduating as prepared for College and Career<br><br>Sierra Vista = 18%<br>Ronald Reagan = 12.3% | | | Students graduating as prepared for College and Career<br><br>Sierra Vista = 25% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (Source: 2023 Dashboard) | | | Ronald Reagan = 25% | |
| 6.7 | Attendance Data | 2023-24 P2 Attendance Data<br><br>Sierra Vista = 49.9%<br><br>Ronald Reagan = 64.94%<br><br>(Source: 2023-24 P2 Attendance Data) | | | P2 Attendance Data<br><br>Sierra Vista = 70%<br><br>Ronald Reagan = 75% | |

# Goal Analysis [2023-24]

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.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **6.1** | Educational Social Worker | Employ an Educational Social Worker to provide additional support to Sierra Vista and Ronald Reagan students by providing counseling services, along with support measures to enhance academic student success, student behavior, and attendance. | $150,000.00 | No |
| **6.2** | Additional Support/Tutoring | Provide additional support to Sierra Vista and Ronald Reagan students with the employment of an additional instructional assistant to meet with and support students in their classes and credit recovery. Additionally, online tutoring services will be contracted to ensure online tutoring services are accessible as part of this support initiative. | $25,000.00 | No |
| **6.3** | Computer Lab | Provide computer lab to support College and Career opportunities. | $100,000.00 | No |
| **6.4** | Academic and Attendance Incentives | Provide incentives for Sierra Vista and Ronald Reagan students to further encourage and support improved student attendance and academic success. | $2,890.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $24,783,242 | $3,061,882 |

**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 |
|---|---|---|---|
| 36.468% | 22.168% | $15,455,235.92 | 58.636% |

**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:**<br>Staff Development and Other Actions to Support Implementation of the LCAP<br><br>**Need:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at | Staff will receive training and materials to teach the CCSS to ensure Unduplicated pupils encounter increasing academic success in ELA and Math. This will ultimately lead to greater achievement in other academic areas including A-G completion and graduation rates, for example. It also involves offering more opportunities for professional growth in other key areas such as Science, and English Language Development (ELD). | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results<br>Metric 3: Early Assessment Program ELA Results<br>Metric 4: Early Assessment Program Math Results |

| 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 |
|---|---|---|---|
| | 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%.<br><br>The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Educational Partner input indicated the continued need for staff development to help increase achievement.<br><br>**Scope:**<br>LEA-wide | Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 5: English Learner Progress Towards English Proficiency (ELPI)<br>Metric 7: AP Passing Rates<br>Metric 8: Graduation Rates<br>Metric 9: College/Career Indicator<br>Metric 11: A-G Completion Rates<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results – Math Benchmarks<br>Metric 19: District Assessment Results - Early Literacy Assessments<br>Metric 24: Standards Implementation Rubrics |
| **1.2** | **Action:**<br>District and Site-Based Coaching and Support<br><br>**Need:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. | Teachers will be provided the opportunity to participate in coaching cycles, lesson development, team planning, etc. support to improve instruction across curricular areas. We anticipate Unduplicated student groups to have improved achievement due to this support. | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results |

| 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 |
|---|---|---|---|
| | There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%.<br><br>The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Educational Partner input indicated the continued desire for coaching support to help increase achievement.<br><br>**Scope:**<br>LEA-wide | Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 5: English Learner Progress Towards English Proficiency (ELPI)<br>Metric 8: Graduation Rates<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results – Math Benchmarks<br>Metric 18: District Assessment Results - Early Literacy Assessments |
| **1.3** | **Action:**<br>Before, During, and After School Interventions and Enrichment Activities<br><br>**Need:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%. | Provide additional academic support to students not yet reaching proficiency. This action is designed to support Unduplicated students academically as well as to provide engaging activities after school to provide academic support and a safe place for students after school.<br><br>For some students, this incorporates attendance in the Tulare County Office of Education Choices program. The district's plan is to collaborate with Choices to ascertain that students have access to | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Educational Partner input indicated the continued desire for coaching support to help increase achievement.<br>Educational Partner input also indicates the importance of these actions to assist students with their academic areas, particularly ELA and Math in elementary and other core subjects in secondary.<br><br>**Scope:**<br>LEA-wide | high-quality after-school programs and a safe space during after school hours.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results – Math Benchmarks |
| **1.5** | **Action:**<br>College and Career and CTE Academies<br><br>**Need:**<br>Dashboard data indicates that 59.8% of the all-student group is graduating college and career-ready. Other groups trail that percentage with 36.9% EL of and 59% of SED meeting this goal.<br><br>The District has pinpointed a necessity for an in-depth and preemptive approach regarding | Create and continue to implement College and Career and CTE Academies is to support the diverse needs of all student groups within the district. This action serves to address these exact needs by creating Career and Technical Education (CTE) Academies which are designed to cater to the diverse interests and aspirations of the students.<br><br>Introduce career pathways in the formative elementary school years is to instill a sense of career consciousness and readiness. Integrate | Metric 9: College/Career Indicator<br>Metric 10: NJROTC Enrollment<br>Metric 14: CTE Course Offerings/Enrollment |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | the readiness for both college and career pathways among all student groups. This necessity is further highlighted by the understanding that when students are exposed to career pathways at an early stage, it greatly improves their academic commitment and prospective professional opportunities.<br><br>Several studies validate the efficacy of this initiative; they reveal that students participating in CTE pathways are considerably more likely to graduate and secure gainful employment. These findings highlight the action's significant potential in minimizing dropout rates and bridging the equity gap.<br><br>Additionally, Educational Partner feedback indicates the need to continue offering and expanding these opportunities for students.<br><br>**Scope:**<br>LEA-wide | introductory CTE classes into middle school electives, a move aimed at providing pupils with a wider, more practical range of learning experiences thereby optimizing their readiness for future career and education paths.<br><br>In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | |
| **1.6** | **Action:**<br>Technology<br><br>**Need:**<br>The school district recognizes the necessity to improve technology integration for our Unduplicated student population. This need was highlighted by the understanding that proficiency in using technological tools is crucial for academic achievement, alignment with the Common Core State Standards | Purchase and deploy the use of suitable technology and replacement computers, resource allocation for infrastructure advancements and technical support. Incorporating innovative technology is seen as crucial due to the recognized requirement of each student group for advanced technological integration.so students are prepared for 21st Century skills.<br><br>Provide funding for a district level technology support team is also included to ensure the ability to maintain this technology. | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results<br>Metric 8: Graduation Rates |

| 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 |
|---|---|---|---|
| | (CCSS), and preparing students for 21st Century skills and learning.<br><br>Dinuba's Socioeconomically Disadvantaged, English Learners, and Foster students have less access to afford technology devices. Their academic needs indicate the need to be able to access technology-based learning platforms to enhance their leaning and achievement. For many of these students, their assigned Chromebook is their main access to technology where they are also able to access online learning platforms. In addition, 32% of respondents to the survey indicated their wish for students to have greater access to 1-1 technology.<br><br>CAASPP data further indicates the achievement gap between these groups of students and all students indicated in the following data. In ELA, 44.26% of All students met or exceeded standards on the CAASPP, compared to 42.26% of Socioeconomically Disadvantaged students, 19.88% of English Learners , and 30.76% of Foster Youth. Similarly for Math, 27.18% of All students met or exceeded standards on the CAASPP, compared to 25.35% of Socioeconomically Disadvantaged students, 10.75% of English Learners , and 23.07% of Foster Youth.<br><br>**Scope:**<br>LEA-wide | Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |

| 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 |
|---|---|---|---|
| **1.7** | **Action:**<br>Student to Adult Ratio in TK and Kindergarten<br><br>**Need:**<br>The focal point of these identified needs is the unique challenges navigated by English Learners, Low Income, and Foster Youth student groups. These students typically require supplemental assistance due to language barriers, socio-economic boundaries, and inconsistent home situations.<br><br>Our district data indicates that approximately 27% of our TK and kindergarten students come to school as English Learners. California Dashboard data indicates our ELL and Economically Disadvantaged students are in the "orange" indicator for ELA and Math. It is our aim to provide our youngest students with a lower student to adult ratio so that our English Learners and Economically Disadvantaged students are able to gain language and are provided extra support to accelerate their learning of language and academic concepts to help close the gap before it widens in later grades.<br><br>**Scope:**<br>LEA-wide | Lower the student-to-adult ratio in kindergarten through the by the placement of an instructional assistant in every TK-Kinder classroom. Provide more individualized attention to these students to enable them to more fully develop their English, ELA, and Math skills helping to address the distinctive obstacles faced by groups of English Learners, Low Income, and Foster Youth students. These groups frequently grapple with unique barriers such as language fluency, socio-economic limitations, and discontinuous domestic settings.<br><br>The broad scope of this action envelops all TK-Kinder classrooms within the district, extending the advantages of a minimized student to adult ratio to all students in these grades, with a highlight on those belonging to the student groups identified. This precise methodology is believed to be an effective strategy for tackling these distinct challenges in the early stages of education.<br><br>In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | Metric 16: District Assessment Results – DRA<br>Metric 19: District Assessment Results - Early Literacy Assessments |
| **1.8** | **Action:**<br>Highly Qualified and Fully Credentialed Teachers | Hire highly qualified and credentialed teachers as the basis of support for our students in all subgroups to ensure that students receive a superior education, delivered by skilled and committed teachers. This is critical for our English | Metric 22: Credentialed Teacher Assignment |

| 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:**<br>Research indicates that low-income students are more likely to be placed with the least experienced or underqualified teachers. These student groups regularly encounter difficulties in their academic success due to language barriers, socio-economic factors, and instability in their living conditions. This is critical for English Learners as well. Due to the high numbers of Socioeconomically Disadvantaged students and English Learners in Dinuba and to avoid being in this same situation, Dinuba Unified works to high the most highly qualified teachers as possible.<br><br>**Scope:**<br>LEA-wide | Learners and Socioeconomically Disadvantaged students. The goal of the district is to seek out and hire the most highly qualified teachers possible who will work to raise the academic outcomes and enhance the school experience of identified student groups, including EL, SED, and Foster students.<br><br>Provide mentoring and support for teachers not yet fully credentialed and support them through various means to aid them in completing their credentialing requirements and helping them reach their full potential.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **1.9** | **Action:**<br>Gifted and Talented Education (GATE)<br><br>**Need:**<br>The school community identified a distinct need within English Learners, Low Income, and Foster Youth student groups. These particular students frequently lack the necessary access to enrichment programs due to a multitude of barriers, including socio-economic challenges, language obstacles, and unstable living conditions.<br><br>California Dashboard data indicates our ELL and Economically Disadvantaged students are | Provide enrichment activities to address the unique needs of identified GATE students by ensuring proper identification of students and providing them access to explore their interests as well as compete in academic events. Ensure that students from Unduplicated student groups are proportionally represented, and that qualifying students can readily access the program.<br><br>Provide GATE students the opportunities to discover their interests and academically thrive in local and state-level events such as History Day, Science Fair, Word Masters, Mensa Reading Challenge, and others. | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results |

| 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 |
|---|---|---|---|
| | in the "orange" range for ELA and Math. Educational Partner input also indicates the importance of these actions to assist students with their academic areas.<br><br>**Scope:**<br>LEA-wide | Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **1.10** | **Action:**<br>Library Support Services<br><br>**Need:**<br>In Dinuba Unified, Unduplicated a key issue is the lack of ample access to high-interest books and materials which could help to stimulate an improvement in student reading scores. Contributing factors to these needs include language barriers, fiscal limitations, and domestic environments, which may to limit students' ready access to with high-quality reading resources.<br><br>Student groups such as Socioeconomically Disadvantaged, English Learners, Low Income, and Foster Youth have restricted access to a variety of books and materials that pique their interest and encourage reading.<br><br>**Scope:**<br>LEA-wide | Continue to employ a Library Media Specialist along with library clerks/technicians at every school site, enabling the district to extend library hours, thereby ensuring that all students can equitably access reading materials before, during, and after school. This is critical to enhance their access to reading materials and in boosting the reading scores and integration of technology of Unduplicated student groups.<br><br>In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services." | Metric 1: CAASPP ELA results<br>Metric 5: ELPAC Results<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks |
| **1.11** | **Action:**<br>K-6th Collaboration Time | Provide K-6th structured collaboration time, allowing teachers to attend to the unique challenges faced by English Learners, Low- | Metric 1: CAASPP ELA results |

| 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:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%.<br><br>The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Research shows that when teachers work together, student performance tends to improve. Collaborating with peers enables educators to refine their lesson plans significantly, resulting in more captivating interactive classroom experiences. By combining their collective knowledge, skills, and resources, teachers can develop superior instructional strategies that lead to heightened student engagement, success, and overall achievement. This is especially important for Unduplicated student populations, where multiple challenges that may negatively influence their educational outcome. | Income, and Foster Youth student groups. Teachers will review and analyze student achievement data to identify learning gaps and plan next steps for instruction.<br><br>Encourage and support teachers in team lesson planning and unit design to address the distinct needs of students.<br><br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 2: CAASPP Math Results<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results – Math Benchmarks<br>Metric 19: District Assessment Results - Early Literacy Assessments |

| 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 |
|---|---|---|---|
| | Educational Partner input indicated the continued need for teacher collaboration time to help increase student achievement.<br><br>**Scope:**<br>Schoolwide | | |
| **1.12** | **Action:**<br>Staff Development<br><br>**Need:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%.<br><br>The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Educational Partner input indicated the continued need for staff development to help increase achievement. | Provide teachers, instructional assistants, and administrators with effective and efficient teaching and learning strategies through a variety of means. Provide district staff development or facilitate attendance at workshops and conferences. Place a strong emphasis on ELA/ELD Frameworks, ELD Standards, Academic Discourse, and the application of both Designated and Integrated ELD strategies.<br><br>Provide the necessary learning and teaching materials required for EL programs, ensuring optimal allocation of resources. Work in close collaboration with consultants from the Tulare County Office of Education to guarantee that these programs are in full alignment with the California Standards of the Teaching Profession.<br><br>By providing staff the training and materials they need to teach content standards effectively and make sure students can be successful in ELA and Math, it will ultimately leading to greater achievement in other academic areas including A-G completion and graduation rates.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results – Math Benchmarks<br>Metric 19: District Assessment Results - Early Literacy Assessments |

| 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:**<br>LEA-wide | students, as many other students exhibited similar needs. | |
| **1.13** | **Action:**<br>Site Allocations<br><br>**Need:**<br>CAASPP data indicates 44.26% of all students are meeting or exceeding ELA standards. There is an achievement gap between this group and unduplicated student groups with socioeconomically disadvantaged (SED) at 42.26%, English Learners (EL) at 19.88% and Foster at 30.76%.<br><br>The gap is similar in Mathematics, with 27.18% of all student scoring meeting or exceeding standards compared to 25.35% of SED, 10.75% EL, and 23.07% of Foster students meeting or exceeding standards.<br><br>Dashboard data indicates only 52.3% of EL student are making progress toward reclassification.<br><br>Though these statistics indicate the district data, each site has their own various needs.<br><br>An article from the Learning Policy Institute indicated the following information in 2023.<br><br>An in-depth examination of the Local Control Funding Formula (LCFF)'s shows positive effects on a variety of student outcomes. The analysis reveals that the increases in funding | Provide funding resources directly to the schools to accommodate the unique needs of duplicated student groups. These funds are intended to allow school sites to acquire supplementary instructional materials for literacy, English learners, and intervention, along with technology hardware and software beneficial for student access to these resources.<br><br>Sites may use these funds to employ additional support staff such as intervention teachers and early literacy intervention teachers. The extent of the action also includes site-level personnel training focused on student access as a measure to decrease learning gaps. These resources can be employed to provide student activities such as field trips, academic contests, awards, incentives, and procuring other supplies to implement the school strategies aligned to the LCAP.<br><br>The District will monitor expenditures made through this action to ensure they are in direct alignment to the LCAP and aim to bridge the achievement disparity for low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and Foster Youth.<br><br>In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. | Metric 1: CAASPP ELA results<br>Metric 2: CAASPP Math Results<br>Metric 5: English Learner Progress Towards English Proficiency (ELPI)<br>Metric 6: Science (CAST) Results<br>Metric 15: District Assessment Results – STAR Reading<br>Metric 16: District Assessment Results – DRA<br>Metric 17: District Assessment Results – ELA Benchmarks<br>Metric 18: District Assessment Results - Math<br>Metric 19: District Assessment Results - Early Literacy Assessments |

| 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 |
|---|---|---|---|
| | attributed to LCFF have led to significant enhancements in academic performance across all grades and subjects evaluated. Moreover, there has been a notable reduction in the repetition of grades, a decrease in suspension rates, and a higher probability of students not only graduating from high school but also being well-prepared for college. It was observed that the positive impacts on student achievement became more pronounced with longer exposure to the augmented funding and were directly proportional to the magnitude of the funding increase.<br><br>Providing additional funding to sites allows each site to determine the needs and specific interventions or supports for their particular students.<br><br>**Scope:**<br>LEA-wide | | |
| **2.1** | **Action:**<br>Campus Security<br><br>**Need:**<br>The school district pinpointed several critical needs among the English Learners, Foster Youth, and Low Income student groups.<br><br>Central to these needs was the need for students to feel safe and secure in their learning environment, which led to a requirement for enhanced and continued upkeep of instructional facilities. The state of | Provide repair, maintenance, purchase, and replacement of equipment to enhance student and staff safety. This action addresses both the physical infrastructure and the safety provisions at the facilities.<br><br>Provide campus safety monitors to assist with student supervision and safety. Purchase and installation of additional security measures such as cameras and protective fencing, contingent on necessity at specific sites provides an additional piece of this action. | Metric 3: California Healthy Kids Survey (CHKS)<br>Metric 4: Student, Parent, and Staff Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | facilities, along with the availability and visibility of adult supervision, directly influences the learning environment and the real and perceived safety experienced by these students, many of whom may already be confronting difficulties due to their personal circumstances or experiences encountered within the community. Some of these circumstances include single-parent homes that are economically stretched and may lead to less access to safe and stable housing, gang activity in the community, or students having experienced trauma in other ways leading to students not feeling safe. The unique challenges these groups face may require additional campus security measures to help provide feelings of safety in their school environment.<br>Educational Partners underscore the necessity of security for these buildings and the students.<br><br>District data indicates that nearly 80% of respondents to the LCAP survey indicated the need for increased campus security and support including School Resource Officers, drug testing, security cameras, fencing, etc. to provide the safest environment possible for all students.<br><br>According to the most recent California Healthy Kids Survey (CHKS), only 66% of DUSD students who responded feel safe at school. | Employ  School Resource Officers and Campus Monitors. The major role of the SRO is to educate students in the area of conflict resolution, impacts of drug and alcohol use and abuse, crime prevention, situational de-escalation of confrontations, and the fostering of positive student relationships with law enforcement on campus and in the community. There was a decline in student suspension then a steady pattern in suspensions over the past few years. In addition, expulsion rates over the last two years have declined. The SRO is part of the support network for DUSD students which has helped to lead to this decline.<br><br>A dedicated District Safety Officer works with the sites to provide continuous updates and practice of site safety plans and procedures. Furthermore, all certificated and classified staff members are to undergo additional training focused on school site safety and safety protocols, a measure aimed at addressing the concerns of Foster Youth.<br><br>All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district.<br><br>Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |

| 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:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Student Field Trips/Academic Enrichment<br><br>**Need:**<br>The school district has identified certain groups of students, specifically English Learners, Foster Youth, and Low Income students, as having limited exposure to experiential learning opportunities beyond the confines of the immediate school environment. This deficiency exists for various reasons, including financial constraints, language barriers, or unstable home environments impairing their capacity to access opportunities for academic enrichment.<br><br>Approximately 65% of Educational Partners indicated the desire to provide field trips and other enrichment activities for students.<br><br>**Scope:**<br>LEA-wide | Provide sites with 3rd-5th grade students with the transportation costs to conduct academic field trips outside the local area. These field trips provide practical learning experiences to the students, helping to broaden their academic perspectives and enhance overall school engagement.<br><br>Specifically aimed at grades 3-5, the intention behind this action is to enrich students' education with varied learning experiences of Unduplicated student groups, who may otherwise have restricted access to these types of learning activities outside of the immediate Dinuba area. These factors may be due to various factors including financial limitations, language obstructions, or unsettled domestic situations. This action goes beyond merely broadening the academic horizons of these students; it seeks to foster heightened engagement within the school environment,<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 3: California Healthy Kids Survey (CHKS)<br>Metric 4: Student, Parent, and Staff Survey |
| **2.3** | **Action:**<br>Repair and Maintenance of Facilities | Provide repair, maintenance, and replacement of substandard instructional facilities. This action addresses both the physical infrastructure and the safety provisions at the facilities. | Metric 1: Facility Inspection Tool (FIT) Williams Visitation Results<br>Metric 2: Fiscal Reports on Routine & Deferred |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>The school district pinpointed several critical needs among the English Learners, Foster Youth, and Low Income student groups.<br><br>Similar to campus safety and security, the state of school facilities can have a significant impact on student outcomes, especially for low-income students. This leads to the requirement for enhanced and continued upkeep of instructional facilities. The state of facilities directly influences the learning environment experienced by low-income students. Many Dinuba students may already be confronting difficulties due to their personal circumstances. One such circumstance in this area is that approximately 75% of Dinuba students qualify for free or reduced lunch. Other student circumstances include single-parent homes that are economically stretched where students may have less access to relevant resources to encourage and foster learning. Many of Dinuba's Unduplicated student population, including socioeconomically disadvantaged and English Learners, live in home environments that are not optimally conducive for learning to take place at its maximum level. These students may not have access to a dedicated study area within their home. The maintenance of our district facilities helps to provide and promote positive feelings about school in a safe and clean environment. This helps to satisfy some of the most basic needs of Dinuba's low-income students. | The district maintenance team has been tasked with routine upgrades and repairs, ensuring a safe and productive learning environment for students, staff, and the broader community.<br><br>All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district.<br><br>Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Maintenance Costs & set-a-sides<br>Metric 3: California Healthy Kids Survey (CHKS)<br>Metric 4: Student, Parent, and Staff Survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Educational Partners underscore the necessity of maintenance for these buildings. District data indicates that nearly 62% of respondents to the LCAP survey responded to the importance of repair, maintenance and replacement of facilities, when necessary.<br><br>In addition, according to the most recent California Healthy Kids Survey (CHKS), only 45% feel their campus is clean.<br><br>**Scope:**<br>LEA-wide | | |
| **3.1** | **Action:**<br>Learning and Guidance Center<br><br>**Need:**<br>In Dinuba Unified, challenges encumbering Unduplicated student groups often impede their academic progress and general well-being. English Learners encounter obstacles due to language barriers, impacting both their understanding and class participation. Foster Youth grapple with personal traumas and instability, disruptive to their learning journey. Additionally, low-income students sometimes lack the necessary resources and support services that are crucial to enriching their educational experience.<br><br>District data indicates a need for this action, with approximately 424 student/family referrals | Staff and support the Learning and Guidance Support Service (LGSSS), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive needs of three student group demographics: English Learners, Foster Youth, and Low-Income students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSS's implementation. Identify the unique obstacles for these families to provide the required resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed. | Metric 1: Suspension/Expulsion Rates<br>Metric 2: Chronic Absenteeism<br>Metric 6: Learning, Guidance, and Student Support Services Center Referrals<br>Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals)<br>Metric 3: School Attendance |

| 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 |
|---|---|---|---|
| | to the Learning and Guidance Center during the 2023-24 school year.<br><br>Educational Partner feedback indicates the need for continued counseling services for students with approximately 52% indicating the continuation of these services. Input directly from students indicated the importance of counseling.<br><br>**Scope:**<br>LEA-wide | Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits.<br><br>Mentoring services are also included in these actions. These services provide participating students are identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **3.2** | **Action:**<br>Student Attendance<br><br>**Need:**<br>Improved student attendance is an area of need in Dinuba Unified as students must be present in school to benefit from instruction and learn the content. Period 2 attendance rates were 90.34% during the 2023-24 school | Reduce chronic absenteeism through the following means. An Attendance Supervisor has been appointed to oversee attendance across all sites. Concurrently, Community Liaisons at each site (and one district community liaison) work to assist in fostering improved student attendance by working with families. Foster open communication with parents to reduce overall absenteeism. An additional strategy under this action is the use of | Metric 2: Chronic Absenteeism<br>Metric 3: School Attendance |

| 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 |
|---|---|---|---|
| | year. A long-term goal in this area would be 95%.<br><br>Additionally, according to the Dashboard, the current chronic absenteeism rate for Dinuba Unified is 23.6% across the district, with SED at 24.3%, ELS at 21.8% Foster at 23.5% and Homeless at 51.3%.<br><br>**Scope:**<br>LEA-wide | an attendance management system. Identify students at risk of chronic absenteeism and provide required interventions.<br><br>To foster a sense of belonging and lift student morale, and encourage attendance at school, after-school sports programs are implemented. Additionally, Extended Day Activities will be provided, offering a platform for students to explore activities outside their curriculum. The final aspect of this action is providing incentives for students who maintain good attendance or exhibit improved attendance.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **3.3** | **Action:**<br>Counseling Services and Supports<br><br>**Need:**<br>In Dinuba Unified, challenges encumbering Unduplicated student groups often impede their academic progress and general well-being. English Learners encounter obstacles due to language barriers, impacting both their understanding and class participation. Foster Youth grapple with personal traumas and instability, disruptive to their learning journey. Additionally, low-income students sometimes lack the necessary resources and support | Staff and support the Learning and Guidance Support Service (LGSSS), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive needs of three student group demographics: English Learners, Foster Youth, and Low-Income students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSS's implementation. Identify the unique obstacles for these families to provide the required resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. | Metric 1: Suspension/Expulsion Rates<br>Metric 2: Chronic Absenteeism<br>Metric 6: Learning, Guidance, and Student Support Services Center Referrals<br>Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals)<br>Metric 3: School Attendance |

| 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 |
|---|---|---|---|
| | services that are crucial to enriching their educational experience.<br><br>District data indicates a need for this action, with approximately 424 student/family referrals to the Learning and Guidance Center during the 2023-24 school year.<br><br>Educational Partner feedback indicate the need for continued counseling services for students. Approximately 63% were in favor of mentoring and counseling 53% in favor of additional psychological services. Input directly from students indicate the importance of counseling and some commented on how it helped them through difficult times such as a death in the family.<br><br>**Scope:**<br>LEA-wide | This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed.<br><br>Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits.<br><br>Mentoring services are also included in these actions. These services provide participating students are identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | |
| **3.4** | **Action:**<br>Decrease Student Discipline Referrals | Provide appropriate supports and services, use evidence-based protocols to improve behavioral practices (PBIS) to reduce discipline referrals, suspensions and expulsions. | Metric 1: Suspension/Expulsion Rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>Current District student major discipline referral data indicates a rate of 10.27% and a suspension rate of 3.2% for all students, with 3.7% for EL, 3.6% for SED, and 3.1% for Foster.<br><br>In Dinuba Unified, students from Unduplicated groups contend with varied challenges which include, but are not limited to, language barriers, instability in their home surroundings, and the pressure of financial limitations. Such challenges have the potential to precipitate behavioral concerns and result in an increase in discipline referrals.<br><br>Discipline is an area frequently commented by Educational Partners, including school staff. Approximately 56.7% indicated the importance of continuing Positive Behavior Interventions and Supports (PBIS), while 64.9% indicated the need for increased behavioral aide support of students exhibiting more severe behaviors.<br><br>**Scope:**<br>LEA-wide | The PBIS initiative, is designed to improve student behavior, behavioral interventions, and to provide the necessary support for students. These behavioral applications are believed to to improve school safety and student behavior by ensuring students are aware of the expectations and to provide support for students who struggle with appropriate behavior. Data is used to solve problems and encourage appropriate student behavior<br><br>Provide behavior aides help to provide support to students who exhibit chronic behavioral issues and helping to monitor and support improved behavior. (or 3.4?)<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals) |
| **4.1** | **Action:**<br>Parent Engagement and Workshops<br><br>**Need:**<br>Studies consistently demonstrate that parent involvement has a significant, positive impact on both the academic and social outcomes of students. | Enhance parental engagement create an environment that is optimal for fostering the success of every single student.<br><br>Engage parents throughout the district, the initiative could ensure that all students, regardless of their personal circumstances, have the support they require to thrive. | Metric 1: Sign-in sheets Parent Teacher Conferences SSC Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated |

| 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 |
|---|---|---|---|
| | English Learners often grapple with language barriers which can be mitigated through parental training and workshops. Similarly, Foster Youth frequently encounter instability within their homes; a situation that can be improved with enhanced communication from the school district. Low-Income students, on the other hand, might struggle with a scarcity of resources, a condition that can be eased through the concerted efforts of the school community and parental involvement.<br><br>The school community's identified needs revolving around the English Learners, Foster Youth, and Low-Income student groups. These populations often face unique adversities that necessitate increased parental involvement and engagement. With the aid of programs such as "Parent Engagement and Workshops," these obstacles can be effectively addressed.<br><br>Approximately 64% of Educational Partners indicated the importance of Parent training and workshops.<br><br>**Scope:**<br>LEA-wide | Implement several strategies by enhancing Parent Engagement opportunities through newsletters and other means of communications are also being employed as tools to increase communication with families and the wider community.<br><br>Provide workshops and training programs for parents to benefit English learners in their language acquisition process. In order to alleviate resource scarcity among Low-Income students, we will encourage community and parental involvement.<br><br>Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs. | Pupils and students with exceptional needs) |

## *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 |
|---|---|---|---|
| **5.1** | **Action:**<br>Additional Support for English Learners<br><br>**Need:**<br>Current data indicates that approximately 29% of Dinuba students are classified as English Learners.<br><br>English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math.<br><br>Educational Partner responses indicate the desire to continue with our English Language Learner Coach to support teachers and thus English Learner students.<br><br>Also indicated through Educational Partner feedback was the desire to enhance EL services providing dedicated coordination and support through the an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Enhance instructional practices, progress monitoring, and parent education opportunities, all for the improvement and advancement of English Learners(ELs) in language acquisition and achievement in English Language Arts and Math.<br><br>English Language and Literacy Coaches will aide principals and teachers with progress assessment and improvement of instructional practices. They will also offer parent education opportunities to bolster language acquisition and student achievement. Provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies. This approach aims to enhance the learning process of English Learners.<br><br>"Newcomer" curriculum will be used to better the support to the most recent English Learners to our educational system. This is a piece that continues to be developed and refined.<br><br>The action also includes the use of data management systems and technology (like Ellevation) to track student achievement and instructional practices and analyze the progress of EL students' acquisition of English. | Metric 1: EL Progress on ELPAC<br>Metric 2: EL Reclassification Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **5.2** | **Action:**<br>Student Acquisition of English<br><br>**Need:**<br>Current data indicates that 52.3 of English Learners making progress toward proficiency.<br><br>English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math.<br><br>Nearly 48% of Educational Partners indicated the desire to support English Learners through dedicated coordination and support services provided by the District EL Coordinator.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Monitor English Learner student's acquisition of the English Language through required state assessments and district-identified benchmarks.<br><br>Disseminate disseminate information and coordinate activities to enhance services for English Learners.<br><br>Support and assist classroom teachers in implementing the district's ELD program successfully. Conduct professional development opportunities such as demonstration lessons and function as a resource in identifying suitable strategies for EL student intervention. | Metric 1: EL Progress on ELPAC<br>Metric 2: EL Reclassification Rate |
| **5.3** | **Action:**<br>Additional Support for Long-Term English Learners<br><br>**Need:**<br>Current data indicates that approximately 29% of Dinuba students are classified as English Learners, with approximately 26.2% of those English Learners classified as Long-Term English Learners (LTEL).<br><br>This group of English Learners have already faced challenges in showing proficiency in English to an extent that they have not been reclassified for several years, giving them the | Monitor student progress on the ELPAC and in relation to students who might be at-risk of becoming and LTEL and those that are already identified as LTEL.<br><br>Provide additional support for LTEL students through greater awareness, communication, and employment of additional interventions for students. | Metric 3: Long-Term English Learners<br>Metric 4: EL Reclassification Rate of Long-Term English Learners |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | classification as a Long-Term English Learner (LTEL).<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

N/A

## *Additional Concentration Grant Funding*

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

All schools in the Dinuba Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through new positions, and other identified positions which provide direct services to Unduplicated Pupils. These positions were previously funded by sunsetting funds. DUSD is utilizing the additional Concentration Add-on grant funds to maintain these existinhave been added at each elementary site. district positions of personnel providing direct services to students at sites with and Unduplicated Pupil Population of over 55%. If the district does not utilize these funds in this manner, the positions would be eliminated (due to exhaustion of the expiring funding sources), and the staff-to-student ratio would increase (i.e., there would be fewer staff to serve students).

Additional concentration grant add-on funding is planned to be used in the following ways:
1.1 - Additional Preschool and VEC staff were added to provide support to preschool and programs and activities held at the VEC. An Arabic-speaking Community Liaison helps to bridge communication with the Arabic-speaking community. An additional Data Technician was added in order to provide data to district and site personnel to inform progress and next steps. (Though "staff development" is in the title of this action, these concentration grant funds are not used for this purpose, but do, however, contribute to the remainder of this action.)
1.6 - Additional IT Specialist to support technology.
1.10 - Library Support Services - Increase in the hours of library technicians at each of the elementary sites.
2.1 - Campus Security - Additional campus security aides have been added at each elementary site.
3.3- Additional hours for some  Behavior Intervention Aides to support positive student behavior.

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

# 2024-25 Total 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 | 67,958,707 | 24,783,242 | 36.468% | 22.168% | 58.636% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $40,628,722.43 | $11,929,055.80 | $7,855,536.00 | $8,908,329.77 | $69,321,644.00 | $31,156,597.58 | $38,165,046.42 |

| 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 | Staff Development and Other Actions to Support Implementation of the LCAP | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $6,582,260.50 | $4,017,251.50 | $8,149,026.00 | $723,269.00 | | $1,727,217.00 | $10,599,512.00 | |
| 1 | 1.2 | District and Site-Based Coaching and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,242,911.50 | $314,238.50 | $1,161,624.00 | | | $395,526.00 | $1,557,150.00 | |
| 1 | 1.3 | Before, During, and After School Interventions and Enrichment Activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $2,002,780.50 | $1,996,938.50 | $977,192.00 | $2,648,262.00 | | $374,265.00 | $3,999,719.00 | |
| 1 | 1.4 | Summer School | All | No | | | All Schools Specific Schools: Dinuba High - Academic At-Risk Students TK - 8th Grade | Ongoing | $328,026.00 | $320,622.00 | $7,404.00 | $318,946.00 | | $322,298.00 | $648,648.00 | |
| 1 | 1.5 | College and Career and CTE Academies | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,321,901.00 | $1,622,222.00 | $1,480,321.00 | $1,361,874.00 | | $101,928.00 | $2,944,123.00 | |
| 1 | 1.6 | Technology | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $693,904.00 | $2,575,246.00 | $3,269,150.00 | | | | $3,269,150.00 | |

| 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 | 1.7 | Student to Adult Ratio in TK and Kindergarten | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Elementary Sites | Ongoing | $659,805.00 | $54,860.00 | $714,665.00 | | | | $714,665.00 | |
| 1 | 1.8 | Highly Qualified and Fully Credentialed Teachers | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $100,000.00 | $100,000.00 | | | | $100,000.00 | |
| 1 | 1.9 | Gifted and Talented Education (GATE) | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools 3rd-6th | Ongoing | $112,135.00 | $84,261.00 | $59,396.00 | | $137,000.00 | | $196,396.00 | |
| 1 | 1.10 | Library Support Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools | Ongoing | $515,340.00 | $362,500.00 | $852,840.00 | | | $25,000.00 | $877,840.00 | |
| 1 | 1.11 | K-6th Collaboration Time | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | All Schools Specific Schools: All Elementary Schools | Ongoing | $1,460,194.00 | $271,869.00 | $1,732,063.00 | | | | $1,732,063.00 | |
| 1 | 1.12 | Staff Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $700,909.00 | $700,909.50 | $500,000.00 | | | $901,818.50 | $1,401,818.50 | |
| 1 | 1.13 | Site Allocations | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $965,392.00 | $5,465,392.00 | $4,500,000.00 | | | $1,930,784.00 | $6,430,784.00 | |
| 2 | 2.1 | Campus Security | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $885,231.00 | $2,656,401.00 | $3,391,632.00 | $75,000.00 | $75,000.00 | | $3,541,632.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.2 | Student Field Trips/Academic Enrichment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,285,595.00 | $1,995,595.00 | $790,000.00 | $2,491,190.00 | | | $3,281,190.00 | |
| 2 | 2.3 | Repair and Maintenance of Facilities | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $5,760,969.50 | $9,240,030.93 | $4,581,207.43 | $2,776,257.00 | $7,643,536.00 | | $15,001,000.43 | |
| 3 | 3.1 | Learning and Guidance Center | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $878,090.90 | $820,867.00 | $1,009,000.00 | | | $689,957.90 | $1,698,957.90 | |
| 3 | 3.2 | Student Attendance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $893,114.00 | $500,000.00 | $1,393,114.00 | | | | $1,393,114.00 | |
| 3 | 3.3 | Counseling Services and Supports | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $3,757,450.68 | $2,827,450.68 | $2,930,000.00 | $1,256,367.80 | | $2,398,533.56 | $6,584,901.36 | |
| 3 | 3.4 | Decrease Student Discipline Referrals | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $250,000.00 | $250,000.00 | | | | $250,000.00 | |
| 3 | 3.5 | Support for Students with Severe Behavioral Needs | All Students with Disabilities | No | | | All Schools | Ongoing | $0.00 | $760,000.00 | $760,000.00 | | | | $760,000.00 | |
| 4 | 4.1 | Parent Engagement and Workshops | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $164,795.00 | $364,795.00 | $500,000.00 | | | $29,590.00 | $529,590.00 | |
| 5 | 5.1 | Additional Support for English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $741,253.00 | $255,706.81 | $985,548.00 | | | $11,411.81 | $996,959.81 | |
| 5 | 5.2 | Student Acquisition of English | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $34,540.00 | $0.00 | $34,540.00 | | | | $34,540.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **5** | **5.3** | Additional Support for Long-Term English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $0.00 | $500,000.00 | $500,000.00 | | | | $500,000.00 | |
| **6** | **6.1** | Educational Social Worker | All | No | | | Specific Schools: Sierra Vista and Ronald Reagan | 3 years | $150,000.00 | $0.00 | | $150,000.00 | | | $150,000.00 | |
| **6** | **6.2** | Additional Support/Tutoring | All | No | | | Specific Schools: Sierra Vista and Ronald Reagan | 3 years | $20,000.00 | $5,000.00 | | $25,000.00 | | | $25,000.00 | |
| **6** | **6.3** | Computer Lab | All | No | | | Specific Schools: Sierra Vista and Ronald Reagan | 3 years | $0.00 | $100,000.00 | | $100,000.00 | | | $100,000.00 | |
| **6** | **6.4** | Academic and Attendance Incentives | All | No | | | Specific Schools: Sierra Vista and Ronald Reagan | 3 years | $0.00 | $2,890.00 | | $2,890.00 | | | $2,890.00 | |

# 2024-25 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 |
|---|---|---|---|---|---|---|---|---|---|
| 67,958,707 | 24,783,242 | 36.468% | 22.168% | 58.636% | $39,861,318.43 | 0.000% | 58.655 % | **Total:** | $39,861,318.43 |
| | | | | | | | | **LEA-wide Total:** | $36,609,167.43 |
| | | | | | | | | **Limited Total:** | $1,520,088.00 |
| | | | | | | | | **Schoolwide Total:** | $1,732,063.00 |

| 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** | Staff Development and Other Actions to Support Implementation of the LCAP | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $8,149,026.00 | |
| **1** | **1.2** | District and Site-Based Coaching and Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,161,624.00 | |
| **1** | **1.3** | Before, During, and After School Interventions and Enrichment Activities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $977,192.00 | |
| **1** | **1.5** | College and Career and CTE Academies | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,480,321.00 | |
| **1** | **1.6** | Technology | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,269,150.00 | |
| **1** | **1.7** | Student to Adult Ratio in TK and Kindergarten | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Elementary Sites | $714,665.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Highly Qualified and Fully Credentialed Teachers | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $100,000.00 | |
| 1 | 1.9 | Gifted and Talented Education (GATE) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: All Elementary Schools<br>3rd-6th | $59,396.00 | |
| 1 | 1.10 | Library Support Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: All Elementary Schools | $852,840.00 | |
| 1 | 1.11 | K-6th Collaboration Time | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: All Elementary Schools | $1,732,063.00 | |
| 1 | 1.12 | Staff Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $500,000.00 | |
| 1 | 1.13 | Site Allocations | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,500,000.00 | |
| 2 | 2.1 | Campus Security | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,391,632.00 | |
| 2 | 2.2 | Student Field Trips/Academic Enrichment | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $790,000.00 | |
| 2 | 2.3 | Repair and Maintenance of Facilities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,581,207.43 | |
| 3 | 3.1 | Learning and Guidance Center | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,009,000.00 | |
| 3 | 3.2 | Student Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,393,114.00 | |

| 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 | Counseling Services and Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,930,000.00 | |
| 3 | 3.4 | Decrease Student Discipline Referrals | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $250,000.00 | |
| 4 | 4.1 | Parent Engagement and Workshops | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $500,000.00 | |
| 5 | 5.1 | Additional Support for English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $985,548.00 | |
| 5 | 5.2 | Student Acquisition of English | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $34,540.00 | |
| 5 | 5.3 | Additional Support for Long-Term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $500,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $34,401,051.00 | $27,257,112.00 |

| 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** | Staff Development and Other Actions to Support the LCAP Implementation | Yes | $2,000,678.00 | $2,499,330 |
| **1** | **1.2** | District and Site-Based Coaching and Support | Yes | $1,111,488.00 | $1,067,162 |
| **1** | **1.3** | Before and After School Interventions and Enrichment Activities | Yes | $637,253.00 | $4,479,980 |
| **1** | **1.4** | Summer School | No | $521,419.00 | $608,731 |
| **1** | **1.5** | College and Career and CTE Academies | Yes | $1,511,624.00 | $2,490,490 |
| **1** | **1.6** | Technology | Yes | $1,454,538.00 | $1,218,669 |
| **1** | **1.7** | Student to Adult Ratio in TK and Kindergarten | Yes | $911,420.00 | $627,798 |
| **1** | **1.8** | Highly Qualified and Fully Credentialed Teachers | Yes | $29,640.00 | $12,855 |
| **1** | **1.9** | Gifted and Talented Education (GATE) | Yes | $74,099.00 | $43,698 |
| **1** | **1.10** | Library Support Services | Yes | $481,645.00 | $568,748 |

| 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 | 1.11 | K-6th Collaboration Time | Yes | $1,704,282.00 | $1,304,249 |
| 1 | 1.12 | Staff Development | Yes | $518,694.00 | $3,639,221 |
| 1 | 1.13 | Site Allocations | Yes | $10,267,195.00 | $0 |
| 2 | 2.1 | Campus Security | Yes | $743,473.00 | $707,821 |
| 2 | 2.2 | Repair and Maintenance of Facilities | Yes | $6,735,513.00 | 2,496,747 |
| 2 | 2.3 | Student Field Trips/Academic Enrichment | Yes | $67,597.00 | $358,586 |
| 3 | 3.1 | Learning and Guidance Center | Yes | $769,547.00 | $1,430,868 |
| 3 | 3.2 | Student Attendance | Yes | $1,077,930.00 | $638,203 |
| 3 | 3.3 | Counseling Services and Supports | Yes | $800,271.00 | $1,350,580 |
| 3 | 3.4 | Decrease Student Discipline Referrals | Yes | $60,761.00 | $57,257 |
| 4 | 4.1 | Parent Engagement and Workshops | Yes | $135,602.00 | $153,759 |
| 5 | 5.1 | Additional Support for English Learners | Yes | $585,384.00 | $374,713 |
| 5 | 5.2 | Student Acquisition of English | Yes | $88,919.00 | $41,203 |

| 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) |
|---|---|---|---|---|---|
| **6** | **6.1** | Misc. Actions to support Students with Disabilities | Yes | $902,765.00 | $265 |
| **6** | **6.2** | Training for Special Education staff | No | $0.00 | 0.00 |
| **6** | **6.3** | Materials and Training | No | $0.00 | 0.00 |
| **6** | **6.4** | Counseling Services and Supports | No | $425,000.00 | $477,179 |
| **6** | **6.5** | Support for Students with Severe Behavioral Needs | Yes | $784,314.00 | $609,000 |

# 2023-24 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) |
|---|---|---|---|---|---|---|
| 25,996,629.00 | $33,454,632.00 | $18,008,425.00 | $15,446,207.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Staff Development and Other Actions to Support the LCAP Implementation | Yes | $2,000,678.00 | $2,323,638 | | |
| 1 | 1.2 | District and Site-Based Coaching and Support | Yes | $1,111,488.00 | $745,610 | | |
| 1 | 1.3 | Before and After School Interventions and Enrichment Activities | Yes | $637,253.00 | $618,221 | | |
| 1 | 1.5 | College and Career and CTE Academies | Yes | $1,511,624.00 | $1,144,951 | | |
| 1 | 1.6 | Technology | Yes | $1,454,538.00 | $1,163,649 | | |
| 1 | 1.7 | Student to Adult Ratio in TK and Kindergarten | Yes | $911,420.00 | $627,784 | | |
| 1 | 1.8 | Highly Qualified and Fully Credentialed Teachers | Yes | $29,640.00 | $12,855 | | |
| 1 | 1.9 | Gifted and Talented Education (GATE) | Yes | $74,099.00 | $43,698 | | |
| 1 | 1.10 | Library Support Services | Yes | $481,645.00 | $254,792 | | |
| 1 | 1.11 | K-6th Collaboration Time | Yes | $1,704,282.00 | $1,304,249 | | |
| 1 | 1.12 | Staff Development | Yes | $518,694.00 | $3,639,221 | | |
| 1 | 1.13 | Site Allocations | Yes | $10,267,195.00 | 0 | | |

| 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 | 2.1 | Campus Security | Yes | $743,473.00 | $662,566 | | |
| 2 | 2.2 | Repair and Maintenance of Facilities | Yes | $6,735,513.00 | $1,834,736 | | |
| 2 | 2.3 | Student Field Trips/Academic Enrichment | Yes | $67,597.00 | $358,589 | | |
| 3 | 3.1 | Learning and Guidance Center | Yes | $769,547.00 | $621,955 | | |
| 3 | 3.2 | Student Attendance | Yes | $1,077,930.00 | $638,203 | | |
| 3 | 3.3 | Counseling Services and Supports | Yes | $800,271.00 | $779,737 | | |
| 3 | 3.4 | Decrease Student Discipline Referrals | Yes | $60,761.00 | $57,257 | | |
| 4 | 4.1 | Parent Engagement and Workshops | Yes | $135,602.00 | $151,534 | | |
| 5 | 5.1 | Additional Support for English Learners | Yes | $585,384.00 | $374,713 | | |
| 5 | 5.2 | Student Acquisition of English | Yes | $88,919.00 | $41,203 | | |
| 6 | 6.1 | Misc. Actions to support Students with Disabilities | Yes | $902,765.00 | $264 | | |
| 6 | 6.5 | Support for Students with Severe Behavioral Needs | Yes | $784,314.00 | $609,000 | | |

# 2023-24 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) |
|---|---|---|---|---|---|---|---|---|
| 69,720,186.00 | 25,996,629.00 | 10.71% | 47.997% | $18,008,425.00 | 0.000% | 25.830% | $15,455,235.92 | 22.168% |

# 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.

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.

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.

- 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.

### 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

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

- **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

# 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 of 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).

California Department of Education
November 2023