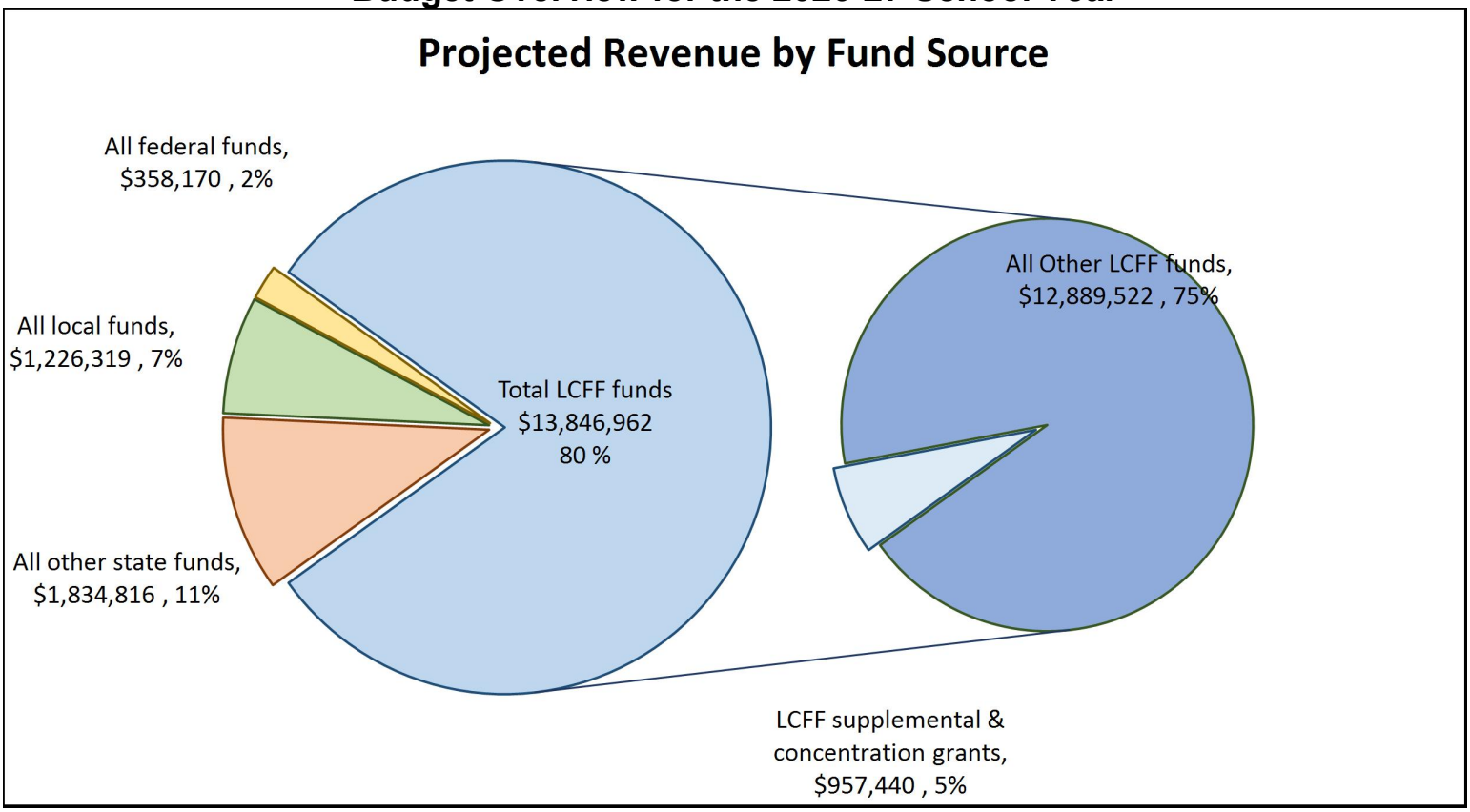
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Durham Unified School District
CDS Code: 04 61432 0000000
School Year: 2026-27
LEA contact information:
John Bohannon
Superintendent
jbohannon@durhamunified.org
(530) 895-4675

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



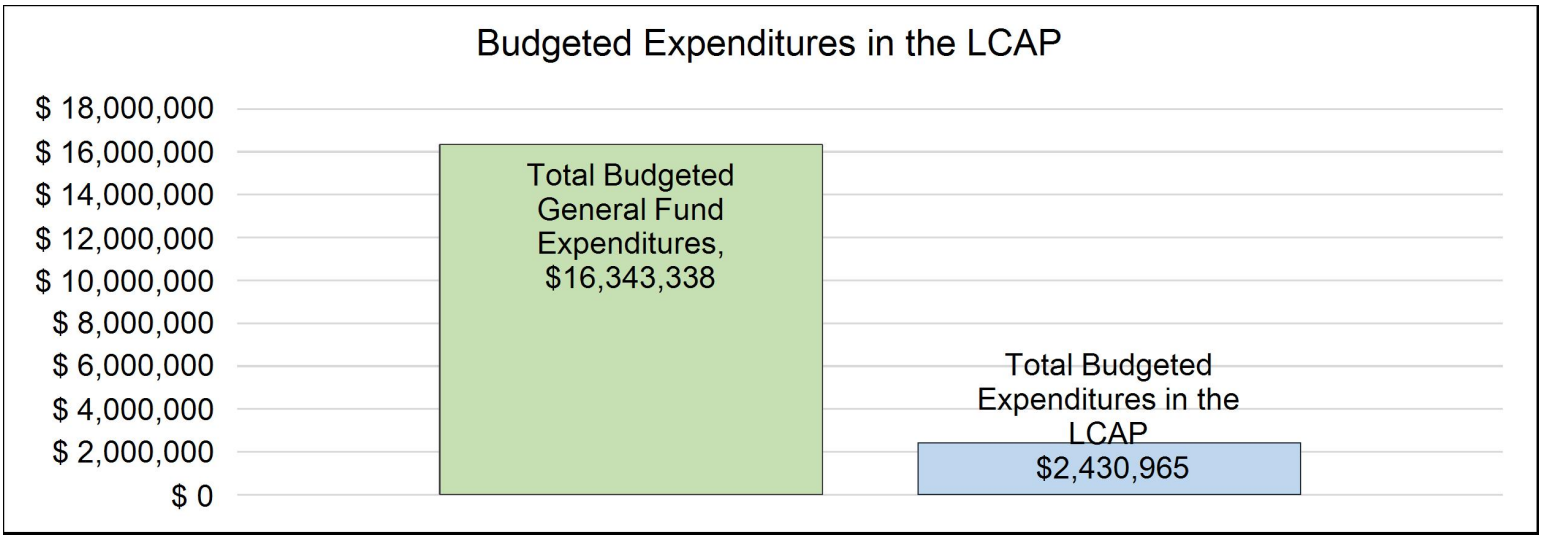
This chart shows the total general purpose revenue Durham Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Durham Unified School District is $17,266,267, of which $13846962 is Local Control Funding Formula (LCFF), $1834816 is other state funds, $1226319 is local funds, and $358170 is federal funds. Of the $13846962 in LCFF Funds, $957440 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 Durham 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: Durham Unified School District plans to spend $16343338 for the 2026-27 school year. Of that amount, $2430965 is tied to actions/services in the LCAP and $13,912,373 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

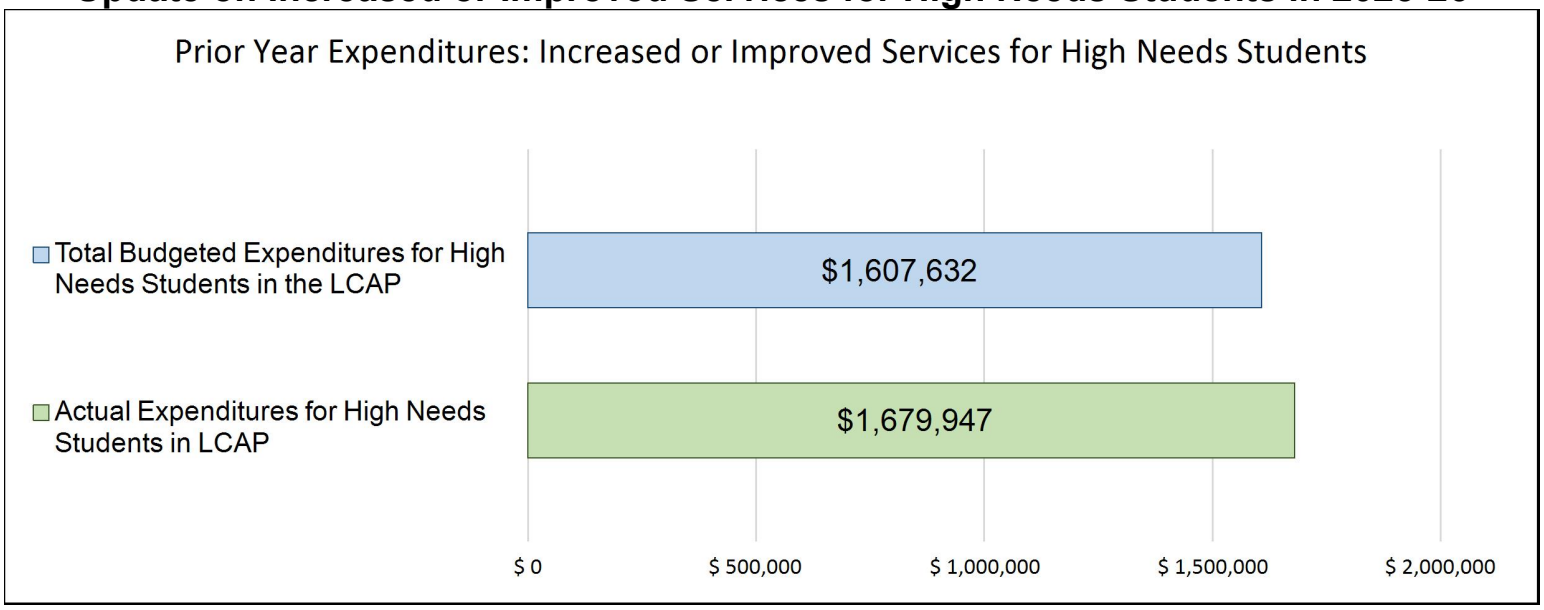
Budgeted expenditures not included in the LCAP include routine operational costs necessary to maintain district operations, including utilities, maintenance, transportation, insurance, custodial services, food services, technology infrastructure, special education excess costs, administrative services, and other general operating expenditures that support the overall functioning of the district.

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

In 2026-27, Durham Unified School District is projecting it will receive $957440 based on the enrollment of foster youth, English learner, and low-income students. Durham Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Durham Unified School District plans to spend $1679947 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 Durham 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 Durham 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, Durham Unified School District's LCAP budgeted $1607632 for planned actions to increase or improve services for high needs students. Durham Unified School District actually spent $1679947 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $72,315 had the following impact on Durham Unified School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to staffing vacancies, substitute shortages, and lower-than-anticipated implementation costs for certain planned actions and services. Despite the expenditure variance, the district continued implementing key supports for high-needs students including ELD services, tutoring supports, transportation access, and intervention services.

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
Durham Unified School District	John Bohannon Superintendent	jbohannon@durhamunified.org (530) 895-4675

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.

Durham, California is a small rural community of approximately 5,500 residents with farming as the main industry.
The Durham Unified School District (DUSD) student body composition is approximately 69.2% white, 21.9% Hispanic, 41% Socio-economically disadvantaged, and 4.5% English Language Learners with a total student population of about 1,088 students.
When compared to other districts in Butte County, DUSD students perform above the average in all academic areas. However, there has not been consistent progress towards closing the achievement gap.
This year's LCAP has addressed needs of the growing subgroup populations as well as maintaining the historically strong overall academic programs at three schools.

Reflections: Annual Performance

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

2025 Dashboard review
The 2025 Dashboard continues to show that having a small number of students can lead large swings in some Dashboard categories. The biggest example of this is the English Learner Progress Indicator. On the 2024 Dashboard, Durham Unified improved by 22.6 percent the leap from Red to Blue. On the 2025 Dashboard, Durham Unified dropped 22.1 percent to end up in almost the same place as two years ago at 40.9 percent progress. Here is a look at how DUSD did on each Dashboard indicator:

Chronic Absenteeism - Every student group except the English Language group show improvement in this area. Overall the district reduced by 1.6% to 11.6 and stayed Yellow. The EL student group increased by .6 after improving by 18.9 percent in 2024. The hIspanic group Yellow (20%, improved by 2.8%), Homeless Orange (23.1, improved by 10.3%), Socioeconomically Disadvantaged Yellow (18.8, improved by 4.4%), White Green (8.3, improved by 1.6%), EL Red (26.8, increased .6%), Students with Disabilities Orange (improved by 9.5%), Two or More Races Yellow (18, improved by 0.6). It is important to point out that all of the student groups improved at the elementary school, but all student group Chronic Absenteeism increased at the intermediate school. New administration was put in place at the intermediate school for 2025-2026.
Suspension Rate - Three students groups improved in suspension rate: White Green (1.7, a decrease of .8), English Learners Green (4.3, a decrease of 1.7) and LTEL Yellow (5, a decrease of 7.1). The remaining subgroups saw an increase in suspension rate: All Yellow (3.2, an increase of just .1), Hispanic Orange (6.2, increase of 1.4), Homeless Orange (3.1, an increase of 3.1), Socio-Economically Disadvantaged Orange (5.6, an increase of 1.1), Students With Disabilities Orange (3.6, and increase of 1.9), Two or More races Orange (7.9, and increase of 3.9). Again, nearly all of the increase can be found a the intermediate school where an administration change has been made.
Graduation Rate: This data remains strong for Durham all three student groups Blue, All 96.8, Socio-Economically Disadvantaged, 97.1 and White 97.7.
English Language Arts - The majority of student groups in Durham Unified improved in this area: All Yellow (3.3 Points Below Standard, an increase of .4), Hispanic Yellow (46.8 PBS, an increase of 7.5), Socio-Economically Disadvantaged Orange (32.5 PBS, declined 1.2), White Green (14.2 Points Above Standard, an increase of 1.5), ELL Orange (75.4 PBS, increase of 17.8), SPED Yellow (65.4 PBS, an increase of 30.4).
Mathematics - This is a big area of need for Durham as all student groups regressed. All Orange (28.1 PBS, declined 9.5), Hispanic Orange (71.9 PBS, decline 4.6), Socio-Economically Disadvantaged Orange (54.7 PBS, declined 11.2), White Yellow (9.9 PBS, declined 8.1), ELL Red (105.9 PBS, declined 8.1), SWD Red (116.2 PBS, declined 9.9).
College and Career Indicator - This indicator improved across the board for Durham: All Blue (71, increased by 8), Socio-Economically Disadvantaged Green (64.7, increased by 12.3), White Blue (72.7, increased 6.9).

The following actions are addressing the RED indicators: Math ELL and SPED Action 1.1, 1.2, 1.3, 2.10; Chronic Absenteeism EL Actions 3.1, 3.2, 3.3, and 3.4, EL indicator Action 1.1 and 2.1.

The district has $45,936 in LRBG funds.

Goal 1 Action 1.1 Professional Development in ELD and 1.2 Certificated Professional Development
-Partially funded by LREBG funds, this action aims to fund training and support for teachers in evidence-based instructional strategies that promote literacy acquisition.
-Certificated professional development addresses the comprehensive needs assessment by directly enhancing teachers' ability to support diverse learners, implement effective small group instruction, provide enriching learning experiences, and foster stronger community engagement, all while focusing on inclusivity and effective bilingual support. By implementing this action, it will build teacher capacity it will improve student outcomes in ELA and math.
-This action directly aligns with LREBG’s allowable use of Accelerating Learning Progress by providing professional development for teachers to build their skills and knowledge to target intensive academic interventions and close achievement gaps in student literacy.

-These pillars were identified by the National Reading Panel (NRP) in 2000 and remain foundational in evidence-based reading instruction.

Goal 3, action 3.2 Communication with EL families.
Partially funded by LREBG Funds, this action aims to fund an bilingual aide to support ELL students at both the intermediate school and high school.

- The additional staff address the comprehensive needs assessment by enhancing teahers ability to support ELL through small group instruction.

After review ELD data on the SBAC, ELPI, Suspension Rate and Chonic absenteeism, the district is to utilize these funds to help fund the new Bilingual Aide Position, provide training specific to ELL and SWD in the new adopted math curriclum and to pay for substitutes for a team of teachers to attend the Building Thinking Classrooms training presented by the Butte County Office of Education. The LRBG funds will be utilized for actions 3.2, 1.2 amd 1.1.

2024 Dashboard Review
The 2024 Dashboard for Durham Unified, when compared to the 2023 Dashboard, shows how volatile change can be when a district has small student groups. All of the indicators that were Red for Durham Unified student groups and student groups at all three schools on the 2023 State Dashboard improved and increased to colors ranging from Orange all the way to Blue.
However, Durham Unified and Durham High both saw student groups fall into the Red category in the Suspension Rate Indicator. This increase can be attributed in large part to suspensions resulting from students getting caught vaping in restrooms after new vape detectors were installed.
In English Language Arts, many relatively small student groups that saw improvement in 2023 regressed on the 2024 Dashboard, leading to three groups at the district level and two at the elementary school returning to the Red designation.
Chronic Absenteeism - DUSD showed improvement in this area. Overall, the district improved from Orange in 2023 (20.1%) to Yellow in 2024 (13.3%). The English Learner Group (26.2%) improved by 18.9% to improve from Red to Orange. The Homeless student group (33.3%) improved by 20.2% to move from Red to Orange. All other student groups showed improvement with the White student group (9.9%) moving to Green and Hispanic (22.8%), Two or More Races (18.6%) and Socioeconomically Disadvantaged (23.1%) all moving to Yellow. At Durham Elementary, the Socioeconomically Disadvantaged group (22.5%) improved by 9.6% to move from Red to Yellow. At Durham Intermediate School, the Students with Disabilities student group was not a large enough group to be assigned a color by the state.
Suspension Rate - This area was not a strength for the district on the 2024 Dashboard, with both the Hispanic student group (4.9%, an increase of 3.2%) and the Long Term English Learner group (12.1%, an increase of 8.8%) in the Red category. At Durham High School, the all student group (6.6%, an increase of 4.1%) was Red. The increase in suspension can be traced back to the installation of vape detectors in student restrooms at the high school. An anti-vaping awareness training and resources for students for quitting vaping were introduced in the 2025-2026 school year.
English Learner Indicator - This was an area of extreme growth for Durham Unified with an increase of 22.6% to 63% making progress. With this improvement, the indicator moved from Red to Blue.
Graduation rate - All student groups were in the Blue category - All students (98.6%, an increase of 1.4%), Socioeconomically Disadvantaged (97.6%, an increase of 0.3%), and White (97.6%, an increase of 19%).

English Language Arts - This is an area of concern for the district. All student groups declined on the 2024 Dashboard. Three student groups were Red - English Learners (93.2 points below standard, a decline of 11.6), Long-Term English Learners (106.9 PBS, a decline of 12.7) and Students With Disabilities (96.3 PBS, a decline of 15.5). At Durham Elementary, the Hispanic Group (70.6 PBS, declined 42.1) and Students with Disabilities (72.5 PBS, declined 15 points) were Red.
Mathematics - The district saw several student groups with some large increases in this area. English Learners (97.8 PBS, increased 30.2) moved from Red to Orange. After an increase of 40 points in 2023, the Students With Disabilities group declined 15.6 points to 106.3 PBS and dropped into the Red category. No school site student groups were Red.
College and Career Indicator - While this category saw the district have some declines, none of the student groups were Red. DUSD continues to have the highest scores in this category in the county.

The following actions are addressing the RED indicators from 2023. Chronic Absenteeism for EL, Homeless, SED and SWD are being addressed by Actions 3.1, 3.2, 3.3, and 3.4. Math for EL students is being addressed by Action 2.10. English Learner progress is being addressed by Action 1.1 and 2.1.

2023 Dashboard
Chronic Absenteeism - This is one of the biggest area or growth for Durham. Overall, the district is Orange on the Dashboard with 20.1%. The English Learner Group (45.2%) and Homeless Group (53.6) were Red. All other statically significant student groups were orange. At Durham Elementary School, the Socioeconomically Disadvantaged student group was red (32.1%, -0.1). At Durham Intermediate School, the Students with Disabilities student group is red in Chronic Absenteeism (30%, +6.5%). To address this, the district's LCAP includes both districtwide and targeted actions, such as expanded transportation services for low-income and EL students to ensure reliable school access. Additionally, on-campus health services provided by health technicians and a nurse help reduce health-related absences. The district closely monitors absenteeism rates by subgroup, with the 2024 Dashboard showing improvements: English Learners improved by 18.9% and Homeless students by 20.2%. Despite these gains, continued efforts are needed to sustain progress.
Suspension Rate - This is generally a strong data point for Durham. Overall, the district is Green with a suspension rate of just 1.5%. The ELL Group and Hispanic groups were also green with the Homeless and White Groups Blue. The Socioeconomically Disadvantaged Group (2.1%) and Students with Disabilities Group (2.4%) were Yellow.
English Learner Indicator - This is another area of growth for Durham. The 2023 Dashboard was the first to display a color for this indicator and Durham's indicator is Red with a 10.4% decline in students making progress (40.4%). Durham Unified is addressing this decline of English Learners (ELs) by prioritizing professional development in English Language Development (ELD) for teachers across all sites, focusing on Integrated Academic Language Development and implementing the new English 3D curriculum. Daily ELD instruction at Durham Elementary complements integrated support in mainstream classrooms, aiming to boost reclassification rates and improve CAASPP scores. Targeted interventions at the intermediate and high school levels further support ELs and other students below grade level in math and reading. While math outcomes improved (Dashboard moved from Red to Orange), ELA performance declined, prompting the district to enhance professional development, refine curriculum implementation, and adopt MCLASS and MAP assessments to better monitor progress.
Graduation Rate - This is traditionally a strong area for Durham and the 2023 indicator shows Blue for All Students (97.2%), Socioeconomically Disadvantaged (97.3%) and White (95.7%) which represent all statistically significant subgroups.
English Language Arts - Overall as a district, DUSD is strong here with a Green designation. Improvement is needed for both English Learners (Orange, 81.7 points below standard) and Students with Disabilities (Orange, 80.9 points below standards). While both groups improved (ELL by 11.1 points and SWD by 241 points) more growth is needed. Every statistically significant student group at Durham

Elementary and Durham Intermediate school show improving moving either closer to standard or further above standard. Only one grade level takes the SBAC test at Durham High School, but the scores declined for all statistically significant student groups.
Mathematics - Overall, DUSD students earned a Green status, 15.6 points above standard (an increase of 9.1 points). However, more growth is needed for English Learners (Red, 128 points below, declined 20.8 points), Hispanic (Orange, 73.8 points below standard), Socioeconomically Disadvantaged (Orange, 54.5 points below standard, declined 3.7). Also, the SWD group increased 40 points to move to Yellow but remains 90.7 points below standard. All statically significant student groups at both Durham Elementary and Durham Intermediate moved close to or further above standard. Only 11th grade students take the SBAC but DHS did see a decline in its all student group and Socioeconomically Disadvantaged student group. The DHS White student group did increase by 4.7 points and remained green.
College and Career Indicator - All DHS statically significant student groups scored Very High or High on this indicator.

Reflections: Technical Assistance

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

The Durham Unified School District qualified for Technical Assistance based on the data related to its English Language Learner student group. The ELL student group was Red in Math (128 Points Below Standard) and Chronic Absenteeism (53.6%). Additionally, DUSD was RED in the English Language Performance Indicator. Steps the district is taking to address the needs of this student group are:
1. Collaborating with the Butte County of Education including completing the Local Education Agency Self-Assessment
2. Administrators and staff attending ELD specific training including
a. Teachers from DES attending Integrated Academic Language Development three-part Professional Development Series.
3. Durham Unified added a .5 ELD teacher at Durham Elementary to implement a pull-out ELD program beginning in the 2022-2023 school year. The program will be continued in 2025-2026.
4. Reading program is transitioning to the Science of Reading, teachers and paraprofessionals will attend "Get reading Right" training through BCOE.
5. New English 3D curriculum will be introduced for ELD courses and teachers will receive training.
6. New bilingual instructional Aide added to support the intermediate school and high school. The aide will be in the ELD course at DIS and DHS and support ELL students in other courses the remainder of the day at the intermediate school.
7. District piloted new math curriculum in 2025-2026 and will adopt for the 2026-2027 school year. Training will be provided, included specific training within the curriculum to support ELL.
8. The District will send a team of teachers to the Building Thinking Classrooms training through the Butte County Office of Education.

The 2024 Dashboard revealed the English Learner Group improved to Orange in Chronic Absenteeism and Mathematics, but fell to Red in English Language Arts. When a district qualifies for Differentiated Assitance it is for two years. Durham needs to continue providing training to teachers in instructional strategies for English Learnings. Additionally, the district is moving foward with a new curriculum adoption for English Language Development courses.

The 2024 Dashboard also saw the Long Term English Learner student group, which was an official group that was assigned colors for the first time in 2024, Red for Durham Unified in both suspension rate and Math.

The 2025 Dashboard revealed the English Learner Group was red in Chronic Absenteeism, ELA and English Learner Progress.

Durham Unified has implemented several key actions aimed at supporting English Learners' progress in both math and English language development. Professional Development in English Language Development (ELD) is a cornerstone of their plan, with targeted training provided for teachers across all three school sites, ensuring they are equipped to implement Integrated Academic Language Development strategies as well as the newly adopted English 3D curriculum for ELD courses.
Further, the district offers additional ELD support through daily instruction at Durham Elementary School, complementing integrated instruction in mainstream classrooms. This action is designed to accelerate English Learners' proficiency, with specific focus on increasing reclassification rates and improving CAASPP ELA and Math outcomes. Additionally, intervention courses at the high school level addresses the particular needs of students below grade level in reading, with a significant portion of participants being English Learners and socio-economically disadvantaged students. The middle school, in 2025-2026, will implement Spring Math in an effort to increase math scores. District data shows that while ELL groups made progress in math (moving from Red to Orange on the Dashboard), their English Language Arts outcomes worsened, highlighting the need for sustained support in ELA. To address this, the district is continuing to refine professional development, curriculum implementation, and assessment tools, including transitioning to MCLASS and MAP assessments for better progress monitoring.

Chronic absenteeism has been a persistent challenge for Durham Unified's English Learners and Homeless students. The district's LCAP outlines both LEA-wide and targeted actions to improve attendance. One key action is the provision of additional transportation services, ensuring that low-income and English Learner students—who are heavily represented among bus riders—have reliable access to school. Additionally, the district maintains a student health focus, with health technicians and a nurse providing on-campus health services to reduce absences due to health-related issues—particularly beneficial for students who might lack consistent healthcare at home.
Data monitoring is robust: chronic absenteeism rates are disaggregated by subgroup (including English Learners and Homeless) and tracked on the California School Dashboard. The 2024 Dashboard shows significant improvements: English Learners improved by 18.9% and Homeless students by 20.2%—highlighting positive trends but indicating that continued efforts are needed. The Homeless student group continued to improve on the 2025 dashboard but the ELL group slid slightly back.

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.

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC	The DELAC met on January 22. Input including the desire to increase after school homework help from two days a week to four days a week, postive feedback on the new bilingual aide at intermediate and high school, better communication and a bilingual graduation.
Parent Advisory Committee	The first LCAP Parent Advisory Committee was held on Feb. 10 with the purpose of sharing the data from the 2025 California State Dashboard. After the first meeting, an email was sent to parents asking for input based on the data. A second meeting was help on June 3. Prior to this meeting, a full draft of the email was sento the members, and the meeting was an opportunity to the PAC to ask quesions and provide input on the draft of the plan. Members of the committee suggested additional tutoring would be helpful. At the high school level, this is needed at different time periods as many students are involved in Athletics and other events directly after school. Nearly all of the survey results came back positive at the elementary school - especially PE, ART and VAPA.
Student Groups	An LCAP DIS student advisory group met on May 7. The students were complimentary of their teachers. Students expressed and interest in being able to select electives instead of being assigned electives. They like the idea of have up to two electives in their schedule. The also suggested a year-long study hall. They also exrpessed an interested for student led clubs supported by teachers. Math is the top subject students expressed a need for help. Students were support of the advisory period to help with homework. They

Educational Partner(s)	Process for Engagement
	didn't think students took the SEL curriculum seriously. They would like advisory to include time for homework help and opportunities for enrichment. The LCAP DHS student group met on May 6. The group mentioned that DHS does a good job of fostering a positive community to help learn concpts and curriculum. They also stated that teachers are supportive and willing to help even it it does not have to do with their teaching subject. The students would like to see more tutoring opportunities. They had mixed reviews of Character Strong during Advisory. The students uniformly agreed that math was the area most students needed more support. It was stated that sometimes discipline was not administered by teachers. Students mentioned teacher turnover as an issue. They agreed that some teachers had better messaging recently on the importance of doing well on state testing. The old restrooms continue to be a concern. All 4th and 5th grade students had the opportunity to complete a Google survey. The students nearly universally support the Art, PE and VAPA programs funded by LCAP funds.
Parent Teacher Student groups	PTS group meetings at all three school sites monthly.
School Site Councils	SSC meetings at all three school sites.
Certificated Bargaining Unit (Durham Unified Teachers Association	Email survey sent to Durham Unified Teacher Association
Classified Bargaining Unit (CSEA)	Email survey sent to Durham Unified CSEA bargaining teams.
Special Education	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. Durham Unified leadership attended a SELPA offered LCAP consultation sessions on April 9.
Administrators and principals	The needs of the LCAP was discussed at multipled administration meetings throughout the 2025-2026 school year.
Teaching staff	The LCAP was discussed on staff meetings at three school sites multiple times throughout the 2025-2026 school year.

Educational Partner(s)	Process for Engagement
Butte County SELPA	“The SELPA engages with LEAs through monthly meetings of the Directors’ Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. For example, in March, the Director provided some details about required due dates for CIM, data quality, and other CIM information related to the state performance plan indicators. SELPA Program Specialists also attend CIM and DA meetings for specific districts on request, and engage with small LEAs related to educational benefit reviews and student record reviews. The SELPA offered LCAP consultation sessions on April 9 or 29 to provide context for students with disabilities and to field questions.”

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

Often, the input shared with the district is outside the scope of the LCAP. As an example, we often hear about parking lot issues or concerns about the restrooms.
However, there is input that helped shape the development of the LCAP. Primary examples of actions implemented and continued based on educational partner input include 1.1, 2.1, 3.2 and 3.14. Additional actioins not funded within the LCAP also come from educational partner input like turoring and advisory periods.
The superintendent held LCAP meetings with both a group of intermediate school students and a group of high school students. The high school students noted the importence of rallies, sports, band and the agriculture departments. The input from the high school groups supports the inclusion of the electives, activities and athletic directors in the plan. The high school students believed these things encourage students to attend school regularly. The Intermediate school student group agreed that the electives are important for attendance. Both the high school and intermediate school students suggested additional tutoring opportunites at different times of day would be helpful for students who may struggle to get help outside of school.
The DELAC and LCAP Parent Advisory Committee agreed with the student groups that more opportunities for students to get help during the school day would be helpful. While not included in the LCAP specifically, the district used one time money in 2025-2026 to add homework help/tutoring at all three schools. Based on input, this will be continued and perhaps expanded in 2025-2026 both out of class and as part of advisory at the intermediate school.
The SELPA annually provides a presentation where they offer ideas on how students with disabilities can be provided for within the LCAP. They have focused us most on aspects of inclusive practices and SIL resources to pull relevant data to inform goals for both CIM and DA work. They have shown us how to align performance indicators with LCAP priority areas for the writing process. They have provided proposed educational partner input survey questions. And, they have offered to review our LCAP as it relates to students with disabilities. These activities have helped us ensure our LCAP adequately addresses the needs of all students including students with disabilities, as seen in Actions 2.4, 2.8, 2.9 and 3.10.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an equitable and rigorous standards-based curriculum fully aligned with the California State Content Standards.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

California Dashboard information illustrates an achievement gap exists in Durham Unified with its English Language Learner students and Students with Disabilities achievement levels not growing at rates as high as other student groups. Ensuring equitable access to rigorous standards-based curriculum with appropriate staff development to train staff to support student access to the curriculum are proven strategies to support learning of all students. In consultation with DELAC and the Butte County Office of Education (regarding Differentiated Assistance) it was clear that professional development for all teachers in specific strategies to support English Language Learners in the classroom is essential. It is also clear that a more consistant math curriculum and training is necessary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELD Indicator ELL student group's distance from meeting standard in ELA and Math on the California State Dashboard	ELD Indicator RED - 40.4% making progress toward English language proficiency English Language Arts ELL group Orange - 81.7 points below standard Math ELL student group Red - 123 points below standard	ELD Indicator All ELL Blue - 63% making progress toward English language proficiency LTEL Blue - 61.9% English Language Arts All ELL group	All ELL Red - 40.9 making progress toward English Language proficiency LTEL Red - 37.5 making progress toward English Language proficiency English Language Arts	ELD Indicator Increase progess toward English language proficiency by 10 percent and increase to at least Yellow on the Dashboard English Language Arts ELL group	ELD Indicator The district surpassed the three-year target with progress toward English language proficiency increasing by 22.6% and moving to the best ranking of Blue on the 2024 Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Red - 93.2 points below standard LTEL Red - 106.9 Points below standard Math ELL student group Orange - 97.8 points below standard LTEL Orange - 112.6 points below standard	All ELL Group Orange - 75.4 points below standard (17.8 points of growth) LTEL NA - less than 15 assessed Math ELL student group Red - 105.9 points below standard (8.1 points worse than year 1 LTEL NA - less than 15 students	Move at least 10 points closer to standard and at least yellow on the Dashboard Math ELL student group Move at least 10 points closer to standard and at least yellow on the Dashboard	Unfortunately, the district dropped nearly the same amount on the 2025 Dashboard. The Target remains to same, to increase by 10 percent over the three year LCAP plan. In English Language Arts, the district's ELL student group improved 6.3 points closer to standard. After the 2024 Dashboard, the district needs to see the ELL group improve 21.5 points to meet the three-year goal, with the 17.8 point growth in 2025, the district needs to support the ELL group to improve at least 4 more points to meet the three-year LCAP goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						In math, the ELL group fell 17.1 points further below standard to 116.2 points below standard. The three-year LCAP goal was to move 10 points closer to standard and acheive a color of Yellow. The 10 point goal was met when the ELL group imrpoved by 25.2 on the 2024 Dashboard. While the ELL group remains more than 10 points closer to standard than when the LCAP plan was written, the district will need to support the ELL group to continue to improve to reach the goal of achieving Yellow on the 2026 Dashboard,.

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.

See table below.

Action #	Action Title	Implementation Level	Rationale / Notes
1.1	Professional Development in ELD	**3 – Initial Implementation**	Targeted ELD PD included the Integrated Academic Language Development (ALD) series for 4th and 5th grade teachers. Successes included strong staff participation and leadership support. Challenges included limited grade-level access and substitute shortages. EPiCC training engagement was limited. Implementation is underway but not yet consistent across grade spans. Staff has requested cultural literacy training to better work with all student groups.
1.2	Training in Materials Related to CSCS	**4 – Full Implementation**	Majority of staff were trained in new materials, including social studies and early literacy (Science of Reading). **Social studies training occurred in 2024–25**, while **Amplify Science training is planned for 2025–26**. Teachers also participated in Wonders and Big Sky Literacy Conference training. While ongoing, the majority of implementation steps have been completed. Staff has requested more training in the science adoption.
1.3	Curriculum Exploration and Adoption	**4 – Full Implementation**	English 3D was piloted in 2024–25 and adopted for 2025–26. The social studies curriculum was reviewed and adopted prior to 2024–25, but **training took place during the 2024–25 school year** for DIS and DHS. Amplify Science was also adopted during this cycle. Implementation aligns with the LCAP, with systems in place to support next year's rollout. Amplify Science training was provided in 2025-2026, but teachers have requested additional training. A new math curriculum was piloted in 2025-2026 by some teachers. The plan is to take a math curriculum to the board for adoption in May 2026 for implementation in 2026-2027.
1.4	Provide Lexia and Illuminate Training	**3 – Initial Implementation**	All current staff received Lexia and Illuminate training. **Successes** included strong K–6 Lexia usage and training for new staff via veteran staff support. **Challenges** arose with Illuminate: usage declined due to its complexity and lack of integration into teacher workflows. The district plans to **discontinue Illuminate** and transition to MCLASS and MAP for data systems in 2025–26. Lexia remains effective at the elementary and middle school levels; Illuminate was implemented as planned but ultimately proved ineffective.

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.

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

2025 Dashboard
The actions under Goal one continue to be partially effective but with a twist. The growth on the ELPI on the 2024 Dashboard was lost on the 2025 Dashboard. However, the ELL student group moved 17.8 points closer to standard in English Language Arts.
It is difficult to measure the effectiveness when the group is statistically small causing a very small number of students to make big swings for the entire group.
In summary, some progress is evident in Language Arts, but the district recognizes the need for continued implementation, deeper instructional shifts and expanded training.

2024 Dashboard
The actions under Goal 1 were partially effective in advancing the district's objective to provide an equitable and standards-aligned curriculum, particularly for English Learners (ELLs) and Long-Term English Learners (LTELs). The most notable success was a substantial improvement on the ELD Indicator, where the percentage of ELLs making progress toward English proficiency increased from 40.4% to 63%, moving the district from Red to Blue on the California Dashboard. This progress exceeded the three-year target in just one year and is attributed to targeted professional development (Action 1.1), strengthened ELD staffing, and early adoption of English 3D curriculum (Action 1.3).
In mathematics, both ELL and LTEL student groups made significant gains, surpassing growth targets and moving from Red to Orange. This improvement reflects the early impact of new curriculum training (Action 1.2) and structural supports introduced through math intervention strategies outlined under Goal 2. However, ELA outcomes for ELLs declined, with performance falling further below standard, indicating that professional development and curriculum shifts have not yet reached sufficient scale or depth to impact student achievement in this area.
The district also noted that while Lexia remains widely used and effective in K–6 classrooms, Illuminate proved ineffective, with limited adoption and minimal instructional impact. As a result, the district is transitioning to MCLASS and MAP assessments for more practical and actionable data use in 2025–26.
In summary, early progress is evident, particularly in language acquisition and math achievement, but the district recognizes the need for continued implementation, deeper instructional shifts, and expanded training to support ELA growth among English Learners.

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

2026
Based on implementation review and outcome data, Durham Unified School District will maintain the core structure of Goal 1 while making targeted refinements to selected actions. The district experienced strong gains in English Language Arts for ELL, but the English Learner Progress Indicator and math performance declined. Adjustments to professional development, curriculum implementation, and assessment tools are designed to scale promising strategies and address areas where current actions have not yet demonstrated sufficient impact.

Action 1.2 - The district will continue a focus on training in the Science of Reading and instructional strategies to support English Learner students.
Action 1.2 and 1.3 - It is clear that the district's math scores need to improve. The district spent the 2025-2026 school year piloting different programs for elementary and intermediate grade levels. A new adoption went to the board in May. A focus on training of the new materials, including the ELD and SWD support materials will be a focus. Additionally, the district will send a team to the Building Thinking Classrooms training presented by the Butte County Office of Education.

2025
Based on implementation review and outcome data, Durham Unified School District will maintain the core structure of Goal 1 while making targeted refinements to selected actions. The district experienced strong gains in English Learner progress and math performance, but declines in ELA outcomes highlight a continued need for instructional improvement. Adjustments to professional development, curriculum implementation, and assessment tools are designed to scale promising strategies and address areas where current actions have not yet demonstrated sufficient impact.

Action 1.1 – Professional Development in ELD to support EL and LTEL students.
- Reason: Current PD was limited to 4th and 5th grades; expanding access aims to support earlier intervention for ELLs and ensure vertical alignment.

-Implementation Consideration: Substitute shortages may limit full rollout, but a phased approach will be used.
Action 1.2 – Training in Instructional Materials
-Continued training in newly adopted science (Amplify) and social studies curriculum.
-Reason: Teachers are still in the implementation phase; additional support is needed to achieve consistency and depth of practice.
- No structural changes are planned for this action.

Action 1.3 – Curriculum Adoption
-Status update: Full implementation of English 3D curriculum for ELD courses across sites will begin in 2025–26.
- Reason: The curriculum was piloted in 2024–25 and formally adopted by the board. Teachers are now transitioning from exploration to application.

-Implementation Focus: Professional learning and coaching will accompany rollout.
Action 1.4 – Lexia and Illuminate Training
- Modified Action: Illuminate will be phased out due to low usage and staff feedback.
- Replacement Tools: The district will transition to MCLASS and MAP assessments to support early literacy and progress monitoring.
- Reason: MCLASS aligns with the Science of Reading work and is better suited for consistent data use. Lexia will continue where implementation is strong.

These refinements are grounded in the district’s commitment to continuous improvement. Expanding access to high-impact professional development, focusing on coherent curriculum implementation, and adopting more effective assessment tools will directly address gaps in ELA performance for English Learners. The changes reflect stakeholder input, Dashboard outcomes, and a desire to build on early successes in language development and math growth.

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	Professional Development in ELD. This will support Long Term English Language Learners.	Provide professional development in ELD Instruction for EL and LTEL students. (0030-60000) 1. Administrators and staff attending ELD specific training including: a. Teachers from DES attending Integrated Academic Language Development three-part Professional Development Series. b. Teachers at all three school sites trained in new English 3D ELD curriculum Funded with LREBG	$1,000.00	No
1.2	Training in Materials related to CSCS	Instructional staff will be trained in use of new instructional materials. Funded with LREBG	$1,200.00	No
1.3	Curriculum exploration and adoption	Time to review new curriculum choices and possible site visits. This curriculum provides ELD instruction for EL and LTEL students	$0.00	No
1.4	Provide Lexia and Illuminate training	Training has been provided to all current staff. Continue to provide training to new staff members.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide standards-based curriculum that inspires all students to achieve college/career readiness and grade level/subject proficiency, through a multi-tiered system of support.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Community input in Durham consistently revolves around offering a menu of dual enrollment courses with both Butte College and Southern Oregon University and offer Career Technical Education pathways to support career readiness. Additionally, creating a Multi-Tiered System of Support is a staff-supported goal in order to support as many students as possible to successfully access all of the options.
Durham Unified is committed to enhancing instructional strategies within the wide range of courses to enhance performance student groups to address the achievement gap and access to dual enrollment courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rates	2023 Dashboard All Students: 20.1% (Orange) Hispanic/Latino: 30.4% (Yellow) English Learners: 45.2% (Red) Homeless: 53.6% (Red) White: 17.3% (Orange)	2024 Dashboard All students: 13.3% (yellow) Hispanic/Latino: 22.8% (Orange) English Learners: 26.2% (Orange) Homeless: 33.3 %(Orange)	2025 Dashboard All students: 11.6 (yellow) Hispanic/Latino: 20 (yellow) English Learners: 26.8 (red) Homeless: 23.1 (orange) White: 8.3 (green)	All Students: Improve by 5% Hispanic/Latino: Improve by 8% English Learners: Improve by 10% Homeless: Improve by 10% White: Improve by 5%	All Students: improved 8.5% Hispanic/Latino: improved 10.4% English Learners: improved 18.4% Homeless: improved 27.5% White: improved 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 20.6% (Orange) Socio-Econo. Disadvantaged: 31.4 (Orange) Students with Disabilities: 34.4% (Orange)	White: 9.9% (Green) Two or More Races: 18.6% (Yellow) Socio-Econ. Disadvantaged: 23.1 (Yellow) Student's with Disabilities: 31.8% (Yellow)	Two or More Races: 18 (yellow) Socio-Econ. Disadvantaged: 18.8 (yellow) Student's with Disabilities: 22.2 (orange)	Two or More Races: Improve by 5% Socio-Econo. Disadvantaged: Improve by 10% Students with Disabilities: Improve by 10%	Two or More Races: improved 2.6% Socio-Econ. Disadvantaged: improved 12.6% Students with Disabilities: improved 12.2%
2.2	School attendance rates	2022-2023 Attendance Rates: DUSD: 93.75% DES: 93.91% DIS: 93.29% DHS: 94.04% 2023-2024 Attendance Rates: 08/16/2023-05/22/2024 DUSD: 94.66% DES: 94.84% DIS: 94.67% DHS: 94.46%	2024-2025 Attendance Rates: 08/14/2024 - 04/18/2025 DUSD: 94.30% DES: 95.13% DIS: 94.02% DHS: 93.74%	2025-2026 Attendance Rates: 08/13/2025 - 04/17/2025 DUSD: 94.75% DES: 95.62% DIS: 94.13% DHS: 94.50%	Attendance rate will be 95% or above.	DES (+.47) met the 95% attendance rate, but DIS (-..87) and DHS (-.5) both saw reductions in attendance rate, leading to the district attendance for the disrict to fall just below 95% at 94.75 (-.25)
2.3	Middle School and High School Dropout rates	Dropout Rates 2022-2023: Middle School 0.0% High School 0.0% County 9.4% State 8.2%	Dropout rates 2023-2024 Middle School 0.0% High School 1.4% County 11.0% State 8.9%	Dropout rates 2024-2025 Middle School 0.0% High School 0.0% County 8.3% State 8.0%	The drop out rate for high school and middle school will be 1% or lower.	Both the middle school and high school met this goal with zero dropouts in 2024-2025.
2.4	Graduation Rate Indicator	2023 Dashboard All Students: 97.2% (Blue)	2024 Dashboard All Students: 98.6% (Blue	2025 Dashboard All Students: 98.6% (Blue)	Maintain Blue on the state dashboard for all statistically	DUSD maintained Blue on the Dashboard for all statistically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioecon. Disadvantaged: 94.3% (Blue) White: 95.7% (Blue)	Socioecon. Disadvantaged: 97.6% White: 97.6%	Socioecon. Disadvantaged: 97.1% (Blue) White: 97.7% (Blue)	significant student groups.	significant student groups All Students: +1.4% above baseline Socioecon. Disadvantaged: +2.8% above baseline White: +2% above baseline
2.5	CTE Pathways	Agricultural Mechanics Agriscience Ornamental Horticulture Performing Arts Graphic Production Technologies Welding and Materials Joining Product Innovation Design Design, Visual, and Media Arts	7 pathways remain	Agricultural Mechanics Agriscience Ornamental Horticulture Graphic Production Technologies Welding and Materials Joining Product Innovation Design	Maintain the number of CTE Pathways at 8 or more.	The number of pathways has reduced to 6 due mostly to a chain in teaching staff.
2.6	Dual Enrollment	SOU Eng Lit Cmp SOU EngLang Cmp SOU Pre-Calc H SOU Pub Speak SOU Stats H WL104 Spanish IV P (Butte College Credit Course - World Languages)	SOU Eng Lit Cmp SOU EngLang Cmp SOU Pre-Calc H SOU Pub Speak SOU Stats H WL104 Spanish 3 P (Butte College Credit Course - World Languages)	Dual Enrollment courses 2025-2026 Pre-Calculus: Pre-Calc I College Algebra (F)/Pre-Calc II Elementary Functions (W) (SOU) Statistics: Intro to Statistical Methods (F)/Applied	Continue to offer at least the same amount of courses (6 or more) and develop strategies to increase the number of socio-economically disadvantaged students taking the dual enrollment courses.	The goal for this metric was met in year one of the LCAP, and additional dual enrollment options were added. The high school now offers 10 dual enrollment courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Butte College Hispanic Cinema (Spanish 16) Butte College US. History Butte College Public Speaking Butte College College and Life Success Butte College flora culture.	Statistical Methods (W) (SOU) Intro to Auto: AUT 101 (F) (Butte) English Literature (12th): Intro to Fiction (W)/Intro to Poetry (S) (SOU) English Composition (11th): English Composition I (W) and Comp II (S) (SOU) Spanish IV: SPAN 3 (F)/SPAN 16 - Hispanic Film (S) (Butte) Civics: Intro to American Government & Politics (F) (SOU) Economics: Principles of Macroeconomics (S) (SOU) Public Speaking: COMM C1000 (F) (Butte) Ornamental Horticulture: EH 28 (F) (Butte)		
2.7	Number of Visual and Performing classes available	TK - 5: 1 per grade 6 - 8: 2 courses 9 - 12: 4 courses	Continuing the same amount of courses	Continuing the same amount of courses	Continue to offer at least the same amount of courses.	Continuing the same amount of courses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Number of onsite electives at DIS and DHS	DIS Electives 2023-2024 Intro to AG AG Exploration AIMES (Math Intervention) ART Band Activities for Life 6th Grade: ART Band Leadership Computers Geo Exploration DHS Electives 2023-2024 Recording Arts Program (RAP) I/II ELA Support Public Speaking (technically can count as an Eng course) Strength & Conditioning (counts as PE if the kids need it, but can be elective) Art I/II Graphic Design I/II Solidworks Interm/Adv Computer Aided Manufacturing (CAM) Interm/Adv	An Sign Langauge as English Language elective was added at DIS.	The sign language class remained at DIS and a dual enrollment class in Auto was added at DHS. DHS also added Ornamental Horticultue and Ceramics.	Continue to offer at least the same amount of electives: DIS: 7th/8th grade 5 or more 6th grade 5 or more DHS: 19 or more	One additional elective was continued at DIS and three were added at DHS. This allowed 8% more students to compelte a broad course of study.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ag Mechanics Interm/Adv Ag Floral Design Interm/Adv Jazz Band Guitar Symphonic Band				
2.9	DUSD will be 1-to-1 Chromebooks	DUSD is 1-to-1 Chromebooks	DUSD is 1-to-1 Chromebooks	DUSD is 1-to-1 Chromebooks	Remain 1-to-1 Chromebooks	DUSD is 1-to-1 Chromebooks
2.10	Early Literacy Measure - DIBELS DES students reading performance will increase as measured by their performance on their grade level DIBELS assessments given four times throughout the school year by providing targeted, small group reading instruction in basic reading skills, fluency, vocabulary and comprehension by employing science of reading evidence based strategies.	During the 2023-2024 school year, DES assessed students as part of a pilot program for the Science of Reading. The results showed 50% of the students assessed were proficient in basic reading skills at their current grade level.	Kindergarten: 87% met or exceeded (proficient) 1st grade: 70% met or exceeded 2nd grade: 79% met or exceeded 3rd grade: 61% met or exceeded 4th grade: 40% met or exceeded 5th grade: 70% met or exceeded	Based on MOY results, which is from the middle to end of February 2026 for Trimester 2 report cards. The expectation is this to be much higher when we do 3rd trimester DIBELS assessments in May.: Schoolwide (K-5): 71% of students met or exceeded Kindergarten: 85% met or exceeded 1st grade: 68% met or exceeded 2nd grade: 62% met or exceeded 3rd grade: 72% met or exceeded 4th grade: 83% met or exceeded	80% of students in grades K-5 will be proficient in basic reading skills as measured by their performance on their grade level DIBELS assessments	All grade levels made progress toward the three-year goal of 80% of students being procient in basic reading skills. 2024-2025 was the first year all students were assessed - 2025-2026 will be the first year the district can show the difference from year to year. The final assessments for 2025-2026 are not yet completed, but the expecation based on the the middle of the year assesssments is that there will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5th grade: 55% met or exceeded		growth across grade levels.
2.11	ELA and Math Distance from standard District	2023 Dashboard (Distance from Standard) Language Arts DUSD All Students: 4.9 points above (Green) English Learners: 81.7 below (Orange) Students W/ Disabilities: 80.9 below (Orange) White: 17.5 above (Green) Hispanic: 32.3 below (Yellow) Socio-econ. Disadvantaged: 24.1 below (yellow) Math DUSD All Students: 15.6 below (Green) English Learners: 128 below (Red) Students W/ Disabilities: 90.7 below (Yellow) White: 4.3 above (Green) Hispanic: 73.8 below (Orange)	2024 Dashboard (Distance from Standard) Language Arts DUSD All Students: 3.7 points below (Yellow) English Learners: 93.2 below (Red) Students W/ Disabilities: 96.3 below (Red) White: 12.7 above (Green) Hispanic: 54.3 below (Orange) Socio-econ. Disadvantaged: 31.3 below (Orange) Math DUSD All Students: 18.6 below (Yellow) English Learners: 97.8 below (Orange) Students W/ Disabilities: 106.3 below (Red)	2025 Dashboard (Distance from Standard) Language Arts DUSD All Students: 3.3 points below (Yellow) English Learners: 75.4 below (Orange) Students W/ Disabilities: 65.4 below (Yellow) White: 14.2 above (Green) Hispanic: 46.8 below (Yellow) Socio-econ. Disadvantaged: 32.5 below (Orange) Math DUSD All Students: 28.1 below (Orange) English Learners:105.9 below (Red) Students W/ Disabilities: 116.2 below (Red)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	Language Arts DUSD All Students: Dropped 7.4 points English Learners: improved 6.5 Students Disabilities: improved 15.5 Hispanic: Dropped 14.4 White: Dropped 3.3 Socioecon Disadv: Dropped 8.4 All students groups except English Learners declined. The district now has a bigger gap to climb to reach its three year goal. Math DUSD All Students: Dropped 12.5 points English Learners: Improved 22.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-econ. Disadvantaged: 54.4 below (Orange)	White: 1.9 below (Yellow) Hispanic: 67.2 below (Yellow) Socio-econ. Disadvantaged: 43.4 below (Yellow)	White: 9.9 below (Yellow) Hispanic: 71.9 below (Orange) Socio-econ. Disadvantaged: 54.7 below (Orange)		Students Disabilities: Dropped 25.5 White: Dropped 14.2 points Hispanic: Droppped 1.9 points Socioecon Disadv: Improved .3 Only the English Learner group is on track to meet the three year goal, though that growth occured on the 2024 dashboard.
2.12	ELA Distance from standard DES	DES All Students: 7.6 above (Green) Hispanic: 28.5 below (Yellow) Socio-econ Disadvantaged: 20.9 below (yellow) White: 17 above (Green)	DES All Students: 3.8 below (Yellow) Hispanic: 70.6 below (Red) Socio-econ Disadvantaged: 35.3 below (Orange) White: 13 above (Green)	DES All Students: 4.3 below (Yellow) Hispanic: 33.8 below (Yellow) Socio-econ Disadvantaged: 32 below (Yellow) White: 9.8 above (Yellow)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	DES All Students: Dropped 11.9 points Hispanic: Dropped 5.3 points Socio-Econ Disadvan: Dropped 11.1 White: dropped 7.2 points The district now has a bigger gap to climb to reach its three year goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	ELA Distance from standard DIS	DIS All Students: 5.8 below (Yellow) Hispanic: 56.4 below (Yellow) Socioecon Disadvantaged: 30.5 below (Yellow) White: 17.5 above White: 12.9 above (Green)	DIS All Students: 7.7 below (Orange) Hispanic: 60.2 below (Orange) Socioecon Disadvantaged: 33 below (Orange) White: 12.2 above (Green)	All Students: 0.1 above (Green) Hispanic: 62.1 below (Orange) Socioecon Disadvantaged: 32.4 below (Orange) White: 22.2 above (Green)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	DIS All Students: Improved 5.9 points Hispanic: Dropped 4.7 points Socioecon Disadv: improved 1.9 White: improved 4.7 Improvement from baseline can be shown, but much work is left to meet the three year target.
2.14	ELA Distance from standard DHS	DHS All Students: 28.1 above (Yellow) Socio-econ Disadvantaged: 19.6 below (Orange) White: 43.2 above (Green)	DHS All Students: 4.2 above (Yellow) Socio-econ Disadvantaged: 26.5 below (Orange) White: 11.3 above (Yellow)	All Students: 9.2 below (Orange) Socio-econ Disadvantaged: 39.4 below (NA) White: 6.6 above (Yellow)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	DHS All Students: Dropped 37.3 points Socioecon Disadv: Dropped 19.8 White: dropped 36.6 points The district now has a bigger gap to climb to reach its three year goal.
2.15	Math Distance from standard DES	DES All Students: 13.7 below (Green) Hispanic: 60.5 below (Yellow) Socio-econ Disadvantaged: 45.2 below (Yellow)	DES All Students: 20.9 below (Yellow) Hispanic: 64.5 below (Orange) Socio-econ Disadvantaged:	All Students: 27.7 below (Orange) Hispanic:51.8 below (Yellow) Socio-econ Disadvantaged: 45.2 below (Orange)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will	DES All Students: Dropped 14 points Hispanic: Improved 13.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 1.6 below (Green)	41.7 below (Yellow) White: 7.1 below (Yellow)	White: 14 below (Yellow)	move at least 5 points closer to standard.	Socio-econ Disadv: stayed the same White: Dropped 12.4 points Only the Hispanic group is making progress toward the goal.
2.16	Math Distance from standard DIS	DIS All Students: 13.6 below (Green) Hispanic: 76.6 below (Yellow) Socioecon Disadvantaged: 54.6 below (Orange) White: 10.5 above (Blue)	DIS All Students: 14.3 below (Yellow) Hispanic: 74.5 below (Orange) Socioecon Disadvantaged: 45.2 below (Yellow) White: 8.9 above (Green)	All Students: 18.5 below (Yellow) Hispanic: 85.3 below (Orange) Socioecon Disadvantaged: 57.6 below (Orange) White: 7.2 above (Green)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	DIS All Students: Dropped 4.9 points Hispanic: Dropped 8.7 points Socioecon Disadv: dropped 3 White: Dropped 3.3 None of the student groups are making progess toward the goal
2.17	Math Distance from standard DHS	DHS All Students: 32.1 below (Yellow) Socio-econ Disadvantaged: 80.9 below (Orange) White: 3.4 above (Green)	DHS All Students: 28.5 below (Green) Socio-econ Disadvantaged: 55.9 below (Green) White: 23 below (Yellow)	All Students: 9.2 below (Orange) Socio-econ Disadvantaged: 39.4 below (NA) White: 6.6 below (Yellow)	All student groups more than 60 points below standard will move at least 15 points closer to standard. All other groups below standard will move at least 5 points closer to standard.	DHS All Students:dropped 22.9 points Socioecon-disadv: Improved 41.5 White: Dropped 10 points On the Socioecon-disadv group closer to the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Access to a broad variety of courses for all student groups	In 2023-2024 all English Language Learners and students with disabilities with a resource period in their schedule were unable to access electives at Durham Intermediate School.	A new master schedule was created at DIS making it possible for English Language Learners and students with disabilities to access electives	The new master schedule at DIS continues.	All students at all sites will be able to access elective courses.	This goal was reached in year one.
2.19	Progress on the ELPI	2023 Dashboard Red with 40.4% making progress towards English Language Proficiency.	2024 Dashboard Blue with 63% makig progress and 61.9% of LTELs making progress	Red with 40.9% of students making progress and 37.5 of LTELs making progress	Increase by 10% the number of students making progress toward English Language Proficiency.	This growth doubled the goal (+22.6 on the 2024 Dashboard, but fell back to the same score on the 2025 Dashboard). With a small group of students maitaining and improving this growth may prove difficult.
2.20	Reclassification Rates	EL Reclassification for 2023-2024 (as of May 23, 2024) at DUSD are 13 students. EL Reclassification for 2022-2023 at DUSD are 11 students. EL Reclassification for 2021-2022 at DUSD are 5 students	While the state has not released reclassificaiton rates, the district shows a reclassification of 16 students, or 25% of its current EL students	EL Reclassification for 2025-2026: 6.4% (Durham), 5.8% (County, 15.7% (State) EL Reclassification for 2024-2025: 5.7% (Durham), 5.9% (County), 15.7% (State) EL Reclassification for 2023-2024: 4.9% (Durham),	DUSD will continue to support students to be reclassified as English Proficient. The percent of students reclassified will grow each year.	Durham Reclassification rates have mainatined at nearly the same level every year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The state has not released reclassification rates for 2021-2022, 2022-2023 or 2023-2024.		6.4% (County), 15.8% (State) EL Reclassification for 2022-2023:5.4% (Durham), 6.3% (County), 15.9% (State) EL Reclassification for 2021-2022: 5.9% (Durham), 6.7% (County), 16.3% (State)		
2.21	College and Career Readiness	CCI Indicator All Students: 74.6% (Very High) Socio-Econ. Disadvantaged: 62.2% (High) White: 76.1% (Very High) CTE completer percentage: Class of 2023 CTE Completion All 58.5% White 62.9% Hispanic 56.3% SED 43.5% EL * SwD * *DATA PRIVACY, 10 or fewer students	CCI Indicator All students: 63% (Yellow) Socio-Econ. Disadvantaged: 52.4% (Orange) White: 65.9% (Yellow) CTE Complete percentage Class of 2024 CTE Completion All 67.4% White 77.8% Hispanic: 66.7% SED 59.1% EL * SwD * * DATA PRIVACY, 10 or fewer students	All students: 71% (Blue) Socio-Econ. Disadvantaged: 64.7% (Green) White: 72.7% (Blue) CTE Completer percentage Class of 2025 CTE Completion All 71.4% White: 75.0% Hispanic: 44.4% SED 59.1% EL * SwD * * DATA PRIVACY, 10 or fewer students	All statistically significant students groups will stay high or very high on the CCI Indicator. All statistically significant student groups will increase CTE and a-g completing percentages.	CCI Indicator All students: Dropped 11.6%, still high - Remained Blue Socio-Econ Disadv: dropped 9.8% - moved to Green White: Dropped 10.2% Blue CTE Completer Percentage All: increased 12.9% from baseline White: increased 12.1% from baseline SED: increased 15.6% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a-g completion percentage All 69.8% White 77.1% Hispanic 50.0% SED 56.5% EL * SwD * *DATA PRIVACY, 10 or fewer students Cohort 2023 Completed a-g requirements AND at least one CTE Pathway All 35.2% White 45.7% Hispanic 19.0% SED 16.2% EL * SwD * *DATA PRIVACY, 10 or fewer students 2022-23 11th grade SBAC results Met or Exceeded Standard. ELA: All 60.56% EL * LI (SED) 41.17% SwD * Hispanic 51.85% White 67.57% Math:	a-g completion percentage All 73.9% White 74.1% Hispanic 66.7 SED: 68.2% EL* Swd* * DATA PRIVACY, 10 or fewer students Cohort 2024 Completed a-g requirements AND at least one CTE Pathway All 27.4% White 34.1% Hispanic 24.0% SED 16.7% EL * SwD * *DATA PRIVACY, 10 or fewer students 2023-2024 11th grade SBAC results Met or Exceeded Standard. ELA: All 57.54% EL * LI (SED) 45.45%	a-g completion percentage All 67.3% White 75.0% Hispanic 44.4% SED 54.5% EL * SwD * * DATA PRIVACY, 10 or fewer students Cohort 2025 Completed a-g requirements AND at least one CTE Pathway All 31.9% White 36.4% Hispanic 15.4% SED 17.6% EL * SwD * *DATA PRIVACY, 10 or fewer students 2024-2025 11th grade SBAC results Met or Exceeded Standard ELA: All 50.0% EL * LI (SED) 31.03%		Hispanic: dropped 11.9% from baseline a-g completion All: decreased 2.6% from baseline White: decreased 2.1% from baseline Hispanic:decreased 12.1% from baseline SED: decreased 2% from baseline Cohort a-g requirements AND at least one CTE pathway All: decreased 3.3% from baseline White: decreased 8.7% from baseline Hispanic:decreased 3.6% from baseline SED: increase4 1.4% from baseline 2024-2025 11th grde SBAC results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 38.58% EL * LI (SED) 20.59% SwD * Hispanic 25.92% White 47.22% *DATA PRIVACY, 10 or fewer students AP tests DHS did not administer AP exams in 2022-2023, but did in 2023-2024. Results are not yet available.	SwD * Hispanic 42.85% White 62.22% Math: All 41.10% EL * LI (SED) 26.47% SwD * Hispanic 23.08% White 43.48% *DATA PRIVACY, 11 or fewer students Advanced Placement All 4.3% White 7.4% Hispanic 0.0% LI (SED) 0.0% EL * SwD * *DATA PRIVACY, 10 or fewer students .	SwD 18.18% Hispanic 27.28% White 59.49% Math: All 28.20% EL * LI (SED) 18.51% SwD * Hispanic 10.00% White 33.96%		Met or Exceeded Standard ELA: All: dropped 10.56% from baseline SED: decreased 10.14% from baseline Hispanic: decreased 1.36% from baseline White: decreased 8.08% from baseline Math All: decreased 10.38% from baseline SED: decreased 2.08% from baseline HIspanic: decreased 15.92% from baseline White: decreased 12.26% from basline An Advanced placement course was added in social studies with 4.3% passing the test overall and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						7.4% of white students passing.
2.22	Priority 2: State Standards Through site reported collaboration and progess implementing each of the follow academic standards adoped by the State Board of Education using the following scale: 1=Exploration and Research Phase 2=Beginning Development 3=Iniital Implementation 4=Full implementation 5=Full implemation and Sustainability	ELA 3 ELD 3 Mathematics 3 History Social Science 3 Science 3 CTE 2 PE 4 Health 3 World Language 4 VAPA 4	ELA 3 ELD 3 Mathematics 3 History Social Science 4 Science 3 CTE 2 PE 4 Health 4 World Language 4 VAPA 4		The target is to reach at least 4 in each curriculum area	Social Students met the three-year goal with the adoption and training in new materials. Science as adopted at the end of 2024-2025 which should lead to improvement in that area. Additional training was provided in health, leading to a stronger score. CTE continued to see staffing changes. Hopefully, new CTE staff will improve in this area. ELA : stayed the same ELD: stayed the same Mathematics: stayed the same History Social Science: Improved 1 level Science: stayed the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						CTE: stayed the same PE: stayed the same Health: impoved one level World Language: stayed the same VAPA: stayed the same.

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.

See table below.

Action #	Action Title	Implementation Level	Rationale / Notes
2.1	Additional ELD Support (DES)	4 – Full Implementation	The pull-out ELD program at Durham Elementary is in its third year. While the teacher is new to the site, she is experienced and successfully maintained continuity of services. The action was implemented as planned. **Successes** include growth in EL progress on the 2024 Dashboard. While the ELPI gain was lost in 2025, the EL student group improved 17.8 points closer to standard in Language Arts. **Challenges** relate to program sustainability due to staffing transitions. Another challenge is the small size in the student group has led to large movement in scores over the past two years. The gains in the 2024 Dashboard were lost on the 2025 Dashboard.
2.2	Create and Maintain Dual Enrollment Courses	4 – Full Implementation	Dual enrollment was fully implemented through SOU and Butte College. A staffing gap in social studies was mitigated by contracting Butte instructors. **Successes** included strong student participation and credit completion. Also adding a new Auto shop class in collaboration with Butte College. **Challenges** included reliance on external instructors and onboarding of a new AP teacher. A

Action #	Action Title	Implementation Level	Rationale / Notes
			new credentialed teacher was hired, and in-house instruction is expected to resume soon.
2.3	Career/Post-Secondary Support Position	4 – Full Implementation	The position supported college and career exploration, application support, and university visits. It was implemented as planned with a new staff member who is highly engaged and well-received by students. **Successes** include increased student participation and access to post-secondary resources. **Challenges** were minimal; student feedback was positive.
2.4	Elementary Reading Intervention	4 – Full Implementation	This Title I-funded reading intervention is structured around the Science of Reading. A new teacher implemented the program successfully, coordinating small group instruction with support staff. **Successes** included strong DIBELS growth in 5 of 6 classes and particularly strong outcomes in kindergarten. The reading teacher will now be entering her third year in 2026-2027. **Challenges** included ensuring consistent instructional support.
2.5	Academic Counseling/Intervention	5 – Full Implementation & Sustainability	Two full-time counselors now serve both DHS and DIS. One focuses on academics; the other on social-emotional wellness. **Successes** include positive student feedback and reduced chronic absenteeism. Counselors are key members of the Health & Wellness Team, which meets weekly. The program is fully integrated into site systems.
2.6	Maintain Online Options	4 – Full Implementation	Online credit recovery supports summer school and a small number of at-risk students year-round. It helps maintain graduation progress for students who would otherwise fall behind. Fully implemented and showing consistent utility. No changes planned.
2.7	Library Clerks	4 – Full Implementation	Each site has a part-time library clerk who supports reading access and academic projects (e.g., 8th grade research). The elementary library sees high circulation. **Successes** include increased access to texts and students in the Hispanic, SED and SPED student groups progressing closer to standard **Challenges**: While local assessment data show growth (MCLASS, Lexia), this has only translated into SBAC ELA gains for one year to date.
2.8	Lexia Core 5 and PowerUp	4 – Full Implementation	Fully implemented K–6. Lexia data show consistent reading improvement. However, **SBAC ELA gains remain limited**. Staff are hopeful gains will begin to manifest on state assessments following sustained usage.
2.9	NWEA MAP Assessments	4 – Full Implementation	MAP is administered 2–3 times per year across sites. Used for growth tracking and placement. **Successes** include growing capacity to interpret data and track trends across years. **Challenges** include data interpretation and alignment with SBAC scores. A trained staff lead now supports data use.

Action #	Action Title	Implementation Level	Rationale / Notes
2.10	Math and ELA Support Periods (DIS/DHS)	3 – Initial Implementation	High school ELA support is helping targeted students, particularly in freshman/sophomore years. Middle school math intervention is being replaced with **Spring Math**, embedded in core classes. **Successes** include MAP growth at some levels. **Challenges**: small sample sizes and implementation delays in the first year. Spring Math will allow broader, in-class intervention for 2025–26. Spring Math struggled to gain support among teachers and therefore was not implemented with fidelity by all staff.

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.

2.1 Addition of ELD Support Teacher. 2.2 Additional Teacher and Subject added to Dual Enrollment. 2.3 Position was filled by an employee that was placed lower on the salary schedule. Prior employee retired. 2.5 Additional .50 FTE for two full time counselors, prior year was 1.5 FTE. 2.9 NWEA MAP Assessment increased in cost due to inclusion of Durham Elementary School. 2.10 A reduction in paid hours for Math ELA support due to a new curriculum being used.

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

2025 Dashboard

The academic counseling and intervention system (Action 2.5) proved to be another highly effective structure, contributing to a projected decline in chronic absenteeism for the third consecutive year at the elementary school. Counselors participated in a weekly Health & Wellness Team that conducted outreach and follow-up with chronically absent students and families. Student feedback also indicated strong engagement with counseling services.

Dual enrollment (Action 2.2) and college/career support services (Action 2.3) - highly effective - expanded opportunities for high school students to earn college credit and access post-secondary planning resources. Opportunities for students continued to grow with more opportunities coming through collaboration with Butte College.
In terms of formative assessments, MAP testing (Action 2.9) and Lexia (Action 2.8) - moderately effective - were fully implemented and provided valuable data for progress monitoring. While both tools showed local academic growth, this improvement showed growth on the ELA for elementary and intermediate school, but has not yet translated into consistent SBAC gains in math. Similarly, library services (Action 2.7) supported reading access and project-based learning, but ELA outcomes have not yet improved at scale.
Math and ELA support periods at DIS and DHS (Action 2.10) - partially effective - were implemented with some success, particularly in the high school ELA support class. However, middle school math intervention showed limited impact due to small sample sizes and partial implementation. The district will shift to in-class Spring Math interventions in 2025–26 to provide more consistent access and will measure the impact when it receives the 2025 SBAC scores.

In summary, most Goal 2 actions were effectively implemented and showed early signs of impact, particularly in reading intervention, counseling supports, and dual enrollment. Continued alignment between local assessments and state testing will be a focus area moving forward, as the district works to ensure sustained growth in student achievement and engagement.
2.1 - Additional ELD support - Somewhat effective - There were gains in ELA but the ELPI saw a large drop.
2.4 - Elementary Reading Intervention - High effectively - Reading scores improved across the board and ELA SBAC scores rose for most subgroups.
2.5 - Academic Counseling/Intervention - High effective - Chronic Absenteeism dropped
2.6 - Maintain Online Options - Moderately effective - Many students were able to recuperate credits with summer school.
2.7 - LIbrary Clerks - High effective - circulation stayed strong and ELA scores rose at the elementary school

2024 Dashboard
The actions implemented under Goal 2 yielded positive results in several key areas, particularly in the district's efforts to support student academic progress and college/career readiness through a multi-tiered system of support.
One of the most effective actions was the elementary reading intervention program (Action 2.4), which was implemented using a Science of Reading framework and supported by targeted assessments. Five out of six elementary classes demonstrated significant reading growth on DIBELS, and kindergarten students showed especially strong gains, moving from 30% to 78% meeting benchmark over the course of the year. Similarly, ELD small-group instruction (Action 2.1) at the elementary school continued to contribute to strong English Learner progress, as evidenced by Dashboard gains noted under Goal 1.
The academic counseling and intervention system (Action 2.5) proved to be another highly effective structure, contributing to a projected decline in chronic absenteeism for the second consecutive year. Counselors participated in a weekly Health & Wellness Team that conducted outreach and follow-up with chronically absent students and families. Student feedback also indicated strong engagement with counseling services, particularly with new staff.

Dual enrollment (Action 2.2) and college/career support services (Action 2.3) expanded opportunities for high school students to earn college credit and access post-secondary planning resources. Student participation increased despite staffing transitions, and the district expects these offerings to grow next year with the addition of a fully credentialed teacher.
In terms of formative assessments, MAP testing (Action 2.9) and Lexia (Action 2.8) were fully implemented and provided valuable data for progress monitoring. While both tools showed local academic growth, this improvement has not yet translated into consistent SBAC gains, particularly in ELA. Similarly, library services (Action 2.7) supported reading access and project-based learning, but ELA outcomes have not yet improved at scale.
Math and ELA support periods at DIS and DHS (Action 2.10) were implemented with some success, particularly in the high school ELA support class. However, middle school math intervention showed limited impact due to small sample sizes and partial implementation. Based on these findings, the district will shift to in-class Spring Math interventions in 2025–26 to provide more consistent access.
In summary, most Goal 2 actions were effectively implemented and showed early signs of impact, particularly in reading intervention, counseling supports, and dual enrollment. Continued alignment between local assessments and state testing will be a focus area moving forward, as the district works to ensure sustained growth in student achievement and engagement.

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.

2026
Durham Unified School District will continue the overall structure of Goal 2 while making targeted refinements to strengthen implementation fidelity and maximize student impact. The district experienced measurable improvements in reading outcomes, ELA SBAC scores (elementary and intermediate school), and college/career access. However, ongoing challenges with translating local assessment gains into SBAC outcomes, particularly in ELA, highlight a need for deeper instructional alignment and expanded intervention access. Adjustments will enhance existing strategies while refining resource use for greater efficiency and effectiveness.
Action 2.10 – Math and ELA Support Periods (DIS/DHS) -

- Change: Middle school math intervention will shift from a pull-out support model to in-class Spring Math implementation during core instruction.
- Reason: Small sample sizes and inconsistent impact in the pull-out format led to reevaluation. Spring Math offers wider access, daily practice, and a data-driven structure.
- High school ELA support will continue without change due to early signs of positive student impact.

Action 2.2 – Dual Enrollment Courses
-Enhancement: A newly hired teacher with a master's degree will expand in-house delivery of dual enrollment and AP courses, reducing reliance on external providers. Additionally, collaboaration with Butte College added an Auto shop option for DHS students as well.
-Reason: This change improves continuity, teacher-student relationships, and program sustainability. Additional training will be provided as needed.
Action 2.5 – Academic Counseling and Wellness Team

- Implementation Refinement: The Health & Wellness Team's chronic absenteeism intervention model will be further formalized as part of the district's MTSS framework.

-Reason: Three consecutive years of declining absenteeism at the elementary school suggest this structure is effective and ready for systematization.
Action 2.8 ended at the end of the 25-26 SY due to funding
Actions 2.9 – Lexia and MAP Assessments
-Focus: Continued use with a renewed emphasis on aligning local assessment data (Lexia, MAP) to SBAC expectations through staff development and data analysis support.
-Reason: Teachers are growing in their capacity to use data, but need additional support to translate growth into improved state test outcomes.
These refinements stem directly from analysis of implementation and student outcome data. They reflect the district's intent to scale what is working, replace what is underperforming, and deepen alignment between instructional tools and outcome goals. The shift toward embedded supports (e.g., Spring Math) and staff development for data use is grounded in both research and local evidence of effectiveness.

2025
Durham Unified School District will continue the overall structure of Goal 2 while making targeted refinements to strengthen implementation fidelity and maximize student impact. The district experienced measurable improvements in reading outcomes, English Learner progress, and college/career access. However, ongoing challenges with translating local assessment gains into SBAC outcomes, particularly in ELA, highlight a need for deeper instructional alignment and expanded intervention access. Adjustments will enhance existing strategies while

refining resource use for greater efficiency and effectiveness.
Action 2.10 – Math and ELA Support Periods (DIS/DHS)

- Change: Middle school math intervention will shift from a pull-out support model to in-class Spring Math implementation during core instruction.
- Reason: Small sample sizes and inconsistent impact in the pull-out format led to reevaluation. Spring Math offers wider access, daily practice, and a data-driven structure.
- High school ELA support will continue without change due to early signs of positive student impact.

Action 2.2 – Dual Enrollment Courses
-Enhancement: A newly hired teacher with a master's degree will expand in-house delivery of dual enrollment and AP courses, reducing reliance on external providers.
-Reason: This change improves continuity, teacher-student relationships, and program sustainability. Additional training will be provided as needed.
Action 2.5 – Academic Counseling and Wellness Team

- Implementation Refinement: The Health & Wellness Team's chronic absenteeism intervention model will be further formalized as part of the district's MTSS framework.

-Reason: Two consecutive years of declining absenteeism suggest this structure is effective and ready for systematization.
Actions 2.8 & 2.9 – Lexia and MAP Assessments
-Focus: Continued use with a renewed emphasis on aligning local assessment data (Lexia, MAP) to SBAC expectations through staff development and data analysis support.
-Reason: Teachers are growing in their capacity to use data, but need additional support to translate growth into improved state test outcomes.
These refinements stem directly from analysis of implementation and student outcome data. They reflect the district's intent to scale what is working, replace what is underperforming, and deepen alignment between instructional tools and outcome goals. The shift toward embedded supports (e.g., Spring Math) and staff development for data use is grounded in both research and local evidence of effectiveness.

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	Additional ELD support.	Small group support in English Language instruction for DES Elementary students and DIS Intermediate students.	$106,786.39	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Create and maintain Dual Enrollment courses	Continue to work with a community college and Southern Oregon University to establish courses that earn dual credit. Establish classes at DHS that qualify for both high school and college credit. Recruit subgroup students into program.	$114,663.43	Yes
2.3	Career/Post Secondary support position	Funding for Career and Post-secondary support position. Provide additional activities (i.e. field trips, college visits) to EL, FY and LI students to promote post-secondary options.	$36,288.47	Yes
2.4	Elementary Reading Intervention	Maintain DES Reading program with updates for transition to Science of Reading instructional practices (3010). This will support all student including students with disabilities.	$154,886.23	No
2.5	Provide Academic Counseling/Intervention	Counseling positions to identify students in need of both academic and emotional support and interventions.	$239,790.57	Yes
2.6	Maintain Online options	Provide Online courses to provide intervention options	$12,500.00	No
2.7	Library clerks	Provide library clerks to support Accelerated Reader and 8th grade projects for DIS, lexile growth for DES and supplying free reading materials.	$113,014.22	Yes
2.8	Lexia Core 5 and PowerUp Literacy	Provide intensive online reading support Purchased in 2022 with a 5 YR contract.	$0.00	No
2.9	NWEA MAP Assessments	Common Assessments for collaborative discussions for instructional improvement	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Math and ELA Support	DUSD will add a period of math support at DIS and a period of reading support at DHS. For 2025-2026, In an effort to extend math intervention to more students, DIS will implement Spring Math intervention into core math periods instead of the extra period of math support. For 2026-2027, DIS will instead pilot Personalized Path as math and English interventions.	$25,264.97	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a culture of excellence (students, staff, parents) that elevates opportunities that foster a positive, unified school community reflective of a strong attendance rate and low chronic absenteeism, dropout, suspension and expulsion rates.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research shows connecting parents and student to school improves student attendance and improves student behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement The number of student group parents/guardians participating in district related surveys like the California Healthy Kids Survey and Kelvin will increase.	In the 2023-2024, 19 high school parents, 28 intermediate parents and 29 elementary parents completed the CHKS.	only 41 parents responded	DES: 109 students participated in the survey DIS: 49 parents participated in the survey DHS: 44 parents participated in the survey	At least 75 parents at each school site will complete the CHKS and/or any other survey distributed by the district or school site.	The elementary school increased parent participation by 80 parents and met the goal for the three-year outcome. The intermediate school increase by 21 parents, but still needs to increase by 26 more parents to participate to meet the three-year goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						The high school increased by 25 parents and needs 31 more to meet the goal.
3.2	Local Climate Survey The percentage of students expressing concern about their safety will decline over previous survey administrations. The percentage of student indicating they feel a part of the school community will increase over previous survey administration.	DES Feeling Safe at School on CHKS (23-24): 3rd grade: 84% 4th grade: 96% 5th: 86% DIS Feeling Safe at School on CHKS (23-24): 6th grade: 87% 7th grade: 64% 8th grade: 72% DHS Feeling Safe at School on CHKS (23-24): 9th grade: 73% 10th grade: 65% 11th grade: too small survey sample 12th grade: 65%	DES Feeling Safe at School on CHKS (24-25) 3rd grade: 97% 4th grade: 89% 5th: 90% DIS Feeling Safe at School on CHKS (24-25): 6th grade: 73% 7th grade: 82% 8th grade: 43% DHS Feeling Safe at School on CHKS (24-25): 9th grade: 81% 10th grade: 73% 11th grade: 61% 12th grade: 79%	DES Feeling Safe at School on CHKS (25-26) 3rd grade: 81% 4th grade: 87% 5th grade: 78% DIS Feeling Safe at School on CHKS (25-26): 6th grade: 95% 7th grade: 75% 8th grade: 82% DHS Feeling Safe at School on CHKS (25-26): 9th grade: 71% 10th grade: 80% 11th grade: 64% 12th grade: 63%	Grade levels that are above 70% will maintain or improve by at least 2%. Grade levels under 70% will improve by at least 5%.	In 2025-2026 81% of third graders reported feeling safe at school,. This is a lower number than in years past, but still maitaining about 70%, In 2024-2025, 97 % of third graders reported feeling safe at school. As fourth graders in 2025-2026, that number was reduced to 87%. This is a drop but still about the 70% goal. In 2023-2024, 84% of third graders reported feeling safe at school. As fourth graders in 2024-2025 as fourth graders 89% reported feeling safe at school in in 2025-2026 78% of students repored

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						feeling safet at school as fifth graders. This remains above the 70% goal and may have been impacted by 5th graders being in off campus facilities during constructioin in 2025-2026. In 2023-2024, 87% of sixth graders reported feeling safe at school. The percentage for that same group of students droped toi 82% as seventh graders in 2024-2024 and remained at 82% in 2025-2026. In 2023-2024, 64% of seventh graders reported feeling safe at school, in 2024-2025, 43% of that student reported feeling safe as 8th graders and in 2025-2026 71% of that student group

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						report feeling safe as 9th graders. In 2023-2024, 72% of 8th graders reported feeling safe at school, in 2024-2025, 81% of that student group reported feelin save at school in 9th grade and in 2025-2026 80% of the student group reported feeling safe in 10th grade. In 2023-2024, 73% of 9th graders reported feeling safet at school, in 2024-2025 73% of that group reported feeling safe in 10th grader and in 2025-2026 64% reported feeling safe ini 11th grade. In 2023-2024, 65% of 10th graders reported feeling safe at school, in 2024-2025 61% of that group reported feeling safe as 11th graders and 63% of that group reported feeling

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						safe in that group in 2025-2026 as seniors (only 11 seniors completed the survey).
3.3	Expulsion Rates will remain under 1 percent.	Expulsion rates at 0%	Expulsion rates at 0%	Expulsion rate at 0%	Explusion rates will remained under 1%	This metric is meeting the goal.
3.4	Suspension Rate Indicator will drop by .5 percent over the previous California State Dashboard	2023 Dashboard All Students; 1.5% (Green) English Learners: 1.2% (Green) Hispanic/Latino: 1.7% (Green) Two or More Races: 4.9% (Orange) Homeless: 0% (Blue) White: 1% (Blue) Socioecon. Disadvantage: 2.1% (Yellow) Students with Disabilities: 2.4% (Yellow)	2024 Dashboard All Students: 3.1% (Orange) English Learners: 6% (Orange) Hispanic/Latino: 4.9% (Red) Two or More Races: 3.9% (Green) Homeless: 0% (Blue) White: 2.5% (Yellow) Socioecon. Disadvantage: 4.5% (Orange) Students with Disabilities: 1.7% (Green)	2025 Dashboard All Students: 3.2 (yellow) English Learners: 4.3 (green) Hispanic/Latino: 6.2 (Orange) Two or More Races: 7.9 (Orange) Homeless: 3.1 (Orange) White: 1/7 (Green) Socioecon. Disadvantage: 5.6 (Orange) Students with Disabilities: 3.6 (Orange)	All groups will remain Blue/Green or improve by a one color.	Two groups are Green (ELL, White) One group that was Green in 2023 was range in 2025 (Hispanic/Latino). The Two or More Races group remained Orange. Homeless went from Blue to Orange. SED and SWD groups both went from Yellow to Orange. Most of this increase happened at the intermediate school where there was a lot of flux in leadership.

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.

See table below

Action #	Action Title	Implementation Level	Rationale / Notes
3.1	Student Health Focus	**5 – Full Implementation & Sustainability**	The district nurse (0.6 FTE) and full-time health technician provided consistent care and supported chronic absenteeism reduction. **Successes**: Integration into the Wellness Team and data showing reduced absenteeism. **Challenges**: None reported; staff additions are meeting site needs effectively.
3.2	Communication with EL Families	**4 – Full Implementation**	A 0.75 bilingual liaison and a classroom-based bilingual educator ensured strong outreach to EL families. **Successes**: Daily contact and high satisfaction in DELAC feedback. **Challenges**: Staff transition impacted student-level relationship-building; parents remained engaged, but student connections were reduced.
3.3	Anti-Bullying Support	**4 – Full Implementation**	The classified behavioral aide at the elementary school supported SEL curriculum delivery and responded to student behavior issues. **Successes**: Low suspension rates and positive behavioral support. **Challenges**: Some inconsistency in student behavior data across months. Position is well-integrated into SEL and absenteeism response systems.
3.4	Contacting Families of Truant Students	**3 – Initial Implementation**	Office staff changes caused inconsistent implementation of SARB timelines. **Successes**: Chronic Absenteeism continued to decline.
3.5	Survey Students, Staff, and Parents	**2 – Beginning Development**	The CHKS survey was administered but had limited participation. **Successes**: Survey was completed and submitted. **Challenges**: Parent opt-outs and mistrust reduced response rates; only 3 of 7 elementary grade levels reached 60% participation. Better communication is needed to improve value and trust.
3.6	Provide Behavior Training at DES	**4 – Full Implementation**	This action duplicates 3.3, referring to the same classified behavioral support position. Implementation was as described, with SEL and behavior response training occurring regularly.
3.7	Parent Education	**2 – Beginning Development**	Parent education occurred in settings like DELAC and SSC but lacked regularity and reach. **Successes**: Sessions occurred with engaged participants. **Challenges**: Broader parent base has not been reached; need for more consistent and targeted communication on state testing and survey importance.

Action #	Action Title	Implementation Level	Rationale / Notes
3.8	Provide Engaging Electives	**4 – Full Implementation**	Electives are in place with strong enrollment. **Successes**: Highest CTE pathway completion rate in the county; new Ag hires expected to strengthen participation.
3.9	Maintain Athletic & Activity Directors	**5 – Full Implementation & Sustainability**	Positions are fully staffed at DIS and DHS, integrated into the school culture. **Successes**: Activities drive student engagement and academic motivation. **Challenges**: Student feedback indicated a need for more spring activities, which will be addressed moving forward.
3.10	MTSS Implementation	**3 – Initial Implementation**	SEL curriculum (Character Strong, Wayfinder) was launched in new advisory periods. **Successes**: Full scheduling and curriculum deployment. **Challenges**: Behavioral issues persisted at DIS; early-stage fidelity of MTSS still developing. Additional staffing support funded through ELOP will improve capacity next year.
3.11	Odyssey of the Mind	**3 – Initial Implementation**	Program supports GATE students in a limited capacity. **Successes**: Strong impact for a small number of students. **Challenges**: Limited scalability and sustainability due to staffing capacity and unclear long-term value. This program to be phased out in 2026-2027
3.12	Transportation	**5 – Full Implementation & Sustainability**	Busing provides essential access for low-income and EL students. **Successes**: Strong ridership from high-need areas; considered vital to attendance. **Challenges**: Occasional operational disruptions, but families rely on this service heavily.
3.13	Illuminate	**1 – Exploration & Research**	Implemented with training but saw limited use and declining engagement. **Successes**: Initially supported report cards. **Challenges**: Lack of user-friendliness led to discontinuation; transition to Aeries is complete.
3.14	Elementary VAPA Program	**4 – Full Implementation**	Visual and performing arts instruction delivered through Prop 28-supported student engagement. **Successes**: High student engagement; multiple community performances.

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

3.9 Prior year did not include all stipends included with Athletic and Activity Directors at both Durham Intermediate and Durham High School.
3.12 Transportation increased due to the addition of a bus driver position.

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

2025 Dashboard, 2026 CKHS
Durham Unified's Goal 3 focused on creating a positive school climate, improving attendance, and strengthening family-school connections. Multiple actions under this goal demonstrated clear effectiveness. The student health team (Action 3.1), in collaboration with counselors,

contributed to a significant reduction in chronic absenteeism in all except one student group for the third consecutive year. Similarly, communication with ELL families (3.2), engaging electives (3.8) and the presence of athletic and activity directors (3.9) promoted school connectedness, especially at the secondary level, as noted in student feedback.

Transportation (3.12) was an effetive action as it proved essential in ensuring attendance, particularly for students from socioeconomically disadvantaged backgrounds. Anti-bullying supports and behavior intervention (3.3 & 3.6) showed signs of effectiveness at the elementary level, where only two suspensions were recorded all year. Implementation of the MTSS system (3.10), including new SEL curriculum, was a positive step but remains early-stage and all schools are looking for strategies to improve in this area.

Action 3.4 (Contacting Families of Truant Students) was efffective as we saw improvement with staff consistent throught the year. We will have to see if it translates to improvement on the Dashboard, but it was positive in surveys with parents.

We saw some improvement in parent participation in the CHKS survey (3.5) (monitoring effectiveness). More student participation is still needed in some grade levels. We are looking into including the permission slips for the CHKS in the beginnning of the year packets in an effort to have more parents approve the survey for students in third through sixth grade.

Similarly, parent education events (3.7) (moderately effective) occurred at the elementary and high school level, but there is still a need to increase opportunities.

VAPA programming (3.14) (effective) at the elementary level remains a beloved, engaging resource, with strong survey support from families and student according to surveys.

The disrict was not seeing an impact from Odyssey of the Mind (3.11) and that program was ended at the end of the 2025-2026 school year.

Similarly, the district illimiinated illuminate (3.13) after the 2024-2025 school year

2024 Dashboard, 2025 CHKS
Durham Unified’s Goal 3 focused on creating a positive school climate, improving attendance, and strengthening family-school connections. Multiple actions under this goal demonstrated clear effectiveness. The student health team (Action 3.1), in collaboration with wellness counselors, contributed to a significant reduction in chronic absenteeism across student groups for a second consecutive year. Similarly, engaging electives (3.8) and the presence of athletic and activity directors (3.9) promoted school connectedness, especially at the secondary level, as noted in student feedback.
Transportation (3.12) proved essential in ensuring attendance, particularly for students from socioeconomically disadvantaged backgrounds. Anti-bullying supports and behavior intervention (3.3 & 3.6) showed signs of effectiveness at the elementary level, where only one suspension was recorded through April. Implementation of the MTSS system (3.10), including new SEL curriculum, was a positive step but remains early-stage and less effective at the middle school, where behavioral concerns persist.
Areas with limited effectiveness include Action 3.4 (Contacting Families of Truant Students), which was disrupted by staffing turnover and inconsistent execution. The CHKS survey efforts (3.5) also faced setbacks due to low parent participation and cultural reluctance to share

sensitive information, making the resulting data difficult to use. Similarly, parent education events (3.7) occurred only sporadically and did not engage families at scale.
The elimination of Illuminate (3.13) due to usability concerns signals an effective shift toward a more reliable system. VAPA programming (3.14) at the elementary level remains a beloved, engaging resource, with strong survey support from families 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.

Several changes are being made to Goal 3's actions based on this year's implementation experiences and effectiveness review. Most notably, Action 3.13 (Illuminate) is being eliminated due to limited functionality and adoption. Report card tasks will transition to the Aeries platform to improve ease of use.
To improve parent engagement, the district plans to enhance parent education efforts (3.7) and refine its survey communication strategies (3.5) to increase participation and data reliability. Additionally, to address inconsistent application of truancy follow-up procedures (3.4), the district will provide retraining for office staff and reinforce the SARB process earlier in the school year.
Action 3.11 is being eliminated due to ineffectiveness.
All other actions, including health support, transportation, electives, and behavioral interventions, will continue in their current form, with focused attention on sustaining effectiveness and expanding consistency, particularly in MTSS efforts at the middle school.
These changes reflect Durham's commitment to strengthening student wellness, improving attendance, and ensuring parent voices inform continuous improvement.

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	Student health focus	Provide a full day health technician. Provide a district nurse. to suppport all students and Students With Disabilities	$117,264.02	Yes
3.2	Communication with EL families	Provide a .75 Bilingual FTE Parent Liaison. Communications home about school sponsored events will be communicated in English and Spanish. (3010) Maintain .25 FTE Bilingual Para Educator.	$96,238.21	No

Action #	Title	Description	Total Funds	Contributing
		Partially funded with LREBG funding: $44,236		
3.3	Anti-Bullying support	Behavioral Aide to support "anti-bullying" program. Investigate effectiveness of the program annually	$68,385.99	No
3.4	Regular contacting of families of student that may be truant	The parents of students will be contacted each day they are absent. Truancy letters will be mailed home per county guidelines. The parents of truant students will be contacted by phone as soon as they are deemed truant. SARB process will be followed per county guidelines. Staff will receive training in SARB process.	$0.00	No
3.5	Survey staff, students and parents	Staff, student and parent/guardian surveys will be administered annually and compared with previous data.	$0.00	No
3.6	Provide Behavior training to students/staff at DES	A 1.0 FTE behavioral aide position will be maintained at Durham Elementary School. See 3.3 for wages.	$0.00	No
3.7	Parent Education	Hold regular parent/guardian meetings to improve parent understanding of curriculum and school procedures. (3010)	$1,000.00	No
3.8	Provide a variety of engaging electives	Maintain or expand elective courses including CTE Electives to ensure pathway completion in college and career readiness to a wide assortment for students.	$572,874.06	Yes
3.9	Maintain Athletic and Activity Directors to improve school climate.	Increase involvement in school activities among targeted student groups.	$25,594.74	No

Action #	Title	Description	Total Funds	Contributing
3.10	MTSS	Continued implementation of multi-tiered system of support at DHS to ensure all students are learning in a safe and inclusive environment. Promote respect, tolerance, and restorative practices. (9013) We will continue best practices with current staff and attend MTSS trainings. MTSS Grants are providing training and stipends. This will help all students including students with disabilities.	$0.00	No
3.11	Odyssey of the Mind	Continue the Odyssey of the Mind program. Provide additional opportunities for elementary students to learn/demonstrate project planning and creation, while working in teams, and to compete against teams from other schools in California.	$4,599.00	No
3.12	Transportation	Provide Bus transportation to all students, including socio-economically disadvantaged, English Learners and Foster Youth.	$538,206.18	Yes
3.13	Illuminate	Add illuminate for report cards, assessments and data discovery for all students.	$0.00	No
3.14	Elementary Visual and Performing Arts Program	Provide VAPA instruction to elementary students.	$99,929.70	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure efficient systems and enhanced resources are in place to support an innovative workforce prepared to meet the diverse educational and facility needs of the district.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to ensure appropriate data to make decisions, the district must ensure that its data is accurate. Additionally, fully functioning safe facilites help ensure instruction is delivered in safe, comfortable buildings without distractions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities Inspection Tool	DES and DHS received overall good ratings. DIS received a rating of fair, and needs here will be addressed as part of the DIS rebuild. The DIS rebuild is scheduled to be completed August 2024.	100% of Durham Schools maintained good and excellent ratings on the FIT survey.	100% of Durham Schools maintained good and excellent ratings on the FIT survey.	100% of Durham schools will maintain their rating of either "good" or "excellent" on the FIT survey.	100% of Durham Schools maintained good and excellent ratings on the FIT survey.
4.2	Local Measure -Building Maintenance	100% of work orders involving repairs were completed in less than 30 days.	100% of work orders involving repairs were completed in less than 30 days.	100% of work orders involving repairs were completed in less than 30 days.	The district equipment replacement plan will be reviewed annually. Repairs will occur within 30 days of a work request being	100% of work orders involving repairs were completed in less than 30 days.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					received depending upon the availability of funds in the budget.	
4.3	Credentialed Teachers	Changes in teaching staff led us to utilize long term substitutes in some classrooms. Otherwise, all teachers were appropriately assigned and fully credentialed. Two long term subs were utilized or about 3.5% or our teachers.	Long term subsitutes were utilized in a couple of classroms to fill in for teachers on maternity leave. However, both long term subs were appropriately credentialed.	Long term subsitutes were utilized in a couple of elementary classrooms and one high school class	100% of the Durham teachers will be appropriately assigned and fully credentialed for the subjects they teach.	100% of the Durham teachers will be appropriately assigned and fully credentialed for the subjects they teach.
4.4	Sufficient Instructional Material	100% of students have access to standards aligned instructional materials.	100% of Durham students will have access to all standards aligned instructional materials.	100% of Durham students will have access to all standards aligned instructional materials.	100% of Durham students will have access to all standards aligned instructional materials.	100% of Durham students will have access to all standards aligned instructional materials.

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.

This goal was implemented as planned.

Action #	Action Title	Implementation Level	Rationale / Notes
4.1	Williams Act Compliance (Facilities & Curriculum Corrections)	5 – Full Implementation & Sustainability	The district ensures all facilities repair requests are addressed within 30 days and are actively monitored by MO2 staff. Recent additions of custodial support and a flexible utility/bus driver position have enhanced responsiveness. Durham now has the largest MO2 team in recent years. All facilities and instructional materials remain compliant under Williams Act standards.
4.2	Maintain Accurate and Timely Student Data Systems	4 – Full Implementation	A new staff member assumed the CALPADS and testing coordination role mid-year. Transition was effectively managed by pairing her with the outgoing staff member from October to June. She now leads data collection, testing compliance, and documentation protocols. Early results suggest improved consistency and transparency in data reporting and recordkeeping.

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.

DUSD experienced increased salary and benefit costs due to the addition of a full-time custodian and a full-time bus driver/utility position. Full impact will not be seen until next fiscal year.

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

2025-2026
Actions under Goal 4 were highly effective in supporting core operational systems that underpin student success and equity. The district maintained full compliance with the Williams Act, ensuring that all students had access to standards-aligned instructional materials and that facilities were kept in good repair. The district's internal goal of addressing all maintenance requests within 30 days was consistently met. Recent staffing additions, including a new custodian and a dual-role utility/bus driver, allowed for more flexible and responsive operations. This has contributed to greater system reliability and campus safety.
The district’s CALPADS/data management systems also operated effectively. A new staff member successfully transitioned into the role, with intentional overlap and training provided by the previous lead. This role now manages all key data reports and testing coordination, ensuring compliance with state expectations such as the 95% participation requirement. Systematized documentation practices have already begun improving the consistency and reliability of internal data, supporting more accurate and timely decision-making.

2024-2025
Actions under Goal 4 were highly effective in supporting core operational systems that underpin student success and equity. The district maintained full compliance with the Williams Act, ensuring that all students had access to standards-aligned instructional materials and that facilities were kept in good repair. The district's internal goal of addressing all maintenance requests within 30 days was consistently met.

Recent staffing additions, including a new custodian and a dual-role utility/bus driver, allowed for more flexible and responsive operations. This has contributed to greater system reliability and campus safety.
The district's CALPADS/data management systems also operated effectively. A new staff member successfully transitioned into the role, with intentional overlap and training provided by the previous lead. This role now manages all key data reports and testing coordination, ensuring compliance with state expectations such as the 95% participation requirement. Systematized documentation practices have already begun improving the consistency and reliability of internal data, supporting more accurate and timely decision-making.

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 significant changes are planned to Goal 4 actions for 2026–27. Both core actions—ensuring Williams Act compliance and maintaining accurate student data systems—are functioning effectively and are vital to district operations. The district has enhanced its custodial and maintenance capacity by adding support positions that increase flexibility and responsiveness. Additionally, the district's CALPADS and testing coordinator was successfully managed, with documentation and data processes becoming more consistent and sustainable.
While the district will maintain its current systems for building maintenance, staffing, and instructional material procurement, it will also monitor trends in teacher recruitment and explore new strategies to sustain full staffing levels. These efforts reflect Durham Unified's ongoing commitment to high-functioning systems that support instructional quality and equity across all schools.

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	Williams Act facility and curriculum corrections	Each Williams inspection report deficiency will be addressed within 30 days (where feasible based upon budget allocations). (8150-41000)	$87,679.17	No
4.2	Create and maintain accurate data	Special Projects Secretary. Student general data analysis and demographics coordinator. Student testing coordination, data analysis and disaggregation and monitoring of Chronic Absenteeism.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

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
$957440	$0

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
7.570%	0.000%	$0.00	7.570%

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
2.2	**Action:** Create and maintain Dual Enrollment courses **Need:** Students who participate in dual enrollment programs are more likely to enroll in college after high school. This is especially true for students from low-income families who might otherwise face barriers to higher education. Dual enrollment participants are also more	This area supports unduplicated students ability to be prepared for success in college by completing college level work from staff at Durham High School and earning credits toward completion of a college degree or certification. This is provided school wide as it supports similar goal for all students to enroll in and complete dual enrollment courses.	This will be measured by the CCI on the State Dashboard.

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
	likely to persist in college, continuing their studies beyond the first year, which is a critical period for student retention. Community College Research Center. (2017). What We Know About Dual Enrollment. An, B. P. (2013). The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit? DUSD values the opportunity for its students to participate in college level dual enrollment courses. Along with a-g completion and CTE completion, this is what makes the DHS College and Career Indicator an area of strength for the district. By keeping this an area of focus, the DHS Socioeconomically disadvantaged student group scored high at 62.2%. **Scope:** Schoolwide		
2.3	**Action:** Career/Post Secondary support position **Need:** Traditionally, unduplicated students have less access to information about post secondary educational opportunities. These students need support to understand and access these opportunities. **Scope:**	This position is designed to help make students aware of opportunities and how to access those opportunities. It is needed school site as well. This person brings in colleges for information nights and take students on trips to learn about local post secondary schools. The position also supports students in access to CTE pathways and a-g courses.	The district will measure the number of opportunities and number of unduplicated students/parents who participate in these opportunities.

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
	Schoolwide		
2.5	**Action:** Provide Academic Counseling/Intervention **Need:** For schools with high concentration of students from low SES, building protective factors is a proactive approach for addressing expected academic, behavioral, and mental health issues students will face. Gaining protective factors helps at-risk students succeed and improves brain function. (Sanchez, 2021) The longer an individual is exposed to poverty and stress, the greater the impact on cognition, emotions, self-regulation, and learning. (Lipina & Colombo, 2009) The long term ramification of having a positive adult relationship statistically improves educational attainment, longer employment, higher earning, and fewer arrests throughout adulthood. (Schwartz et al., 2013) Unduplicated students have higher chronic absenteeism rates then other student groups. Research shows these student groups also tend to have higher Adverse Childhood Experiences than other student groups. **Scope:** Schoolwide	The counseling team, as part of the District's Health and Wellness team, will identify students in need of additional support in academics, social-emotional support, or both. The counselors will work with the team to design the best plan for support for each student. Additionally, The counseling team will play a pivotal role in guiding students towards college and career readiness. They will provide personalized support in crafting comprehensive four-year plans tailored to each student's unique aspirations and academic trajectory. Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs.	Chronic Absenteeism rates on the California State Dashboard. Students recommended to the district health and wellness team and improvements in attendance. This will also be measured by a-g and CTE pathway completion.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** Library clerks **Need:** Studies have found that providing parents with books and encouraging them to read to their infant and child positively influences language acquisition (Son & Morrison, 2010) Early exposure to stimulating environments has the most significant impact on language development. Even small number of reading materials in the home is still better for improving language development than sparse literary environments (Sarsour et al., 2011). **Scope:** Schoolwide	Purchase and distribute reading materials for low SES student's homes. Ensure parents are given resources to support their child and any younger age children in the home, by modeling story time and encouraging reading activities for parents. This will support all students as well.	Numbers of library books in circulation that are checked out. Increase the percentage of parents that report having books in their homes and read to their children on a daily basis.
2.10	**Action:** Math and ELA Support **Need:** Middle school is when student struggles with math become more apparent. Research indicates that success in mathematics courses is a clear indicator on the likelihood of success in post secondary academic settings. At Durham Intermediate, the All student group (13.6 points above standard) is green while the White student group (20.1 points above standard) is blue on the state dashboard. The Hispanic group (76.6 points below standard) is yellow and the socio-economically disadvantaged group (54.6 below standard) is orange.	Based on these needs of our SED group, we will provide intervention courses at both DIS and DHS. The majority of the enrollment in the DIS Math Intervention course and the DHS Reading Intervention course will be comprised of unduplicated students as the scores of these groups indicate the biggest need. However, struggles in math and reading are not limited to these groups. Students that are not considered part of the unduplicated student group.	Growth by the students in the intervention courses on NWEA Map tests and improvement on the SBAC exams in relation to distance from standard will be utilized to measure the effectiveness of this action.

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
	Learning at the high school level is dependent upon the ability to read complicated text to succeed at the highest levels. The White student group at Durham High School was 43.2 points above standard (green) on the most recent Dashboard. However, the socio-economically disadvantaged group was 19.6 points below standard (Orange). **Scope:** Schoolwide		
3.1	**Action:** Student health focus **Need:** Chronic Absenteeism is highest among the districts unduplicated students groups. Students can't learn if they are not at school. "Poor attendance has serious implications for later outcomes as well. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates," (Hickman, G.P., Bartholomew, M., and Mathwig, J., 2007) **Scope:** LEA-wide	The district nurse and health technician see anywhere between 95 and 186 students per month with a wide range of health issues. This keeps the majority of these students at school, especially students without access to regular health care. While this supports unduplicated students that historically have less access to consistent health care, it also supports all students.	Number of students to access the health office and the number that stay at school.

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
3.8	**Action:** Provide a variety of engaging electives **Need:** : A study by the National Research Center for Career and Technical Education found that students enrolled in CTE programs had better high school outcomes, including higher attendance rates and lower dropout rates, and were more likely to enroll in college, particularly among disadvantaged students. · Reference: Stone, J. R., Alfeld, C., & Pearson, D. (2008). Rigor and Relevance: A Model of Enhanced Math Learning in Career and Technical Education. National Research Center for Career and Technical Education. Retrieved from NRCCTE. The district's unduplicated students groups chronic absenteeism if higher than other student groups. At DES the Socioeconomically Disadvantaged Group is Red as is the Students With Disabilities Group at DIS. **Scope:** LEA-wide	These sources provide a strong foundation of evidence supporting the effectiveness of CTE in engaging and supporting low-income students, helping them achieve better academic and career outcomes. Electives provide choices for students to enroll in subjects that interest them and may be a part of the a CTE pathway. According an article by the Fordam Institute titled, "The case for career and technical education:" "CTE increases postsecondary outcomes, particularly for women and disadvantaged students. Female students, students of color, and lower-income CTE students also see increased rates of college attendance, and students who concentrate in a particular field are more likely to attend college and obtain a postsecondary credential in that field. More research indicates that, compared to students who don't concentrate, Black and Latino CTE concentrators see larger increases in college attendance (an 8.9 percent difference), further demonstrating that CTE courses do not discourage students from attending two- or four-year colleges. The choice associated with electives and the ability to take courses connected to a student's interest plus the CTE pathway access will improve outcomes for all students.	CTE completer data and chronic absenteeism and CCI indicator.
3.12	**Action:** Transportation **Need:** Chronic Absenteeism data on the California State Dashboard for Durham Unified is an area of need, especially for unduplicated	While the majority of the district's bus riders are unduplicated student group, bus transportation is available for all students. The All student group was Orange (20.1%) on the state dashboard	Attendance rates and chronic absenteeism. Specifically monitoring SED and EL students.

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
	student groups. English Learners student group was Red (45.2%) in this area and socio-economically disadvantaged student group was Orange (31.4%). **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
2.1	**Action:** Additional ELD support. **Need:** The 2023 California State Dashboard shows Durham Unified in the Red for the English Learner Indicator with 40.4% of students making progress toward English language proficiency. This number declined from the 2022 Dashboard. DUSD English Learners were Orange (81.7 points below standard) on the Dashboard in English Language Arts. This was a growth of 11.1 points from the previous year, which was the first year of the additional ELD support at Durham Elementary School.	Instruction in specific English Language Development daily in addition to integrated instruction in the mainstream classroom will support English Learners in advancing more rapidly toward English language proficiency which will lead to increased performance on the SBAC assessments utilized to measure	DUSD and DES will measure the effectiveness of this support based on improvement in reclassification data and improvement on the English Learner Indicator and ELA/Math Indicators on the 2024 California State Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	DUSD English Learners were Orange (73.8 points below standard) on the Dashboard in Mathematics, a drop of 3.5 points from the previous year. **Scope:** Limited to Unduplicated Student Group(s)		

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

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	12647888	957440	7.570%	0.000%	7.570%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,878,620.39	$399,637.14	$7,893.25	$146,014.57	$2,432,165.35	$2,190,114.21	$242,051.14

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	Professional Development in ELD. This will support Long Term English Language Learners.	All	No			All Schools	on going	$0.00	$1,000.00	$0.00	$500.00		$500.00	$1,000.00	
1	1.2	Training in Materials related to CSCS	All	No			All Schools	on going	$0.00	$1,200.00	$0.00	$1,200.00	$0.00	$0.00	$1,200.00	
1	1.3	Curriculum exploration and adoption	All	No			All Schools	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Provide Lexia and Illuminate training	All	No			All Schools	ended at the end of 2025-2026 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Additional ELD support.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Durham Elementary School	on going	$106,786.39	$0.00	$19,519.27	$0.00		$87,267.12	$106,786.39	
2	2.2	Create and maintain Dual Enrollment courses	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Durham High SchoolDurham High School	on going	$114,663.43	$0.00	$114,663.43				$114,663.43	
2	2.3	Career/Post Secondary support position	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Durham High SchoolDurham	on going	$36,288.47	$0.00	$36,288.47				$36,288.47	

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
							High School									
2	**2.4**	Elementary Reading Intervention	All	No			Specific Schools: DES	on going	$154,886.23	$0.00		$154,886.23			$154,886.23	
2	**2.5**	Provide Academic Counseling/Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Durham High School, Durham Intermediate SchoolDurham Intermediate School and Durham High School	on going	$239,790.57	$0.00	$195,258.23	$44,532.34			$239,790.57	
2	**2.6**	Maintain Online options	All	No			Specific Schools: Durham High School	on going	$0.00	$12,500.00	$12,500.00				$12,500.00	
2	**2.7**	Library clerks	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Durham Elementary School, Durham Immediate School	on going	$113,014.22	$0.00	$76,725.75	$36,288.47			$113,014.22	
2	**2.8**	Lexia Core 5 and PowerUp Literacy	All	No			All Schools	ended at the end of the 2025-2026 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	NWEA MAP Assessments	All	No			All Schools	on going	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.10**	Math and ELA Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: DIS & DHS	On going	$25,264.97	$0.00	$25,264.97				$25,264.97	

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	Student health focus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$117,264.02	$0.00	$117,264.02				$117,264.02	
3	3.2	Communication with EL families	All English Learners	No			All Schools	on going	$96,238.21	$0.00	$0.00	$44,236.00	$7,893.25	$44,108.96	$96,238.21	
3	3.3	Anti-Bullying support	All	No			Specific Schools: Durham Elementary School	on going	$68,385.99	$0.00	$5,000.47	$63,385.52			$68,385.99	
3	3.4	Regular contacting of families of student that may be truant	All	No			All Schools	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Survey staff, students and parents	All	No			All Schools	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Provide Behavior training to students/staff at DES	All	No			Specific Schools: Durham Elementary School	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Parent Education	All	No			All Schools	on going	$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.8	Provide a variety of engaging electives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: DIS & DHSDurham High School, Durham Intermediate School	on going	$572,874.06	$0.00	$504,126.99	$54,608.58		$14,138.49	$572,874.06	
3	3.9	Maintain Athletic and Activity Directors to improve school climate.	All	No			Specific Schools: Durham Intermediate/Durham High School	on going	$25,594.74	$0.00	$25,594.74				$25,594.74	
3	3.10	MTSS	All	No			All Schools	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	3.11	Odyssey of the Mind	All	No			Specific Schools: Durham Elementary and Durham Intermediate	ended at the end of 2025-2026	$4,599.00	$0.00	$4,599.00				$4,599.00	
3	3.12	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$325,855.04	$212,351.14	$538,206.18				$538,206.18	
3	3.13	Illuminate	All	No			All Schools	ended at the end of 2024-2025 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.14	Elementary Visual and Performing Arts Program	All	No			All Schools	on going	$99,929.70	$0.00	$99,929.70				$99,929.70	
4	4.1	Williams Act facility and curriculum corrections	All	No			All Schools	on going	$87,679.17	$0.00	$87,679.17				$87,679.17	
4	4.2	Create and maintain accurate data	All	No			All Schools	on going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
12647888	957440	7.570%	0.000%	7.570%	$1,627,317.31	0.000%	12.866 %	**Total:**	$1,627,317.31
								LEA-wide Total:	$1,159,597.19
								Limited Total:	$19,519.27
								Schoolwide Total:	$448,200.85

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Additional ELD support.	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Durham Elementary School	$19,519.27	
2	**2.2**	Create and maintain Dual Enrollment courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Durham High School	$114,663.43	
2	**2.3**	Career/Post Secondary support position	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Durham High School	$36,288.47	
2	**2.5**	Provide Academic Counseling/Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Durham High School, Durham Intermediate School	$195,258.23	
2	**2.7**	Library clerks	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Durham Elementary School, Durham Immediate School	$76,725.75	

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	2.10	Math and ELA Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DIS & DHS	$25,264.97	
3	3.1	Student health focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,264.02	
3	3.8	Provide a variety of engaging electives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: DIS & DHS	$504,126.99	
3	3.12	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$538,206.18	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,366,788.54	$2,430,965.35

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**	Professional Development in ELD. This will support Long Term English Language Learners.	Yes	$1,000.00	1000
1	**1.2**	Training in Materials related to CSCS	No	$0.00	0
1	**1.3**	Curriculum exploration and adoption	No	$0.00	0
1	**1.4**	Provide Lexia and Illuminate training	No	$0.00	0
2	**2.1**	Additional ELD support.	Yes	$86,516.65	106786.39
2	**2.2**	Create and maintain Dual Enrollment courses	Yes	$73,071.60	114663.43
2	**2.3**	Career/Post Secondary support position	Yes	$35,975.40	36288.47
2	**2.4**	Elementary Reading Intervention	No	$188,424.40	154886.23
2	**2.5**	Provide Academic Counseling/Intervention	Yes	$237,740.60	239790.57
2	**2.6**	Maintain Online options	No	$12,500.00	12500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Library clerks	Yes	$115,403.10	113014.22
2	2.8	Lexia Core 5 and PowerUp Literacy	No	$0.00	0
2	2.9	NWEA MAP Assessments	No	$15,000.00	15000
2	2.10	Math and ELA Support	Yes	$40,093.40	25264.97
3	3.1	Student health focus	Yes	$115,919.28	117264.02
3	3.2	Communication with EL families	Yes	$101,279.75	96238.21
3	3.3	Anti-Bullying support	No	$62,515.50	68385.99
3	3.4	Regular contacting of families of student that may be truant	No	$0.00	0
3	3.5	Survey staff, students and parents	No	$0.00	0
3	3.6	Provide Behavior training to students/staff at DES	No	$0.00	0
3	3.7	Parent Education	No	$1,000.00	1000
3	3.8	Provide a variety of engaging electives	Yes	$555,310.10	572874.06
3	3.9	Maintain Athletic and Activity Directors to improve school climate.	No	$32,852.40	25594.74
3	3.10	MTSS	No	$0.00	0

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	3.11	Odyssey of the Mind	No	$4,599.00	4599
3	3.12	Transportation	Yes	$501,853.00	538206.18
3	3.13	Illuminate	No	$0.00	0
3	3.14	Elementary Visual and Performing Arts Program	No	$98,962.60	99929.70
4	4.1	Williams Act facility and curriculum corrections	No	$86,771.76	87679.17
4	4.2	Create and maintain accurate data	No	$0.00	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)
944789	$1,607,631.86	$1,679,946.56	($72,314.70)	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	Professional Development in ELD. This will support Long Term English Language Learners.	Yes	$500.00	500		
2	2.1	Additional ELD support.	Yes	$8,640.44	19519.27		
2	2.2	Create and maintain Dual Enrollment courses	Yes	$73,071.60	114663.43		
2	2.3	Career/Post Secondary support position	Yes	$35,975.40	36288.47		
2	2.5	Provide Academic Counseling/Intervention	Yes	$193,691.90	195258.23		
2	2.7	Library clerks	Yes	$75,427.70	76725.75		
2	2.10	Math and ELA Support	Yes	$40,093.40	25264.97		
3	3.1	Student health focus	Yes	$115,919.28	117264.02		
3	3.2	Communication with EL families	Yes	$75,358.44	52129.25		
3	3.8	Provide a variety of engaging electives	Yes	$487,100.70	504126.99		
3	3.12	Transportation	Yes	$501,853.00	538206.18		

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)
12129883	944789	0	7.789%	$1,679,946.56	0.000%	13.850%	$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 32526(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 32526(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).

California Department of Education
November 2024