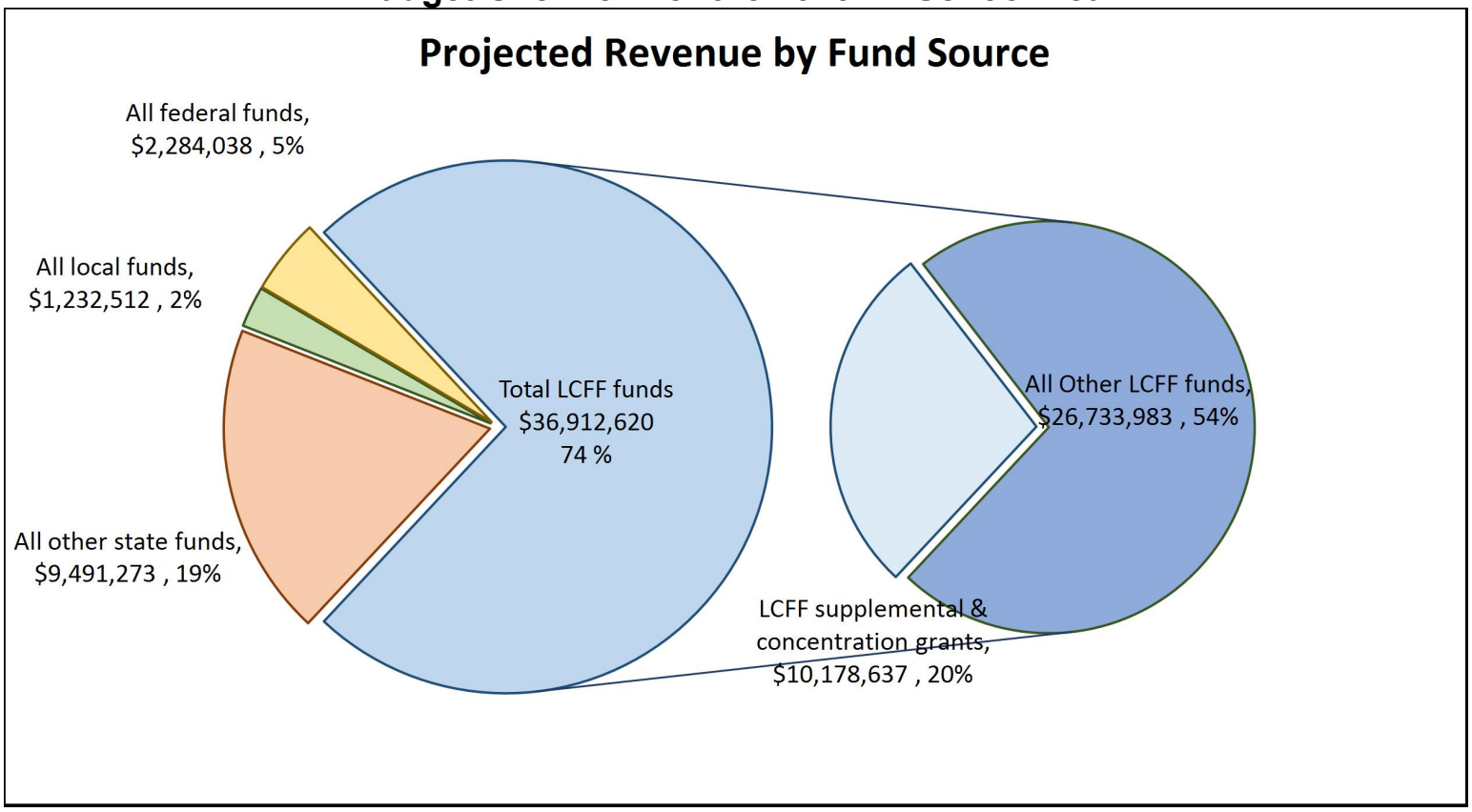
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dos Palos Oro Loma Joint Unified School District
CDS Code: 24753170000000
School Year: 2026-27
LEA contact information:
Dr. Andrew Schwab
Superintendent
aschwab@dpol.net
(209) 392-0200

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

Budget Overview for the 2026-27 School Year

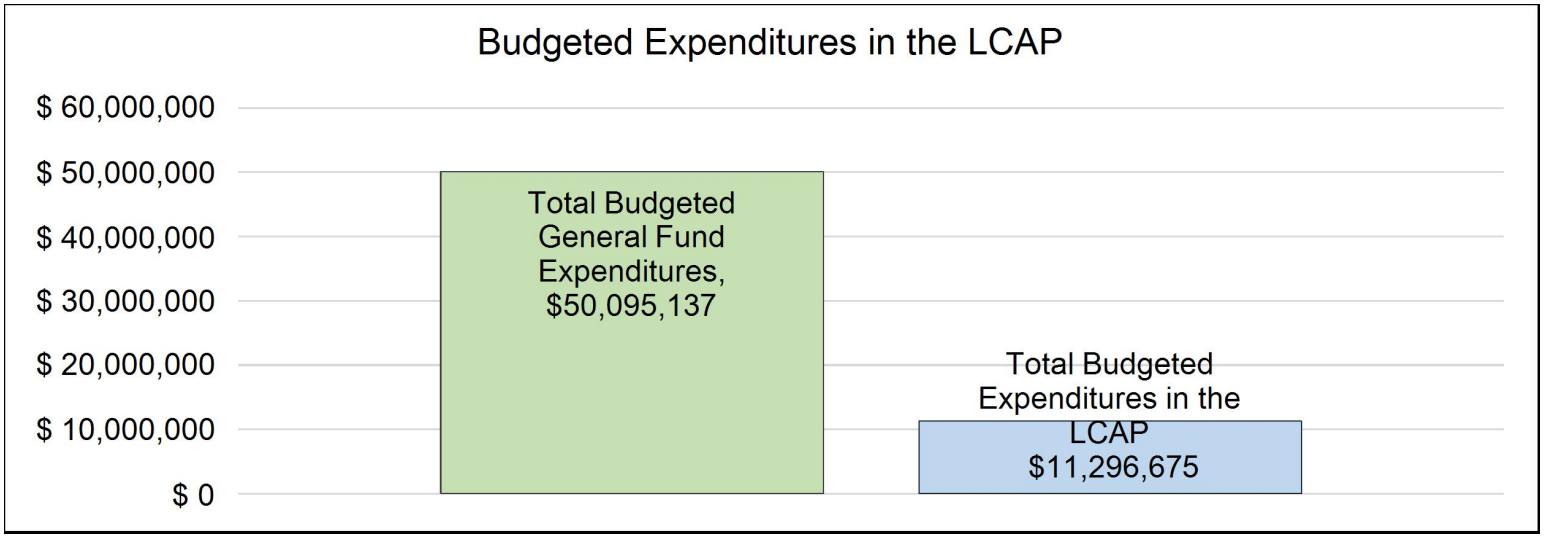


This chart shows the total general purpose revenue Dos Palos Oro Loma Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dos Palos Oro Loma Joint Unified School District is $49,920,443.31, of which $36,912,620 is Local Control Funding Formula (LCFF), $9,491,273.31 is other state funds, $1,232,512 is local funds, and $2,284,038 is federal funds. Of the $36,912,620 in LCFF Funds, $10,178,637 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 Dos Palos Oro Loma Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dos Palos Oro Loma Joint Unified School District plans to spend $50,095,137.20 for the 2026-27 school year. Of that amount, $11,296,675.00 is tied to actions/services in the LCAP and $38,798,462.2 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

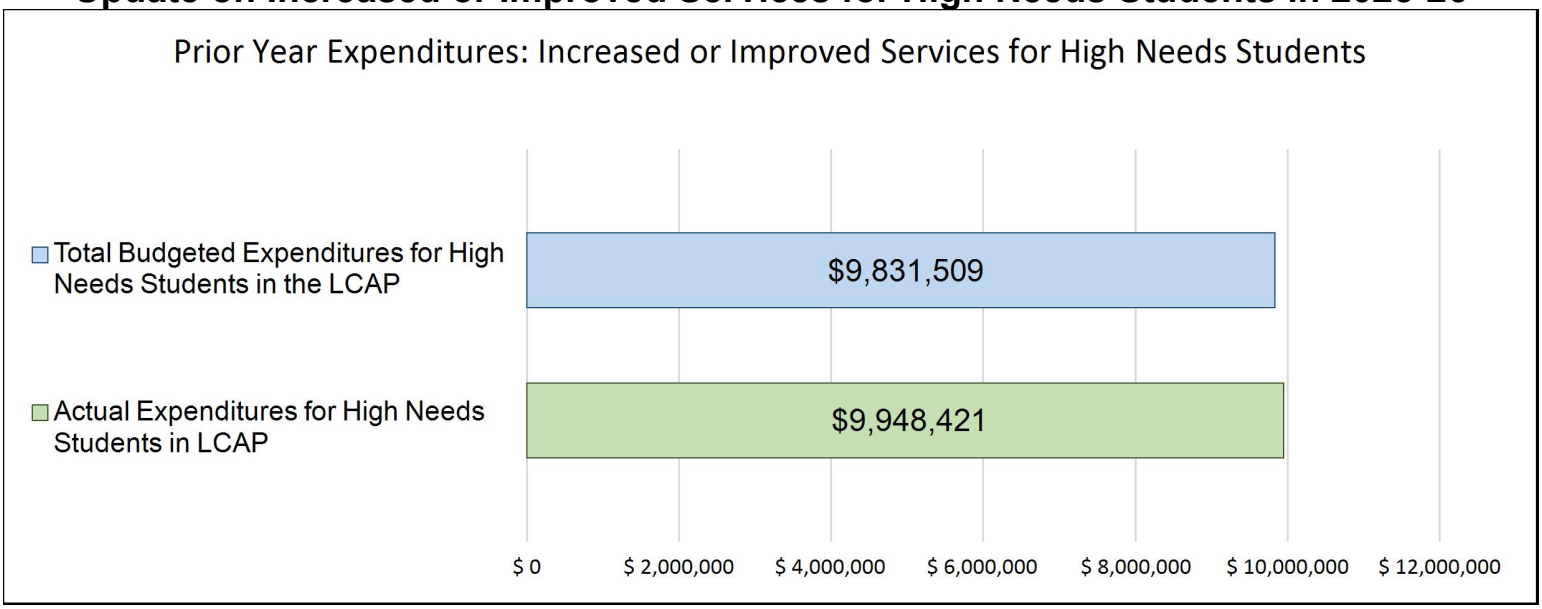
Some General Fund LCFF expenditures are not included in the LCAP because they fund operational and district-wide services that, while essential, are not directly aligned with specific LCAP goals. These expenditures include utilities, routine maintenance, technology infrastructure, insurance, and centralized administrative costs that support the day-to-day operation of schools. Although these costs are not explicitly identified in the LCAP, they are critical to maintaining an effective and functional school environment.

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

In 2026-27, Dos Palos Oro Loma Joint Unified School District is projecting it will receive $10,178,637 based on the enrollment of Foster Youth, English learner, and low-income students. Dos Palos Oro Loma Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dos Palos Oro Loma Joint Unified School District plans to spend $10,178,637 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Dos Palos Oro Loma Joint 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 Dos Palos Oro Loma Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Dos Palos Oro Loma Joint Unified School District's LCAP budgeted $9,831,509 for planned actions to increase or improve services for high needs students. Dos Palos Oro Loma Joint Unified School District actually spent $9,948,421 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dos Palos Oro Loma Joint Unified School District	Dr. Andrew Schwab Superintendent	aschwab@dpol.net (209) 392-0200

Plan Summary [2026-27]

General Information

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

Dos Palos-Oro Loma Joint Unified School District serves a diverse student population of almost 2,300 TK-12 students. Among the student groups, English Learners constitute 24.9%, while Foster Youth and Homeless students account for 0.6% and 4.7%, respectively. The majority of students, 89.7%, are considered socioeconomically disadvantaged, and 11.8% have disabilities, according to the 2025 CA School Dashboard. In terms of race and ethnicity, the student body reflects significant diversity. The majority of students, 84.9%, identify as Hispanic, while 10.5% identify as White. Other racial or ethnic groups, such as African American, American Indian, Asian, Filipino, Two or More Races, and Pacific Islander, each represent smaller percentages of the student population, ranging from 0.1% to 2.1%. Overall, the Dos Palos Oro Loma JUSD serves a student body with a wide range of backgrounds and needs, highlighting the district's commitment to inclusivity and diversity.

Five schools and one Early Childhood Education Center comprise the Dos Palos Oro Loma JUSD. Located on the same facility, the Early Childhood Education Center and Dos Palos Elementary serve students from preschool through 2nd grade. Students attend third through fifth grade at Bernard Marks Elementary School, then sixth through eighth grade at Bryant Middle School. Students in grades nine through twelfth attend Dos Palos High School, which proudly boasts a 98.7% graduation rate. The district also operates alternative education programs at George Christian Education Center, including Westside Continuation High School, an independent study program and an adult education program. Westside High School has been identified as a recipient of equity multiplier funding due to a non-stability rate exceeding 25%, coupled with over 70% of students experiencing socioeconomic disadvantages. In 2025, Dos Palos-Oro Loma Joint Unified School District (DPOLJUSD) was identified for Differentiated Assistance based on outcomes for Homeless in ELA, mathematics, and chronic absenteeism, as well as outcomes for Long-Term English Learners and Students with Disabilities in ELA and mathematics. Throughout the

year, the district partnered with the Merced County Office of Education to analyze data, conduct student empathy interviews, and establish a literacy team to examine instructional practices. This collaboration resulted in a shared theory of improvement focused on strengthening instructional systems, reducing barriers, and accelerating progress toward college and career readiness for all students.The district provides transportation to and from school for many of our students. The district also provides a robust expanded learning program, offering after school programming, summer school and intersession opportunities. The district provides community wifi and supports student access to technology at a rate of 1 device per every student.

Despite its relatively small size, the community of Dos Palos-Oro Loma is tight-knit with a rich cultural heritage. Residents take pride in their agricultural roots and often participate in community events celebrating location traditions. The schools play an integral part within those traditions, from gathering for the annual Halloween Parade, the Annual Veteran's Memorial Program, or winter and spring concerts to Friday Night Bronco Football or the myriad of other opportunities to watch Bronco and Bobcat Athletics. The students and district benefit from an overwhelmingly supportive community. Parents, community members and local businesses are always on hand to volunteer, contribute to student fundraisers, or buy animals at the fair.

The goals and actions within this plan are revised from previous LCAPs and represent the intention of the district to prioritize early literacy and numeracy as well as to increase the rate of students graduating from our secondary programs as college and/or career ready. The district also maintains a high priority on the needs of the whole child, including supporting the academic, social, emotional, physical and mental well being of our students and families, as we seek to refine our Multi-Tiered System of Support. The DPOLJUSD LCAP works in conjunction with the individual site plans of our schools to provide coherently aligned and strategic support based upon the needs of specific school sites and/or specific student groups. Our school district applied for the California Community Schools Partnership Program to strengthen the MTSS and increase support for our students.

Reflections: Annual Performance

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

The district takes great pride in its achievements, notably the impressive 98.7% graduation rate at Dos Palos High School and the substantial reduction in districtwide chronic absenteeism in the last two years. Our alternative school, Westside High, improved graduation from 63% to 85.7%.

Over the past three years, the district has continued to strengthen its academic programs through the alignment of curriculum and instructional materials and the ongoing refinement of instructional practices. Longitudinal data over the past decade demonstrate that the percentage of students meeting or exceeding standards in English Language Arts (ELA) has remained relatively stable. Similarly, Mathematics achievement rates have also remained stable during the same period, with no significant increases or declines observed.

To sustain and amplify these achievements, the district remains committed to retaining academic coaches, curriculum specialists, and other essential support personnel, including classroom paraprofessionals. Furthermore, the preservation of Professional Learning Community (PLC) time ensures that teachers can collaborate effectively within grade level and departmental teams. Leveraging adopted platforms like i-Ready and NWEA empowers these teams with real-time data, enabling them to devise targeted instructional plans and implement interventions and enrichment strategies strategically.

In addition to academic success, the district has prioritized comprehensive support for the social, emotional, physical, and mental well-being of its students. Ongoing actions to bolster this support are integral components of the Local Control and Accountability Plan (LCAP), reflecting the district's unwavering commitment to holistic student development.

Based on the 2023 CA State Dashboard, the district is required to identify the following data points as areas of continued growth and attention:

Districtwide Student Groups with Red Indicators on the Dashboard
Students with Disabilities--ELA, Mathematics, and Suspension
English Learners--English Learner Progress Indicator, College and Career Indicator
Hispanic Students--Mathematics
Socio-Economically Disadvantaged Students--Mathematics
American Indian Students--Suspension
Foster Youth--Suspension
School Performance
Dos Palos Elementary
Chronic Absenteeism-White Students
Marks Elementary
ELA--English Learners
English Learner Progress Indicator
Bryant Middle School
English Learner Progress Indicator
Mathematics--All Students, English Learners, Hispanic Students, Socio Economically Disadvantaged Students, Students with Disabilities, White Students
Suspension--Students with Disabilities
Dos Palos High School
Mathematics--All Students, Hispanic, Socio Economically Disadvantaged Students
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students, Students with Disabilities
Westside High School
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students.

Based on the 2025 CA State Dashboard, the district is required to identify the following data points as areas of continued growth and attention:

ACADEMIC PERFORMANCE

Districtwide Red Indicator--Mathematics and English Language Arts

Districtwide Student subgroups with Red Indicators on the Dashboard

For English Language Arts the following subgroups are in the Red or Lowest Performance indicator
Hispanic, Homeless, Socioeconomically Disadvantaged

For Mathematics the following student subgroups are in the Red or Lowest Performance indicator
Long-Term English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities

ACADEMIC ENGAGEMENT

Districtwide Student subgroups with Red Indicators on the Dashboard for Chronic Absenteeism
Homeless and White

CONDITIONS AND CLIMATE
Districtwide Student subgroups with Red Indicators on the Dashboard for Suspensions
Foster Youth, Long-Term English Learners, and Students with Disabilities

SCHOOL PERFORMANCE
The following schools includes student subgroups on the red indicator.

Dos Palos Elementary
Academic Performance
English Language Arts- All Students

No longer identified with Red Indicators on the Dashboard for Academic Engagement
Chronic Absenteeism-Whites

Bernhard Marks Elementary
Academic Performance
English Learner Progress-All Students, English Learners

No longer identified with Red Indicators on the Dashboard for Academic Engagement
Chronic Absenteeism- Students with Disabilities, White

No longer identified with Red Indicators on the Dashboard for Academic Performance
ELA--Students with Disabilities
Math--Students with Disabilities

Bryant Middle School
Academic Performance
English Language Arts- All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Whites
Mathematics-All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Whites, and Long-Term English Learners

Academic Engagement
Chronic Absenteeism- All Students, Socioeconomically Disadvantaged, and Whites

Conditions and Climate
Suspension Rate- All Students, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

No longer identified with Red Indicators on the Dashboard for Academic Performance
English Language Arts- English Learners, Long Term English Learners
Mathematics- English Learners

No longer identified with Red Indicators on the Dashboard for Academic Engagement
Chronic Absenteeism- Students with Disabilities

Dos Palos High School
Academic Performance
Mathematics--All Students, Hispanic, Socioeconomically Disadvantaged Students
English Learner Progress-All Students, English Learners, Long-Term English Learners

No longer identified with Red Indicators on the Dashboard for Conditions and Climate
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students, Students with Disabilities

Our school district experienced success with improving academic achievement as follows:

English Learner reclassification rates in the district rose from 8.1% in 2023–2024 to 10.6% in 2024–2025 and are estimated to increase further to 12.3% in 2025–2026.

Another success in our district is our reduction in chronic absenteeism. The district average for chronic absenteeism declined from 23.7% in 2023 to 22.0% in 2024 and remained stable at 22.0% in 2025.

LOCAL DATA - BENCHMARKS

Year-over-year Winter i-Ready Diagnostic results indicate varying trends in student growth.
Reading performance declined at DPE, from 16% to 13% of students meeting typical growth projections, but improved substantially at MES, increasing from 30% to 39%.
In Mathematics, DPE maintained the same rate at 19%, while MES experienced a decline from 28% to 24%.

Year-over-year Winter NWEA results
Compared to the previous year, NWEA growth data indicate a decline in Mathematics performance and an improvement in English Language Arts (ELA).
The percentage of students meeting Mathematics growth targets decreased from 55.3% to 49.9%, while the percentage meeting ELA growth targets increased from 53.8% to 56.5%.

A noteworthy local indicator is our NWEA RIT growth projections. Reading growth performance for students in grades 6–11 demonstrated consistent improvement over the past three years, with the percentage of students meeting growth projections increasing from 40.0% in 2023 to 53.8% in 2024 and 56.5% in 2025.

The district is committed to tackling these areas of challenge head-on through targeted goals and actions outlined in the Local Control and Accountability Plan (LCAP), as well as in individualized school site plans. While the LCAP encompasses initiatives that are implemented district-wide to support all schools, site-specific actions are integrated into the planning process at each school.

For instance, Goal 1 is designed to improve academic achievement for all students by strengthening early literacy and numeracy skills. This focus is intended to support stronger academic outcomes schoolwide, with particular attention to students with disabilities and English Learners. By prioritizing early literacy, we expect to see increased student progress, higher reclassification rates for English Learners, and a reduction in the number of Long-Term English Learners across the district.

Under Goal 2, our goal is to expand post-graduation opportunities for all students by increasing the number of Dos Palos High School graduates who meet A-G requirements and complete one or more Career Technical Education (CTE) pathways. Special emphasis will be placed on improving these outcomes for English Learners and Students with Disabilities to ensure greater access to college and career readiness opportunities for all students.

Under Goal 3 the focus is on supporting the whole child by investing in programs and resources that promote social-emotional learning, mental and physical wellness, positive school climate and culture, and strong family engagement. During this school year, we continued implementing an online SEL curriculum across our schools. In addition, schools utilized Ripples Effect to provide targeted support in helping students build important social-emotional skills, including decision-making, both individually and in group settings. There are counselors at WHS, BMS, MES, and DPHS to support students well-being. A Behavioral Health Clinician also supports our secondary students. Other supports include a district translator to support improved communication with families and the community.

Finally, our fourth goal is a focused endeavor specifically tailored for Westside High School. Our fourth goal is specifically focused on supporting students at Westside High School by strengthening programs that promote college and career readiness while expanding

comprehensive student support services. Resources will be used to broaden A–G course offerings, integrate additional CTE-aligned coursework, and increase student access to rigorous academic pathways that prepare them for postsecondary opportunities. In addition, funding will support expanded access to mental health clinician services to better address students' social-emotional and behavioral needs, helping them remain engaged in learning and achieve academic success. Through this goal, Westside High School will continue aligning academic, career-focused, and wellness supports to ensure students are fully prepared for college, career training, employment opportunities, and overall well-being.

Learning and Recovery Emergency Block Grant
Our school district has remaining Learning Recovery Emergency Block Grant funds available for use with a total of $750,000 for the 2025-2026 academic year and $900,000 the following two years. The Learning Recovery Emergency Block Grant (LREBG) funding has enabled the district to invest in professional development, co-teaching models, curriculum alignment, and instructional coaching to support the successful implementation of integrated English Language Development (ELD) practices. LREBG funds have also supported key personnel and resources, including a Curriculum Specialist, English Learner (EL) Specialist, Math Intervention Teacher, Elementary Paraprofessionals, a Transitional Kindergarten (TK) Instructional Aide, and student Chromebooks. These investments strengthen instructional capacity, provide targeted academic support, and increase student access to high-quality learning opportunities.
LREBG funded actions may be found in Goal 1 Action 3, Action 4 and Action 5. Goal 2 Action 3, Action 4.

Dashboard data in both Mathematics and English Language Arts indicate that all student subgroups are currently performing within the lowest performance bands, identifying these areas as significant academic priorities for the district. These results demonstrate the need for targeted, tiered interventions in reading and math to better support the diverse learning needs of all students, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and other underserved populations. To address these needs, the district will continue implementing evidence-based intervention strategies that provide differentiated academic support through small group instruction, targeted skill development, intervention programs, and expanded learning opportunities. These supports are intended to strengthen foundational literacy and numeracy skills, accelerate student achievement, and close persistent learning gaps among student groups. These actions are aligned with allowable uses of funds related to improving college and career readiness, implementing evidence-based learning supports, and integrating systems of support that address barriers to student learning. By providing students with timely academic interventions and comprehensive support services, the district aims to improve overall student outcomes and ensure all students are better prepared for long-term academic success.

Based on the 2023 CA State Dashboard, the district is required to identify the following data points as areas of continued growth and attention:

Districtwide Red Indicator--Mathematics: All Students

Districtwide Student Groups with Red Indicators on the Dashboard
Students with Disabilities--ELA, Mathematics, and Suspension
English Learners--English Learner Progress Indicator, College and Career Indicator
Hispanic Students--Mathematics
Socio-Economically Disadvantaged Students--Mathematics
American Indian Students--Suspension

Foster Youth--Suspension

School Performance

Dos Palos Elementary
Chronic Absenteeism-White Students

Marks Elementary
ELA--English Learners
English Learner Progress Indicator

Bryant Middle School
English Learner Progress Indicator
Mathematics--All Students, English Learners, Hispanic Students, Socio Economically Disadvantaged Students, Students with Disabilities, White Students
ELA--Students with Disabilities
Suspension--Students with Disabilities

Dos Palos High School
Mathematics--All Students, Hispanic, Socio Economically Disadvantaged Students
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students, Students with Disabilities

Westside High School
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students

Reflections: Technical Assistance

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

According to the 2025 California School Dashboard, the district has been identified as eligible for technical assistance under the following student groups: Long-Term English Learners, Homeless, and Students with Disabilities.

Through participation in the Superintendent's Series Multilingual Learner Network, Dos Palos High School and the district office established a team that is focused on improving outcomes for English Learners and Long-Term English Learners. The team reviewed both California School Dashboard data and local student-level data to better understand system performance and student outcomes.The team engaged in an improvement journey that included developing process maps of the reclassification system to identify strengths, gaps, and opportunities for improvement. Teams analyzed local data related to student progress through the reclassification process to inform strategies for improving reclassification rates. Professional learning included support on the English Learner Roadmap, ELPAC data use, and other aligned resources to strengthen instructional and systemic practices .This improvement team meticulously collected historical data on key metrics contributing to reclassification rates of English Learners, ELPAC scores, AP pass rates, Seal of Biliteracy attainment, A–G completion, and CTE pathway completion. This team also worked to:

Analyze student performance data in reading and writing, identifying achievement gaps among English Learners, Long-Term English Learners, students with disabilities, and other student groups.

Support integrated and designated ELD practices by providing professional development, instructional coaching, and model lessons to teachers.

Strengthen reclassification practices by examining criteria, classroom supports, and testing environments to ensure EL students have equitable opportunities to demonstrate growth.

Embed literacy into content areas (science, social studies, and CTE) by developing strategies for academic vocabulary, reading comprehension, and writing in technical subjects.

12th-grade students at DPHS completing A-G Requirements from 24.5% to 28.8% by the end of the 2026 school year, with a specific emphasis on English Learners. Weekly huddles and periodic reviews facilitated by an MCOE facilitator have equipped the team to implement transformative change ideas in the coming year. For instance, the redesign of designated English Language Development (ELD) at Dos Palos High School has enhanced access to A-G courses, particularly elective courses, for English Learner students. This action is integrated as a qualitative improvement within the LCAP framework.

Furthermore, Goal 2 underscores the district's commitment to enhancing rates of college and career readiness for all students district-wide, while Goal 4 is tailored to enhancing these rates specifically at Westside High School. Many of the metrics outlined in Goals 2 and 4 serve as vital benchmarks to monitor progress in this endeavor.

Conduct student empathy interviews with English Learners to better understand their experiences, barriers to learning, and supports that increase engagement.
In addition to network convenings, Dos Palos High School received individualized coaching from MCOE to support implementation and sustain improvement efforts throughout the school year and beyond. This technical assistance informed Goal 2, Action 3 in the 2026–27 LCAP.

As part of the Superintendent’s Series Students with Disabilities Network, district teams analyzed California School Dashboard data alongside data related to Comprehensive Improvement Monitoring (CIM). This analysis supported districts in identifying areas of need and understanding the system-level factors contributing to outcomes for students with disabilities.

Teams engaged in an improvement journey that included developing a problem of practice and theory of action to address identified needs. Districts identified and tested change ideas aimed at improving services, supports, and outcomes for students with disabilities, using continuous improvement methods to guide implementation.

Districts also received ongoing coaching support from MCOE outside of convening days to continue and deepen this work across the school year and into the future. This technical assistance is aligned with Goal 1, Action 3 in the 2026–27 LCAP.

As part of this broader effort, a literacy team was established at elementary schools level to focus specifically on strengthening instructional practices in reading, writing, and academic language development. The literacy team—comprised of site administrators, instructional coaches, intervention teachers, and department leads—worked to:

Review and align curriculum and assessments to ensure consistent opportunities for students to engage in grade-level literacy tasks across disciplines.

Develop intervention strategies to address gaps in foundational literacy skills for students performing below grade level, particularly in reading comprehension.

Drawing upon this work, the literacy team collaborated with the broader improvement team to craft a theory of improvement aimed at addressing the academic and engagement needs of English Learners. This included investigating how program structures, classroom instructional practices, and system-level supports collectively impact ELL achievement.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Our LCAP team engaged our teachers through the administration of a survey on March 4, 2026. This engagement provided an opportunity for teachers to provide input on school culture,student support, and engagement. Finally the survey included teacher input on our district and school level professional development activities. Furthermore, teachers' involvement extended to the curriculum and Instruction team. Meetings held on 1/16/26, 1/29/26, 2/1226, 3/23/26, and 5/4/26 focused on reviewing teaching and learning, with a focus on math, which is connected to Goal 1. The curriculum and instruction comprising academic coaches and curriculum specialists from each campus, served as another avenue for educators to contribute to the development and refinement of the LCAP framework.
Principals	LCAP development holds a prominent position on the agenda of every DPOLJUSD principal meeting, underscoring its importance in the district's strategic planning process. Principals actively contribute to the Mid-Year report by furnishing crucial data on action implementation and delivering insightful updates on metrics, ensuring a comprehensive assessment of progress. Principals reported out on metrics associated with all goals for our current LCAP and provided insight as to our progress. Our monthly Principals' meeting included reviewing and discussing the metrics such as attendance, chronic absenteeism, suspensions, achievement in local benchmarks.

Educational Partner(s)	Process for Engagement
	In the formulation of the current LCAP, principals convened on multiple occasions throughout the year, demonstrating their commitment to collaborative decision-making and continuous improvement. These meetings took place on the following dates: 8/27/25, 9/24/25, 10/22/26, 11/19/25, 1/228/26, 1/28/26, 2/25/26, 3/25/26, 4/2226, and 5/20/26, providing ample opportunities for dialogue, exchange of ideas, and strategic planning.
Administrators & District Leaders	All school administrators were actively involved in shaping the LCAP development process to ensure comprehensive representation across the district. Administrators were invited to participate in a survey to provide insights and perspectives regarding district priorities and student needs. Other school administrators were included in the meetings that took place on 8/27/25, 9/24/25, 10/22/26, 11/19/25, 1/228/26, 1/28/26, 2/25/26, 3/25/26, 4/2226, and 5/20/26 creating meaningful opportunities for collaboration, feedback, and strategic discussion..
Other School Personnel	All members of the school community, including both teaching and non-teaching staff, were invited to actively participate in shaping the LCAP development process by offering feedback through a comprehensive survey on March 4, 2026.
Local Bargaining Units	All members belonging to the bargaining units of both DPOLTA and CSEA were provided the opportunity to contribute feedback on LCAP development through a structured survey process on March 4, 2026. In addition, district office administrators held monthly collaborative meetings with DPOLTA and CSEA representatives to identify persistent barriers impacting student success and learning outcomes.
Parents	All parents were actively engaged in the LCAP development process, with opportunities provided for feedback through a variety of channels. Surveys were disseminated in both English and Spanish via Parent Square on multiple occasions, ensuring accessibility and inclusivity. Parents played a pivotal role in shaping the LCAP through their participation in District English Learner Advisory Committee (DELAC) meetings on 2/10/26, 4/14/26, and 5/12/26. These sessions provided a platform for parents to review educational programs, discuss parent

Educational Partner(s)	Process for Engagement
	trainings, and identify barriers impacting student success, with a particular focus on the needs of English Learners. In addition, the District Advisory Committee/DELAC was convened to provide feedback on LCAP goals, action effectiveness, and areas of need. This inclusive approach ensured that parent voices and perspectives were incorporated into the ongoing LCAP development and refinement process.
Students	Students across different grade levels actively contributed to the LCAP development process through tailored student surveys focusing on aspects such as climate, culture, and engagement. Grade 5 students, along with those in grades 6-8 and 9-12, were provided opportunities to provide valuable input through these surveys, ensuring their voices were heard in shaping district priorities. Our district office sent out the survey to 5th grade students, BMS students, and DPHS students on May 12, 2026. Furthermore, recognizing the importance of student representation, officers from the DPHS and BMS Associated Student Body were included in the District Parent Advisory Committee. Their involvement ensures that student perspectives continue to inform decision-making processes at the district level, promoting a collaborative and inclusive approach to educational planning and improvement.
SELPA Consultation	SELPA consultation on 5/29/26. According to feedback from SELPA, the LCAP demonstrates a strong commitment to supporting Students with Disabilities (SWD) by identifying them as a priority population throughout the narrative, dashboard analysis, goals, metrics, and technical assistance efforts. SWD are specifically highlighted in areas of concern, including ELA, Mathematics, and Suspension rates, and are referenced in Goal 1 and related metrics. The district also documents collaboration with MCOE and the SELPA through technical assistance activities, including dashboard analysis, Continuous Improvement Monitoring (CIM) work, improvement science cycles, literacy team development, and participation in SWD networks.

Educational Partner(s)	Process for Engagement
Westside High School (Equity Multiplier)	The district maintained ongoing engagement with Educational Partners at Westside High School (WHS) throughout the LCAP development process, recognizing WHS's receipt of the Equity Multiplier designation and its ongoing WASC review. This continuous collaboration aimed to address the unique needs and challenges facing WHS. On 5/22/26 Educational Services consulted with the principal and staff to review LCAP multiplier goal and solicit feedback.
DPOLJUSD School Board	The DPOLJUSD School Board plays an integral role in the LCAP development process, demonstrating active engagement throughout. Board members receive regular updates on the LCAP, including a comprehensive overview of implementation progress and expenditures. On February 19, 2026, Educational Services presented the midyear LCAP review as an informational item and shared progress on goals, metrics and expenditures. This ensures transparency and accountability in the planning and execution of district initiatives. Furthermore, a public hearing for the current LCAP was convened on June 11, 2026, providing an opportunity for community input and feedback. Subsequently, the LCAP received final approval from the DPOLJUSD board on June 18, 2026, affirming the commitment to student-centered planning and the alignment of district resources with educational priorities

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

The DPOLJUSD educational community, made up of diverse educational partners, continues to provide a wide range of suggestions aimed at improving and strengthening services for students. To ensure all voices were valued and systematically considered, the district aggregates survey data and disaggregates it by school site and student group. This data is then shared with district and site leaders, where it directly informs planning processes across multiple initiatives, including the Local Control and Accountability Plan (LCAP), Single Plans for Student Achievement (SPSAs), Comprehensive Safety Plans, WASC Self-Studies, School Accountability Report Cards (SARCs), and grant applications.

In determining how feedback should be integrated, the district carefully considers sustainability. For example, student services that were supported by one-time pandemic relief funds are currently under evaluation to determine whether they can be maintained through ongoing funding sources and incorporated into the district LCAP or, when more site-specific, into individual SPSAs.

Through this engagement process, educational partners collectively identified several programs as essential for continuation within the LCAP. These include:

Academic supports such as intervention teachers, academic coaches, and curriculum specialists

Diverse course offerings through electives and Career Technical Education (CTE) pathways

Social-emotional and mental health supports across all campuses

Dedicated collaboration time for teachers within Professional Learning Communities (PLCs)

Expanded supports for English Learners to achieve English proficiency

Ongoing school safety measures

Transportation services for students

Additionally, input from educational partners has influenced not only the actions and services funded through the LCAP but also the metrics used to measure success. For example, special education accountability has now been incorporated within Goal 1.

At the site level, consultation with educational partners at WHS supported the continued implementation and refinement of the focus goal aimed at enhancing college and career readiness initiatives while also expanding comprehensive student support services for all WHS graduates. Aligned with Equity Multiplier requirements, the goal includes targeted actions designed to support efforts to broaden A–G course offerings, integrate CTE-aligned coursework, and improve overall access to rigorous academic pathways. In addition, funding will be used to increase access to mental health clinician support, helping to address students' social-emotional and behavioral needs so they are better able to engage in learning and succeed academically. The school's plan includes strengthening alignment between academic, career-focused, and wellness supports to ensure students are fully prepared for postsecondary education, training, and employment opportunities while also maintaining their overall well-being.
remove barriers to postsecondary readiness, demonstrating how collaborative input continues to shape both districtwide and site-specific priorities.

Through this consultation process, the district ensured that the LCAP reflects the shared priorities of its educational community, balancing sustainability of effective services with innovative strategies to improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance and sustain an academic program prioritizing early literacy and mathematics instruction, marked by exemplary tier 1 academic teaching methods complemented by a comprehensive framework of tier 2 and 3 academic interventions tailored to address the diverse needs of every student demographic.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

DPOLJUSD has been identified for Differentiated Assistance due to performance in mathematics, which is reported as red on the California School Dashboard. Actions 1.1 through 1.4 directly target this area of need by expanding academic supports and intervention opportunities.

The district has made significant strides in refining its academic program and is dedicated to sustaining and enhancing these achievements. This goal is crafted to bolster the academic advancement of all students by prioritizing early learning and literacy initiatives. It encompasses proactive measures to provide targeted interventions for students who may require additional support to reach grade-level proficiency. Additionally, initiatives such as dedicated Professional Learning Community (PLC) time for teachers and ongoing professional development opportunities are integral components of our comprehensive academic strategy.

Specifically, the actions outlined within this goal aim to elevate mathematics outcomes districtwide, particularly for students with disabilities, Hispanic students, and those from socio-economically disadvantaged backgrounds. They are also designed to contribute to improved English Language Arts (ELA) outcomes for students with disabilities and enhance the English Learner Progress Indicator (ELPI) for our English Learners.

At the school level, these actions will translate into tangible improvements in mathematics proficiency for all students, including those belonging to various demographic groups at Bryant Middle School and Dos Palos High School. Additionally, they will lead to enhanced ELPI outcomes for English Learners at Marks Elementary and Bryant Middle School, along with improved ELA outcomes for English Learners at Marks Elementary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by percentages of teacher assignments in the following categories: Clear, Out-of Field, Intern, Ineffective, Incomplete, or Unknown as reported in Priority 1 Self-Reflection Tool	Total FTE: 114.7 Clear: 87.6% Out-of-Field: 0.9% Intern: 2.6% Ineffective: 6.1% Incomplete: 2.9% Unknown: 0.0% (Dataquest, 21-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent)	Total FTE: 115.6 Clear: 77% Out-of-Field: 2.3% Intern: 4.8% Ineffective: 10.9% Incomplete: 3% Unknown: 0.3% (Dataquest, 22-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent)	Total FTE: 109.6 Clear: 75.9% Out-of-Field: 0.2% Intern: 4.3% Ineffective: 13.1% Incomplete: 5.5% Unknown: 0.0% N/A 1.0% (Dataquest, 23-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent)	Increase and maintain the percentage of "clear" teachers at 90% or more.	Clear: -11.7% Out-of-Field: -0.7% Intern: + 1.7% Ineffective: +7% Incomplete: +2.6% Unknown: +0% N/A: +1.0%
1.2	Percentage of students in the school district who have sufficient access to standards aligned instructional materials as measured by instances of students without access to own copies of standards-aligned materials for use at school and at home, as reported in Priority 1 Self-Reflection Tool	0 Instances of students without access to own copies of standards aligned instructional materials for use at school and at home. (Instructional Material Inventories, Quarterly Williams Compliant Logs)	0 Instances of students without access to own copies of standards aligned instructional materials for use at school and at home. (Instructional Material Inventories, Quarterly Williams Compliant Logs)	0 Instances of students without access to own copies of standards aligned instructional materials for use at school and at home. (Instructional Material Inventories, Quarterly Williams Compliant Logs 2025-2026)	Maintain 0 Instances	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of state board adopted standards for all students, including English Learners and students with disabilities, as measured by the Priority 2 Self-Reflection Tool.	Local Indicator Self-Reflection Tool: Priority 2, Option 2, Question 2 Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught. ELA--4 Full Implementation ELD--4 Full Implementation Mathematics--4 Full Implementation Next Generation Science Standards--3 Initial Implementation History-Social Science--4 Full Implementation Question 4 Progress in implementing each of the following academic standards adopted by the state board for all students. Career Technical Education--5 Full Implementation and Sustainability	Local Indicator Self-Reflection Tool: Priority 2, Option 2, Question 2 Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught. ELA--4 Full Implementation ELD--4 Full Implementation Mathematics--4 Full Implementation Next Generation Science Standards--4 Initial Implementation History-Social Science--4 Full Implementation Question 4 Progress in implementing each	Local Indicator Self Reflection Tool: Priority 2, Option 2, Question 2 Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught. ELA--4 Full Implementation ELD--4 Full Implementation Mathematics--4 Full Implementation Next Generation Science Standards--4 Full Implementation History-Social Science--4 Full Implementation Question 4 Progress in implementing each	Improve All Areas to 5--Full Implementation and Sustainability	Next Generation Science Standards-+1 All other areas remained at the same implementation level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Health Education--4 Full Implementation Physical Education--4 Full Implementation Visual and Performing Arts--4 Full Implementation World Language--4 Full Implementation	of the following academic standards adopted by the state board for all students. Career Technical Education--5 Full Implementation and Sustainability Health Education--4 Full Implementation Physical Education--4 Full Implementation Visual and Performing Arts--4 Full Implementation World Language--4 Full Implementation	of the following academic standards adopted by the state board for all students. Career Technical Education--5 Full Implementation and Sustainability Health Education--4 Full Implementation Physical Education--4 Full Implementation Visual and Performing Arts--4 Full Implementation World Language--4 Full Implementation (2026)		
1.4	English Learner access to the common core state standards and the ELD standards for purposes of gaining academic content knowledge and English Language Proficiency as measured by English Learner Achievement on CAASPP ELA and Mathematics.	English Learner CAASPP ELA Data Current English Learners--112.7 Points from Standard Recently Reclassified English Learners--23.3 Points from Standard English Learner CASSPP Mathematics Data	English Learner CAASPP ELA Data Current English Learners-- 133.4 Points from Standard Recently Reclassified English Learners--38.6 Points from Standard	English Learner CAASPP ELA Data Current English Learners-- 121.8 Points from Standard Recently Reclassified English Learners--43.3 Points from Standard	Improve distance from standard to "0" (at standard) or better (greater than zero).	English Learner CAASPP ELA Data Current English Learners--declined by 9.1 points Recently Reclassified English Learners--declined by 20 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Current English Learners--133.4 Points from Standard Recently Reclassified English Learners--68.6 Points from Standard (2023 CA State Dashboard)	English Learner CASSPP Mathematics Data Current English Learners--151.2 Points from Standard Recently Reclassified English Learners--63.8 Points from Standard (2024 CA State Dashboard)	English Learner CASSPP Mathematics Data Current English Learners--141 Points from Standard Recently Reclassified English Learners--77.8 Points from Standard (2025 CA State Dashboard)		English Learner CASSPP Mathematics Data Current English Learners--declined by 7.6 points Recently Reclassified English Learners--declined by 9.2 points
1.5	CAASPP English Language Arts as measured by the California School Dashboard, Distance from Standard, for all students and student groups.	All Students: -59.6 English Learners: -82.9 Foster Youth: -105.9 Homeless: -100.8 Socioeconomically Disadvantaged: -62.5 Students with Disabilities: -148.8 African American: -115.3 American Indian or Alaska Native: -64.6 Hispanic: -60.8 White: -48.3 (2023 CA State Dashboard)	All Students: -69.7 English Learners: -98.7 Foster Youth: -no data Homeless: -76.4 Socioeconomically Disadvantaged: -71.6 Students with Disabilities: -160.3 African American: -114.9 American Indian or Alaska Native: -no data Hispanic: -68.2 White: -71.5 (2024 CA State Dashboard)	All Students: -72.3 English Learners: -90.2 Foster Youth: no data Homeless: -88 Socioeconomically Disadvantaged: -74.3 Students with Disabilities: -147.7 African American: -107.8 American Indian or Alaska Native: no data Hispanic: -72.1 White: -69.4	Improve distance from standard to "0" (at standard) or better (greater than zero).	All Students: -12.7 English Learners: -7.3 Foster Youth: no data Homeless: +12.8 Socioeconomically Disadvantaged: -11.8 Students with Disabilities: +1.1 African American: +7.5 American Indian or Alaska Native: no data Hispanic: -11.3 White: -21.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025 CA State Dashboard)		
1.6	CAASPP Mathematics as measured by the California School Dashboard, Distance from Standard, for all students and student groups.	All Students: -105.2 English Learners: -112.2 Foster Youth: -130.4 Homeless: -77.9 Socioeconomically Disadvantaged: -108.5 Students with Disabilities: -190.6 African American: -149.6 American Indian or Alaska Native: -157.1 Hispanic: -105.7 White: -96.4 (2023 CA State Dashboard)	All Students: -104.4 English Learners: -119.6 Foster Youth: -no data Homeless: -141.3 Socioeconomically Disadvantaged: -106.1 Students with Disabilities: -180.3 African American: -115.5 American Indian or Alaska Native: -no data Hispanic: -104.5 White: -105.6 (2024 CA State Dashboard)	All Students: -105.3 English Learners: -115.8 Foster Youth: no data Homeless: -140.3 Socioeconomically Disadvantaged: -108.3 Students with Disabilities: -188.4 African American: -142.4 American Indian or Alaska Native: no data Hispanic: -106.2 White: -94.2 (2025 CA State Dashboard)	Improve distance from standard to "0" (at standard) or better (greater than zero).	All Students: -0.1 English Learners: -3.6 Foster Youth: no data Homeless: -62.4 Socioeconomically Disadvantaged: +0.2 Students with Disabilities: +2.2 African American: +7.2 American Indian or Alaska Native: no data Hispanic: -0.5 White: +2.2
1.7	The percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for CA	Percentage of English Learner Students who progress at least one level each year 36.6% (2023 CA State Dashboard)	Percentage of English Learner Students who progress at least one level each year 48% (2024 CA State Dashboard)	Percentage of English Learner Students who progress at least one level each year 40.7% (2025 CA State Dashboard)	Increase the percentage of English Learners who progress at least one level each year by 10% annually.	Percentage of English Learner Students who progress at least one level each year +4.1%
1.8	Annual English Learner Reclassification Rate	8.1% (2023 Data)	10.79% (2024 Data)	10.6%	Increase reclassification	+2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025 Data)	rates to 25% or better annually.	
1.9	Percentage of English Learners Identified as "At-Risk" and "Long Term English Learners (LTELS)"	Percentage of English Learners Identified as "At-risk" at Bernhard Marks Elementary and Percentage of LTELs at Bryant Middle School, Dos Palos High School and Westside High School: Bernhard Mark Elementary "At-Risk"--35.8% Bryant Middle School LTELs-- 26.3% Dos Palos High School LTELs--18.0% Westside High School LTELs--17.2% (2022-2023 Data)	Percentage of English Learners Identified as "At-risk" at Bernhard Marks Elementary and Percentage of LTELs at Bryant Middle School, Dos Palos High School and Westside High School: Bernhard Marks Elementary= 34.3% Bryant Middle = 0.9% Bryant Middle School LTELs= 26.3% Dos Palos High "At-Risk"= 1.1% Dos Palos High School LTELs= 21.1% Westside High School "At-Risk" = 2.9% Westside High School LTELs = 25.7% (2023-2024 data)	Percentage of English Learners Identified as "At-risk" at Bernhard Marks Elementary and Percentage of LTELs at Bryant Middle School, Dos Palos High School and Westside High School: Bernhard Marks Elementary "At-Risk" =29.2% Bryant Middle "AtRisk"= 0.0% Bryant Middle School LTELs= 24.6% Dos Palos High "AtRisk"= 0% Dos Palos High School LTELs= 16.2% Westside High School "At-Risk" = 4%	Decrease percentages of both At-Risk English Learners and LTELs by 5% annually.	Bernhard Marks Elementary "At-Risk": -6.6% Bryant Middle School LTELs: -1.7% Dos Palos High School LTELs: -1.8% Westside High School LTELs: +18.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Westside High School LTELs = 36% (2024-2025 data)		
1.10	Access to the Least Restrictive Environment (LRE) as measured by Indicator 5 of the SPI 5A: Percentage of students with disabilities served inside the regular classroom for at least 80% of the day. 5B: Percentage of students in a regular classroom less than 40% of the day. 5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School).	5A: 54.17% 5B: 24.04% 5C: 0.96% (2022-2023 Data)	5A: 47.84% 5B: 31.23% 5C: 1.33% (2023- 2024 Data)	5A: 61.0% 5B: 12.1% 5C: 0.4% (2024-2025 Data)	5A-- Increase percentages to greater than 70% 5B-- Decrease percentages to less than 12% 5C: Maintain percentages at less than 2.4%. (25-26 Targets, as identified by the SPI)	5A: +6.83% 5B: -11.94% 5C: -0.56%
1.11	Percentage of Students Meeting or Exceeding Standards in Next Generation Science Standards as measured by California Science Test Results (CAST)	All Students 12.93% English Learners 2.08% Students with Disabilities 5.8% Socioeconomically Disadvantaged Students 11.26% (2022-2023 Data)	All Students 15.13% English Learners 4% Students with Disabilities 0% Socioeconomically Disadvantaged Students 14.31%	All Students 14.6% English Learners 3.2% Students with Disabilities 0% Socioeconomically Disadvantaged Students 15.1%	Increase the percentage of students meeting or exceeding standards by 10% annually.	All Students +1.67% English Learners +1.12% Students with Disabilities -5.8% Socioeconomically Disadvantaged Students +3.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2023-2024 Data)	(2024-2025 Data)		
1.12	Percentage of students meeting the NWEA RIT Growth Projections in Mathematics and ELA for Grades 6-12 as measured by the NWEA Diagnostic (Winter to Winter Report).	Mathematics: 55.97% of students are meeting growth targets ELA: 40.06% of students are meeting growth targets. (Baseline Data Winter 2024)	Mathematics: 55.3% of students are meeting growth targets ELA: 53.8% of students are meeting growth targets Year 1 outcome Data Winter 2025)	Mathematics: 49.9% of students are meeting growth targets ELA: 56.5% of students are meeting growth targets (Year 2 outcome Data Winter 2026	Increase percentage of students meeting growth targets by 10% annually.	Mathematics: -6.07% of students are meeting growth targets ELA: +16.44% of students are meeting growth targets
1.13	Percentage of students in grade K-5, by School Site, meeting typical growth projections as measured by the i-Ready Diagnostic in Reading and Mathematics (Winter Assessment)	Reading DPE: 24% MES: 25% Mathematics DPE: 21% MES: 33% (Baseline Data Winter 2024)	Reading DPE: 16% MES 30% Mathematics DPE: 19% MES: 28% (Data Winter 2025)	Reading DPE: 13% MES 39% Mathematics DPE: 19% MES: 24% (Data Winter 2026)	Increase percentage of students meeting growth target by 10% annually.	Reading DPE: -11% MES +14% Mathematics DPE: -2% MES: -9%
1.14	Access to programs and services developed and provided to unduplicated pupils as measured by master schedule enrollment.	100% of unduplicated students have access to services and programs. (2024-2025 Local Data)	100% of unduplicated students have access to services and programs. (2024-2025 Local Data)	100% Of unduplicated students have access to services and programs. (2025-2026 Local Data)	Maintain 100%	no change

Goal Analysis [2025-26]

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

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

In preparation for the upcoming school year, we held a professional development day that provided teachers with the opportunity to choose sessions aligned with their professional growth needs and instructional goals.Additionally, some of our teachers participated in three collaboration days during the winter break. These sessions focused on analyzing achievement data in ELA and math from i-Ready, ELPAC, writing, NWEA, and common formative assessments. Another success includes our implementation of our PLC across our schools. For the current academic year, our Pre-K through 12th grade teachers are actively engaged in Professional Learning Communities (PLCs). These PLC sessions occur on Wednesday on our minimum days. During these meetings, our primary grade teachers focus on analyzing data from i-Ready and other local benchmarks, while our secondary teachers review data from NWEA and additional assessments. Improved instruction was another emphasis this school year as part of our action 1.3. Our instructional coaches support our teachers in improving instruction through ongoing coaching, support, and training as needed. For our new teachers, our action on teacher recruitment and retention, we provide ongoing coaching and up to 2 hours of weekly support. This in turns has a positive impact on instruction and ultimately on student achievement. As part of our efforts on early literacy, our literacy coaches (reading specialist) and paraprofessionals provide ongoing reading instruction as part of our Tier II interventions. Specifically, at our elementary schools, our reading specialist run reading intervention groups that are based on a six week rotation model and use iready data. This support which is known as Tier II reading support. The impact is evident in our winter to winter iReady reading scores. Our scores show that our students reaching their growth level increased from winter to winter. Action 1.1 provides Intervention teachers, academic coaches, and instructional specialists provide Tier 2 and Tier 3 support to students struggling in math and ELA. This action targets foundational skill gaps and ensures students receive direct, individualized support to improve performance on assessments and progress toward A–G completion. Action 1.3 ensures that math and ELA curriculum are aligned with state standards and that teachers receive ongoing instructional coaching. By focusing on standards-based instruction, this action addresses gaps identified on the Dashboard and strengthens teacher capacity to meet the diverse needs of students, particularly those performing below standard. Action 1.5 provides dedicated services and resources for English Learners, including targeted language development, ELD integration in core classes, and supports to accelerate reclassification. These strategies directly respond to Dashboard outcomes showing EL and LTEL achievement gaps in ELA and math. Successes include strengthened teacher collaboration, data-driven instruction, coaching, and targeted interventions, while challenges remain in closing achievement gaps and ensuring that instructional supports consistently translate into improved outcomes for struggling students and English Learners.

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

There were no material differences between planned expenditures and estimated actual expenditures for action 1.5. Action 1.1, actual expenditures were lower than anticipated due to fewer professional learning activities than originally planned, and scheduling adjustments that improved efficiency while maintaining core PLC and collaboration opportunities. Action 1.2, actual expenditures exceeded the budget due to increased recruitment efforts, higher mentor support costs, and expanded professional development opportunities. Action 1.3, actual expenditures were lower than budgeted due to implementation adjustments, cost efficiencies, and the use of alternative funding sources for some planned activities. Action 1.4, actual expenditures exceeded planned expenditures due to expanded student support services, increased intervention needs throughout the year, and higher salary and benefit costs.

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

Actions 1, 2, 3, and 4 are contributing actions that, to date, continue to demonstrate a positive impact on student achievement by strengthening the rigor and quality of the academic program, with a particular emphasis on early literacy development. Continued implementation of these strategies supports strengthened instructional practices and improved student outcomes. Our scores in iReady in reading increased from the beginning of Winter 2024 to Winter 2026 at Marks Elementary. At the secondary level, our NWEA scores in reading show that our student's achieving their growth increased from Winter 2024 to Winter 2026. Our focus on early literacy through ongoing training continue to strengthen our academic program. Our early literacy efforts and ongoing teacher training have shown to be effective strategies. The district needs to continue to monitor the individual impact of each action and provide more specific achievement data to determine which strategies are most effective.

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

Action 1.5 – Chromebook Replacement ($150,000): We successfully replaced outdated student Chromebooks to ensure equitable access to current technology and support student learning. This investment enhanced students' ability to engage in digital learning and access instructional resources. This remains an ongoing effort, and we will continue monitoring device needs and replacing equipment as necessary to provide students with reliable, up-to-date technology resources. The district replaced aging Chromebooks because reliable, current technology is necessary for equitable student access to digital instruction, and the district plans to continue this effort as device needs change.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	PLC Time and Collaboration Days	The district negotiated an additional .25 hours per day and four additional days for teachers in order to provide teachers with the time and opportunity to work in professional learning communities. Teachers will analyze and plan for instruction, with a focus on mathematics, English Language Arts, Next Generation Science Standards and English Language Development. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Student achievement is expected to grow in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-	$763,958.37	Yes

Action #	Title	Description	Total Funds	Contributing
		Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2024 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).Based on the 2023 California School Dashboard, which identified overall red performance in mathematics for English Learners, Long-Term English Learners, and White students, DPOLJUSD will provide site-level academic supports including intervention teachers, academic coaches, and instructional specialists. These staff will target foundational math skill gaps and provide small-group and individualized support to ensure students are progressing toward grade-level standards and A–G requirements.		
1.2	Teacher Recruitment, Development, and Retention	A specific need identified by our educational partners is that it is often hard to recruit highly qualified teachers to the area, based upon our location in a small, rural community far from large urban centers. Through providing a competitive salary schedule, induction programs and a mentors for new teachers, we are able to attract teachers to the area and build their capacity. This support helps to reduce turn-over and will lead to increased continuity in our educational program. We anticipate that this action will help us to improve Tier I instruction, consequently improving our overall academic program. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle	$64,653.46	Yes

Action #	Title	Description	Total Funds	Contributing
		School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI)), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).		
1.3	Improved Instruction	Academic coaches and curriculum specialists will provide support to teachers in best first instruction, differentiating instruction for English Learners and Students with Disabilities, and appropriate implementation of curriculum. For teachers in grades TK-5, academic coaches and curriculum specialists will support the refinement of a structured literacy program in collaboration with a district early literacy committee, including the implementation of core and supplemental early literacy curriculum. Coaches and curriculum specialists will also support teachers as the district continues to implement a co-teaching/inclusive model. Teachers, coaches and curriculum specialists will recieve district approved professional development in areas of co-teaching (inclusive teaching practices), English Language Development Strategies, mathematics instruction, ELA instruction, NGSS instruction and/or other district approved instructional methods. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide (Math): Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities--ELA, English Learners-- ELPI), Dos Palos High School (All	$1,138,467.21	Yes

Action #	Title	Description	Total Funds	Contributing
		Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math). LREBG funding will pay for one curriculum specialist supporting DPE and Marks Elementary. $181,128.78		
1.4	Tiered Academic Supports--Early Prevention and Intervention.	Academic Intervention teachers and paraprofessionals will provide Tier II and Tier III interventions to students based on individual student need. Our youngest learners will have access to free early learning, either through our pre-school or our universal transitional kindergarten program. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to strategically identify and support students for Tier 2 and 3 instruction. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2024 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math). LREBG funding of $179,317.24 to pay for elementary level paraprofessionals, ELL specialist, and 1 TK instructional aid.	$1,659,957.44	Yes
1.5	Chromebook Replacement	Use LREBG funds to replace outdated Chromebooks that are no longer compatible with current software and digital platforms. Devices will be distributed to students in grades 3–12 to ensure consistent access to instructional materials, online learning platforms, state testing tools, and literacy/math interventions. LREBG $165,000.00 Chromebook Replacement. This action is based primarily upon the needs of our socio-economically disadvantaged students who tend to have less access to	$165,000.00	No

Action #	Title	Description	Total Funds	Contributing
		digital resources for learning. Educational partners have cited insufficient access to functioning devices as a key barrier to student participation in digital learning environments and assessments. Replacing aging Chromebooks enhances daily access to instructional platforms, accelerates ELA/Math interventions, and ensures readiness for online state assessments (CAASPP, ELPAC). It also facilitates family engagement in student learning through portals like ParentVUE or Google Classroom. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide (Math): Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities--ELA, English Learners-- ELPI), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure the readiness of all students for post-high school success by offering a broad course of study that acquaints them with the essential knowledge, skills, and experiences required to pursue their desired college or career paths.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has seen remarkable progress in graduation rates following the challenges posed by the COVID-19 Pandemic. With an impressive graduation rate of nearly 97.2%, Dos Palos High School stands as a testament to this achievement. Yet, the district aims to further enhance outcomes related to college and career readiness for several reasons:

Preparing for Diverse Futures: In today's rapidly evolving world, students are faced with a multitude of post-high school options, including college, vocational training, and entering the workforce directly. By offering a broad course of study, the school district ensures that students are exposed to a variety of subjects and experiences, allowing them to explore their interests and aptitudes and make informed decisions about their future paths.

Equipping with Essential Skills: Regardless of the specific career or academic path students choose, certain foundational skills are universally valuable. A broad course of study can provide students with essential knowledge and skills such as critical thinking, communication, problem-solving, and collaboration, which are crucial for success in any field.

Adapting to Changing Needs: The job market is constantly evolving, with new industries emerging and existing ones transforming. A broad course of study ensures that students are equipped with the adaptability and versatility needed to navigate these changes. By exposing students to diverse subject areas and teaching them how to learn independently, the school district prepares them to thrive in a dynamic and unpredictable future.

Promoting Equity and Access: Offering a broad course of study ensures that all students have access to a comprehensive education, regardless of their background or future aspirations. This promotes equity by providing every student with the opportunity to explore their interests and talents and pursue their chosen path, whether it be in academia, the trades, or elsewhere.

Meeting College and Career Readiness Standards: Many educational standards and frameworks emphasize the importance of preparing students for post-high school success, whether that involves college, career training, or entering the workforce. By offering a broad course of study aligned with these standards, the school district ensures that students are adequately prepared to meet the demands of higher education and the workforce.

Overall, including a goal of ensuring the readiness of all students for post-high school success through a broad course of study reflects a commitment to providing a comprehensive education that prepares students for the challenges and opportunities of the future. It emphasizes the importance of equipping students with the knowledge, skills, and experiences they need to pursue their desired college or career paths and succeed in an increasingly complex and interconnected world.

The metrics included within this goal represent both progress and outcome measures that support a thorough monitoring and evaluation of the programs offered.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percentage of graduating seniors who have successfully completed courses that satisfy the requirements for entrance to the UCs and CSUs (A-G Completion)	24.5% (2022-2023 Data, CALPADS/Aeries)	20.60% (2023-2024 Data, CALPADS/Aeries)	28.80% (2024-2025 Data, CALPADS/Aeries)	Increase by 10% annually	+4.3%
2.2	The percentage of graduating seniors who successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education- approved career technical education standards and frameworks	39.2 % (2022-2023 Data, CALPADS/Aeries)	35.10% (2023-2024 Data, CALPADS/Aeries)	38.00% (2024-2025 Data, CALPADS/Aeries)	Increase by 10% annually	-1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	The percentage of graduating seniors who successfully complete both A-G and CTE Pathway requirements.	11.7% (2022-2023 Data, CALPADS/Aeries)	10.30% (2023-2024 Data, CALPADS/Aeries)	15.20% (2024-2025 Data, CALPADS/Aeries)	Increase by 10% annually	+3.5%
2.4	Percentage of Students Identified As Prepared as measured by the College and Career Indicator on the California School Dashboard.	All Students: 29.8% Hispanic 28.6% White 34.4% English Learners 6.7% Socioeconomically Disadvantaged 28.5% Students with Disabilities 11.1% (2023 CA School Dashboard)	All Students: 23.7% Hispanic 21.2% White 30.4% English Learners 2.6% Socioeconomically Disadvantaged 22.9% Students with Disabilities 2.9% (2024 CA School Dashboard)	All Students: 38.6% Hispanic: 41.8% White: 18.8% English Learners: 16.7% Socioeconomically Disadvantaged: 36.7% Students with Disabilities: 6.9% (2025 CA School Dashboard)	Increase percentage of students identified as "prepared" by 10% annually.	All Students: +8.8% Hispanic +13.2% White -15.6% English Learners +10% Socioeconomically Disadvantaged +8.2% Students with Disabilities -4.2%
2.5	Percentage of pupils who took an Advanced Placement exam and passed with a score of 3 or higher.	34.6% of students who took an AP exam passed. (2022-2023 Data, CALPADS/Aeries)	44.74% of students who took an AP exam passed. (2023-2024 Data, CALPADS/Aeries)	45.60% (2024-2025 Data, CALPADS/Aeries)	Increase by 5% annually	+11% of students who took an AP exam passed.
2.6	Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness as measured by the percentage of students who meet or exceed	11th Grade ELA: 44.7% 11th Grade Math: 7.1% (2022-2023 Data, CAASPP)	11th Grade ELA: 47.59% 11th Grade Math: 11.13% (2023-2024 Data, CAASPP)	11th grade ELA - 29.94% 11th grade Math - 7.15% (2024-2025 Data, CAASPP)	Increase by 10% annually	11th Grade ELA: -14.76% 11th Grade Math: +0.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on the 11th Grade ELA and Math CAASPP Assessments.					
2.7	Number of students who earn the Seal of Biliteracy Annually.	18 Students (2022-2023 Data)	14 Students (2023-2024 Data)	28 students (2024-2025 Data)	Increase by 10 students annually	+10 students
2.8	High School Graduation Rate	All Students 93.6% White Students 87.5% Socioeconomically Disadvantaged Students 93.9% Hispanic Students 95.2% English Learners 86.7% Students with Disabilities 85.2% (2023 California School Dashboard)	All Students 92.3% White Students 82.6% Socioeconomically Disadvantaged Students 92.6% Hispanic Students 93.6% English Learners 87.2% Students with Disabilities 74.3% (2024 California School Dashboard)	All Students: 96.2% White Students: 93.8% Socioeconomically Disadvantaged Students: 96% Hispanic Students:96.2% Eng Learners: 85.7% Students with Disabilities: 89.7% (2025 California School Dashboard)	Improve and maintain graduation rates for all students and all student groups to over 98%	All Students +2.6% White Students +6.3% Socioeconomically Disadvantaged Students -+2.1% Hispanic Students +1% English Learners -1% Students with Disabilities +4.5%
2.9	Percent of students enrolled in dual enrollment courses.	8.6% of all students are enrolled in dual enrollment courses. (2022-2023 Data, Aeries)	5.60% of all students are enrolled in dual enrollment courses. (2023-2024 Data, Aeries)	14.30% of all students are enrolled in dual enrollment courses. (2024-2025 Data, Aeries)	Increase by 5% annually	+5.7% of all students are enrolled in dual enrollment courses
2.10	Access to a broad course of study, as measured by master schedule.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	Maintain 100%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-2025 Data)		

Goal Analysis [2025-26]

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

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

Our district continued to offer and increase course access at DPHS and Westside High to prepare students for post secondary opportunities. DPHS plans to increase course offerings through an additional pathway focusing on service. Westside High School also increased course access through more online based course offerings that meet the A-G requirements. DPHS increased student support through a robust guidance program that included college and career initiatives including field trips to colleges. DPHS guidance staff also continued to support students through one on one counseling and other related support services. For English Learners, DPHS continued to offer integrated ELD in the core content areas for students in the intermediate and advanced levels. Action 2.3 focuses on redesigning ELD supports at DPHS to improve College and Career Readiness for English Learners by embedding ELD instruction into ELA courses for long-term English Learners. This approach reduces barriers to A–G and CTE pathway access while expanding opportunities for electives aligned to graduation and post-secondary goals. Newcomer and early English Learners continue to receive designated ELD instruction from a LREBG-funded teacher who also supports Spanish instruction. Progress is monitored through multiple measures, including A–G completion, CTE pathway completion, ELA success, reclassification rates, and AP enrollment to assess impact on post-secondary readiness. Last year's Action 2.4 funding supported the hiring of an additional Math Teacher at Dos Palos High School, aligning with the intent of this action to reduce class sizes and provide targeted support in grades 9–12. Smaller class sizes increased opportunities for individualized and small-group instruction, helping address math achievement gaps and improve student readiness to meet A–G requirements. The district has made progress in expanding course access, strengthening college and career guidance, improving English Learner supports, and increasing math instructional capacity. These efforts have increased opportunities for students to access A–G and CTE pathways and receive individualized academic support. However, achievement and access gaps persist, particularly for English Learners and students experiencing challenges in mathematics. Continued implementation and monitoring of these actions will be necessary to ensure that increased course access and targeted supports result in improved A–G and CTE completion, reclassification, academic achievement, and overall college and career readiness.

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 are no material differences between budgeted expenditures and estimated actual expenditures for actions 2.1, 2.2, 2.3, and 2.4. For Goal 2, actual expenditures were generally consistent with planned expenditures, with modest increases primarily attributable to expanded student services, enhanced course access and intervention supports, and higher salary and benefit costs associated with program implementation.

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

DPHS and WSH focus on providing a broad course of study continues to increase pathway course completion. Our secondary students completion rate increased from the prior year. This action in tandem with a guidance program for students compounds the positive impact on student achievement. Our counselors and support staff guide our students in our course selection process, provide opportunities college readiness, and coordinate partnerships with colleges and universities. DPHS change to an integrated ELD instructional model allows our ELL students through more options and career pathways in their schedules. Consequently, when ELL students participate in career pathways they prepare for post secondary and career opportunities. Overall, the actions appear to be effective in increasing pathway course completion, expanding access to college and career opportunities, and strengthening student support through counseling and guidance services. The increase in secondary course and pathway completion provides evidence of positive impact. The integrated ELD model is also showing promise by increasing English Learners' access to career pathways and expanding scheduling options. However, continued monitoring is needed to determine whether increased access results in improved A–G completion, reclassification, graduation, post-secondary enrollment, and career pathway outcomes. No actions are identified as ineffective at this time; however, additional outcome data are needed to fully evaluate the impact of the integrated ELD model and college and career supports.

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

Based on feedback from educational partners, Action 2.3 – ELD Redesign & 9–12 ELD Teacher ($105,970) was revised to include the addition of an ELD/Spanish teacher to better support newcomer English Learner students and strengthen language acquisition services. Additionally, Action 2.4 – 9–12 Math Teacher ($185,000) was updated to reflect the hiring of an additional math teacher rather than a separate math intervention teacher. This adjustment allows for reduced class sizes in grades 9–12 and provides more targeted academic support for students within the core mathematics program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increased Course Access	Provide students with a broad range of courses that meet A-G requirements, provide opportunities for CTE Pathway completion and engage students in learning. Based on the 2024 California Dashboard, 20.6% of all 2024 graduates completed A-G requirements and 35.7% completed at least one CTE pathway. For particular student groups, these achievement rates are lower, specifically 1% of students with disabilities and 0% of English Learners completed A-G requirements. In CTE pathway completion, the rates were 4.8% and 14.3% respectively. This action allows us to increase the opportunities provided to students, especially English Learners and students with disabilities, to complete A-G	$1,727,160.47	Yes

Action #	Title	Description	Total Funds	Contributing
		requirements and/or complete a CTE pathway. We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.		
2.2	Robust Guidance Services	The district will provide a robust college and career guidance program in order to support students with the transition to college and career after high school. Additional counselors and a career technician will support students in completing applications for colleges, scholarships, job applications, and FAFSA completion. Counselors will also periodically review and monitor data such as enrollment percentages, pass rates and credit completion for A-G courses, CTE Pathways, as well as individual progress monitoring of students, with a particular focus on progress monitoring English Learners, students with disabilities, and socio-economically disadvantaged students. Based on the 2023 California Dashboard, 19.9% of all 2023 graduates completed A-G requirements and 35.7% completed at least one CTE pathway. For particular student groups, these achievement rates are lower, specifically 1% of students with disabilities and 0% of English Learners completed A-G requirements. In CTE pathway completion, the rates were 4.8% and 14.3% respectively. This action allows us to increase the opportunities provided to students, especially English Learners and students with disabilities, to complete A-G requirements and/or complete a CTE pathway. We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.	$257,494.40	Yes
2.3	ELD Redesign & 9-12 ELD Teacher	In order to improve the rates of College and Career Readiness at DPHS for our English learners, DPHS is redesigning designated ELD supports through embedding ELD into students' English Language Arts classes. Our rationale for this approach is that our current long term English Learners have had many years of a distinct ELD course, which creates a barrier to completing A-G and/or CTE pathways due to the extra elective. Furthermore, we have no data that indicates the current approach works.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Rather, the district desires to provide students with the skills, knowledge and experiences necessary to be successful after high school. Through embedding ELD into the ELA course, long term English Learners will have increased and improved access to CTE pathways and electives that meet the A-G requirements, resulting in an increase to the rates of English Learners identified as prepared on the Ca School Dashboard. For newcomer students and/or students in the early stages of developing English, an ELD teacher provided designated ELD instruction. LREBG funding was used to pay for this position $105,970.00. This teacher/position is will also support Spanish instruction. Progress toward improved College and Career Indicator outcomes for English Learners will be monitored through multiple measures, including the , A–G completion rates, CTE pathway completion, ELA course success rates, reclassification rates, and enrollment in advanced coursework such as AP. These metrics will provide both short-term and long-term evidence of whether the integrated ELD/ELA model is removing barriers, accelerating language development, and expanding post-secondary readiness opportunities. Furthermore, we have no data that indicates the current approach works. In 2022–2023, 11.7% of graduating seniors successfully completed both A–G and CTE Pathway requirements. This indicates a need to continue expanding and strengthening college and career readiness supports to increase the number of students completing both pathways.		
2.4	9-12 Math Teacher	Using LREBG funding, $185,000, an additional Math Teacher was hired at Dos Palos High School to reduce class sizes in grades 9–12 and provide more targeted remedial support within the regular math program. Based on the 2024 California School Dashboard on average 11th grade students scores showed 124 below standard. This underperformance is limiting students' ability to meet UC/CSU A-G requirements and access post-secondary pathways. This additional math teacher will provide direct instruction and support for students who are not meeting the math subject content standards. Direct support will include targeted instructions through small groups and individually. MAP RIT scores three times a year. Fall, Winter, Spring. CAASPP Math results for 11th grade students. % of students "Prepared" or "Approaching Prepared" on College/Career Indicator. Progress toward improved math outcomes will be monitored using multiple measures, including student growth on NWEA MAP Math	$185,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(fall, winter, spring), CAASPP Math results for grade 11 d(DFS and % meeting or exceeding standard), A–G course success rates in mathematics, and the College/Career Indicator. The 2023 California School Dashboard shows that 29.8% of students were Prepared for college and career. Significant gaps exist for English Learners (6.7%) and students with disabilities (11.1%), compared to 34.4% of White students and 28.6% of Hispanic students. These results highlight the need for continued targeted college and career readiness supports, particularly for student groups experiencing the largest gaps.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster and maintain a school environment that nurtures the holistic development of each child, encompassing their social, emotional, physical, and mental well-being. Cultivate a safe and inclusive atmosphere that embraces diversity and actively involves parents and families in the educational journey.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district developed this goal based on the following rationale:

Holistic Development: Recognizing that education is not solely about academic achievement, but also about preparing students for life beyond the classroom. A focus on social, emotional, physical, and mental well-being acknowledges that each child is a complex individual with diverse needs. By nurturing all aspects of a child's development, the school district aims to help students become well-rounded individuals who are equipped to thrive in various aspects of life.

Creating a Safe and Inclusive Environment: A safe and inclusive atmosphere is essential for optimal learning. When students feel safe, both physically and emotionally, they are more likely to engage in their education fully. Embracing diversity ensures that all students feel valued and respected, regardless of their background, race, ethnicity, or any other characteristic. This fosters a sense of belonging and encourages students to celebrate their differences rather than feeling marginalized by them.

Active Involvement of Parents and Families: Research consistently shows that parental involvement positively impacts student achievement. When parents and families are actively engaged in their child's education, students tend to perform better academically, have better attendance records, and exhibit more positive attitudes towards school. By actively involving parents and families in the educational journey, the school district not only strengthens the support system for students but also creates a sense of partnership between home and school.

Overall, this goal reflects a commitment to providing a comprehensive educational experience that goes beyond academics, prioritizing the well-being and success of every child. It acknowledges the interconnectedness of various aspects of a child's development and emphasizes collaboration between educators, students, parents, and the broader community to create a supportive and enriching learning environment. The district will gauge progress towards this goal by meticulously tracking suspension rates, attendance and absenteeism records, as well as evaluating perceptions regarding school safety and the sense of community within the educational environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities are maintained and in good repair as measured by the most recent FIT scores from each school site.	Dos Palos Elementary: 93.17% Marks Elementary: 95.92% Bryant Middle School: 87.63% Dos Palos High School: 92.05% Westside High School: 86.61%	Dos Palos Elementary: 93.17% Marks Elementary: 95.92% Bryant Middle School: 87.63% Dos Palos High School: 92.05% Westside High School: 86.61%	Dos Palos Elementary: 94.23 % Marks Elementary: 90% Bryant Middle School: 91.49% Dos Palos High School: 80% Westside High School: 86.61% (2025-2026 Data)	Improve and Maintain FIT Scores at 90% or better.	Dos Palos Elementary: 1.06% Marks Elementary: -5.92% Bryant Middle School: +3.86% Dos Palos High School: -12.05% Westside High School: 0%
3.2	School attendance rates as measured by average daily attendance by school site.	Dos Palos Elementary: 92.90% Marks Elementary: 94.12% Bryant Middle School: 93.35% Dos Palos High School: 92.34% Westside High School: 74.59% (May 2024, Aeries Reports)	Dos Palos Elementary: 94.47% Marks Elementary: 94.5 % Bryant Middle School: 93.92% Dos Palos High School: 93.25% Westside High School: 73.04% (March 2024, Aeries Reports)	Dos Palos Elementary: 93.8% Marks Elementary: 94.6% Bryant Middle School: 93.94% Dos Palos High School: 93.38% Westside High School: 79.35% (January 2026, Aeries Reports)	Increase and Maintain school attendance rates at 95% or better.	Dos Palos Elementary: +0.90% Marks Elementary: +0.48% Bryant Middle School: +0.59% Dos Palos High School: +1.04% Westside High School: +4.76%
3.3	Chronic Absenteeism rates as measured by the Chronic Absenteeism Indicator on the California School Dashboard.	All Students 25.7% English Learners 22.4% Foster Youth 26.3% Homeless Students 48.6%	All Students 23.7% English Learners 21.2% Foster Youth 31.8% Homeless Students 26.4%	All Students: 22% English Learners:15.9% Foster Youth: 18.8% Homeless Students: 36.4%	Decrease chronic absenteeism rates by 5% annually for all students and student groups.	All Students: -3.7% English Learners: -6.5% Foster Youth: -7.5% Homeless Students -12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged Students 26.4% Students with Disabilities 38% African American Students 25% Hispanic Students 25.4% White Students 27.5% (2023 California School Dashboard)	Socioeconomically Disadvantaged Students 24.2% Students with Disabilities 35.7% African American Students 53.6% Hispanic Students 22.6% White Students 28.3% (2024 California School Dashboard)	Socioeconomically Disadvantaged Students: 23.3% Students with Disabilities: 23.4% African American Students: 46.7% Hispanic Students: 20.4% White Students: 29% (2025 California School Dashboard)		Socioeconomically Disadvantaged Students: -3.1% Students with Disabilities: -14.6% African American Students: +21.7% Hispanic Students: -5% White Students: +1.5%
3.4	Middle School Dropout Rates	0.4% (2023 CALPADS)	0.20% (2024 CALPADS)	0.00% (2025 CALPADS)	Decrease dropout rates to 0% for all students and all student groups.	-0.4%
3.5	High School Dropout Rates as measured by the Graduation Rate Indicator on the California School Dashboard.	All Students 3.8% Hispanic or Latino 2.8% White 9.4% English Learners 3.6% Students with Disabilities 4.0% Socioeconomically Disadvantaged Students 4.0% (2023 California School Dashboard)	All students 7.7% Hispanic 6.4% White 17.4% Eng Learner 12.8% SPED 25.7% SDS 7.4% (2024 California School Dashboard)	All Students: 2.7% Hispanic: 2.5% White: 6.3% English Learners: 9.8% Students with Disabilities: 7.1% Socioeconomically Disadvantaged Students: 2.8% (2025 California School Dashboard)	Decrease dropout rates to 0% for all students and all student groups.	All students: -1.1% Hispanic: -0.3% White: -3.1% Eng Learner: +6.2 % SPED: +3.1% SDS: -1.2% (2024 California School Dashboard)
3.6	Student suspension rates as measured by the Suspension Rate Indicator on the	All Students 5.5% Hispanic or Latino 5.1% White 5.8%	All Students 4.4 % Hispanic or Latino 3.7% White %	All Students: 4.4% Hispanic or Latino: 4.1% White: 6.3%	Decrease and maintain suspension rates to less than 2%	All Students: -1.1% Hispanic or Latino: -1.0% White: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard.	African American Students 18.0% English Learners 4.0%% Students with Disabilities 10.9% Socioeconomically Disadvantaged Students 5.9% Foster Youth 14.3% Homeless 2.0% (2023 California School Dashboard)	African American Students 21.2% English Learners 2.9% Students with Disabilities 8.8% Socioeconomically Disadvantaged Students 4.6% Foster Youth 12.5% Homeless 2.4% (2024 California School Dashboard)	African American: 3.8% English Learners: 3.7% Students with Disabilities: 9.5% Socioeconomically Disadvantaged Students: 4.5% Foster Youth: 14.3% Homeless: 4.5% (2025 California School Dashboard)	annually for all students and student groups.	African American Students: -14.2% English Learners: -0.3% Students with Disabilities: -1.4% Socioeconomically Disadvantaged Students: -1.4% Foster Youth: 0% Homeless: +2.5%
3.7	Expulsion Rate	All Students 0.5% African American Students 4.0% Hispanic or Latino 0.4% White Students 0.7% English Learners 0.3% Socioeconomically Disadvantaged Students 0.5% Students with Disabilities 0.6% (2022-2023 Dataquest Reports)	All Students .3% African American Students 1.9% Hispanic or Latino .2% White Students .8% English Learners % Socioeconomically Disadvantaged Students % Students with Disabilities % (2023-2024 Dataquest Reports)	All: 0.08% African American: 0% Hispanic or Latino: 0% White: 0% English Learners: 0% Socioeconomically Disadvantaged Students: 0% Students with Disabilities: 0% (2024-2025 Dataquest Reports)	Decrease expulsion rates to 0%	All Students: -0.42% African American Students: -4% Hispanic or Latino: -0.4% White Students: -0.7% English Learners: -0.3% Socioeconomically Disadvantaged Students: -0.5% Students with Disabilities: -0.6%
3.8	Perceptions of school safety as measured by the percentage of	Percentage of teachers responding affirmatively	Percentage of teachers responding	Percentage of teachers responding	Increase and maintain percentage rates	Teachers: +8.3% Staff: -5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	affirmative responses to "I feel safe at school" on surveys administered to teachers, staff, students and parents.	to "I feel Safe at School" 77.8% Percentage of staff responding affirmatively to "I feel Safe at my work location" 77.9 % Percentage of high school students responding affirmatively to "I feel Safe at School" 80.9% Percentage of middle school students responding affirmatively to "I feel Safe at School" 77.8% Percentage of fifth grade students responding affirmatively to "I feel Safe at School" 80% Percentage of parents responding affirmatively to "My Child feels safe in the classroom" 84.2% (2024 Spring Survey Data)	affirmatively to "I feel Safe at School" 72% -Percentage of staff responding affirmatively to "I feel Safe at my work location" 64% Percentage of high school students responding affirmatively to "I feel Safe at School" 46.2% Percentage of middle school students responding affirmatively to "I feel Safe at School" 44% Percentage of fifth grade students responding affirmatively to "I feel Safe at School" 54% Percentage of parents responding affirmatively to "My Child feels safe in	affirmatively to "I feel Safe at School" 86.1% Percentage of staff responding affirmatively to "I feel Safe at my work location" 72.3% Percentage of high school students responding affirmatively to "I feel Safe at School" 92.2% Percentage of middle school students responding affirmatively to "I feel Safe at School" 85.2% Percentage of fifth grade students responding affirmatively to "I feel Safe at School" 78.9% Percentage of parents responding affirmatively to "My	of affirmative responses for all groups at 90% or better.	High School Students: +11.3% Middle School Students: +7.4% Fifth Grade Students: -1.1% Parents: +0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the classroom" 78.5% (2025 Spring Survey Data)	Child feels safe in the classroom" 85% (2026 Spring Survey Data)		
3.9	Perceptions of school connectedness as measured by the percentage of affirmative responses to "I feel connected to school" on surveys administered to teachers, staff, students and parents.	Percentage of teachers responding affirmatively to"The district fosters connectivity with students, parents and the community." 79.2% Percentage of staff responding affirmatively to "The district fosters connectivity with students, parents and the community." 89.7% Percentage of high school students responding affirmatively to "I feel like I am part of this school" 82.7% Percentage of middle school students responding affirmatively to "I feel like I am part of this school" 81.9% Percentage of fifth grade students responding affirmatively to "I feel like I belong at school" 72%	Percentage of teachers responding affirmatively to"The district fosters connectivity with students, parents and the community." 68% Percentage of staff responding affirmatively to "The district fosters connectivity with students, parents and the community." 31% Percentage of high school students responding affirmatively to "I feel like I am part of this school" 74% Percentage of middle school students responding affirmatively to "I	Percentage of teachers responding affirmatively to"The district fosters connectivity with students, parents and the community." 80.6% Percentage of staff responding affirmatively to "The district fosters connectivity with students, parents and the community." 83.3% Percentage of high school students responding affirmatively to "I feel like I am part of this school" 91.5% Percentage of middle school	Increase and maintain percentage rates of affirmative responses for all groups at 90% or better.	Teachers: +1.4% Staff: -6.4% High School Students: +8.8% Middle School Students: +5.8% Fifth Grade Students: +7.7% Parents: +5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of parents responding affirmatively to "My child trusts people at school" 73.6% (2024 Spring Survey Data)	feel like I am part of this school" 60% Percentage of fifth grade students responding affirmatively to "I feel like I belong at school" 90% Percentage of parents responding affirmatively to "My child trusts people at school" 77% 2025 Spring Survey Data	students responding affirmatively to "I feel like I am part of this school" 87.7% Percentage of fifth grade students responding affirmatively to "I feel like I belong at school" 79.7% Percentage of parents responding affirmatively to "My child trusts people at school" 79% (2026 Spring Survey Data)		
3.10	The effort the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by the percentage of affirmative responses to "I feel like I have a say in the decision-making process at my child's school" and "I feel like I have a say in	Percentage of affirmative responses to "I feel like I have a say in the decision-making process at my child's school." 58.9% Percentage of affirmative responses to "I feel like I have a say in the decision-making process at the district."	Percentage of affirmative responses to "I feel like I have a say in the decision-making process at my child's school." 59% Percentage of affirmative responses to "I	Percentage of affirmative responses to "I feel like I have a say in the decision-making process at my child's school." 71% Percentage of affirmative responses to "I	Increase both measures by 10% Annually	School: +12.1% District: +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the decision-making process at the district."	56.4% (2024 Spring Survey Data)	feel like I have a say in the decision-making process at the district." 51% (2025 Spring Survey Data)	feel like I have a say in the decision-making process at the district." 61.1% (2026 Spring Survey Data)		
3.11	Promotion of parental participation in programs for unduplicated pupils as measured by 1) The count of total responses to the survey 2) the responses from parents to the question "In a typical year, how often have you participated in activities at your child's school?"	Count of Total Responses: 39 All Parent Responses: Weekly: 17.9% Monthly:7.7% Every few months: 28.2% Once or twice/year: 20.5% Almost never: 25.6% English Learner Parent Responses Weekly: 0% Monthly:20.0% Every few months: 0% Once or twice/year: 40.0% Almost never: 40.0% Socio-economically Disadvantaged: Weekly: 15.4%	Count of Total Responses: 28 All Parent Responses: Weekly: 3.6% Monthly:7.1% Every few months: 21.4% Once or twice/year: 25% Almost never: 42.9% English Learner Parent Responses Weekly: 14% Monthly: 14% Every few months: 14% Once or twice/year: 14% Almost never: 57%	Count of Total Responses: 48 All Parent Responses: Weekly: 6.3% Monthly: 33.3% Every few months: 18.7% Once or twice/year: 18.8% Almost never: 22.9% English Learner Parent Responses Weekly: 0% Monthly: 29% Every few months: 7.1% Once or twice/year: 21.4% Almost never: 42.9%	Increase the count of total responses by 20% annually Increase the rate of parents reporting participation in activities on a weekly and monthly basis by 10% annually while decreasing the rate of parents reporting they participate in activities "almost never" by 10% annually.	All Parent Responses +23.1% Weekly: -11.6% Monthly: +25.6% Every few months: -9.5% Once or twice/year:-1.7% Almost never: -2.7% English Learner Parent Responses Weekly: 0% Monthly: +9% Every few months: +7.1% Once or twice/year: -18.6% Almost never: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monthly:7.7% Every few months: 23.1% Once or twice/year: 46.2% Almost never: 7.7% 0% of Foster Youth Parents Responded to the Survey (2024 Spring Survey Data)	Socio-economically Disadvantaged: Weekly: .10% Monthly:10% Every few months: 21% Once or twice/year: 26% Almost never: 36% 0% of Foster Youth Parents Responded to the Survey (2025 Spring Survey Data)	Socio-economically Disadvantaged: Weekly: 2% Monthly: 30% Every few months: 18% Once or twice/year: 30% Almost never: 20% 0% of Foster Youth Parents Responded to the Survey (2026 Spring Survey Data)		Socio-economically Disadvantaged: Weekly: -13.4% Monthly: +22.3% Every few months: -5.1% Once or twice/year: -16.2% Almost never: +12.3% 0% of Foster Youth Parents Responded to the Survey
3.12	Promotion of parental participation in programs for exceptional needs as measured by the responses from parents to the question, " In a typical year, how often have you participated in activities at your child's school?"	Special Education Parent Responses Monthly:0.0% Every few months: 50% Once or twice/year: 33.3% Almost never: 16.7% (2024 Spring Survey Data)	Special Education Parent Responses Monthly:0% Every few months: 0% Once or twice/year: 0% Almost never: 100% (2025 Spring Survey Data)	Special Education Parent Responses Weekly: 16.6% Monthly: 50% Every few months: 16.6% Once or twice/year: 16.6% Almost never: 0% (2026 Spring Survey Data)	Increase the rate of parents reporting participation in activities on a weekly and monthly basis by 10% annually while decreasing the rate of parents reporting they participate in activities "almost never" by 10% annually.	Special Education Parent Responses Weekly: +16.6% Monthly: +50% Every few months: -33.4% Once or twice/year: -16.7% Almost never: -16.7%

Goal Analysis [2025-26]

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

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

Our district continued to implement all the actions to improve student engagement, attendance, and provide different supports for students. Our district's actions implemented are based on the belief that it is essential to support the development of the whole child. To this end, our district implemented transportation services for our students TK-12th (Action 1). In increase home to school communication our district continued to staff the positions focusing on family engagement. (Action 2). Most importantly, our district continued to develop our multi tiered support system to support the whole child. That is, we provided access to counseling, mental health supports, and socio emotional supports. In addition, our schools implemented alternatives to suspensions. In addition, our two Resource Officers support our discipline procedures at our campuses with an emphasis on the upper grades. These supports make up our MTSS (actions 3.3-3.7). Finally, to enrich the academic experiences for all of our students in grades TK-12th, our schools offered various field trips to our students that support college and career initiatives at the upper grades. Our elementary sites also provided academic and enriching experiences through field trips focusing on the visual and performing arts as well. Action 3.2 focuses on professional development that is tailored to address the areas of greatest need, including math instructional strategies, ELD integration, and intervention techniques. This aligns with Dashboard results showing red performance in mathematics and supports the district's broader goal of improving student outcomes and readiness for postsecondary pathways. Action 3.3 focuses on PLCs to provide structured time for teachers to collaboratively analyze student performance data, review instructional effectiveness, and implement research-based interventions. This collaboration directly addresses achievement gaps identified in the 2023 Dashboard, ensuring that instructional adjustments are data-informed and responsive to student needs. Action 3.4 focuses on improving student attendance by addressing barriers related to physical and mental health. Student survey data indicates illness and emotional well-being as key reasons for absences, with additional challenges related to healthcare access in a rural, agricultural community. This action aims to expand health and mental health supports to reduce chronic absenteeism and improve overall student outcomes. Action 3.5 supports systematic evaluation of curriculum and intervention programs to ensure fidelity and effectiveness. Using Dashboard data and other metrics, the district continuously refines instruction and support to accelerate student learning, particularly for English Learners, Long-Term English Learners, and students performing below grade level. Action 3.7 focuses on College and Career Readiness Supports to improve postsecondary preparedness. This action includes expanded access to A–G coursework, Career Technical Education pathways, and targeted supports for English Learners and students with disabilities. Monitoring progress through the College/Career Indicator ensures alignment with both academic achievement goals and the district's long-term college and career readiness objectives. The district successfully implemented actions designed to support the whole child, strengthen student engagement, improve attendance, and increase access to academic and college and career opportunities. Key successes include the continued implementation of MTSS, expanded counseling and mental health supports, family engagement services, transportation, professional development, PLC collaboration, enrichment opportunities, and expanded A–G and CTE pathways. These actions are aligned with identified student needs and provide multiple layers of support for students and families. Despite strong implementation, significant challenges remain. Chronic absenteeism continues to be influenced by physical health, mental health, and healthcare access barriers. Mathematics achievement remains an area of concern, as reflected in Dashboard results, and achievement gaps persist for English Learners, Long-Term English Learners, and students performing below grade level. The district must also continue to evaluate whether increased access to supports, coursework, and interventions is resulting in measurable improvements in student outcomes. Continued monitoring of attendance, academic achievement, engagement, discipline, and college and career readiness data will be necessary to determine the effectiveness of these actions and guide future improvements.

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

There were no material differences between budgeted and estimated actual expenditures for actions 3.1, 3.4, 3.5, and 3.6. Action 3.2, actual expenditures exceeded planned expenditures due to expanded engagement activities and increased program participation costs. Action 3.3, actual expenditures exceeded planned expenditures due to expanded implementation needs and increased system support costs. Action 3.7, actual expenditures were significantly lower than planned due to lower-than-anticipated utilization of available services by school sites.

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

The district chronic absenteeism rate decreased from the prior year. One of our schools decreased the rate of chronic absenteeism, while Marks and BMS increased the rate from the prior year. Access to district provided transportation is making a positive impact on student engagement. (Goal 3 Action 1). Additionally, our support staff including our attendance clerks and family support specialists focused on identifying and reaching out to families of students with absences to provide guidance and support (Goal 3 Action 2). The suspension rates for the district maintained. Four of our schools decreased the suspension rate, while BMS increased the rate from the previous year. The alternative to suspensions and support staff (Goal 3 Action 5) at our ICC are making a positive impact and provide support for students. Overall, Goal 3 actions demonstrate mixed but generally positive effectiveness. The districtwide decrease in chronic absenteeism, along with reported positive impacts from transportation and family outreach, indicates that Actions 1 and 2 are contributing to improved student engagement and attendance. However, increases in chronic absenteeism at Marks and BMS indicate that additional targeted strategies are needed at these sites. Goal 3 Action 5 also shows promising results, as four schools decreased their suspension rates and alternative-to-suspension supports are having a positive impact on students. However, the district suspension rate remained unchanged and BMS experienced an increase, indicating a continued need to evaluate and strengthen behavioral supports at that site.

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.

No changes planned to the goal, metrics or outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Transportation	The DPOL District boundaries cover a wide, mostly rural geographic area, which creates a need to provide transportation to and from school for a majority of our students. We also operate two school sites that are outside of city limits, creating an additional need to transport students to and from school. Without these valuable transportation services, many students	$1,086,224.55	Yes

Action #	Title	Description	Total Funds	Contributing
		would not be able to attend school on a regular basis, as our socioeconomically disadvantaged students often lack a reliable method of transportation to school. While we reduced chronic absenteeism across our district last year, we want to continue to reduce chronic absenteeism rates across the district. Furthermore, based on the 2023 California School Dashboard, our white students at DPE were identified as having very high chronic absenteeism rates. This action aims to reduce chronic absenteeism for all students and and student groups, as well as specifically for white students at DPE.		
3.2	Increased Family and Community Engagement	Research shows that strong connections between home and school are important for student success. With 25.9% of students identified as English Learners, the district demonstrates a need to communicate in the native language of our families. The district will employ a bilingual district translator, a help desk tech, a family support specialist and attendance clerks in order to support improved communication with families and the community. The district also uses multiple platforms and services to facilitate bilingual communication with parents. While this action is essential for our families that speak languages other than English, through strong communication with families, we aim to improve the rate of parents indicating connectedness to school as well as improve our average daily attendance rates and decrease chronic absenteeism rates across the district.	$671,234.32	Yes
3.3	Improved MTSS Infrastructure	In order to support the implementation of a quality Multi-tiered System of Supports that includes Positive Behavioral Interventions and Supports (PBIS) focused on the needs of the whole child, the district seeks to refine our data governance system. Staff need access to real time data in order to address outcomes for students, such as academics, suspension rates and chronic absenteeism. A database analyst will support staff in implementing quality data entry protocols, accessing reports and monitoring data in order to plan and implement strategic interventions based on students behavioral, academic, social-emotional, mental health or physical health needs Assistant principals at the high school and middle school will coordinate MTSS efforts at the school sites. This action addresses low performance indicators as identified by the CA School	$811,113.96	Yes

Action #	Title	Description	Total Funds	Contributing
		Dashboard for the following student groups and schools: Districtwide Students with Disabilities (Math, ELA & Suspension), American Indian Students (Suspension) and Foster Youth (Suspension), Dos Palos Elementary: White Students (Absenteeism), Bryant Middle School: English Learners (ELPI) All students and Student groups (Mathematics) and Students with Disabilities (Suspension), Dos Palos High School: All Students (Suspension and Mathematics), Socio-economically Disadvantaged Students (Suspension and Mathematics), Hispanic Students (Suspension and Mathematics), and Students with Disabilities (Suspension) and Westside High School: All students, Hispanic Students and Socio-economically Disadvantaged Students (Suspension Rate). This action is a key foundation to a strong MTSS system that includes PBIS, and will indirectly result in improved outcomes across the Dashboard for all indicators, but specifically for the indicators identified within the narrative of this action. The 2025 Dashboard data highlighted persistent achievement gaps in mathematics. To address this, teachers will engage in structured PLCs to analyze student performance data, review math instruction effectiveness, and implement research-based strategies that directly respond to the needs identified on the Dashboard. PLC collaboration will be monitored for fidelity and impact on student outcomes in math.		
3.4	Health and Wellness Supports	Through a student survey, 50% of students identified illness as a reason for missing school and almost 10% of students identified feelings of sadness or hopelessness as a reason for missing school. Access to adequate to physical and mental healthcare is a barrier in our district due to our location in a mostly rural, agricultural community. Many of our socio-economically disadvantaged students encounter barriers to access healthcare either due to financial reasons and/or lack of transportation. Research indicates that students and families who have access to health education, health care and providers, perform better in school and experience improved outcomes throughout the entirety of their lives. Through providing comprehensive mental health and physical health supports, the district intends to directly improve attendance rates for all students at all campuses, while decreasing chronic absenteeism rates.	$989,200.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Alternatives to Suspension	The district will provide alternatives to suspension through fully staffed intervention centers for students. This action directly addresses the low performance on the Suspension Indicator according to the 2024 CA School Dashboard for the following groups and schools: Districtwide (Students with Disabilities, American Indian Students and Foster Youth, Bryant Middle School: Students with Disabilities, Dos Palos High School: All students, Hispanic Students, Socio-economically disadvantaged students and students with disabilities, and Westside High School: All students, Hispanic Students, and Socio-economically disadvantaged students. This action will result in decreased suspension rates for all students, all student groups and all campuses. In response to 2023 Dashboard results showing red performance in mathematics, DPOLJUSD will align curriculum and instructional practices to state standards and implement targeted intervention programs. These interventions will focus on Tier 2 and Tier 3 students, using MAP RIT scores, CAASPP results, and course grades to monitor progress and ensure improvements in student math achievement.	$784,072.00	Yes
3.6	Improve Safety on Campuses	Research indicates that school resource officers play a pivotal role in deterring crime on campus, resulting in fewer fights, robberies and threats of violence, which can translate to fewer incidents of suspension. Currently our Socioeconomically disadvantaged students and our Foster Youth students are suspended at a higher rate than our All Student group. By providing SRO's on all campuses, the district aims to decrease suspension rates, as well as to increase perceptions of safety reported by all educational partners.	$204,000.00	Yes
3.7	Enriched Learning Experiences and Classroom Support	Our district recognizes that students in our rural agricultural community often lack access to enriched learning experiences and adequate classroom supplies that enhance educational engagement. To address this, we are expanding our commitment to providing meaningful learning opportunities through two key initiatives: field trips and classroom supply support. First, the district will continue its commitment to offering one field trip per grade level to broaden students' understanding of cultural, artistic, historical, scientific, and local environmental phenomena. These	$461,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experiences are designed to inspire curiosity, deepen learning, and motivate consistent school attendance. Additionally, the district will allocate funds to ensure that teachers have the necessary classroom supplies to support enriched learning projects and day-to-day educational needs. This will include materials for special projects, hands-on activities, and interactive lessons that align with curriculum goals and expand learning opportunities. By equipping classrooms with the proper tools, we aim to foster a more engaging and resourceful learning environment, reducing barriers to student participation and enhancing overall academic achievement. Through these efforts, we anticipate not only increased student attendance but also improved academic outcomes, as students are more actively engaged in both their classroom and experiential learning opportunities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Revitalize the educational program at Westside High School to improve access to comprehensive college and career readiness opportunities, resulting in a 10% increase in students demonstrating college and career readiness by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Westside High School has been identified as a recipient of equity multiplier funding due to a non-stability rate exceeding 25%, coupled with over 70% of students experiencing socioeconomic disadvantaged. Given its status as an alternative site, it is expected that students may not complete a full academic year at Westside High School, often transferring in and out based on individual credit completion and other needs. However, the district is committed to enhancing outcomes for students at WHS across various domains. Additionally, according to the 2023 and 2024 California School Dashboard, Westside High School was identified at the lowest performance level (Red) on the Suspension Rate Indicator for All Students, Hispanic students, and Socioeconomically Disadvantaged students. In the 2025 reporting cycle, Westside High School improved to the Yellow performance level for All Students, Hispanic students, and Socioeconomically Disadvantaged students reflecting a 4% decline in the suspension rate. The needs assessment conducted through the WASC self-study indicated that there were no issues with teacher credentialing at Westside High School.

The allocated equity multiplier funding will be strategically utilized to broaden access to college and career opportunities by expanding comprehensive student support services. Through this initiative, we aim to revitalize the educational program at WHS, thereby better preparing students for their future endeavors. By enhancing student engagement in academics, we anticipate an increase in graduation rates, accompanied by reductions in suspension and absenteeism incidents. This comprehensive approach seeks to empower students at Westside High School to achieve their fullest potential and thrive beyond their educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students who receive a "full year" of education at WHS as	WHS All Students: 22.3%	WHS All Students: 30.3%	WHS All Students: 36.1% Hispanic or Latino: 40.8%	Increase by 10% annually for all	WHS All Students: +13.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the Stability Rate	Hispanic or Latino: 16.5% White: 40.9% Socioeconomically Disadvantaged: 23% English Learners: 5.3% Students with Disabilities: 31.6% (2022-2023, Dataquest Stability Rate)	Hispanic or Latino: 30.1% White: 23.5% Socioeconomically Disadvantaged: 30.5% English Learners: 19.2% Student with Disabilities: 28.6% (2023-2024, Dataquest Stability Rate)	White: 18..2% Socioeconomically Disadvantaged: 36.2% English Learners: 23.1% Students with Disabilities: 28.6% (2024-2025, Dataquest Stability Rate)	students and student groups.	Hispanic or Latino: +24.3% White: -22.7% Socioeconomically Disadvantaged: +13.2% English Learners: +17.8% Student with Disabilities:-3%
4.2	Percentage of students suspended at least once, as measured by the CA School Dashboard Suspension Rate Indicator	All Students: 12.5% English Learners: 0.0% Socioeconomically Disadvantaged: 13.2% Hispanic: 11.4% White: 13.6% (2022-2023 Ca State Dashboard)	All Students: 12.3% English Learners:7.7 % Socioeconomically Disadvantaged: 12.7% Hispanic: 8.6% White: 23.5% (2023-2024 Ca State Dashboard	All Students: 8.2% English Learners: 7.7% Socioeconomically Disadvantaged: 8.5% Hispanic: 7.9% White: 18.2% (2024-2025 CA State Dashboard)	Decrease by 5% annually for all students and student groups.	All Students: -4.3% English Learners:+7.7% Socioeconomically Disadvantaged: -4.7% Hispanic: -3.5% White: +4.6% (2023-2024 Ca State Dashboard
4.3	Graduation Rate as measured by the CA School Dashboard Graduation Rate Indicator	All Students: 63.6% English Learners: No Public Data Available Socioeconomically Disadvantaged: 66.7% Hispanic: 75% White: No Public Data Available (2022-2023 Ca State Dashboard)	All Students: 90.7% English Learners: No Public Data Available Socioeconomically Disadvantaged: 90.5% Hispanic: 89.7% White: No Public Data Available	All Students: 85.7% English Learners: No Public Data Available Socioeconomically Disadvantaged: 85.7% Hispanic: 85.7% White: No Public Data Available	Increase by 10% annually.	All Students: +22.1% English Learners: No Public Data Available Socioeconomically Disadvantaged: +19% Hispanic: +10.7% White: No Public Data Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2023-2024 Ca State Dashboard	(2024-2025 CA State Dashboard)		(2023-2024 Ca State Dashboard)
4.4	Percentage of students identified as prepared by the College and Career Indicator on the California School Dashboard.	All Students Prepared: 0.0% Approaching Prepared: 4.5% Not Prepared: 95.5% Socioeconomically Disadvantaged Students Prepared: 0.0% Approaching Prepared: 4.8% Not Prepared: 95.2% (2022-2023 Dashboard)	All Students Prepared: 2.3% Approaching Prepared: 4.7% Not Prepared: 93% Socioeconomically Disadvantaged Students Prepared: 2.3% Approaching Prepared: no data % Not Prepared: no data % (2023-2024 Dashboard)	All Students Prepared: 0% Approaching Prepared: 0% Not Prepared: 100% Socioeconomically Disadvantaged Students Prepared: 0% Approaching Prepared: 0 % Not Prepared: 100% (2024-2025 CA State Dashboard)	Increase the percentage of students identified as "prepared" or "approaching prepared" by 10% annually while decreasing the percentage of students identified as "not prepared" by 10% annually.	All Students Prepared: 0% Approaching Prepared: -4.5% Not Prepared: +4.5% Socioeconomically Disadvantaged Students Prepared: 0% Approaching Prepared: -4.8% Not Prepared: +4.8%

Goal Analysis [2025-26]

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

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

Overall implementation of this action included the purchase of instructional materials, supplies, and software licenses to support both online and in-person instruction. These resources were used as planned to enhance access to curriculum and improve the quality of teaching and learning across courses. Implementation proceeded as intended, with no significant differences between planned and actual activities. A key success was the ability to strengthen instructional delivery through updated materials and digital tools that supported more engaging and accessible learning experiences. No major implementation challenges were identified.

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

Action 4.1, the budgeted expenditure of $117,892 was not expended under this action during the year. Funding was redirected to support activities and services funded through the Comprehensive Support and Improvement (CSI) program to better align resources with identified school improvement needs. As a result, the estimated actual expenditure for this action was $0. Beginning in the 2026–27 school year, these funds will be repurposed to support a Mental Health Clinician position at Westside High School to enhance student well-being, engagement, and access to support academic success.

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

The purchase of instructional materials for the community garden proved to be effective as it provides students with the opportunity to engage in hands on learning. In addition, the increased in hands on learning opportunities through the volunteer program positively impact student career development. One example is the partnership with the elementary site where students provide support to teachers and students.

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

Based on feedback from educational partners, Action 1 "Increase College and Career Readiness at WHS by expanding comprehensive student support services" ($117,892) was updated to reflect expanding comprehensive student support services by providing access to a mental health clinician.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase College and Career Readiness at WHS by expanding comprehensive student support services	This action provides resources to expand access to rigorous academic opportunities through increased A–G course offerings and the integration of Career Technical Education (CTE)-aligned coursework. Funding will also support expanded access to mental health clinician services to address students' social-emotional and behavioral needs, improve student engagement, and support academic success.	$218,038.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$10,178,637	$1,306,455

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.617%	0.000%	$0.00	39.617%

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:** PLC Time and Collaboration Days **Need:** This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI).	This action was implemented LEA-wide to ensure that all teachers have structured opportunities to analyze student data and collaboratively plan instruction in mathematics, English Language Arts, Next Generation Science Standards, and English Language Development. Implementing this action across the LEA provides a consistent approach to strengthening Tier I instruction, identifying students who require additional Tier 2 and Tier 3 support, and addressing achievement gaps across student groups and grade levels. A LEA-wide	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification 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
	Scope: LEA-wide	approach ensures that all students have access to high-quality, standards-aligned instruction and targeted interventions based on identified academic needs, thereby strengthening the overall academic program.	
1.2	**Action:** Teacher Recruitment, Development, and Retention **Need:** Educational Partner Feedback identified a need to reduce turn-over of teachers. The needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	While this action is based primarily upon the needs of our socioeconomically disadvantaged students and English Learners, it is provided on an LEA-Wide basis as this support helps to reduce turn-over and will lead to increased continuity throughout our educational program. All teachers see all students, regardless of demographics and therefore will be prepared to serve all students. We anticipate that this action will help us to improve Tier I instruction, consequently improving our overall academic program. Please see the action description for further details on this action.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.
1.3	**Action:** Improved Instruction **Need:** This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). This action also addresses low performance indicators as identified by the 2025 CA School Dashboard for the following student groups and schools: Districtwide: All Students (ELA & Math), Hispanic (ELA & Math), Homeless (ELA & Math), Socio-Economically Disadvantaged	This action is implemented LEA-wide to strengthen Tier I instruction and ensure that teachers consistently use student data to identify academic needs and strategically provide Tier 2 and Tier 3 interventions. A consistent LEA-wide approach ensures that students across all schools and grade levels have access to high-quality instruction and timely, targeted supports. This action addresses identified achievement gaps and strengthens the overall academic program by providing differentiated instruction and interventions based on student needs.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification 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
	(ELA & Math), Long-Term English Learners (Math), Students with Disabilities (Math); Marks Elementary School: All Students (ELPI); Bryant Middle School: All Students (ELA & Math), Hispanic (ELA & Math), Socio-Economically Disadvantaged (ELA & Math), Students with Disabilities (ELA & Math), White (ELA & Math), Long-Term English Learners (Math); Dos Palos Elementary School: All Students (ELA); Dos Palos High School: All Students (Math, & ELPI), Hispanic (Math), Socio-Economically Disadvantaged (Math), Long-Term English Learners (ELPI), English Learners (ELPI). **Scope:** LEA-wide		
1.4	**Action:** Tiered Academic Supports--Early Prevention and Intervention. **Need:** This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). **Scope:** LEA-wide	This action is provided on an LEA-Wide basis as the services provided through this action strengthen the entire educational program and students of all demographics may encounter a need for Tier 2 or 3 intervention. This action will help us to strategically identify and support students for Tier 2 and 3 instruction. It will support school readiness for our youngest learners. Please see the action description for further details on this action.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.
2.1	**Action:** Increased Course Access	This action is implemented LEA-wide to increase access to and successful completion of A–G requirements and Career Technical Education	We anticipate this action will result in increased rates of A-G and CTE

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: Based on the 2025 California Dashboard College and Career Indicator, 41.8% of English Learners (ELs) and 6.9% of Students with Disabilities (SWDs) met the criteria for the "Prepared" level. **Scope:** LEA-wide	(CTE) pathways for all students, with a particular focus on English Learners and students with disabilities. A LEA-wide approach ensures that students across all schools have equitable access to college and career readiness opportunities, academic counseling, pathway coursework, and targeted supports. This action responds to identified gaps in college and career readiness and is intended to reduce barriers to postsecondary opportunities for student groups that have historically experienced lower rates of A–G and CTE pathway completion.	Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.
2.2	**Action:** Robust Guidance Services **Need:** Based on the 2025 California Dashboard College and Career Indicator, 41.8% of English Learners (ELs) and 6.9% of Students with Disabilities (SWDs) met the criteria for the "Prepared" level. **Scope:** Schoolwide	This action is implemented LEA-wide to ensure that all students have equitable access to comprehensive college and career readiness support, including assistance with college applications, scholarships, employment applications, and FAFSA completion. Additional counselors and a career technician provide direct support to students while monitoring enrollment, pass rates, and credit completion in A–G courses and CTE pathways. Implementing this action across the LEA allows the district to consistently identify and address barriers to postsecondary readiness, with targeted progress monitoring and support for English Learners, students with disabilities, and socioeconomically disadvantaged students who have demonstrated greater need for additional assistance.	We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.
3.1	**Action:** Transportation **Need:** The DPOL District boundaries cover a wide, mostly rural geographic area, which creates a need to provide transportation to and from	This action improves access to reliable transportation for unduplicated students, including English Learners, low-income students, and foster youth, by ensuring they have consistent transportation to and from school. Reliable transportation helps reduce barriers to regular attendance and increases students' access to	Chronic Absenteeism Measures for all students and student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school for a majority of our students. We also operate two school sites that are outside of city limits, creating an additional need to transport students to and from school. Without these valuable transportation services, many students would not be able to attend school on a regular basis, as our socioeconomically disadvantaged students often lack a reliable method of transportation to school. **Scope:** LEA-wide	instructional time, academic interventions, enrichment opportunities, and other school-based supports. Because the majority of students rely on district transportation, providing these services LEA-wide ensures that unduplicated students have equitable access to school and the resources necessary for academic success.	
3.2	**Action:** Increased Family and Community Engagement **Need:** According to the 2025 California School Dashboard, 24.9% of students in the district are identified as English Learners, indicating a significant need to provide communication and engagement in families' home languages to ensure equitable access to information and services. **Scope:** LEA-wide	This action is implemented LEA-wide to strengthen communication and engagement with all families, with particular attention to families of English Learners who may experience language or communication barriers. A LEA-wide approach ensures that families across all schools receive timely, accessible, and meaningful information about their students' academic progress, available supports, and opportunities for engagement. Strengthening two-way communication with families supports greater participation in their students' education and helps the district identify and address barriers that may impact student achievement and success.	Parent connectedness to school Chronic Absenteeism Average Daily Attendance
3.3	**Action:** Improved MTSS Infrastructure **Need:** This action addresses Suspension, Math, and ELPI Indicators as identified by the CA School	A Database Analyst will support staff in implementing quality data-entry protocols, accessing reports, and monitoring data to inform the planning and implementation of strategic interventions based on students' behavioral, academic, social-emotional, mental health, and	Suspension Rates for all students and student groups, English Learner Reclassification Rates, ELPI, Mathematics Achievement as measured

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
	Dashboard for the following student groups and schools: Districtwide: All Students (Math), Hispanic (Math), Homeless (Math), Socio-economically Disadvantaged (Math), Foster Youth (Suspension), Long-Term English Learners (Math & Suspension), Students with Disabilities (Math & Suspension); Bryant Middle School: All Students (Math), Hispanic (Math & Suspension), Long-Term English Learners (Math & Suspension), Socio-Economically Disadvantaged (Math & Suspension), Students with Disabilities (Math & Suspension), White (Math); Marks Elementary School: All Students (ELPI); Dos Palos High School: All Students (Math, & ELPI), Hispanic (Math), Socio-Economically Disadvantaged (Math), Long-Term English Learners (ELPI), English Learners (ELPI). **Scope:** LEA-wide	physical health needs. Data systems will also support the implementation and monitoring of Positive Behavioral Interventions and Supports (PBIS) by tracking behavioral trends, intervention effectiveness, and student outcomes. An MTSS Coordinator will help build staff capacity, coordinate centralized services, and support the integration of PBIS practices within the district's Multi-Tiered System of Supports (MTSS) framework. Assistant Principals will coordinate MTSS and PBIS implementation at the site level, ensuring the use of data-driven decision-making, consistent behavioral expectations, and targeted interventions to improve student engagement, attendance, behavior, and academic success. Although this action is principally directed toward addressing the needs of our unduplicated pupils, services will be provided on an LEA-wide basis because these interconnected supports work together to create a comprehensive system of care that benefits all students. Through the integration of MTSS and PBIS, staff can proactively identify and respond to student needs, fostering positive school climates and reducing barriers to learning. Because student and family needs, conditions, and circumstances can change rapidly, this coordinated system enables the LEA to provide timely and effective support to students and families whenever needed.	by CAASPP and Local Benchmarks.
3.4	**Action:** Health and Wellness Supports **Need:** Through a student survey, 35.9% of students identified illness as a reason for missing school and almost 1.9% of students identified	This action improves access to comprehensive mental and physical health supports for unduplicated students, including English Learners, low-income students, and foster youth. By providing these supports LEA-wide, the district increases access to services that address health and social-emotional barriers that may contribute	ADA, Chronic Absenteeism

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
	feelings of sadness or hopelessness as a reason for missing school. Access to adequate to physical and mental healthcare is a barrier in our district due to our location in a mostly rural, agricultural community. Many of our socio-economically disadvantaged students encounter barriers to access healthcare either due to financial reasons and/or lack of transportation. Research indicates that students and families who have access to health education, health care and providers, perform better in school and experience improved outcomes throughout the entirety of their lives. **Scope:** LEA-wide	to absenteeism and disengagement. These supports are intended to improve attendance, reduce chronic absenteeism, increase student engagement, and ensure that unduplicated students have equitable access to instructional time and school-based opportunities.	
3.5	**Action:** Alternatives to Suspension **Need:** This action is primarily based upon the needs of foster youth and socio-economically disadvantaged students and also directly addresses the low performance on the Suspension Indicator according to the 2025 CA School Dashboard for the following groups and schools: Districtwide: Foster Youth (Suspension), Long-Term English Learners (Suspension), Students with Disabilities (Suspension); Bryant Middle School: Hispanic (Suspension), Long-Term English Learners (Suspension), Socio-Economically Disadvantaged (Suspension), Students with Disabilities (Suspension).	This action is implemented LEA-wide to provide alternatives to suspension that allow students to remain connected to school and continue accessing instruction and support services. Intervention centers provide structured academic, behavioral, and social-emotional support while addressing the needs that may contribute to disciplinary incidents. For unduplicated students, this action increases access to instructional time and targeted supports, reduces the potential loss of learning associated with suspension, and promotes more equitable opportunities to remain engaged in school. Implementing the action LEA-wide ensures that students across all campuses have access to consistent alternatives to suspension and supports.	This action will result in decreased suspension rates for all students, all student groups and all campuses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** Improve Safety on Campuses **Need:** This action is based upon feedback from our educational partners, especially our low income students and parents, on perceptions of school safety. There is a need to increase the percentage of parents and students who feel safe at school. **Scope:** LEA-wide	This action is implemented LEA-wide to increase perceptions of safety and strengthen a positive, supportive school environment for all students, with particular attention to the needs identified by unduplicated student groups. School Resource Officers (SROs) provide a visible safety presence, help deter unsafe behavior, and build positive relationships with students, families, and the community. For unduplicated students, this action increases access to safe and supportive learning environments and strengthens students' sense of physical and emotional safety, which can support improved engagement, attendance, and access to learning.	Perceptions of School Safety
3.7	**Action:** Enriched Learning Experiences and Classroom Support **Need:** Based on our location in a rural agricultural community, our students often lack access to enriched learning experiences outside of school. Furthermore, the cost of travelling to other areas and paying entrance fees is not feasible for most of our low income families. Our educational partners have indicated a need to provide field trips for all students that expose them to a wide variety of learning experiences.	The district will provide one field trip per grade level that supports students to broaden their understanding of cultural, artistic, historical, scientific content or local environmental phenomena. While this action is based on the needs of our low income students, providing rich educational programming gives all students a common experience, allowing them to learn from and with one another, while building community.	Daily Attendance Rates, Chronic Absenteeism, Survey Responses to School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** ELD Redesign & 9-12 ELD Teacher **Need:** To improve College and Career Readiness (CCI) rates for English Learners at DPHS, the school is restructuring its designated English Language Development (ELD) program by embedding ELD instruction directly into students' core English Language Arts (ELA) classes. This strategic shift is informed by the recognition that many of our long-term English Learners (LTELs) have spent several years enrolled in stand-alone ELD courses. While well-intentioned, these courses often consume an elective period, which can limit students' ability to complete A-G coursework or Career Technical Education (CTE) pathways—both of which are essential components of the CCI metric. Additionally, there is currently no conclusive data showing that the existing standalone ELD model is improving student outcomes related to college or career	Increased Access to A-G and CTE	EL College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	readiness. By integrating ELD into ELA, students will receive language support in a more authentic, academic context, which aligns with research-based best practices for language acquisition and content mastery. This model aims to reduce scheduling barriers, increase access to college-preparatory and career-aligned coursework, and ultimately improve students' post-secondary opportunities. This redesign is being supported through Learning Recovery Emergency Block Grant (LREBG) funding, which allows the school to invest in professional development, co-teaching models, curriculum alignment, and instructional coaching to ensure successful implementation of integrated ELD practices. The use of LREBG funds reflects the district's commitment to accelerating learning and providing equitable access to rigorous, supportive educational experiences for English Learners. Progress toward improved College and Career Indicator outcomes for English Learners will be monitored through multiple measures, including the , A–G completion rates, CTE pathway completion, ELA course success rates, reclassification rates, and enrollment in advanced coursework such as AP. These metrics will provide both short-term and long-term evidence of whether the integrated ELD/ELA model is removing barriers, accelerating language development, and expanding post-secondary readiness opportunities. **Scope:**		

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

For action 2.3, the district estimates that the cost of personnel required to provide the additional courses needed to increase access for English Learners would cost the district approximately $105,970. When that total is divided by the total planned expenditures within the LCFF, it results in an .43% improvement in services.

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.

Additional concentration and grant add-on funding is used to increase staff providing direct services to students through the following actions:

1.4 provides academic intervention teachers at our elementary sites, intervention teachers at our middle school and paraprofessionals to support small group instruction and intervention.
2.1 provides a broad range of elective teachers for students in grades 9-12, as well as library clerks at all comprehensive sites.
2.2 provides additional counseling and career guidance staff for students in grades 9-12.
3.1 supports additional bus drivers for student transportation.
3.3 provides for assistant principals who support students in grades 6-12.
3.4 provides mental health counselors, licensed vocational nurses and health techs at all sites.
3.5 provides intervention center staff at all sites.

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	Tk-2 1:24 3-5 1:35 6-8 1:49 9-12 1:39
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Tk-2 1:23 3-5 1:27 6-8 1:23 9-12 1:18

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$25,692,605	$10,178,637	39.617%	0.000%	39.617%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,178,637.00	$1,118,038.00	$0.00	$0.00	$11,296,675.00	$9,923,137.00	$1,373,538.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	PLC Time and Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$763,958.37	$0.00	$763,958.37				$763,958.37	
1	1.2	Teacher Recruitment, Development, and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$64,653.46	$0.00	$64,653.46				$64,653.46	
1	1.3	Improved Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$1,038,467.21	$100,000.00	$948,467.21	$190,000.00			$1,138,467.21	
1	1.4	Tiered Academic Supports--Early Prevention and Intervention.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$1,659,957.44	$0.00	$1,409,957.44	$250,000.00			$1,659,957.44	
1	1.5	Chromebook Replacement	All	No			All Schools	on-going	$0.00	$165,000.00		$165,000.00			$165,000.00	
2	2.1	Increased Course Access	English Learners	Yes	LEA-wide	English Learners	All Schools	On going	$1,727,160.47	$0.00	$1,727,160.47				$1,727,160.47	
2	2.2	Robust Guidance Services	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dos Palos High School	on going	$257,494.40	$0.00	$257,494.40				$257,494.40	
2	2.3	ELD Redesign & 9-12 ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dos Palos High School	on going	$110,000.00	$0.00	$0.00	$110,000.00			$110,000.00	1
2	2.4	9-12 Math Teacher	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools Specific Schools: Dos Palos High School	Ongoing	$185,000.00	$0.00		$185,000.00			$185,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$1,086,224.55	$0.00	$1,086,224.55				$1,086,224.55	
3	3.2	Increased Family and Community Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	On-Going	$445,834.32	$225,400.00	$671,234.32				$671,234.32	
3	3.3	Improved MTSS Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$811,113.96	$0.00	$811,113.96				$811,113.96	
3	3.4	Health and Wellness Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	On going	$989,200.82	$0.00	$989,200.82				$989,200.82	
3	3.5	Alternatives to Suspension	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-Going	$784,072.00	$0.00	$784,072.00				$784,072.00	
3	3.6	Improve Safety on Campuses	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$0.00	$204,000.00	$204,000.00				$204,000.00	
3	3.7	Enriched Learning Experiences and Classroom Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	$0.00	$461,100.00	$461,100.00				$461,100.00	
4	4.1	Increase College and Career Readiness at WHS by expanding comprehensive student support services	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Westside High School	on going	$0.00	$218,038.00		$218,038.00			$218,038.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$25,692,605	$10,178,637	39.617%	0.000%	39.617%	$10,178,637.00	1.000%	40.617 %	**Total:**	$10,178,637.00
								LEA-wide Total:	$9,921,142.60
								Limited Total:	$0.00
								Schoolwide Total:	$257,494.40

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	PLC Time and Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	$763,958.37	
1	1.2	Teacher Recruitment, Development, and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,653.46	
1	1.3	Improved Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$948,467.21	
1	1.4	Tiered Academic Supports--Early Prevention and Intervention.	Yes	LEA-wide	English Learners Low Income	All Schools	$1,409,957.44	
2	2.1	Increased Course Access	Yes	LEA-wide	English Learners	All Schools	$1,727,160.47	
2	2.2	Robust Guidance Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dos Palos High School	$257,494.40	
2	2.3	ELD Redesign & 9-12 ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners		$0.00	1

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	9-12 Math Teacher			English Learners Foster Youth Low Income			
3	3.1	Transportation	Yes	LEA-wide	Low Income	All Schools	$1,086,224.55	
3	3.2	Increased Family and Community Engagement	Yes	LEA-wide	English Learners	All Schools	$671,234.32	
3	3.3	Improved MTSS Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$811,113.96	
3	3.4	Health and Wellness Supports	Yes	LEA-wide	Low Income	All Schools	$989,200.82	
3	3.5	Alternatives to Suspension	Yes	LEA-wide	Foster Youth Low Income	All Schools	$784,072.00	
3	3.6	Improve Safety on Campuses	Yes	LEA-wide	Low Income	All Schools	$204,000.00	
3	3.7	Enriched Learning Experiences and Classroom Support	Yes	LEA-wide	Low Income	All Schools	$461,100.00	
4	4.1	Increase College and Career Readiness at WHS by expanding comprehensive student support services			English Learners Foster Youth Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,737,938.37	$10,858,752.30

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**	PLC Time and Collaboration Days	Yes	$763,958.37	$501,063.43
1	**1.2**	Teacher Recruitment, Development, and Retention	Yes	$64,653.46	$76,907.86
1	**1.3**	Improved Instruction	Yes	$1,129,595.99	$984,955.66
1	**1.4**	Tiered Academic Supports--Early Prevention and Intervention.	Yes	$1,389,274.68	$1,880,487.50
1	**1.5**	Chromebook Replacement	No	$150,000.00	$151,000.00
2	**2.1**	Increased Course Access	Yes	$1,727,160.47	$1,860,870.60
2	**2.2**	Robust Guidance Services	Yes	$257,494.40	$258,976.24
2	**2.3**	Redesign ELD at DPHS	No	$105,970.00	$106,000.00
2	**2.4**	9-12 Math Intervention Teacher LREBG Action	No	$172,121.35	$180,000.00
3	**3.1**	Transportation	Yes	$1,086,224.55	$1,086,224.55
3	**3.2**	Increased Family and Community Engagement	Yes	$671,234.32	$904,279.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Improved MTSS Infrastructure	Yes	$663,985.96	$830,761.59
3	**3.4**	Health and Wellness Supports	Yes	$989,200.82	$868,905.00
3	**3.5**	Alternatives to Suspension	Yes	$784,072.00	$710,962.88
3	**3.6**	Improve Safety on Campuses	Yes	$204,000.00	$205,610.91
3	**3.7**	Enriched Learning Experiences and Classroom Support	Yes	$461,100.00	$251,746.92
4	**4.1**	Increase College and Career Readiness at WHS	No	$117,892.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$9,788,091	$9,831,509.00	$9,948,421.30	($116,912.30)	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	PLC Time and Collaboration Days	Yes	$763,958.37	$501,063.43		
1	1.2	Teacher Recruitment, Development, and Retention	Yes	$64,653.46	$76,907.86		
1	1.3	Improved Instruction	Yes	$948,467.21	$794,955.66		
1	1.4	Tiered Academic Supports--Early Prevention and Intervention.	Yes	$1,209,957.44	$1,597,157.5		
2	2.1	Increased Course Access	Yes	$1,727,160.47	$1,860,870.6		
2	2.2	Robust Guidance Services	Yes	$257,494.40	$258,976.24		
3	3.1	Transportation	Yes	$1,086,224.55	$1,086,224.55		
3	3.2	Increased Family and Community Engagement	Yes	$671,234.32	$904,279.16		
3	3.3	Improved MTSS Infrastructure	Yes	$663,985.96	$830,761.59		
3	3.4	Health and Wellness Supports	Yes	$989,200.82	$868,905		
3	3.5	Alternatives to Suspension	Yes	$784,072.00	$710,961.88		
3	3.6	Improve Safety on Campuses	Yes	$204,000.00	$205,610.91		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.7**	Enriched Learning Experiences and Classroom Support	Yes	$461,100.00	$251,746.92		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$24,716,761	$9,788,091	0	39.601%	$9,948,421.30	0.000%	40.250%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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