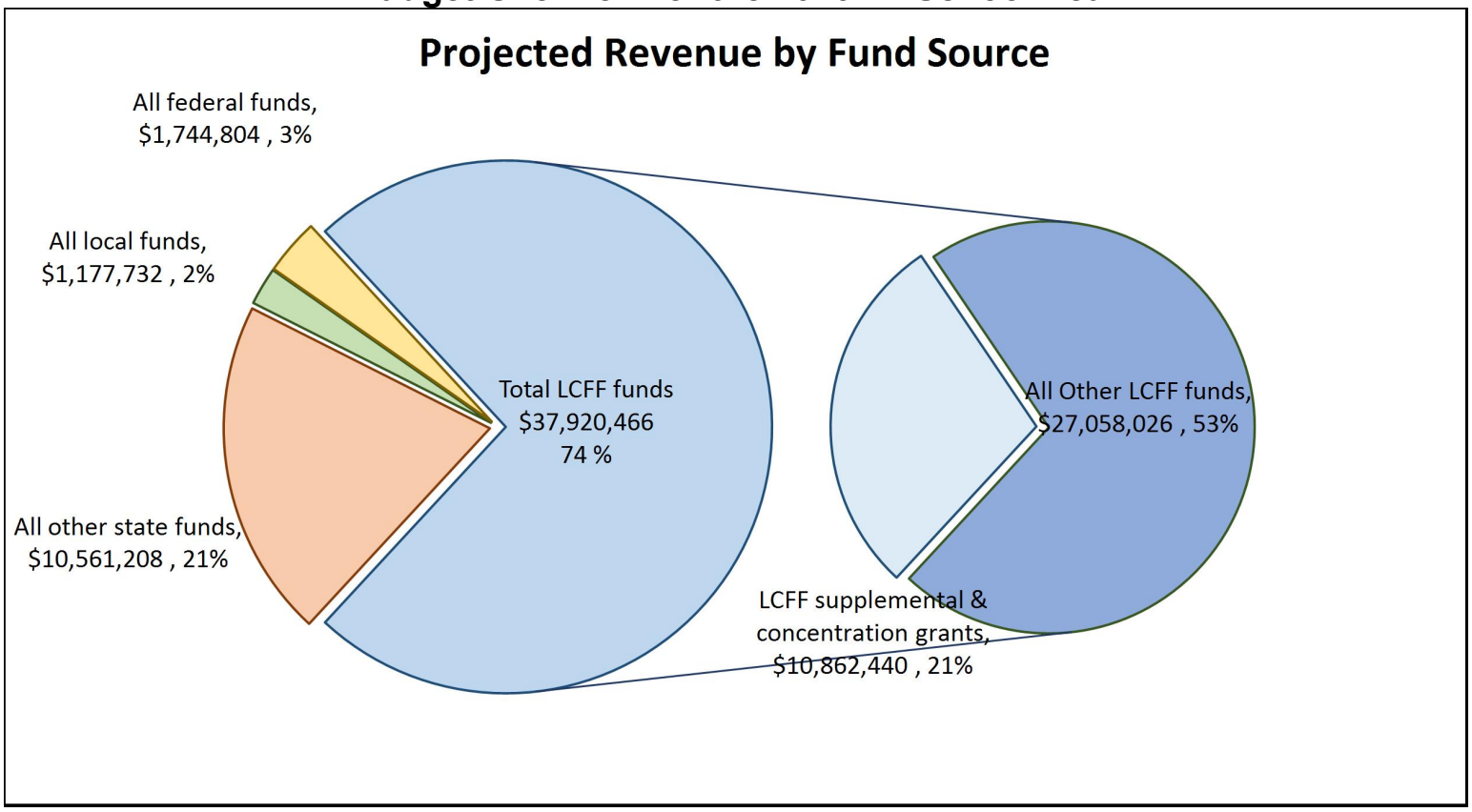
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Delhi Unified School District
CDS Code: 24753660000000
School Year: 2026-27
LEA contact information:
Eric Griffin
Superintendent
egriffin@delhiusd.org
(209) 656-2000 Ext. 1118

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

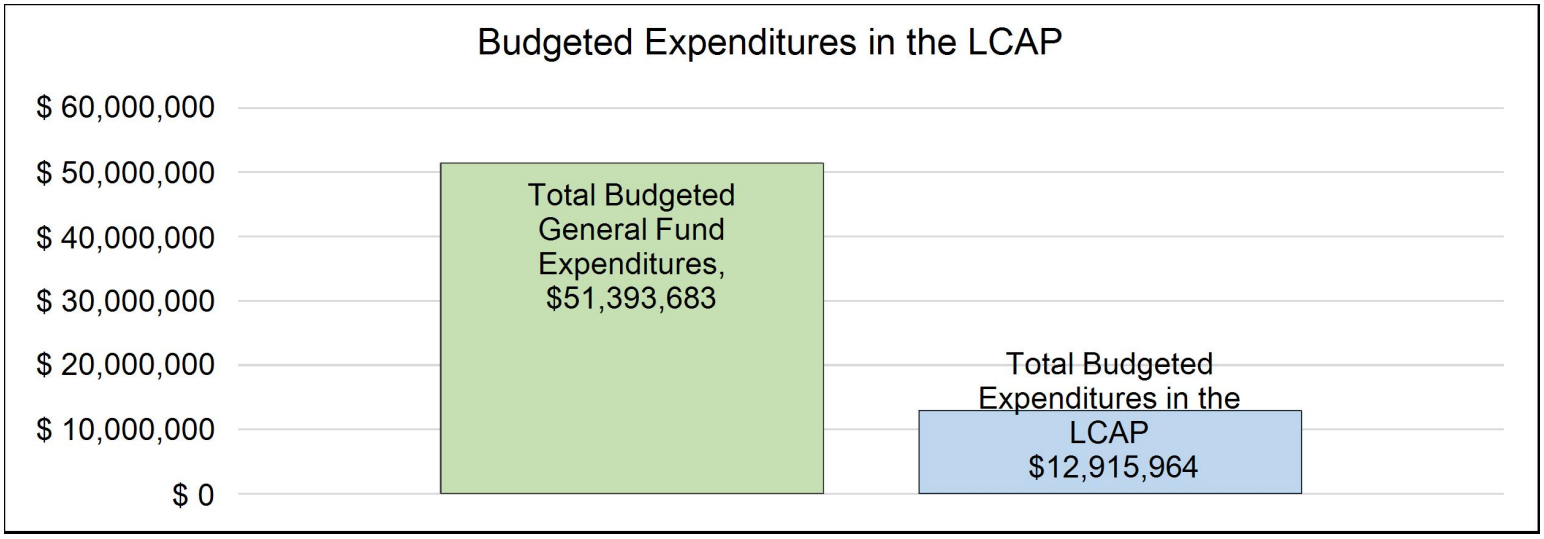


This chart shows the total general purpose revenue Delhi Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Delhi Unified School District is $51,404,210, of which $37,920,466 is Local Control Funding Formula (LCFF), $10,561,208 is other state funds, $1,177,732 is local funds, and $1,744,804 is federal funds. Of the $37,920,466 in LCFF Funds, $10,862,440 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 Delhi 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: Delhi Unified School District plans to spend $51,393,683 for the 2026-27 school year. Of that amount, $12,915,964 is tied to actions/services in the LCAP and $38,477,719 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

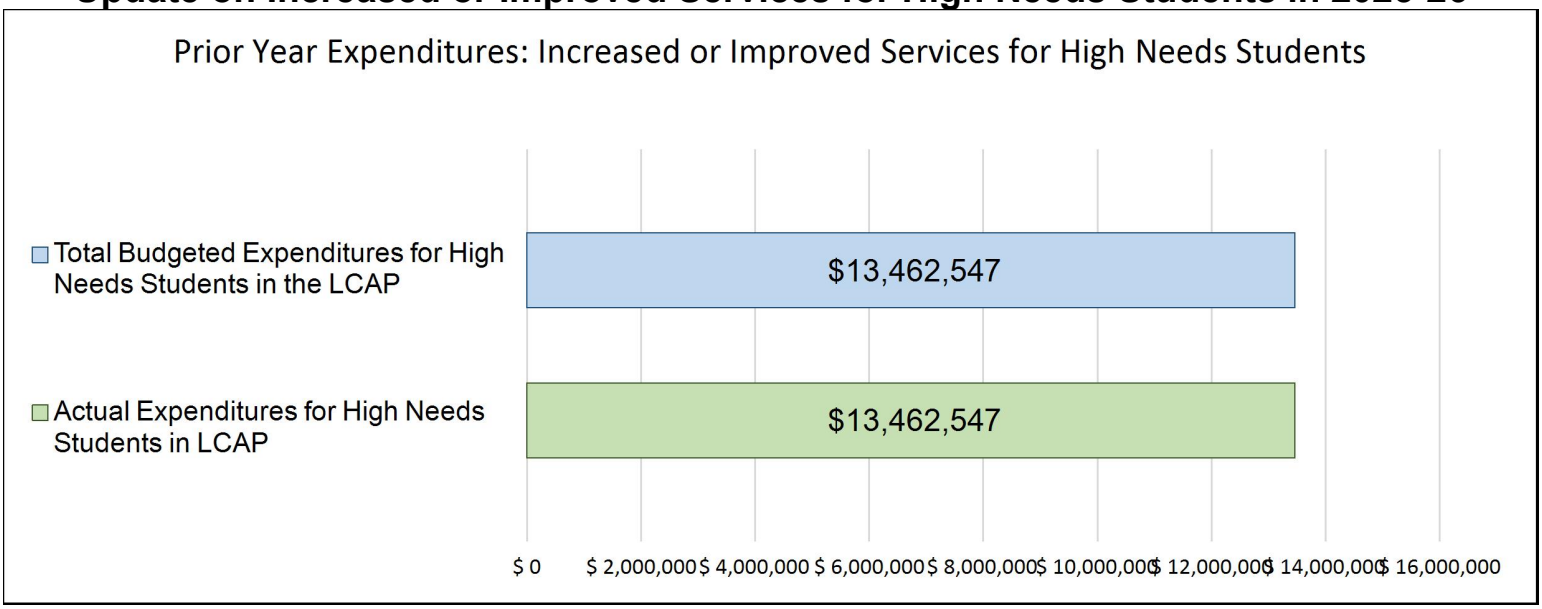
General Fund Budget Expenditures not included in the LCAP are those required for other District core operations outside of the LCAP.

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

In 2026-27, Delhi Unified School District is projecting it will receive $10,862,440 based on the enrollment of Foster Youth, English learner, and low-income students. Delhi Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Delhi Unified School District plans to spend $12,265,964 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 Delhi 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 Delhi 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, Delhi Unified School District's LCAP budgeted $13,462,547.00 for planned actions to increase or improve services for high needs students. Delhi Unified School District actually spent $13,462,547.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Delhi Unified School District	Eric Griffin Superintendent	egriffin@delhiusd.org (209) 656-2000 Ext. 1118

Plan Summary [2026-27]

General Information

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

The district's Mission is "Advancing future leaders' creativity, individuality, talents, and abilities through rigorous, dynamic educational programs," and its vision is "Empowering our students to serve and lead the world."

The district serves students in grade levels from Expanded-Transitional Kindergarten through 12th grade at five school sites: Delhi High School with 701 students, Delhi Middle School with 361 students, Harmony Elementary with 426 students, Schendel Elementary with 457 students and El Capitan Elementary with 297 students. The most recent CALPADS enrollment data reported that the district has 2,242 students (a decrease in 14 students from the previous year), of which 1,967 (87.7%) students qualified for free or reduced meals, and 672 are English language learners. The student population also includes 6 foster youth, 137 homeless youth, and 115 students who are migrant youth. The district's unduplicated percentage is approximately 89%.

The community of Delhi is an unincorporated rural area with a population over 12,000. Being unincorporated, the community relies on the pooled resources of County of Merced for most municipal services. Moreover, because the school district is the only visible public agency, the community and students look to and depend on the district to provide services and organize activities that in many communities are offered by other governmental agencies. The District's General Fund budget for 2026-27 is $51,393,683, with Certificated Salaries comprising 39% of the budget, Classified Salaries 21%, Employee Benefits 25%, Books and Supplies 4%, Services and Other Operating Expenditures 9%, Capital Outlay 0% and 1% on other items.

Reflections: Annual Performance

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

DUSD found successes in the following areas in the 2024-25 school year according to the CDE Dashboard:
-High School Graduation rate-100.0%
-English Learners High School graduation rate- 100.0%
-Hispanic Subgroup High School graduation rate- 100.0%%
-Socioeconomically Disadvantaged High School graduation rate- 98.3%
-Homeless High School graduation rate- Not on the Dashboard-Locally 100%

In 2024-25, DUSD continued to focus attention on chronic absenteeism and attendance that resulted in progress: It is important to note that the year 2022-23 results are included as DUSD was in the RED in those categories.
-Evidence of improvement in Chronic Absenteeism from 21.4% (2022-23 CA Dashboard) to 10.5% (2023-24 CA. Dashboard); a drop of 10.9% to 10.5% (2024-25 CA Dashboard); a drop of 0.4%.
-Suspension continues to be an area to watch with 3.0% (2022-23 CA Dashboard) to 4.4% (2023-24 CA Dashboard); a slight increase of 1.4% to 5.3% (2024-25) an increase of 3.9%.

According to the Local Measures (NWEA Assessment) for 2024-25 Winter results, on average, DUSD demonstrated growth in both ELA and Math with some regression occurring at Delhi Middle School:
-Delhi High: 64.82% (previously 46.34%) of students scored at or above mastery in ELA; 54.55% (previously 50.67%) of students scored at or above mastery in Mathematics
-Delhi Middle School: 48.77% (previously 53.0%) of students scored at or above mastery in ELA; 42.98% (previously 50.67%) of students scored at or above mastery in Mathematics
-El Capitan: 51.94% (previously 34.37%) of students scored at or above mastery in ELA; 58.17% (previously 37.23%) of students scored at or above mastery in Mathematics
-Harmony: 66.49% (previously 52.34%) of students scored at or above mastery in ELA; 69.95% (previously 44.16%) of students scored at or above mastery in Mathematics
-Schendel: 52.36% (previously 36.54%) of students scored at or above mastery in ELA; 56.59% (previously 29.62%) of students scored at or above mastery in Mathematics

In 2025-26, DUSD also focused attention based on the climate and culture survey, which was conducted in the Spring of 2026 where parents, students, certificated and classified staff provided input on school on safety and school connectedness.
-Climate and Culture Survey for Parents on sense of safety (94%) and school connectedness(91%).
-Climate and Culture Survey for Parents on sense of safety (94%) and school connectedness(91%).
-Climate and Culture Survey for staff on sense of safety (97%) and school connectedness (97%).
-
DUSD had successful results in the 2024-25 school year according to the CDE Dashboard:
-DUSD English Learners student group, in the Blue, making a 57.2% progress towards English Language Proficiency, an increase of 11.7% from the 2023-24 school year.

-DUSD Long Term English Learners student group in the Blue, making a 64.2% progress towards English Language Proficiency, an increase of 24% as compared to the 2023-2024 school year.
-DUSD English Learners, Hispanic, Homeless Socioeconomically Disadvantaged, and White student groups are in the Yellow for English Language Arts and Mathematics.
-DUSD Long Term English Learner student group are in the Red for English Language Arts and Orange in Mathematics.
-DUSD Students with Disabilities student group are in the Red for English Language Arts and Mathematics.

DUSD had a very successful Academic year in the 2024-25 school year. This is due to consistency in the development of an incremental approach to professional development, coaching and assessment implementation guided with a continuous improvement lens through Improvement Science, close monitoring and disaggregation of data, as well as intentional support to guide and delve into research-based instructional pedagogy and implementation. As we continue into the 2026-27 school year, it is very important that DUSD sustain the practices, procedures, and norms established for instructional pedagogy so that the students reach grade level standards in all content areas. We acknowledge that sustaining BLUE on the Dashboard for our student groups may be challenging; however, we believe that each and every student deserves high academic rigor and access to research-based curriculum/instructional model to attain high standards and rigorous learning. The following DUSD effective practices will create sustainability and continuity for the students to reach high achievement levels:

-Elementary (TK-4) students will continue to build their foundational and comprehensive literacy skills through the implementation of SEAL and (6th grade) ERWC (Expository Reading and Writing Curriculum) instructional Models, Math Number Talks and CRA (Concrete Representational Abstract), Science implementation, History/Social Science and Writing instruction.
-Secondary (7-12) students will continue to develop, expand and apply their literacy skills through the implementation of ERWC, AVID, Thinking Classrooms, Science Implementation, History/Social Science and High School Pathways and Academies as well as embedded research-based instructional strategies from ELPAC Task Types and GLAD to build on language and literacy development.
-DUSD will continue to provide summer school at the elementary level to provide intervention and enrichment opportunities to address student needs.
-DUSD will continue to provide summer school at the secondary level to offer credit recovery, intervention and enrichment opportunities to address students' needs.
-Continue to build the leadership capacity of the Dual Language Immersion (DLI) Taskforce to design and implement the 50/50 program model at all three elementary sites aligned to the SEAL instructional framework and research.
-English Learners continue to fully and meaningfully access and participate in Integrated and Designated ELD that results in attaining high levels of language proficiency across all content areas.
-Reclassified students will be monitored closely for four years, providing them with interventions and enrichment opportunities as needed based on their three local assessment results given three times per year. In addition, the RFEP students' parents will be provided with information regarding their monitoring in the fall and spring parent/teacher conferences.
-Continue to use rigorous assessment systems (NWEA, Elevation, AERIES, CALPADs, TOMS, SEIS) to disaggregate and monitor/evaluate student progress.
-Continue to provide a Guidance Technician to support the Learning Coordinator with A-G completion for unduplicated students.
-Continue to work with the English Learner TaskForce to revise and update the DUSD Multilingual Master Plan to ensure compliance with Title III in addition to providing a premier English Learner Program to our multilingual students who have been identified as ELs.

-Continue to build the capacity of certificated and classified staff to fully understand the alignment between the ELPAC assessment and the grade level content standards and instructional program.
-Continue to provide professional development for classified and certificated staff in the areas of the Inclusion Model, IEP implementation, and supplemental materials to address student specific needs. Implement the full inclusion Model by 2027 in TK-12th grades so that all students with disabilities have full and appropriate access to the academic programs.
-DUSD will continue to leverage the CAASPP resources, i.e. Tools for Teachers- Connection Playlists, Instructional Resources, Formative Strategies, Accessibility Strategies, Professional Learning, and Interim Items Portal. Through a Needs Assessment, there seems to be a gap in educational specialists understanding the CAASPP test/format/platform and the alignment to classroom ELA and Math instruction/literacy.
-DUSD will continue to provide professional development to all educational specialists and Special Education paraprofessionals on the CAASPP and NWEA platform/resources. ELA and Math Interim and Benchmark Data will be disaggregated and analyzed during teacher's PLC time to monitor student progress and growth.
-Continue to maintain 3 Family Support Counselors, one for each elementary school (TK-6) and one student support counselor at the secondary level (7-12) to provide inclusive behavior instruction and inclusive social-emotional instruction as well as support the Student Support Team (SST) process. To improve student connection, self-esteem and self-efficacy, continue to develop a strong secondary 7-12 sports program.
-Continue to provide inclusive behavior instruction includes: supplemental interventions and supports; intensified interventions and supports, and comprehensive behavior supports. Continue to build on the Student Support Team (SST) process at the elementary level and secondary level.
-Continue to provide inclusive social-emotional instruction which includes: Universal social-emotional supports; supplemental interventions and supports that will lead to reducing chronic absenteeism and suspension rate; comprehensive social-emotional developmental support to redesign the Positive Behavior Intervention Supports (PBIS) at all school sites that include discipline and attendance policies as well as initiatives. Specific attention will be given to English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups.
-Continue to provide two Program Specialists with Special Education expertise; one to support preschool through 6th grade, and one to support 7-12 grades. Beyond compliance, these two Program Specialists will be responsible for the consistency of all IEP meetings as well as ensuring the IEP teams develop a premier Individualized Plan for every DUSD student with disabilities.
-Continue to provide a Board Certified Behavior Analyst (BCBA) for students with behavioral needs that impede their academic and social progress so that they develop social, coping and emotional skills.
-Continue to provide an EL Program Specialist to orchestrate the re-designing, monitoring, and evaluating the EL program using the EL Federal Monitoring Tool across the district in collaboration with the Student Programs Department, Senior Director and Special Education Departments as well as involvement of the District English Language Advisory Committee (DELAC).

DUSD will continue to be very intentional in the 2026-27 school year with the following five initiatives that will move towards a more proactive and effective implementation. This takes commitment, perseverance and courage for continuous growth for students success. This is why DUSD must continue to focus on these five initiatives within this three year LCAP Cycle to evaluate progress and growth with local and state measures.

*LITERACY- Delhi Unified students need to gain confidence in their basic literacy skills and develop strong academic mastery that will provide them with the tools to communicate, collaborate, engage in critical thinking and use creativity to succeed in school by successfully being on track to completing A-G coursework and show readiness for College and Career pathways. There is a need for Delhi students to

experience success and understand their purpose for effective literacy skills to build their achievement and get grounded on their inner potential to build a successful future for themselves.
*ASSESSMENT- DUSD Assessment Based System is critical to addressing students needs in the following ways: Targeted Instruction gives teachers a clear picture of what students already understand and where they might be struggling with. This data allows teachers to tailor their instruction to address individual student needs. They can provide targeted support for areas where students are falling behind and offer more challenging activities for those who are grasping the concepts quickly; Monitoring Progress is critical to identify student needs. By analyzing data from various assessments, educators can see if their teaching strategies are effective and if students are meeting the learning objectives. This ongoing monitoring allows for adjustments to be made throughout the learning process, ensuring students stay on track; Assessment data can be a powerful tool for communication between teachers, students, and parents. It allows educators to explain student strengths and weaknesses in a clear and objective way. This can help students understand their progress and set goals for improvement, while also keeping parents informed about their child's learning journey; AND When students are involved in the assessment process through self-reflection and goal setting, they become more invested in their learning. Students develop metacognitive skills, such as the ability to monitor their own understanding and adjust their learning strategies accordingly. This empowers them to take ownership of their education.
*ELD PROGRAM- The biggest need in DUSD is to build capacity, knowledge and understanding of the importance of differentiating instruction in language development for English Learners based on their Language Development levels from ELPAC results so that every English Learner is engaged in protected time with Designated ELD. In addition, there is a need for teachers to gain knowledge and training in how to use Integrated ELD throughout the day to scaffold instruction and learning for our English Learners within all content areas in order for them to learn in a comprehensive way as they develop their language and literacy skills.
*LTELS- At DUSD, Although our LTEL students were BLUE on the CA Dashboard English Learner Progress Indicator, we continue to have many students who continue to stay stagnant within their EL pathway as they make little or no progress, stuck at Level 3 on their language development as determined by ELPAC. Therefore, our LTELs need continued monitoring, strategic and guided support with interventions specific to language and literacy development. In order to create these opportunities for our LTELs, our teachers and administrators need strategic and guided professional learning that builds on their skills to provide targeted instruction and be advocates for LTELs.
*STUDENTS WITH DISABILITIES- DUSD students with disabilities often experience lower academic achievement compared to their peers. Stronger support systems for students with disabilities, including well-trained special education teachers, IEPs, social-emotional well-being can bridge the achievement gap and navigate social interactions to build healthy relationships. By strengthening supports and services, we can create a more inclusive learning environment where students with disabilities can thrive alongside their peers. This not only benefits them academically and socially, but also fosters a more equitable and just education system.

For the 2022-23 Dashboard, Delhi USD had Red indicators in the following student groups and/or schools:
* ELA, districtwide ELs and SWD, Delhi High/ELs, Delhi Middle/Hispanic and SWD (Actions 1.1, 1.4, 1.5, and 1.6)
* Math, districtwide SWD, Delhi Middle School/Hispanic (Actions 1.1, 1.4, 1.5, and 1.6)
*Suspensions, districtwide Foster Youth, Harmony, Homeless/White (Actions 2.1)

Learning Recovery Emergency Block Grant (LREBG)
-DUSD has approximately $3.8M of LREBG funds, or roughly ~$1.25M per year to allocate for expenditures through 2027-28. LREBG funds will be split evenly over the next three years to fully fund Action 1.1 Promote Efficacy and Confidence in Literacy.

Reflections: Technical Assistance

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

The 2024 California School Dashboard identified Delhi Unified School District (DUSD) as meeting the criteria for Differentiated Assistance for the Long Term English Learners student group, specifically in State Priorities 4 (Student Achievement) and 6 (School Climate), including indicators such as English Language Arts, Mathematics, ELPI, and Suspension rates. Under LCAP Goal 1, Actions 1.4 and 1.5 address the Long Term English Learners and support for English Learners tied to the work DUSD is doing with DA Technical Assistance. In collaboration with Merced County Office of Education (MCOE) as technical assistance providers and thought partners, DUSD employed evidence-based tools within the Improvement Science Model to identify strengths and areas for growth. Through collaborative structures, MCOE partners received detailed insights into DUSD's progress on local indicators requiring focused attention under Differentiated Assistance. Together as collaborative partners, we analyzed the Dashboard results for ELA, Math, and Suspension data for Long Term English Learners; reviewed and analyzed the Local Measures such as NWEA results, Ds and Fs grades for middle and high school EL and LTEL students; reviewed the effective practices and programs are available for our students such as (LCAP aiming to address student needs, A-G course offering, A-G focus on academic counseling, professional learning for all educators, expand home to school supports, create a detailed 4 year plan for all students (grad credits, A-G, CTE), and all departments form Improvement Science teams with a focus on English Learners.

RAISE: Raising Attendance and Improving Student Engagement
The district participated in RAISE (Raising Attendance and Improving Student Engagement), a statewide improvement network focused on improving attendance and reducing chronic absenteeism. District teams reviewed statewide attendance and chronic absenteeism data and engaged in biweekly reviews of Average Daily Attendance (ADA) and year-to-date chronic absenteeism data to support continuous reflection and improvement.

Teams collaborated with district office staff to develop systems and structures for regular data use, including the use of by-name student lists to identify students at risk of becoming chronically absent. District attendance teams met biweekly to discuss student needs and implement supportive strategies such as check-in/check-out and other relationship-based interventions. Professional learning emphasized creating warm, welcoming school environments that foster trust, safety, and belonging for students and families.

Through statewide network convenings, teams identified root causes, shared learning, and explored evidence-informed strategies to develop and refine change ideas for implementation within their local context. Districts also received ongoing coaching support from MCOE outside of convening days to sustain and deepen this work throughout the school year and into the future. This work is aligned to Goal 2, Actions 2.1 and 2.2 in the 2026–27 LCAP.

Superintendent's Series: Multilingual Learner Network
Through participation in the Superintendent's Series Multilingual Learner Network, district teams focused on improving outcomes for English Learners and Long-Term English Learners. Teams reviewed both California School Dashboard data and local student-level data to better understand system performance and student outcomes.

Districts engaged in an improvement journey that included developing process maps of the reclassification system to identify strengths, gaps, and opportunities for improvement. Teams analyzed local data related to student progress through the reclassification process to inform

strategies for improving reclassification rates. Professional learning included support on the English Learner Roadmap, ELPAC data use, and other aligned resources to strengthen instructional and systemic practices.

In addition to network convenings, districts received individualized coaching from MCOE to support implementation and sustain improvement efforts throughout the school year and beyond. This technical assistance informed Goal 1, Action 1.4 and 1.5 in the 2026–27 LCAP.

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.

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Site and District Leadership Team Meetings (LCAP review of Goal 1-3 Metrics monitor/evaluate progress) -September 5, 2025 -October 8, 2025 -November 4, 2025 -December 1, 2025 -December 15, 2025 (all Day Leadership Retreat on the Topic of Equity for All Students) -January 6, 2026 -February 3, 2026 -April 2, 2026 -May 5, 2026 -June 2, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
Board Meetings (LCAP Presentation on Progress and Goals) -November 18, 2025: Presentation of State and Local Data by Superintendent -February 10, 2026: LCAP Mid-Year Review -April 14, 2026: LCAP Review of Multilingual Master Plan -April 28, 2026: LCAP Study Session -June 2, 2026: Public Hearing for LCAP -June 9, 2026: Board Adoption of the LCAP	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and

Educational Partner(s)	Process for Engagement
	cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
LCAP Community Meetings -October 17, 2025 (Festival/forum) -April 17, 2026 (Festival/forum)	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
District English Learner Committee (DELAC) -August 6, 2025 -September 18, 2025 -November 6, 2025 -January 15, 2026 -May 7, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
Parent Advisory Committee (PAC) May 7, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around

Educational Partner(s)	Process for Engagement
	LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
DTA/CSEA Quarterly LCAP Meetings -November 13, 2025 -February 4, 2026 -April 15, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
Merced County SELPA March 26, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.

Educational Partner(s)	Process for Engagement
Superintendent Griffin Listening Circles -Oct 15 at Schendel - morning with classified -Oct 16 at Harmony - morning with classified -Oct 22 at Schendel - after school with certificated -Oct 23 at El Capitan - morning with classified Oct 29 at El Capitan - after school with certificated -Nov 5 at Harmony - after school with certificated -Nov 12 at Ed Park - after school with certificated -Nov 20 at Harmony - during lunch with certificated -Nov 21 at Schendel - during lunch with certificated -Dec 10 at Ed Park - during lunch with certificated -Dec 11 at El Capitan - during lunch with certificated -April 20 at Ed Park - during lunch with certificated -April 21 at El Capitan - during lunch with certificated -April 23 at Schendel - during lunch with certificated -April 29 at Harmony - during lunch with certificated	The process of engaging Educational Partners in 2025-26 school year consisted of: 1. Establishing dates to hold educational partner meetings by the leadership and cabinet teams 2. An invite to the meeting for educational partners was sent out to the participants through ParentSquare and/or via calendar invites 3.The Educational Partners Meeting consisted of a presentation and discussion around LCAP Goals/Actions/Metrics Progress and Deltas (opportunities for change/growth) 4. Feedback opportunities were given throughout and at the end of the presentation via qualitative feedback and survey data 5. Notes were taken and turned into Canva presentations to discuss with the leadership and cabinet teams 6. Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.
Climate and Culture Survey: • April 20-May 1, 2026	The process of engaging Educational Partners in 2025-26 school year consisted of: 1) Creating a Culture and Climate Survey that goes out to Students, Staff and Parents; 2) Scheduling a timeline in which the survey will be collected; 3) Collect the survey during the timeline; 4) Review the results of the Survey with the Leadership Team; 5) Leadership and cabinet teams then implemented the following protocol of Adopt, Adapt, Add, or Abandon according to feedback given by the various Educations Partners to help write the new 2024-27 LCAP.

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

The following actions were influenced and implemented by themes explored through the input provided by our Educational Partners:

Goal 1:
Feedback from Certificated and Classified employees indicate the following:

-Dashboard results indicate strong progress in ELA and Math, with LCAP three-year targets being met in just two years, and continued improvement in English Learner progress. These outcomes suggest that current instructional practices and strategies are effectively supporting students, particularly English Learners and Long-Term English Learners, as reflected by BLUE performance indicators for both groups.
-SEAL has been instrumental in supporting all students (GATE, SPED, and high academic) as it provides extensive language development

strategies and student engagement opportunities. In the last couple of years teachers have shared the amount of time spent on preparation for SEAL lessons and units is "a lot". Therefore, the district conducted surveys and a ladder of inference protocol to review the needs. The needs are based on needing additional preparation time to implement SEAL effectively, specifically after Unit Development Days to ensure that the strategies are well prepared for implementation with students.
-The Science curriculum adoption process was completed in 2024-25 school year. All materials and curriculum were purchased for every teacher in TK-5 and follow up training was provided for the 5th grade teachers with MCOE as our partners throughout the 2025-26 school year with coaching imbedded. The TK-4 teachers received training during our ALL DUSD Days, which are two days within the school year a, diving into the NGSS framework and STEMSCOPES. The MCOE coordinator provided the trainings with the STEMSCOPES implementation supports imbedded.
NOTE: Because our K-4 teachers were getting SEAL training and based on their input of being "overwhelmed with SEAL", we decided to only provide the new science curriculum (STEMSCOPES) training during the two ALL DUSD Days. Teacher input on the Science Curriculum is that they like it very much and want to have more training for implementation.
-The 50/50 Dual Immersion Model is in its second year of implementation for TK-2. The transition to the 50/50 model has been much smoother for grade 3-6 where typically English starts to be the target language and there seems to be a balance there for them. However, for the primary grades (TK-2) it was an instructional shift in having to teach more of a balance between the two language being taught. As implementation continues and teachers understand the pedagogy and research of the model that the DLI Taskforce chose, then they will have buy in to fully implement successfully. To support the DLI teachers, the(TK-6) teachers received cross grade level collaboration where the focus was on research-based principles and pedagogy to delve deep into the practices and align the standards across grade levels. We also extended the TK-6 DLI Collaboration to TK-8 for the 2025-26 school year and the feedback from the DLI teachers has been very positive with requests to add the high school Spanish teachers into the collaborations so that there is a through line for Dual Language Students and the instructional pedagogy and pathway. In addition, through the DLI Collaborations, the teachers along with the Program Specialist came up with the DLI Pathway (TK-12), which was written in the Multilingual Master Plan and approved by the Board of Trustees on April 14, 2026. As we get into 2026-27, we will continue to provide cross grade level collaborations to delve into the grade level standards, research-based practices and pedagogy, delving deeper into the DLI Pathway and what that looks like for our students in our district.
-NWEA Assessment System is an integral part of the instructional platform for every grade level within our school district. The input from the site principals and teachers about NWEA has been very positive and a continuous need to provide professional development and delve deeper into the assessment platform and data reports. This is year 4 of NWEA assessment system for DUSD and we continue to work with our consultants to provide a deeper level of professional development for our principals and teachers. We took the assessment to a new level with our site leaders as each principal was asked to disaggregate their site data and present it to the Executive Cabinet. In addition, they were given opportunities to share the data with each other. We conducted an Instructional Rounds Walkthrough at all the sites with our site and district leaders. he Site Principals presented their NWEA Data and lead the walkthroughs in various classrooms. After the walkthroughs, the Site Principals facilitated feedback using the Ladder of Inference protocol (plus, delta, questions and next steps) for improvement.
-Senior Director has been working with the Math department (7-12) using Improvement Science to fully implement Thinking Classrooms instructional practices. While there is a variance in implementation, there is hope and optimism that new evidence/qualitative data illustrates a shift in their mindset and teaching. The Math Department has conducted 3 Plan/Do/Study/Act (PDSA) cycles where they identified 3 strategies that they implemented as a test to reduce their Ds/Fs for grades 7-12. Their feedback is that they are stuck with 20% of their students improving their D/F grades. Although 80% of their students are successful in the strategies that are implemented, there is still 20% that are failing in Math. The team is stuck and as we are approaching the end of 2025-26 school year, we are continuing to ask ourselves what additional supports are needed for the 20% of students failing math.
-The 7-12 teachers are implementing Building Thinking Classrooms (BTC) and we worked with our MCOE facilitator with the deeper

learning/training of BTC. As we move forward with the Math Department at the Secondary, we will be reviewing math adoption for the 2026-27 school.
-Concerns remain at the secondary level, including low CTE pathway completion rates, limited A–G completion for UC/CSU eligibility, and questions around course placement, grading policies, and high rates of D/F grades despite a 98% graduation rate. These trends indicate a need for deeper analysis of high school systems to better align coursework, rigor, and student outcomes.
-ERWC Instructional model is valued at the secondary level and students gained access to rigorous curriculum through the implementation of those strategies and units of study. Our Multilingual Program Specialist provided additional training for most of the departments at the secondary level. The teacher feedback has been very positive and through walkthroughs, there is evidence of implementation. In addition, our 6-8 ELA/ELD teachers attended the four day training and were certified in ERWC. The teachers also worked with our Program Specialist to create a year long plan, backwards mapping their standards, incorporating ERWC strategies to their ELA curriculum.
-ELD Teachers at the secondary (7-12) provided input that they wanted to research and adopt ELD curriculum for all English Learners (Newcomers, ELs, LTELs, etc.) Through their pilot, DUSD adopted ELD curriculum which disaggregated by English Learner Typologies. We will continue to build on teacher capacity at the secondary level to gain deeper and collective understanding of differentiated needs of the various English Learner Typologies through the new adopted curriculum.
-Teachers at the Secondary value the AVID Elective opportunities provided for our students and will be expanding AVID Bridge for Summer Institute. We will continue to provide AVID for all students in 7-12 in 2026-27 extending it to 12th grade.
-Teachers value the PLC time structure within the school day and feedback is to build teacher knowledge and capacity of what a true PLC process looks like and how student data is always part of the discussion and collaboration. Teacher feedback on PLCs is also that they would like to use the PLC time to prepare for SEAL lessons. Through our union negotiations, we agreed to give PLC times as prep for SEAL and one PLC where the principal will review data with them.

Feedback from parents and community educational partners indicate the following:

-Board members expressed appreciation for the LCAP presentation, particularly the clear connection between the district's goals, actions, and the specific work implemented throughout the school year.
-Parents of K–2 students value the transition to the 50/50 Dual Language Immersion (DLI) model and report increased student confidence in developing both languages simultaneously. In response, DUSD will continue strengthening DLI collaboration across TK–8 and will expand the DLI Taskforce to include high school representation. Additional professional development and collaboration opportunities will be provided to support effective implementation of the 50/50 model. Parent education nights focused on the DLI instructional model will also continue.
-PLTI parents also indicated an appreciation from the Program Specialist presenting about the History of Bilingual Education, which created a clearer understanding of Dual Language instructional model and its purpose.
-Parents expressed a need for increased training and understanding related to the implementation of accommodations and modifications within IEPs. While this information is currently shared during SST meetings, IEP meetings, and other site-based parent conferences, DUSD will continue to strengthen and expand parent education efforts in this area.
-Feedback indicated a desire for Physical Education classes to include more instruction on nutrition and health-related content aligned with PE expectations.
-Parents and staff value the emphasis on reasoning and critical thinking across content areas.
-Parents noted that the addition of EL Program Specialists has been beneficial in supporting instructional alignment, EL program implementation, and maintaining up-to-date knowledge of ELPAC expectations and grade-level standards. They emphasized the importance of continued staff training in these areas.

-Positive feedback was shared regarding RFEP students maintaining academic progress after reclassification.
-Parents requested clearer systems for monitoring student progress toward IEP goals.
-Parents expressed a desire for increased understanding of the IEP process and goal-setting procedures to better support their students.
-Feedback reflected appreciation for current speech and language services and noted that increasing capacity beyond the current staffing model (including contracted support through Presence Learning) would allow the district to better serve student needs.

-Feedback from students are as follows:

-"It's important to have children's English Learning enhancement up to date and involve parents in the process." Students expressed the importance of maintaining strong and current English Learner supports while continuing to involve parents as active partners in the educational process. Families shared that ongoing communication, parent involvement, and updated instructional practices are essential to supporting students' language development and overall academic success.
-For Dual Language Task Force: "It's important to develop English learning to improve biliteracy." The students emphasized the importance of biliteracy and multilingualism.
-For Dual Language: "Dual Language is important because it opens to diversity and shows more acceptance for those of other languages."
-For Newcomers: "I like that we accept people who do not know our language as newcomers."
-For Professional Development: "I like the preparation of teacher and as student and teachers grow, so should the learning and teaching strategies. As generations change, teachers should be up to date."
-For Student Work: "Students would like to see more artwork displays for the community and more projects for students to use target language."
-For High School: Many students requested more electives, AP classes, career pathways, clubs, and extracurricular opportunities, including classes such as engineering, coding, culinary arts, criminal justice, music, and advanced academics. "Provide more AP classes, more pathways for different careers, and more clubs."
-Students also requested greater academic support and flexibility, including more tutoring opportunities, better counseling support, later start times, reduced homework stress, and improved access to advanced coursework.
-Several responses emphasized the importance of student voice and communication, with students wanting staff and administration to listen more closely to student concerns, improve communication, and involve students in school decisions.

Goal 2:
Feedback from certificated and classified staff highlighted the following:

-Positive impact of expanded social-emotional and student support services across the district. Supports provided through Family Support Counselors (TK–6), Student Support Counselors (7–12), and the Mental Health Clinician—including classroom lessons, lunchtime activities, career exploration, spirit weeks, family workshops, SST and SART/SARB support, counseling services, crisis response, and risk assessments—have strengthened the district's MTSS framework by addressing students' academic, social-emotional, and behavioral needs.
-Staff also shared that the School Resource Officer (SRO) and District Safety Officers (DSOs) have significantly enhanced school safety and security across all sites and during after-school events, contributing to a stronger sense of safety for students, staff, families, and the community. I
-Chronic absenteeism rates have nearly been reduced by half from the baseline, and suspension rates continue to decline from Year 1 outcomes.

-Feedback further emphasized the positive impact of the Parent Coordinator in building meaningful relationships with families, particularly English Learners, socio-economically disadvantaged students, Foster Youth, and students experiencing homelessness. Staff noted that the Parent Leadership Training Institute (PLTI) has successfully empowered parents to become advocates for their children and active participants in school and district decision-making processes.

Feedback from parents and community educational partners indicate the following:

-Need for additional bullying prevention training for parents, teachers, and students to strengthen awareness, prevention, and response practices across schools
-Families also expressed the importance of more consistent communication between teachers and parents, including clearer incident reporting procedures and consistent follow-through with school protocols..
-Parents shared that activities such as Second Cup of Coffee, School Site Council, ELAC, DELAC, and PLTI have strengthened family connections, engagement, and partnerships within the district
-While the school community continues to grow stronger, there is still a need to increase parent participation in conferences, trainings, and school events.
-Feedback also emphasized the importance of empowering both parents and students to advocate for themselves and speak up when concerns arise.
-Families also expressed a desire for clearer communication regarding parent education opportunities, available district resources, and how the Parent Coordinator can assist families in accessing information, trainings, and community supports related to their individual needs.

-Feedback from students are as follows:

-Students expressed a need for increased awareness and communication regarding the support services available through the Mental Health Clinician, Family Support Counselors, and Academic Counselors. Feedback emphasized the importance of ensuring that both students and parents clearly understand the types of academic, social-emotional, and mental health supports available, as well as how to access those services when needed.
-Students also shared that counselors can continue strengthening relationships and trust by increasing personal connections, visibility, and consistent communication with students. Building stronger rapport and creating safe, supportive environments were identified as important factors in helping students feel more comfortable seeking support.
-How does more communication take place with Foster Youth and Homeless families to gain trust to understand what they really need.
-Many students shared a desire for a more positive and engaging school environment through more rallies, field trips, lunchtime activities, school spirit events, and fun student-centered experiences.
-Feedback reflected a need for stronger relationships and trust between students and staff, including teachers, counselors, administrators, and support staff being more understanding, supportive, and approachable.

Goal 3:
Feedback from certificated and classified staff highlighted the following:

-FIT ratings have improved across all school sites, supported by consistent and effective monitoring through the internal Facility Inspection Tool (FIT) reports conducted on a quarterly basis. This ongoing cycle of review has strengthened site accountability and helped ensure that

facilities are maintained in safe, clean, and functional condition for students and staff.
-there has been an increase in staff participation in Improvement Science Basics training, building a stronger foundation for continuous improvement practices across the district. Given that this is a free and accessible training opportunity, there is a need to expand participation to include more teachers in order to deepen districtwide capacity for data-driven problem solving and improvement work.
-The Information Technology (IT) department continues to provide efficient and responsive support services, with overall positive feedback regarding their timeliness, effectiveness, and resolution of technology-related issues across sites.

-Feedback from parents and community educational partners include:

- Parents participating in district wide committees report positive experiences, noting that they are gaining a deeper understanding of how the district system operates, including policies, instructional practices, and program implementation. Committees such as the Dual Language Immersion (DLI) Taskforce and EL Taskforce have provided meaningful opportunities for parent learning and engagement in instructional pedagogy.

-Families expressed strong satisfaction with Expanded Learning Opportunities (ELOP), highlighting the value of Saturday field trips, after-school programs, athletics, and enrichment activities that provide students with additional academic, social, and recreational experiences beyond the school day.
-Parents shared appreciation for the district's efforts to improve campus safety, including the consideration of installing fencing around EdPark, which they feel will enhance student safety and overall campus security.
-There is a shared interest from families in improving district communication, particularly in sharing updates about completed facility improvements and highlighting progress made across school sites to the broader community.
-Parents want to be in the loop and part of the discussion of how the district/sites prioritize the needs. Parents want a clearer processes for prioritizing needs across school sites, recognizing that while many facility and program needs exist, a transparent and systematic approach would help guide decision-making and ensure equitable allocation of resources.

Feedback from students are as follows:

-Students expressed an appreciation of the open campus at the Ed Park and would like more information on the changes in the facilities. They asked, "How can we do a better job of collaborating and communicating more in regards to facilities."
-"Delhi High School is a campus with students that have diverse backgrounds." The students also expressed how they appreciate the Japanese Exchange Program and welcome the Japanese students to their campus; which gives them the opportunity to learn about students from another country.
-"Leaders grow together, teams and collaboration are needed and everyone needs help."
-"Slowly remodel and build school sports programs, education and the way schools look as in safer, organization, and interest."
-Students participating in athletics requested improved sports equipment, upgraded fields and facilities, and more support for a wider variety of sports programs.

In order to fully track, monitor, and evaluate progress for the Goals, Actions, and Metrics during the three year LCAP Cycle, there are no additional Actions that were incorporated for the 2026-27 academic year

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Delhi USD will implement Inclusive Academic Instruction across all content areas aligning TK-12 in research-based instructional practices and strategies to prepare students for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Delhi USD is dedicated to implementing Inclusive Academic Instruction across all content areas, ensuring that teaching practices from TK-12 are aligned to research-based strategies. This approach aims to prepare students for college and career readiness by providing them with a strong foundation in various subjects and essential skills to be productive citizens within their community. The actions and metrics within this goal are geared to support ALL students in Best First Instruction and provide appropriate interventions, enrichments and experiences for students who are Low Socio-Economic, Foster Youth, English Learners, SPED and GATE. This goal will be monitored and evaluated through our local and state assessments (qualitative and quantitative) with actionable feedback from our educational partners (Parents, Certificated and Classified staff, students, administrators and community).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Statewide Assessments-CDE Dashboard (grades 3-8, 11)	50.3 points below standard (2022-23)	54.8 points below standard (2023-24)	34.9 points below standard (2024-25)	35 points below standard (2026-27)	Decreased by 15.4 points below standards
1.2	Math Statewide Assessments-CDE Dashboard (grades 3-8, 11)	80.2 points below standard (2022-2023)	78.9 points below standard (2023-24)	64.6 points below standard (2024-25)	65 points below standard (2026-27)	Decreased by 15.6 points below standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% of students who have completed A-G courses that satisfy the requirements for entrance to the UC and the California State University.	56.0% (2022-23) prepared	48.4% (2023-24) prepared	39.0% (2024-25) prepared	71.0% (2026-27)	Decreased by 17.0%
1.4	% of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks	60.0% (2022-23) prepared	45.0% (2023-24) completed courses	32.0% (2024-25) prepared	75.0% (2026-27)	Decreased by 28.0%
1.5	% of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU and career technical education sequences or programs of study	56.0% (2022-23) completed courses	27.5% (2023-24) completed courses	23.56% (2024-25) completed courses	71% (2026-27)	Decreased by 32.44%
1.6	English Learner Progress Indicator-Making progress towards language proficiency measured by ELPAC	54.2% making progress towards language proficiency (2022-23)	45.5% making progress towards language proficiency (2023-24)	57.02% making progress towards language proficiency (2024-25)	69% (2026-27)	Increased by 2.82%
1.7	Aeries- EL Reclassification Rate	17.0% (2022-23) Reclassification	15.0% (2023-24) Reclassification	18.5% (2024-25) Reclassification	32.0% (2026-27)	Increased by 1.5%
1.8	% of pupils who have passed an AP exam with a score of 3 or higher:	19.0% (2022-23)	33.0% (2023-24)	33.0% (2024-25)	34.0% (2026-27)	Increase by 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	% of students who demonstrate college preparedness pursuant to Early Assessment Program (EAP) or any subsequent assessment of college preparedness (CAASPP).	(2022-23) ELA- 45.26%-Met or Exceeded Math- 8.04%- Met or Exceeded	(2023-24) ELA- 24.24%-Met or Exceeded Math- 12.12%- Met or	(2024-25) ELA- 44.37% Met or Exceeded Math-14.10% Met or Exceeded	(2026-27) ELA- 60% Math- 23%	ELA - Decrease by .89% Math - Increase by 6.06%
1.10	State Indicator: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% (2023-24)	100% (2024-25)	100% (2025-26)	100% (2027-28)	0
1.11	Every student has sufficient access to standards-aligned instructional materials.	100% (2023-24)	100% (2024-25)	100% (2025-26)	100% (2027-28)	0
1.12	Implementation of the state board adopted academic content and performance standards for all students as measured by the LEA Self-Reflection.	(2023-24) ELA- 4 (Full Implementation) Math- 4 (Full Implementation)	(2024-25) ELA- 3 (Initial Implementation) Math- 2 (Beginning Development)	(2025-26) ELA - 3 (Initial Implementation) Math- 3 (Initial Implementation)	(2027-28) ELA- 5 (Full Implementation and Sustainability) Math-5 (Full Implementation and Sustainability)	ELA - Level of implementation dropped by one level Math- Level of implementation dropped by one level
1.13	English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency as measured by the LEA Self-Reflection.	(2023-24) ELD- 4 (Full Implementation)	(2024-25) ELD- 2 (Beginning Development)	(2025-26) ELD - 3 (Initial Implementation)	(2027-28) ELD-5 (Full Implementation and Sustainability)	ELD- Level of implementation dropped by one level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	PFT Report-DataQuest-Physical Fitness Test (grades 5, 7, 9)	(2022-23) Elementary / 5th Grade = 99.5% Middle School / 7th Grade = 99.5% High School / 9th Grade = 97.6%	(2023-24) Elementary / 5th Grade = 99.8% Middle School / 7th Grade = 97.4% High School / 9th Grade = 97.38%	(2024-25) Elementary/ 5th Grade = 100% Middle School/ 7th Grade = 98% High School/ 9th Grade = 98.4%	(2025-26) Elementary / 5th Grade = 100.0% Middle School / 7th Grade = 100.0% High School / 9th Grade = 100.0%	Elementary/5th Grade = .5% increase Middle School/7th Grade = 1.5% decrease High School/9th Grade = .8% increase
1.15	A broad course of study-CTE Enrollment Rate	70% (2022-23)	69% (2023-24)	77% (2024-25)	85% (2026-27)	7% increase in CTE enrollment
1.16	Programs and services are developed and provided to low income, English Learners, foster youth, and students with disabilities as measured by the LEA Self-Reflection.	100% (2023-24)	100% (2024-25)	100% (2025-26)	100% (2027-28)	0
1.17	Program and services developed and provided to individuals with exceptional needs as measured by the number of classrooms that are implementing the co-teaching inclusion model at the secondary level 7-12.	0/7 classrooms (2023-24)	3/7 classrooms (2024-25)	3/5 Classrooms (2025-26) Based on student numbers we dropped to 5 Case managers for SPED.	7/7 classrooms (2026-27)	3 classroom implemented the co-teaching inclusion model at the secondary levels 7-12
1.18	Science (CAST) statewide assessment CDE Dashboard grades (5,8, and 10-12)	5th Grade- 9.24% 8th Grade- 11.23% 12th Grade- 11.56%	(2023-24) 5th Grade- 17.88% 8th Grade- 10.37% 12th Grade- 16.13%	(2024-25) 5th Grade- 20.67% 8th Grade- 14.84% 12th Grade- 14.76%	5th Grade- 24% 8th Grade- 26% 12th Grade- 26%	5th Grade- 11.43% increase 8th Grade - 3.61% decrease 12th Grade - 3.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	Percentage of 7-12 grade students earning C's or higher at 3rd quarter- AERIES	N/A	(2024-25) Delhi High School 64% of Students received a C or better in ALL Classes for Quarter 3 Delhi Middle School 53% of Students received a C or better in ALL Classes for Quarter 3	(2025-26) Delhi High School 48.36% of Students received a C or better in ALL Classes for Quarter 3 Delhi Middle School 28.81% of Students received a C or better in ALL Classes for Quarter 3	(2026-27) Delhi High School 75% of students will receive a C or better in All the classrooms for Quarter 3 Delhi Middle School 75% of students will receive a C or better in ALL the classrooms for Quarter 3	Delhi High School- 15.64% decrease in students receiving C or better in all classes for Quarter 3 Delhi Middle School- 24.19% decrease in students receiving C or better in all classes for Quarter 3

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.

DUSD is making progress in implementing instructional models and research-based strategies across elementary and secondary levels for Goal 1. DUSD understands that instructional implementation is strategic and will take take 2 to 3 LCAP Cycles to complete all the actions written in Goal 1. Also, DUSD understands that effective implementation of any program, instructional model and/or curriculum will require adequate professional development with emphasis on coaching cycles to ensure teacher efficacy for implementation. Teachers and site administrators are moving towards building student confidence by providing students access to their assessment results and goal setting opportunities where students are starting to recognize the importance of their educational journey.

Some successes include:

-The district wide initiative of the Sobrato Early Academic Language (SEAL) Instructional Model in grades TK-4 has also been implemented in our SDC classrooms. There is qualitative evidence of the teaching practices and students producing language both orally and in writing. The SEAL Instructional Strategies are helping all students specifically our English Learners flourish in their academic setting. During scheduled SEAL visits, teachers who were traditional in their approach have transformed their teaching and classroom.
-There is clear evidence that ERWC with book studies, graphic organizers, sentence structures, and response to literature that promote literacy is implemented at the middle school and High School.

-The structures for DUSD local benchmark assessments (NWEA) is definitive with two cycles. Data disaggregation and goal setting are becoming part of the district culture with leaders, teachers, students and parents.
-There is a clear structure for curriculum adoption through a thorough process of examining, piloting and critiquing materials for adoption.
-The Dual Language Grade Level Collaborations are focusing on the Principles of Dual Language and teachers are gaining more research pedagogy and strategic implementation of an effective 50/50 model. In addition, some DLI teachers participated at the CABE State Conference, which built their capacity of effective and research-based Dual Language models.
-Title III Compliance pieces that have to do with FPM have been analyzed, updated and are being monitored which has lead to higher reclassification of students, a new written and board approved Multilingual Master Plan, professional development for integrated and designated ELD, data being collected and disaggregated by various EL typologies at the district and site levels for continuous improvement. In addition, DUSD collaborated with CDE through a COP process to gain knowledge and pilot the use of the OPTEL (Observation Protocol of Teachers of English Learners) instrument as professional learning and implementation within the Reclassification Criteria. ELD curriculum was adopted for grades 6-12 for all English Learner Typologies (Newcomer, ELs and LTELs).
-Teachers at all levels, especially secondary (7-12) are receiving specific professional learning on the use of ELPAC Task Types to use within the instructional delivery to guide students with all the language domains. This has supported the LTELs where more students are making progress in their language development.
-This is the second year in a row that all ELPAC level 4 students were reclassified, which is a huge celebration for our students.
-There is a focus on College and Career Readiness at the secondary level with an emphasis on A-G completion rate, dual and concurrent enrollment, CTE pathways and College information nights.
-Partnership opportunities with Hawk Haven and Stanislaus University have been successful with college visits and presentations conducted by their EAP Coordinator.
-In regards to 1.6, SPED Programs Specialists provided professional development to instructional aides on IEP implementation and Best Practices in supporting SPED students in the general education classroom. At PLC meetings, case managers and SPED Program Specialist reviewed NWEA and CAASPP data to evaluate strategies that could be implemented in the classroom.
-The Elementary SPED Program Specialist worked closely with MCOE to observe and determine which MCOE served students are ready to return to DUSD. Every IEP for our elementary SDC students is evaluated to determine most appropriate mainstream time.
-We currently have three classes at DHS that are being taught by one general education teacher (two English and one Math) and one education specialist. Two co-teaching classes were added at DMS. The collaboration has gone well and students are receiving the support that they need in those classes.
-SPED department (Director, one Program Specialist, and two psychologists) working with Systems Improvement Leads Network (SIL) to monitor and track goal progress within IEPs and to calibrate goal quality.

Some challenges include:
-Transition from an 90/10 to a 50/50 model was not a challenge in the decision making by the DLI Taskforce; however, to adopt and align it across all school sites continuous delving in the Dual Language pedagogy is needed and aligning that with the principles of dual language is critical. The 50/50 model was a bigger transition for the primary grades (TK-2) as they have the biggest shift of Spanish to English ratio which teachers are continuing to seek guidance and support to ensure that their 50/50 DLI instructional model is implemented effectively.
-Although the LTELs did well on the dashboard, only 15% of them reclassified, leaving the challenge of getting them ready for reclassification. LTELs have challenges because of the commitment to intentionally plan for Designated and Integrated ELD even when the instructional model of SEAL and ERWC call out what the model and plan for what instruction needs to look like. DUSD is still in the stages of awareness and moving towards initial implementation with some outlier teachers.

-Full SEAL model implementation across all elementary sites. While there is a variance of implementation and successes, there is work to be done on the mindset of research-based pedagogy and first best instruction that puts the needs of students first.
-There are efforts to implement ERWC; however, in order to move towards full implementation and sustainability, there is need to establish coherence at the site level and across all schools. The goal is to align ERWC instructional strategies within all content areas in the secondary levels to effectively implement and support students' literacy development.
-There is also a concern and inconsistency with grading at the Secondary level and a need to create a grading policy that is equitable for all students.
-In regards to 1.6 there is an identified need to provide our general education teachers training on implementing accommodations and modifications. This was clearly evident after completing an audit of the implementation of accommodations and modifications to students' grades. The feedback regarding the need for training came directly from the general education teachers and site principals.
-Another challenge identified was the need to clarify the roles and responsibilities of the district-wide BCBA. Through the SST process, it became evident that earlier BCBA involvement in Tier 1 and Tier 2 behavioral supports would strengthen proactive interventions and better support student success.
-The implementation of the co-teaching model at DHS initially presented challenges as staff worked to apply the training received into collaborative planning, instruction, assessment, and monitoring of student learning and growth.

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

While there was some variance within the individual budgeted actions within the Goal 1 Actions for the District LCAP, total Budgeted Expenditures and total Estimated Actual Expenditures within Goal 1 had a variance of less than 2%. Specific Actions were reorganized over the year to better align our actions with District initiatives. As regards individual actions:

1.1. - Expenditures exceeded budget because more personnel/program costs associated with literacy implementation were ultimately charged to this action than originally anticipated;
1.2 - Only limited supplemental/adoption-related expenditures occurred;
1.3 - In order to effectively spend restricted funds in order to avoid returning them to the State, many personnel within this Action were paid from other fund sources;
1.4 - Prior-year variance was caused by personnel costs associated with DLI/EL services being charged here that were not fully reflected in the original action budget;
1.5 - Planned LTEL intervention/support activities were only partially implemented, resulting in significantly lower expenditures;

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

This is the second year of the 3 year LCAP cycle, which is DUSD's baseline year for the actions tied to metrics. In the first year of the three year cycle, the California Dashboard indicators showed a great deal of success for our students. Even with positive results from the California Dashboard outcome measures , DUSD is still continuing to monitor local indicators closely (NWEA, Ds and Fs list) to evaluate effective and ineffectiveness of the goals and actions.

Effectiveness of Goal 1:

-Action 1.1,1.3 and 1.4 are connected as they lend themselves to our current local NWEA assessment results of Winter 2025 to Winter of 2026 indicating progress for ALL students and English Learners.
-Action 1.1 supports the incremental implementation of the SEAL full instructional model, as well as the continuous strengthening of Integrated and Designated ELD practices across the district. To support successful implementation, certificated staff (K-4)participated in ongoing professional development, instructional coaching, collaborative planning, and dedicated prep days focused on language development strategies, lesson design, and culturally and linguistically responsive instruction.
-Progress towards ERWC implementation and AVID where a full cycle of coaching is made available for teachers to effectively implement the research-based instructional practices.
-Action 1.2- We have increased the number of curriculum adoption (Visual Arts-University Arts of Education; Science-STEMSCOPES; ELD-Vista Higher Learning; Credit Recovery- Imagine Edgenuity; Ag Curriculum).
-Action 1.4- Program Specialists and SEAL partners provided technical assistance, classroom coaching, model lessons, walkthrough support, and collaborative feedback cycles to build staff capacity and ensure alignment with the California English Learner Roadmap. Additional supports included professional learning communities (PLCs), data reflection opportunities, and site-based collaboration focused on strengthening implementation fidelity and improving outcomes for multilingual learners.
-Action 1.5- increased number of reclassification opportunities for LTEL students through the monitoring process at the district and site level. The LTEL students are now part of the goal setting conversations about their results on the ELPAC and the supports they need to reclassify.
-Action 1.6- increased inclusion within the district-wide initiatives written within the LCAP, I.e. SEAL Instruction Model in SDC in grades TK-6, training on NWEA, CAASPP, ELPAC awareness and test taking strategies, along with more rigorous monitoring of English Learners who also students with disabilities. There was an increase of reclassification for our English Learners who also receive special education services. The structure of having 2 program specialists, 3 school psychologists, 1 BCBA and 2 speech and language pathologists is a robust team to support site leadership, teachers, instructional aides and students. This team allows DUSD to not only focus on the compliance of implementing a student's IEP but also provide a high quality education experience for students with disabilities in TK-12. This structure also allows us to focus on providing high quality college and career awareness and guidance to increase our numbers of preparedness.

Ineffectiveness of Goal 1: We would like to continue with the ineffective actions as we believe with time and data monitoring of results, they will become effective. This is the work that we are continuing to do to ensure that we are addressing the gaps through monitoring and the continuous improvement lens.

Action 1.5 Monitoring supports for Long-Term English Learners (LTELs) remains an area of need within our site's response to the district wide effort to support English Learners at risk of becoming LTELs. While systems such as the Pre-SST process are in place, there is not yet a consistent practice for regularly reviewing student progress data and closely monitoring students earning Ds and Fs that negatively impact A–G completion and overall academic progress. Although after-school tutoring and interventions are available for LTEL students, there is a lack of consistency and alignment in the supports provided across sites. Additionally, the district currently lacks a unified curriculum and structured intervention approach to ensure that LTEL students receive coherent, targeted support aligned to their language and academic needs.
-Action 1.6 There is a clear gap with the mindset and implementing a student's IEP and who is directly responsible for the success of the students. This is a systems gap for not having specific structure, processes and norms in regards to fully implementing IEPs. There is a definite need for teachers and principals alongside the support from the district office to learn and apply improvement science protocols within a cycle of learning that can be monitored year to year to evaluate growth and progress.

-Although the Special Education team partnered with SIL to strengthen the development of data-driven IEP goals, there is still a need for expanded professional development for case managers, administrators, and teachers serving students with disabilities to ensure greater coherence, consistency, and follow-through in IEP goal writing and implementation. DUSD will continue leveraging the SIL State Performance Plan Indicator Dashboard to analyze current systems, monitor progress, and build the capacity of both general education and special education staff to support improved student outcomes.

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

Based on reflections from prior implementation, budget expenditures were revised to better align resources in the following actions:
Action 1.1 expenditures were decreased as the number of DLI Taskforce stipends were reduced based on the number of teachers on the Taskforce.
Action 1.2 expenditures were decreased for the current school year, as the district did not move forward with the adoption of core curriculum.
Action 1.4 expenditures were increased to account for Dual Language teacher salaries, ensuring alignment with the district's commitment to expanding and sustaining its Dual Language program.
Action 1.6 expenditures were decreased to focus funding solely on Special Education personnel costs, supplementing services beyond what is supported through federal Special Education funding.

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	Promote Efficacy and Confidence in Literacy	All students in DUSD will engage in a culture of literacy (Listening, Speaking, Reading and Writing) across all content areas that will be a foundation and impetus for college and career readiness success beyond high school. Funds from the Learning Recovery Emergency Block Grant is designed to accelerate academic recovery and address learning gaps. DUSD is being strategic in the use of this grant and the funding is utilized to provide high-impact tutoring and individualized academic support through one-on-one and small group instruction. Research emphasizes that "targeted interventions such as high-dosage of tutoring, extended learning opportunities and small group instruction are among the most effective strategies for mitigating unfinished learning." These services are delivered by qualified certificated and classified staff to accelerate student learning and address gaps exacerbated by the pandemic. The metrics that are	$1,202,335.00	Yes

Action #	Title	Description	Total Funds	Contributing
		being used to monitor the impact of this action are 1.1- ELA Statewide Assessment-CDE Dashboard and1.2 - Math Statewide Assessment-CDE Dashboard. In addition, the LREBG supports expanded access to instruction for credit-deficient students, helping them meet or keep track of graduation and grade promotion requirements. "The American Institutes for Research (AIR) finds that structured credit recovery programs-especially those combining teacher interaction, rigorous coursework, and ongoing progress monitoring- can improve student learning outcomes and increase graduation rates." These learning recovery efforts not only improve academic outcomes but also support college and career readiness by increasing students' eligibility for postsecondary opportunities. The metric that is being used to monitor impact of this action is 2.5-High School Graduation Rates. The tutoring programs focus on core academic areas, including English language arts, mathematics, and English language development, and are designed to enhance both academic proficiency and English language acquisition. Targeted interventions are guided by diagnostic, progress monitoring, and benchmark assessments to ensure instruction is tailored to each student's needs and aligned with grade-level standards.DUSD has been identified for Differentiated Assistance (DA) due to outcomes for Long-Term English Learners (LTELs); as a result, the primary focus of LREBG funds under Action 1.1 is a targeted campaign to reduce and prevent LTELs through strategic academic supports and interventions. * Elementary (TK-6) students will build their foundational and comprehensive literacy skills through the implementation of SEAL and ERWC (Expository Reading and Writing Curriculum) instructional Models, Math Number Talks and CRA (Concrete Representational Abstract) math instruction through reasoning and critical thinking, Science Adoption/implementation, History/Social Science and Writing instruction. *Secondary (7-12) students will continue to develop, expand and apply their literacy skills through the implementation of ERWC, AVID, Thinking Classrooms, Science Adoption/Implementation, History/Social Science and		

Action #	Title	Description	Total Funds	Contributing
		High School Pathways/Academies. (Two additional Ag teachers at the high school will be hired to support the CTE pathway). *DUSD students will gain cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness (PE instruction). The hiring of 3 elementary PE teachers will provide elementary grade level teams time to collaborate within their Professional Learning Communities (PLC) to monitor literacy progress. *Students in TK-12 will participate in a culture of literacy (Listening, Speaking, Reading and Writing) through multidisciplinary approaches to the Arts through Visual and Performing Arts (VAPA). *Provide summer school to offer credit recovery, intervention and enrichment opportunities to address students' needs (TK-12). *Continue to build the leadership capacity of the Dual Language Immersion (DLI) Taskforce to design and implement the 50/50 program model aligned to the SEAL instructional framework and research. *An additional 4 contracted days will be added to the certificated teacher work calendar specifically for professional development (2 days prior to the first day of school, one in September, and one in January) to improve and align literacy across all content areas and Best First Instruction across all school sites.		
1.2	Leverage research-based Adopted Curriculum and Supplemental Materials	All students in DUSD will learn and acquire knowledge from the most recent research-based curriculum recommended by federal and state governments that align to the student demographics within the Delhi community. *Curriculum adoption will be timely, with a structured process where curriculum is piloted by instructors with student input and feedback as well as site and district administrator participation and engagement.	$310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Instructional and supplemental materials used in the classroom will be research-based and carefully evaluated by the educators in our district (teachers, site and district administrators).		
1.3	Assessment Based System to address and enhance student needs.	Delhi Unified School District students come with a variety of desires and needs. The district will respond with support and opportunities that provide varied data driven pathways towards college and career readiness. *Use rigorous assessment systems (NWEA, PARSEC, Elevation, ESGI, AERIES, CALPADs, TOMS, SEIS) to disaggregate and monitor/evaluate progress. *Continue to provide a District Data Analyst to support all departments and school sites with qualitative and quantitative data. *Continue to provide a Learning Coordinator that will support student academic progress at the secondary level to better monitor and respond to graduation and dropout rates with an emphasis on A-G completion for unduplicated students (I.e. Foster Youth, English Learners, and Low Socio-economic). Continue to provide a Guidance Technician to support the Learning Coordinator with A-G completion for unduplicated students. *Continue to provide two additional academic counselors to more efficiently guide 7-12 grade students through their more individualized college and career readiness plan. This includes using the assessment systems to develop a comprehensive and responsive master schedule to deliver a transformative broad course of study.	$1,027,000.00	Yes
1.4	Use the EL Roadmap to guide Designated and Integrated ELD	English Learners fully and meaningfully access and participate in Integrated and Designated ELD that results in attaining high levels of proficiency in multiple languages. DUSD will build teacher capacity in delivery high quality Designated and Integrated ELD instruction that aligns with California's English Learner Roadmap, fostering linguistic proficiency, academic achievement, and equitable access for all ELs by providing DUSD certificated and classified staff with the following professional development:	$4,879,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Understanding legal requirements (Title III, ESSA, State ELD Standards) *Distinction between Designated and Integrated ELD *Understanding and delving deeper into the ELD framework In order to delve into the Designated and Integrated ELD, DUSD is committed to the implementation of the following instructional models that integrate the 4 principles of the EL Roadmap: * Sobrato Early Academic Language (SEAL) * Expository Reading and Writing (ERWC) * Achievement Via Individual Determination (AVID) * Number Talks and Concrete-Representational-Abstract Mathematical concepts DUSD is in the initial implementation of building the research-based instructional models to strengthen the Designated and Integrated ELD instruction for English Learners. The initial implementation includes incorporating collaboration models that provide support, coaching and building leadership capacity to create rigorous and coherent instructional models that all English Learners receive from TK-12. Example of collaboration models used are El Program Specialists providing training, co-planning of unit developments, modeling instructional strategies, coaching and providing feedback to the classroom teachers as well as instructional assistants in the classrooms. As DUSD continues to build its research-based instructional programming, the following supports are in place to monitor, guide, and improve the instructional coherence for our English Learners. *Provide an EL Program Specialist to orchestrate the re-designing, monitoring, and evaluating the EL program using the EL Federal Monitoring Tool across the district in collaboration with the Student Programs Department, Senior Director and Special Education Department as well as involvement of the District English Language Advisory Committee (DELAC).		

Action #	Title	Description	Total Funds	Contributing
		*Form an English Learner TaskForce to revise and update the DUSD EL Master Plan to ensure compliance with Title III in addition to providing a premier English Learner Program to our multilingual students who have been identified as ELs. *Build the capacity of certificated and classified staff to fully understand the alignment between the ELPAC assessment and the grade level content standards and instructional program. *Reclassified students will be monitored closely for four years, providing them with interventions and enrichment opportunities as needed based on their three local assessment results given three times per year. In addition, The RFEP students' parents will be provided with information regarding their monitoring in the fall and spring parent/teacher conferences. *Newcomer students will be supported by the English Learner Program Specialists by developing a plan of action, training and coaching teachers with the Newcomer Toolkit. The Newcomer parents will get support through engagement from our site ELAC and district DELAC committees as well as parent education events that will support their acclimation into a new educational system. *Hire two elementary and one secondary Multilingual Program Specialists to provide side by side coaching, in class demo lessons, co-planning instruction, professional development, collaborate with site and district administrators.		
1.5	Identify, define the needs, and address the gaps of LTELs	DUSD certificated and classified staff will encourage, motivate, engage, and strategically support the needs of Long Term English Learners (LTELs) by providing differentiated and supplemental English Language Development (ELD). DUSD will equip teachers and instructional aides with information, tools and strategies to support LTELs' academic language growth and development, address their individual needs, and ensure equitable access to grade level content through the professional development of Designated and Integrated ELD. The professional development will include:	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Understanding of LTELs profiles and needs * Using data to identify and track LTELs (e.g. ELPAC scores, grades) * Designated ELD for LTELs such as targeted instruction of academic vocabulary and complex sentence structures; explicit teaching of reading and writing strategies, scaffolding opportunities for speaking and writing. * Integrated ELD across content areas such as embedding collaborative conversations, structured discourse, and purposeful grouping and very importantly, accessing complex texts through scaffolds, visuals, and sentence frames. DUSD Professional Development formats are as follows: *Workshops on language development strategies and integration of content *Coaching and modeling in the classrooms to guide teachers and build their capacity of working with LTELs *Teachers work with Program specialists to delve deeper into content and ELD standards to support LTELs with guided and differentiated instruction. In addition to the professional development opportunities for our educators, DUSD will also work on specific strategies outlined below to support English Learners and reduce the amount of students getting LTEL classification. Here are some ways that DUSD plans to reduce EL students classifying as LTELs: *Increase the number of reclassification for our Long-Term English Learners. *Establish a district wide campaign to target students at the intermediate grades who are at-risk of becoming long term English Learners to provide intensive intervention and support to move them towards reclassification. *Provide parent education events (meetings, workshops, conferences) to inform, engage, and support their children's acceleration of language development and reclassification.		

Action #	Title	Description	Total Funds	Contributing
		*Provide intensified tutoring for LTEL students throughout the school year (after school) and summer school using ELPAC Task Types within each language domain (listening, speaking, reading and writing). *Use the Hawk Haven Resources (Academic, Student Support Counselors and Learning Coordinator) to develop an individualized instructional plan for each Long Term English Learner in collaboration with the college and career ready improvement science team to help English Learners achieve success in postsecondary education and careers.		
1.6	Strengthen supports and services for students with disabilities	Delhi Unified School District students with disabilities come with a variety of desires and needs; representing students who are Socioeconomically Disadvantaged, Foster Youth, and English Learners. The district will respond with support and opportunities that provide a focused and targeted approach to not only meet the IEP goals, reclassification criteria of English Learners but to also align their pathway towards college and career readiness. Feedback from parents through the DELAC meetings reviewing Title III policy and feedback, in which several parents whose children are Special Education, English Learners shared three main concerns which are reclassification for SPED/EL students, interventions to support their academic progress, and social-emotional supports and interventions to guide their progress and growth. In addition, the district was in its second year of early school readiness program, which targeted incoming low socioeconomic, general education and students on IEP who had not received Head Start or Preschool. Therefore, the services below indicate how we will increase and improve the SPED/EL pathway for our students. *Continue to provide two Program Specialists with Special Education expertise; one to support preschool through 6th grade, and one to support 7-12 grades. Beyond compliance, these two Program Specialists will be responsible for the consistency of all IEP meetings as well as ensuring the IEP teams develop a premier Individualized Plan for every DUSD student with disabilities. *Continue to provide two Speech Language Pathologists for students who qualify for speech services preschool through 12th grade and be able to monitor and exit students who no longer meet the qualifications.	$648,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Continue to provide a Board Certified Behavior Analyst (BCBA) for students with behavioral needs that impede their academic and social progress so that they develop social, coping and emotional skills. *Professional development for classified and certificated staff in the areas of - Inclusion Model, IEP implementation, and supplemental materials to address student specific needs. Implement the full inclusion Model by 2027 in TK-12th grades so that all students with disabilities have full and appropriate access to the academic programs. *DUSD will leverage the CAASPP resources, i.e. Tools for Teachers-Connection Playlists, Instructional Resources, Formative Strategies, Accessibility Strategies, Professional Learning, and Interim Items Portal. Through a Needs Assessment it was found that there was a gap in educational specialists understanding the CAASPP test/format/platform and the alignment to classroom ELA and Math instruction/literacy. *DUSD will provide professional development to all educational specialists and Special Education paraprofessionals on the CAASPP and NWEA platform/resources. ELA and Math Interim and Benchmark Data will be disaggregated and analyzed during teacher's PLC time to monitor student progress and growth.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Delhi USD will prioritize connectedness and safety of all students and adults with inclusive behavior and social-emotional instruction and interventions to foster a sense of belonging in partnership with our employees, families and community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Delhi USD is placing a high priority on fostering connectedness and safety among all students and adults within the community. The actions and metrics grouped within this goal involves implementing inclusive behavior and social-emotional instruction and interventions to cultivate a sense of belonging, ensuring that everyone feels engaged, valued, and supported within the educational environment. This will be measured by the CDE Dashboard (Suspension, Chronic Absenteeism, etc.), Aeries queries (Discipline/Behavior Referrals, etc.), Student Climate and Culture as well as Best Place to Work surveys that will give voice to our students, staff, and parent participation through committees and forums (ELAC, SSC, LCAP Festival, DELAC, etc.).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	AERIES-School Attendance Rates	93.96% (2022-23)	95.15% (2023-24)	94.83% (2024-25)	98% (2026-27)	.87% increase
2.2	Dashboard-Chronic Absenteeism	21.3% (2022-23)	10.5% (2023-24)	11.7% (2024-25)	6.3% (2026-27)	9.6% decrease
2.3	CALPADS-Middle School Drop Out Rates	0.0% (2022-23)	0.0% (2023-24)	0.0% (2024-25)	0.0% (2026-27)	0.0%
2.4	CALPADS-High School Dropout Rates	0.0% (2022-23)	0.0% (2023-24)	0.0% (2024-25)	0.0% (2026-27)	0.0%
2.5	Dashboard- High School Graduation Rates	98.3% (2022-23)	95.6% (2023-24)	98.3% (2024-25)	98% (2026-27)	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Dashboard-Student Suspension Rates	3% (2022-23)	4.4% (2023-24)	4.1% (2024-25)	2% (2026-27)	1.1% increase
2.7	AERIES-Student Expulsion Rates	0.2% (2022-23)	0.17% (2023-24)	0.10% (2024-25)	0% (2026-27)	.10% decrease
2.8	DUSD Dashboard of Climate and Culture Survey for Parents on sense of safety and school connectedness.	93.0% (2023-24)	92% (2024-25)	83.0% (2025-26)	96% (2026-27)	10% decrease
2.9	DUSD Dashboard of Climate and Culture Survey for Students on sense of safety and school connectedness.	88.0% (2023-24)	82% (2024-25)	85.0% (2025-2026)	98% (2026-27)	3% decrease
2.10	Local LCAP Survey-percentage of parents reporting that they agree or strongly agree that their opinion is taken into consideration when it comes to school policy decisions.	90.0% (2023-24)	87% (2024-25)	94.2% (2025-26)	96% (2026-27)	4.2% increase
2.11	DUSD promotes and invites parents of low socio-economic, English Learners and Foster Youth students to participate in district and school site events and programs.	100.0% (2023-24)	100.0% (2024-25)	100.0% (2025-26)	100.0% (2027-28)	No change
2.12	DUSD promotes and invites parents of students with disabilities to participate in district and school site events and programs.	100.0% (2023-24)	100.0% (2024-25)	100% (2025-26)	100.0% (2027-28)	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	DUSD Climate and Culture Survey from all staff on the sense of safety and school connectedness.	84.0% (2023-24)	89.5% (2024-25)	96.0% (2025-26)	90% (2027-28)	12% increase

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.

DUSD is making progress in implementing measures to prioritize connectedness and safety for all students and staff across elementary and secondary levels for Goal 2. DUSD understands that implementation is strategic and will take take 2 to 3 LCAP Cycles to complete all the actions written in Goal 2. Teachers, classified staff, site and district administrators are moving towards building a coherent safe and inclusive community.

Some successes include:

2.1 SEL supports provided through our Family Support Counselors (TK-6), Student Support Counselor (7-12), Mental Health Clinician, i.e. classroom and lunch time lessons for students, Career Day, Spirits weeks, Family Workshops, support with SST, SART/SARB, individual and group counseling, Crisis Response, RISK Assessments, support for staff, etc. These individuals have caseloads of which there is progress monitoring and evaluation of targeted supports. The Family Support Counselors use the Character Strong curriculum in which our counselors use the lessons within the program in each classroom K-6 to educate students about behavior, increase safety, and support social-emotional health. They support the site principals with monitoring, record keeping of student behaviors, and student incentive programs to provide opportunities for student success.
-In fall 2025, DUSD contracted with the American School Counselor Association (ASCA) to support Family Support Counselors with the implementation of the ASCA model, standards and pillars of Counseling. They are provided with one-on-one coaching on a monthly basis.
-DUSD is continuing to review, reflect and revise the SST process to create coherence across the sites in the practices to ensure that as students are referred to the SST process, they get their academic, social emotional, and behavior needs addressed by providing the supports needed for each student. The counseling team works collaboratively to enhance the district's Pre-SST and SST processes.
-A team of site principals, attendance clerks and district State and Federal Coordinator are serving on a statewide committee on chronic absenteeism, RAISE (Raising Attendance and Improving Student Engagement) Network. Delhi team continues to showcase effective case-by-case student attendance analysis. Additionally, PBIS is being improved to address discipline, attendance, and student development at each site.

2.2 DUSD is strengthening school safety through the four pillars: Physical Safety, Cyber Security, Social-emotional learning and Prevention.
-The Safety Resource Officer (SRO) offers crisis training, parent education on safety classes, drug education and dangers, gang education,

and supports each site with any student safety concerns. The SRO provides training to our District Safety Officers (DSOs) on various safety scenarios and meets with them regularly to debrief and reflect on safety situations throughout our district. The SRO also trains the Crossing Guards on weather conditions (i.e. Central Valley Fog) and how to monitor traffic closely as the students are crossing. He also led Gang and Drug Awareness during workshops offered to parents at every site. Also, he re-arranged the Drop Off and Pick up at the Ed Park as well as patrols all drop off and pick up across all sites within the district. In addition, the SRO has been a huge success in that he provides support to all sites with a focus on the Educational Park. One of his main goals is to build positive relationships with students to prevent them from harmful or unsafe choices. Our District Safety Officers (DSOs) also support all sites with safety and security from 7:00 AM-10:00 PM. This provides a sense of security not only during the school day, but for all after school activities that take place, i.e sports, performances, meetings, festivals, etc.
-Cyber Security has continued to be updated and enhanced by our IT Department, which ensures that the district is proactive in regards to sensitive information and data. Cyber security is bolstered through IT collaboration, while students and staff receive training on safe online practices. DUSD has a contract with a company to monitor our network for threat detection and remediation. This helps to keep students and staff safe. Additionally, IT created updated blueprints that can be used for emergency evacuation maps, etc. We have renewed our partnership with Managed Methods to provide cost-effective cybersecurity and student safety monitoring, securing online learning environments without overextending the budget.
-To prevent safety issues, DUSD promotes the STOPit App for reporting concerns and enhances security with the Raptor visitor management system and additional District Security Officers (DSOs) have provided more preventive measures due to their visibility and training in proactive safety practices.

2.3 The Parent Coordinator plays a key role in strengthening communication, organizing workshops on academic support and coordinating resources for DUSD. Here are some tasks that the Parent Coordinator supports and leads: Community Outreach Support; Homeless and Foster Youth support helping parents connect with programs such as emergency housing, food vouchers, arranging transportation needs, etc. In addition, the Parent Coordinator is an Interpreter for various needs such as DELAC, ELAC, DLI Taskforce, IEPs, Parent/Teacher Conferences, Parent Clubs, and as needed by school sites. She also provides AERIES parent support, Parent Square and training parents/families how to access information that the schools are sending.
-Parent Leadership Training Institute (PLTI) has about 25 members and they are very engaged with various projects across the district. In addition, they have a vested interest in the education of their children and immerse themselves into learning about education at Delhi Unified where they participate in so many district and school sponsored events.

- DUSD LCAP Festival remains a tremendous success with over 1000 attendees and this has become a community staple where everyone in Delhi is welcome and feedback is taken regarding our goals, actions, and metrics.

2.4 There were a great deal of supports provided for Foster Youth and Homeless students, including taking them on a Holiday Shopping Trip, providing grocery vouchers, access to county free services, Chromebooks at the beginning of the school year, including a hot spot if needed. We are now moving towards monitoring and evaluating growth and progress for these students' grades, attendance, and SEL.

Some challenges include:

-2.1 With a total of eight counselors, the district recognizes the need to establish coherence across the counseling program by building counselors’ leadership capacity in alignment with the ASCA National Counseling Standards and supporting consistent implementation of the model at school sites to better meet students’ academic, social-emotional, and college/career readiness needs. Currently, three counselors

are participating in ASCA model training with individualized coaching support; however, DUSD recognizes the importance of ensuring all eight counselors engage in the learning and participate in coaching sessions to build shared understanding and consistent practice. To achieve this, the district will need to extend its partnership with ASCA and continue providing structured professional learning and coaching for all counselors.
-2.3 Although some parents have participated in PLTI and are actively engaged in district- and site-sponsored activities, there remains a need to increase parent participation in PLTI opportunities. In addition, the district recognizes the need to provide informational nights focused on literacy and support for English Learners to deepen parents' understanding of student needs and strengthen their ability to support learning at home. Consistent feedback from parents through DELAC indicates a desire for additional educational and informational sessions to help families better understand academic expectations and how to support their children's success in school. In Fall of 2025, we started a Parent Liaison team, identified parents, held a couple of meetings; however, we did not do much with our liaisons this year.

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

While there was some variance within the individual budgeted actions within the Goal 2 Actions for the District LCAP, total Budgeted Expenditures and total Estimated Actual Expenditures within Goal 2 had a variance of less than 8%. Given the small variance amount, we do not consider the differences between Budgeted and Estimated Actual Expenditures to be material.

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

Effectiveness of Goal 2: .
-There are clear structures, processes and norms for school site attendance teams that have resulted in reducing Chronic Absenteeism, I.e. SART Teams at every site, phone call and home visits, referrals to SST, etc. In addition, a team of site administrators and attendance clerks partnered with RAISE Network, which is a California networked improvement community that helps schools reduce chronic absenteeism by uniting students, families, educators, and experts to co-design solutions that foster belonging and engagement. There were numerous check-in sessions, coaching opportunities and collaborative learning that guided our focus with attendance at every school site. Our Data Analyst created a Heatmap for attendance and we analyzed it collaboratively for trends and improvement needs.
-There has been continued positive feedback from students, parents and the community as it applies to the supports and services that are provided to student and parents by the Family Support Counselors, Mental Health Clinician, SRO, DSOs, and Parent Coordinator.
-There are many parent engagement opportunities provided through this goal and we are seeing evidence of more parent engagement throughout the sites and districtwide events.
-A Secondary Credit Recovery Team, including secondary counselors, teachers, board members, and site and district administrators, worked collaboratively to strengthen and develop a clear process for identifying students for credit recovery. A flowchart was created to ensure consistency in student selection and program implementation. The team's goal is to establish a consistent, districtwide credit recovery system. The team will continue to review the process two times a year to refine and restructure as needed.

Ineffectiveness of Goal 2: We would like to continue with the ineffective actions as we believe with time and data monitoring of results, they will become effective. This is the work that we are continuing to do to ensure that we are addressing the gaps through monitoring and the continuous improvement lens.

-Within Goal 2, the district does not specifically identify or address tardies, late arrivals, and class cuts among secondary students in grades 7–12. While progress has been made in reducing chronic absenteeism at the middle and high school levels, concerns related to tardiness, missed instructional time, and class attendance continue to impact student engagement and academic success. As a result, both site and district administration have identified this as an area of focus and will prioritize the development of targeted systems and supports to address these concerns during the 2026-27 school year.

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

Based on reflections from prior implementation, budget expenditures were revised to better align resources in the following actions:
Action 2.1 expenditures decreased for the current school year because funding was limited to personnel costs, with no additional funds added to support this action.
Action 2.2 expenditures increased for the current school year due to the addition of personnel costs to support implementation of this action.
Action 2.4 expenditures decreased for the current school year, as funding was limited to services for Homeless and Foster Youth students, representing a total of 126 students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Universal Behavior and Social-Emotional Supports	*Maintain 3 Family Support Counselors, one for each elementary school (TK-6) and one student support counselor at the secondary level (7-12) to provide inclusive behavior instruction and inclusive social-emotional instruction as well as support the student study team (SST). In addition, to improve student connection, self-esteem and self-efficacy, continue to develop a strong secondary 7-12 sports program. *Maintain one Mental Health Clinician districtwide to provide professional behavioral health services such as case consultation and individual, group, and family support. *Inclusive behavior instruction includes: supplemental interventions and supports; intensified interventions and supports, and comprehensive behavior supports. Continue to build on the Student Support Team (SST) process and delivery at the elementary level and the Pre-SST process and delivery at the secondary level within Hawk Haven.	$953,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Inclusive social-emotional instruction includes: Universal social-emotional supports; supplemental interventions and supports that will lead to reducing chronic absenteeism and suspension rate; comprehensive social-emotional developmental support to redesign the Positive Behavior Intervention Supports (PBIS) at all school sites that include discipline and attendance policies as well as initiatives.		
2.2	Implement the Four Pillars of School Safety	DUSD will implement the Four Pillars of School Safety (physical safety, cyber security, social-emotional learning, and prevention) through awareness, training, implementation and practice. *Physical Safety includes maintaining a Safety Resource Officer (SRO), a sworn law enforcement officer responsible for safety and crime prevention in schools. The SRO will provide crisis and emergency training to the students and staff. The SRO will conduct informational presentations to parent groups concerning emerging drug trends their children may be exposed to. The SRO will provide classes on drug use, underage drinking, drinking and driving, peer pressure, bullying, cyber bullying, gang awareness, sexual assault awareness, and student privacy, search and seizure and other laws that apply to students, and other safety issues, in addition to information on careers in law enforcement such as the Delhi Explorer Program. *DUSD will develop a plan of action to address bullying in schools to include prevention, response and resolution strategies. Additionally, DUSD will provide bullying information to our staff and partners within the community to educate and support their understanding of their role within the process. *Cyber Security includes the protection of networks, devices, and data from unauthorized or unintended access or illegal use. Cyber safety education provides students and staff with the knowledge and skills they need to stay safe in online environments. It involves acknowledging the benefits and opportunities offered by the online world, while understanding the risks and avoiding potential harms. As a result, Delhi Unified School District with the coordination of the Instructional Technology (IT)	$1,641,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Department will work on providing the resources necessary to ensure cyber safety. *Social Emotional Learning includes the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school. Delhi Unified Family Support Counselors will provide self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through various social emotional curricula and resources to support students in their self-awareness and development. In addition, Family Support Counselors will support families with parent education events and one-on one time with families and their children in severe cases (Tier 2 & Tier 3 supports). *Safety prevention is critical in our school district as we continue to provide safety for our students and staff by encouraging them to reports incidents through the different mediums of communication, including anonymous reporting. Students are encouraged to report any and all threatening behavior, including verbal harassment, physical violence, and/or bullying. Our students in Delhi have access to the STOP it App for students and staff to report anonymously safety, misconduct, or compliance concerns to help others connect with site administration and counselors. In addition, Delhi Unified School District continues to implement the Raptor visitor management system that enhances school security by reading a visitor's driver license (or other approved state issued ID), comparing information to a sex offender database to alert school administrators and local police if a match is found. Delhi will add an additional two District Security Officers (DSO) to the existing three DSOs to secure the premises and personnel by staying on patrol, monitoring surveillance equipment, performing building inspections, guarding entry points, verifying visitors in conjunction with site yard and campus supervisors. DUSD will purchase three additional cars for the DSOs to control and monitor the safety around all the school sites.		
2.3	Family Connection, Engagement and Partnership	At DUSD we believe that family engagement, connection and partnership are the glue that create a positive impact on student success. There are three beliefs that we hold about family connection and engagement:	$116,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strong, trusting relationships between teachers, families, and their community; recognition, respect, and support for families' needs, as well as differences; strength-based partnership where decisions and responsibilities are shared. *Parent Leadership Training Institute (PLTI), that builds personal leadership, knowledge of civic engagement, and trains parents on understanding elements of local and state government. DUSD trained 30 parents in 2023-24 who graduated with a certificate of completion from PLTI. In the next three year LCAP, DUSD plans to continue to use the goals of PLTI io build parent capacity and partnership, which include the following: 1. Engage parents/caregivers and community members to become the leaders they would like to be for children. 2. Expand the capacity of parents/caregivers and community members as change agents. 3. Teach parents/caregivers and community members the principles of democracy and their rights to utilize the civic process. 4. Develop communities of parents/caregivers and community members that support one another. 5. Facilitate the capacity of parents/caregivers to offer input related to schools, their neighborhoods, city, county, regional and state levels. 6. Facilitate change within systems that serve children leading to purposeful parent/caregiver engagement. 7. Increase parent-child interactions and quality programs for all children through parent involvement. *DUSD will maintain a Parent Coordinator to create a welcoming school environment for parents, increase communication and inform parents on issues impacting their students, parent involvement in the school, College & Career Readiness for their child, partnership with support/engagement in the various parent organizations at the site and district level such as ELAC, DELAC, School Site Council. The Parent Coordinator will collaborate with all departments, site and district administration in connecting, engaging and partnering with our parents. The responsibilities include:		

Action #	Title	Description	Total Funds	Contributing
		1. Set-up trainings and workshops for parents in areas such as: a .How to get academic help for students b. English acquisition for non-english speaking parents c. Supporting parenting skills d. How to help students with technology e. To inform parents on what's being taught in classrooms f. How to control a child's social media 2. Set-up field trips for parents to colleges, career technical education centers, and school site visits 3. Attend meetings involving parents 4. Provide parents with resources to help them support their student 5. Improve parent involvement with their child's education 6. Provide translation services 7. Coordinate services with Family Support Counselor 8. Connect parents with local and government services that are available to meet their individual needs		
2.4	Inclusive Education: Fostering Success for Homeless and Foster Youth	DUSD is committed to identifying Foster Youth and Homeless students through comprehensive assessments. We will conduct thorough needs assessments encompassing academic and social-emotional requirements. Subsequently, tailored action plans will be developed to furnish necessary resources and support. These plans will be closely monitored and evaluated on a quarterly basis to gauge progress, utilizing both qualitative and quantitative data. Our aim is to ensure each student's trajectory towards college and career readiness is supported and successful.	$23,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Delhi USD will develop and implement a systems plan for physical, environmental, and technology infrastructure, and expanded learning opportunities that will create a sense of pride in the Delhi Community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Delhi USD is committed to developing and implementing a comprehensive systems plan that encompasses physical, environmental, and technology infrastructure as well as provide expanded learning opportunities. This holistic approach aims to instill a sense of pride within the Delhi community by addressing various aspects of its educational and social environment as measured and evaluated by the actions and metrics grouped within this goal, i.e. FIT Report (Williams Complaint), Departmental Needs Assessment and student participation/involvement in the ELOP Program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School sites report a "good" or better on their Facilities Inspection Tool (FIT).	Schendel- Poor Harmony- Fair EL Capitan- Fair Middle School- Poor High School- Poor	(2024-25) Schendel- Fair 84.28% Harmony- Fair 87.53% EL Capitan- Fair 88.98% Middle School- Fair 89.60% High School- Fair 87.55%	(2025-26) August Williams with MCOE Schendel - Good 94.10% Harmony- Good 94.89% Middle School- Good 91.68% District Internal FIT (October 2025) El Capitan- Good	Schendel- Good Harmony- Exemplary EL Capitan- Exemplary Middle School- Good High School- Good	Schendel- Improved to Good Harmony- Improved to Good El Capitan- Improved to Good Middle School- Improved to Good High School- Improved to Good

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				92.19% High School - Good 92.87%		
3.2	Number of staff (Classified and/or Certificated) who have taken the Improvement Science Basics Course	14/25 (2023-24) = 56%	17/25 (2024-25)= 68%	19/25 (2025-26) = 75%	25/25 (2027-28)	Increased by 2 participants
3.3	Technology department feedback survey on Services rendered	NA	98% Satisfaction	99% Satisfaction	98% Satisfaction	Increased by 1%

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.

DUSD is making progress toward implementing improvements in physical, environmental, and technology infrastructure. The district recognizes that this work will extend across the full three-year LCAP cycle and beyond, as enhancements in these areas are ongoing, cyclical, and require continuous monitoring, maintenance, and attention to ensure sustainability and effectiveness.

Successes of Goal 3:

Action 3.1 - There is evidence of improvement of the school site's physical conditions using the FIT report as a local measure to evaluate the physical conditions of the sites. The FIT reports have led to higher scores at our school sites, demonstrating the impact of ongoing monitoring through monthly and quarterly walk-throughs with site and district teams, which effectively address physical and environmental infrastructure needs by monitoring and evaluating through site walkthroughs with Senior Director of Educational Services, State and Federal Coordinator, MOT Director, site MOT leads and principals to review the physical conditions of the sites. Also, MOT collaborates with the Fiscal Department, including the Coordinator of Special Projects, to set standards for maintaining and improving facilities. The departments use the William's FIT Report as the primary assessment tool, collecting data on completed, in progress, and upcoming projects. The timely attention to and efficient completion of projects has been highly successful, as regular monitoring of facilities enables the Maintenance, Operations, and Transportation (MOT) and Technology Departments to promptly identify, respond to, and resolve issues with a quick turnaround time.

Action 3.2 - The Informational Technology Department has expanded its infrastructure in the following ways:

-Disaster Recovery: Site network operations, data backup and recovery and monitored, evaluated and update the Ransomware and server failure
-Data Center Migration: Site network operation center, simple software solution, and combined servers, storage, and network
-Multi-Factor Authentication: Collaborations with DO, Business and IT focusing on first line of defense for cybersecurity and creation of forms as a token or application
-Class Teacher Training: Monitoring students' real time use of technology to reduce distractions
-Chromebook Deployment: All students grades 5-12 have 1:1 devices at all the elementary and secondary sites.
-Google Security: Detection of compromised accounts using Google Workplace
-Video Surveillance: Phase 1 implementation of surveillance for student safety at the secondary level (Ed Park)
-IT Survey: Through the use of Improvement Science, districtwide feedback is collected to create progress opportunities.
-Successfully installed and supported all necessary technology infrastructure and equipment to implement Building Thinking Classrooms across district classrooms.
-Upgraded district phone system to icloud (telephony project).
-Upgraded sound system at the DMS gym.
-Replaced high school stadium network bridge.

Action 3.3- DUSD's focus on building leadership capacity is evidenced by the various cross collaboration, professional learning and inclusive leadership practices across all district. The district focus is COHERENCE through all of our practices. Here are some examples of leadership capacity development:
-Monthly leadership meetings lead by DUSD Superintendent (Griffin) with district leadership and site principals with a focus on leadership development through alignment of vision and mission, professional goal setting and learning from leadership practices and pedagogy from experts and gurus. Book studies from leaders in the field to guide DUSD leaders with alignment and collective understanding of research-based practices that support impactful improvement and coherence within the system.
-Administrative retreat with Dr. Trudy Arriaga with an emphasis of Opening Doors for each and every students and their families regardless of their background. The message that each and every one of us impact how students feel when they come to school and we have a moral and ethical obligation to celebrate and embrace students' identities, beliefs and backgrounds.
-DUSD continues its commitment to provide opportunities for our staff to participate in the Improvement Science Basics Courses and Improvement Science Coaching Network to develop research based practices to delve into continuous monitoring and data analysis of student outcomes to create and closely examine the structures, processes, and protocols that will improve results.
-Senior Director of Educational Services facilitated Improvement Science Teams in grades 7-12 by department (Math, History, Ag, A-G, and Hawk Haven) as they explore new learning about their student outcomes (English Learners, Foster Youth, and Socioeconomically Disadvantaged) by reviewing data on NWEA outcomes, D & F grades, and state testing results. The teams engage in Improvement Science Protocols to examine their current practices, outline areas of improvements through Plan, Do, Study, Act (PDSA) cycles, and monitor closely to identify whether or not their plans or strategies to improve results made a difference.
-DUSD fosters collaboration to ensure continuous improvement in its goals, enhancing the LCAP as a cycle of growth and aiming to be a model district in the Central Valley. Course access has expanded with more A-G options in CTE pathways, and extracurricular opportunities have increased through ELOP, enriching students' education and preparing them for future success.
-Additionally, DUSD Executive Leadership Team conducts quarterly walkthroughs at every school site to calibrate and learn about the dynamic work that is taking place in every classroom and on every campus.

Challenges of Goal 3:

Action 3.2: Although there is evidence of facilities improvement, the need continues to be the ongoing modernization, maintenance, and enhancement of district facilities to ensure safe, functional, and engaging learning environments that support student success and respond to evolving operational and instructional needs.
-Although there is a great deal of improvement in technology districtwide, there are still a lot of updates that need to be made in the network infrastructure.

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

While there was some variance within the individual budgeted actions within the Goal 3 Actions for the District LCAP, total Budgeted Expenditures and total Estimated Actual Expenditures within Goal 3 had a variance of approximately 10%. Given the small variance amount, we do not consider the differences between Budgeted and Estimated Actual Expenditures to be material.

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

The effectiveness of Goal 3:

3.1- DUSD Service to Care (S2C) Protocol levels used to measure site's physical conditions. These measures included looking closely at Preventative/Maintenance, Maintenance, and Safety, identifying the sustainability, responsiveness and immediacy of the actions that needs to take place to resolve any issues. A 2-sort process protocol was created as a heatmap to identify Reds and Yellows and prioritize addressing the deficiency needs. The second was the Resource Allocation, identifying how each deficiency can/will be addressed to meet the desired timeline(s). The original ineffectiveness of 3.1 was trying to establish a protocol that would guide the improvement journey of moving all schools on the FIT report. The protocol was created months later as the team was gathering information about each site. We have remote assistance for efficiency of technical support, which impacts classroom instruction and system wide infrastructure.
3.2- The technology updates were both timely and necessary, and the focused action on educational technology and infrastructure supported the district’s efforts to equip students with new Chromebooks and create learning environments that foster collaboration through updated technology aligned to Building Thinking Classrooms. In addition, the district strengthened operational infrastructure through cybersecurity upgrades, updated phone systems, and the completion of the Bus Barn generator project to ensure continuity of operations during power outages.
3.3- Building leadership capacity is a need across the district, ensuring that each and every student, staff member, and site and district administrator continues to grow in their ability to lead, collaborate, and implement systems and practices that promote high levels of student achievement, positive school culture, and continuous improvement.

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

Based on reflections from prior implementation, budget expenditures were revised to better align resources in the following actions:

Action 3.1 Expenditures decreased for the current school year, as DUSD's bond measure is supporting the facility and infrastructure needs aligned to this action.
Action 3.3 Expenditures decreased for the current school year due to administrative restructuring and adjustments in personnel costs.

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	Physical and Environmental Infrastructure	DUSD will leverage the William's FIT Report to conduct a needs assessment and monitor quarterly the improvements needed throughout the district and at all campuses. *MOT will work collaboratively with the Fiscal Department, specifically the new Coordinator of Special Projects to develop the standards of excellence for maintaining and improving facilities. The collaboration between the departments will conduct the William's FIT Report as their primary needs assessment tool, and develop a process for collecting data on projects completed, in progress and requiring completion. The district has to go far and beyond the basic maintenance needs and repairs, to one that exemplifies an environment that always looks new and innovative with it's buildings, landscape, and classroom settings/furniture. DUSD will utilize the 2024 Facilities Use Master Plan to address the needs of the district and site facilities. *Delhi USD will work with the Expanded Learning Opportunities Program (ELOP) Grant and Director to repair, upgrade, and install the components of the sports/athletics facilities for all school sites and community use.	$350,000.00	Yes
3.2	Building Technology Infrastructure for Learning	DUSD IT infrastructure can be deployed within a cloud computing system, or within an organization's own facilities. These components include hardware, software, networking components, an operating system (OS), and data storage, all of which are used to deliver IT services and solutions. Educational Technology (EdTech) is a field that designs and implements technology for educators and students to enhance the learning experience. There are three types of educational technology: Synchronous and Asynchronous, Linear learning, and Collaborative Learning.	$229,629.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*DUSD will continue to transform regular, traditional classrooms environments into more collaborative 21st Century environments such as "Thinking Classrooms" at the secondary level. Thinking Classrooms shift the focus from hard content teaching to building 21st Century skills such as collaboration, communication, critical thinking and creativity. *DUSD will continue to offer opportunities for online credit recovery and dual enrollment.		
3.3	Build Collective Leadership Capacity	DUSD will build coherence through leadership capacity within Improvement Science and Network Improvement Communities (NIC) to focus direction, support collective collaboration, deepen learning, and shared responsibility related to supporting English Learners, Foster Youth and Socioeconomically Disadvantaged students through DELAC, ELAC, SSC, PLC, DLI Taskforce, EL Taskforce, PLTI, and District and Site Leadership teams. *In order to ensure continuous improvement within Goals 1, 2, and 3, Delhi will structure and orchestrate leadership capacity within Network Improvement Communities to foster coherence, collective collaboration, learning and shared responsibility. This approach aims to enhance the effectiveness and impact of Delhi USD's efforts to use the LCAP as a cycle of learning and continuous growth. The actions and metrics grouped within this goal will build sustainable leadership and will lead Delhi to become a model district in the Central Valley. *Expanding course access and extracurricular opportunities is a fantastic way to enrich students' educational experience and provide them with a well-rounded education. By strengthening the alignment between elementary, middle and high schools, Delhi Unified is not only building a solid educational foundation, but also ensuring a smooth transition for students as they progress through their academic journey. Offering a diverse range of experiences/activities at the elementary, and electives and extracurricular activities at the middle and high school allows students to explore their interests, develop new skills, and discover their passions, ultimately preparing them for success beyond the classroom. It's exciting to	$1,387,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		see Delhi Unified prioritizing the holistic development of its students and investing in their future through these initiatives.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,862,440	$1,403,524

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
40.397%	0.000%	$0.00	40.397%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Promote Efficacy and Confidence in Literacy **Need:** Local data, state indicators, and educational partner feedback identified a need to improve literacy outcomes and strengthen student confidence and efficacy in literacy, particularly for English Learners, Foster Youth, and low-income students. Although English Learner indicators are Blue according to CA	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a LEA-wide basis because literacy development is foundational to success across all content areas, and unduplicated pupils are enrolled throughout the district and across all school sites. In addition, this action is provided on an LEA-wide basis, because there was a need to align literacy development across the district to meet the needs of all students through research-	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.17, 1.18, 1.19

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, ELs are 95.2 points below standard in ELA and 98.1 points below standard in Math as compared to their English only peers which are 22.6 points below standard in ELA and 52.6 points below standard in Math. This gap continues to be wide and as we build student efficacy and confidence in Literacy, the results will narrow down. In addition, there are gaps in College and Career Readiness among the English Learners, Long Term English Learners, and Socioeconomically Disadvantaged student groups. Only 13.8% of ELs, 12.2% of Long Term English Learners, and 38.2% Socioeconomically Disadvantaged are prepared for College/Career. Educational partner feedback also emphasized the need for additional targeted literacy supports, high-quality instructional practices, and access to supplemental literacy resources to increase student engagement, confidence, and academic success. As a result, the district identified the need to promote literacy efficacy and confidence through targeted instructional supports, professional learning, and supplemental resources designed to increase and improve services for unduplicated students. **Scope:** LEA-wide	based instructional practices such as SEAL, ERWC, Designated and Integrated ELD. There is a critical need to strengthen confidence in Literacy development through the following actions: * Elementary (TK-6) students will build their foundational and comprehensive literacy skills through the implementation of SEAL and ERWC (Expository Reading and Writing Curriculum) instructional Models, Math Number Talks and CRA (Concrete Representational Abstract) math instruction through reasoning and critical thinking, Science Adoption/implementation, History/Social Science and Writing instruction. *Secondary (7-12) students will continue to develop, expand and apply their literacy skills through the implementation of ERWC, AVID, Thinking Classrooms, Science Adoption/Implementation, History/Social Science and High School Pathways/Academies. (Two additional Ag teachers at the high school will be hired to support the CTE pathway). *Strengthening designated and integrated literacy supports for English Learners to build language acquisition, speaking, listening, reading, and writing skills. Increasing access to supplemental literacy curriculum and instructional materials that support foundational literacy, comprehension, vocabulary, and academic language development. *Increasing opportunities for small-group instruction, intervention, and differentiated supports for students with identified literacy gaps.	

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
		*Expanding family literacy engagement opportunities and parent education to strengthen literacy support at home.	
1.2	**Action:** Leverage research-based Adopted Curriculum and Supplemental Materials **Need:** Through analysis of local data (NWEA) and state data (ELPAC and CAASPP), including academic performance, English language proficiency, attendance, and educational partner input, the district has identified persistent opportunity gaps for English Learners, Foster Youth, and students from low socio-economic backgrounds. These student groups require additional targeted supports to ensure equitable access to grade-level standards, language development, and college and career readiness. **Scope:** LEA-wide	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a wide basis will support all students by investing in high-quality supplemental curriculum and instructional resources. This includes designated and integrated ELD curriculum at the secondary level to accelerate language acquisition and support access to core content, as well as credit recovery programs to ensure students—particularly Foster Youth and at-risk students—can stay on track for graduation. Additionally, supplemental curriculum in Visual Arts and Agriculture will expand access to engaging, hands-on learning experiences that promote student connection, creativity, and career exploration. While the action is developed to address the specific needs of unduplicated students, all students will benefit from these services so the action is provided on an LEA-wide basis.	1.11
1.3	**Action:** Assessment Based System to address and enhance student needs. **Need:** Analysis of state assessments (CAASPP, ELPAC), local NWEA benchmarks, course performance data, and progress monitoring systems, indicates that English Learners,	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit all students by strengthening our assessment based system that will provide the data needed to monitor and differentiate for student needs; monitoring and evaluating progress, in addition to empowering students to take ownership of their	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.14, 1.15, 1.19

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	Foster Youth, and socio-economically disadvantaged students continue to perform below grade-level standards in literacy, language acquisition, and core academic areas. Although English Learner Dashboard indicators show BLUE with 52% progress, they are 98.2 points distant from standard in Math and 95 points distance from standards in English Language Arts. These student groups demonstrate a need for a more cohesive, assessment-driven system that regularly monitors progress, informs instruction, and provides timely interventions. When students are involved in the assessment process through self-reflection and goal setting, they become more invested in their learning. Students develop metacognitive skills, such as the ability to monitor their own understanding and adjust their learning strategies accordingly. This empowers them to take ownership of their education. NWEA local benchmark assessment data demonstrates that there is a need to monitor and evaluate our unduplicated students, i.e. foster youth, English Learners, and low socioeconomically disadvantaged students growth and progress as it pertains to math and ELA in an effort to support their literacy success across all content areas. **Scope:** LEA-wide	own progress. Our English Learners, Foster Youth, socioeconomically disadvantaged, and Special Education continue to show low efficacy and confidence in Literacy as evidenced by local and state assessments. They need need close monitoring because to be a "data driven" culture, the district needs an action that is focused on growth and building people's capacity to look at data to inform and adjust instruction, not in hindsight as simply a lagging measure of the prior year. There is a critical need to strengthen the use of data systems through the following actions: * Identify skill gaps immediately after every formative assessment (NWEA) and adjust instruction accordingly * Provide targeted English Language Development (ELD), especially at the secondary level * Expand access to supplemental supports such as credit recovery, visual and performing arts, and Career Technical Education pathways (e.g., agriculture) to increase engagement and graduation rates *Ensure equitable access to standards-aligned curriculum and differentiated instructional strategies *Monitor the effectiveness of interventions and refine supports for continuous improvement	
1.6	**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
	Strengthen supports and services for students with disabilities **Need:** **Scope:** LEA-wide		
2.1	**Action:** Provide Universal Behavior and Social-Emotional Supports **Need:** English Learners, Low Socioeconomic students, and Foster Youth continue to show low self-efficacy and confidence in social emotional well-being and need a great deal of support to be guided, prepared, and build connectedness with adults within the system. Our DUSD Climate and Culture Student Survey indicated a big need for a sense of belonging and relationships. There was however, a notable percentage of students expressed disengagement ("nothing", "I don't know") signaling a continued need to strengthen social emotional student connectedness, engagement and meaningful school experiences. In addition, a total of 22 (4%) English Learners and 94 (89%) of Socioeconomically Disadvantaged students were suspended during the 2025–26 school year, indicating a need to strengthen universal behavior and social-emotional supports to better meet the	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit all students to have access to adults who are trained to support the SEL needs of children and young adults. Often times socioeconomically disadvantaged communities don't have these resources for students at the early stages in elementary school. Thus students reach the secondary level with trauma that has not been addressed and these concerns/issues follow students through adulthood, when they could have been addressed early on to pave a more successful path in our society. Here are some actions to address this need: -Expand Social-Emotional and Mental Health Supports: Increase access to school counselors, wellness staff, and mental health services to provide individual counseling, group support, crisis response, and social-emotional interventions for English Learners, Foster Youth, and Low Socioeconomic students demonstrating social-emotional or behavioral needs.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

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	needs of students. This data highlights the importance of providing proactive, schoolwide supports that promote positive behavior, student connectedness, self-regulation, and social-emotional well-being. The district will continue to implement universal behavior expectations, restorative practices, counseling supports, and social-emotional learning strategies to reduce suspensions and ensure English Learners receive the support needed to remain engaged and successful in school. Also, our data indicates that 9.11% of English Learners and 11.01% of Socioeconomically Disadvantaged students were Chronically absent, highlighting a need to strengthen universal behavior and social-emotional supports to improve student engagement, school connectedness, and attendance. Chronic absenteeism may signal barriers related to belonging, emotional well-being, family needs, transportation, motivation, or access to support systems. **Scope:** LEA-wide	-Implement Universal SEL and Behavior Supports: Provide districtwide implementation of evidence-based Social-Emotional Learning (SEL) curriculum, restorative practices, and Positive Behavioral Interventions and Supports (PBIS) to strengthen self-awareness, self-management, relationship skills, and positive school climate for targeted students. -Provide Targeted Early Intervention and Student Support Systems: Strengthen Student Success Team (SST) processes, attendance interventions, mentoring programs, and case management supports to identify and respond early to students experiencing chronic absenteeism, emotional distress, behavioral concerns, or academic disengagement. -Professional Learning for Staff on Trauma-Informed Practices: Provide ongoing professional development for certificated and classified staff focused on trauma-informed practices, de-escalation strategies, culturally responsive supports, and effective interventions to better support the social-emotional and behavioral needs of unduplicated pupils. -Focus on and strengthen Attendance and reduce Chronic Absenteeism through participation in the RAISE Network	
2.2	**Action:** Implement the Four Pillars of School Safety **Need:**	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit all students by strengthening school safety and	2.8, 2.9

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	DUSD recognizes its responsibility to provide a safe, secure, and supportive learning environment for English Learners, Foster Youth, and Low-Income students. Climate and Culture survey results from students, parents, and staff indicate that safety and a strong sense of security remain important priorities for the school community. Feedback from unduplicated students and parents continues to affirm the value of the supports and services provided through Family Support Counselors, the Mental Health Clinician, School Resource Officer (SRO), District Safety Officers (DSOs), and Parent Coordinator. DUSD will continue to implement a comprehensive approach to safety, student well-being, and family support to ensure students and families feel connected, supported, and secure. **Scope:** LEA-wide	show alignment across all school sites for the safety of staff, students, and community. By focusing on the Four Pillars of School Safety, DUSD is now following a framework and building on the last two years of awareness, training, and implementing of practice routines that will be automatic in case of threat and/or emergency. These four pillars of safety will amplify the needs that English Learners, Foster Youth and Low Socioeconomic students need. According to DUSD's LCAP survey: parents, students, certificated and classified employees relayed a great deal of ideas in regards to physical safety, social-emotional needs of students specifically the immigrant population, foster youth, and homeless students. As a result, DUSD will provide the following supports for Students with Disabilities, Foster Youth and English Learners: -Physical Safety includes maintaining a Safety Resource Officer (SRO), a sworn law enforcement officer responsible for safety and crime prevention in schools. The SRO will provide crisis and emergency training to the students and staff. The SRO will conduct informational presentations to parent groups concerning emerging drug trends their children may be exposed to. The SRO will provide classes on drug use, underage drinking, drinking and driving, peer pressure, bullying, cyber bullying, gang awareness, sexual assault awareness, and student privacy, search and seizure and other laws that apply to students, and other safety issues, in addition to information on careers in law enforcement such as the Delhi Explorer Program.	

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		-DUSD will develop a plan of action to address bullying in schools to include prevention, response and resolution strategies. Additionally, DUSD will provide bullying information to our staff and partners within the community to educate and support their understanding of their role within the process. -Cyber Security includes the protection of networks, devices, and data from unauthorized or unintended access or illegal use. Cyber safety education provides students and staff with the knowledge and skills they need to stay safe in online environments. It involves acknowledging the benefits and opportunities offered by the online world, while understanding the risks and avoiding potential harms. As a result, Delhi Unified School District with the coordination of the Instructional Technology (IT) Department will work on providing the resources necessary to ensure cyber safety. -Social Emotional Learning includes the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school. Delhi Unified Family Support Counselors will provide self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through various social emotional curricula and resources to support students in their self-awareness and development. In addition, Family Support Counselors will support families with parent education events and one-on one time	

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		with families and their children in severe cases (Tier 2 & Tier 3 supports). -Safety prevention is critical in our school district as we continue to provide safety for our students and staff by encouraging them to reports incidents through the different mediums of communication, including anonymous reporting. Students are encouraged to report any and all threatening behavior, including verbal harassment, physical violence, and/or bullying. Our students in Delhi have access to the STOP it App for students and staff to report anonymously safety, misconduct, or compliance concerns to help others connect with site administration and counselors. In addition, Delhi Unified School District continues to implement the Raptor visitor management system that enhances school security by reading a visitor's driver license (or other approved state issued ID), comparing information to a sex offender database to alert school administrators and local police if a match is found. Delhi will add an additional two District Security Officers (DSO) to the existing three DSOs to secure the premises and personnel by staying on patrol, monitoring surveillance equipment, performing building inspections, guarding entry points, verifying visitors in conjunction with site yard and campus supervisors. DUSD will purchase three additional cars for the DSOs to control and monitor the safety around all the school sites.	
2.3	**Action:** Family Connection, Engagement and Partnership **Need:**	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit	2.10, 2.11, 2.12

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	DUSD recognizes that strong family engagement and meaningful school-home partnerships are essential to student success. Educational partner feedback, including input from unduplicated students and parents through the Climate and Culture Survey, continues to identify student belonging, emotional support, and family-school connections as important priorities. Families expressed the need for continued opportunities to strengthen connections between home and school, promote inclusive practices, and ensure equitable access to supports and services for English Learners, Foster Youth, and Low-Income students. DUSD will continue to strengthen family engagement and connectedness through intentional partnerships, supportive services, and inclusive practices that promote students' sense of belonging, well-being, and academic success. **Scope:** LEA-wide	all students by strengthening family connections, engagement and partnerships. At DUSD we believe that family engagement, connection and partnership with the English Learners, Foster Youth and Low Socioeconomic students are the glue that create a positive impact on student success. There are three beliefs that we hold about family connection and engagement: strong, trusting relationships between teachers, families, and their community; recognition, respect, and support for families' needs, as well as differences; strength-based partnership where decisions and responsibilities are shared. This action is provided on an LEA-wide basis because there is a need to commit to engaging and involving the parents of our schools more within the culture of the district, build a true partnership. Parent engagement needs to move beyond filling up the stands for achievement events, i.e. awards assemblies, promotion, graduation, etc. that DUSD does a fantastic job in. To accelerate the education of our students, there is a LEA-wide need to think outside the box to build the capacity of our parents, and strategically involve them to be a voice for their students and all students at DUSD through SSC, ELAC, DELAC, etc. Feedback from parents on Foster Youth, English Learners, and socioeconomically disadvantaged students is essential if we are to address the gaps and build on individual needs. *Parent Leadership Training Institute (PLTI), that builds personal leadership, knowledge of civic engagement, and trains parents on understanding	

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		elements of local and state government. DUSD trained 30 parents in 2023-24 who graduated with a certificate of completion from PLTI. In the next three year LCAP, DUSD plans to continue to use the goals of PLTI io build parent capacity and partnership, which include the following: 1. Engage parents/caregivers and community members to become the leaders they would like to be for children. 2. Expand the capacity of parents/caregivers and community members as change agents. 3. Teach parents/caregivers and community members the principles of democracy and their rights to utilize the civic process. 4. Develop communities of parents/caregivers and community members that support one another. 5. Facilitate the capacity of parents/caregivers to offer input related to schools, their neighborhoods, city, county, regional and state levels. 6. Facilitate change within systems that serve children leading to purposeful parent/caregiver engagement. 7. Increase parent-child interactions and quality programs for all children through parent involvement. *DUSD will maintain a Parent Coordinator to create a welcoming school environment for parents, increase communication and inform parents on issues impacting their students, parent involvement in the school, College & Career Readiness for their child, partnership with support/engagement in the various parent organizations at the site and district level such as ELAC, DELAC, School Site Council.	

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		The Parent Coordinator will collaborate with all departments, site and district administration in connecting, engaging and partnering with our parents. The responsibilities include: 1. Set-up trainings and workshops for parents in areas such as: a .How to get academic help for students b. English acquisition for non-english speaking parents c. Supporting parenting skills d. How to help students with technology e. To inform parents on what's being taught in classrooms f. How to control a child's social media 2. Set-up field trips for parents to colleges, career technical education centers, and school site visits 3. Attend meetings involving parents 4. Provide parents with resources to help them support their student 5. Improve parent involvement with their child's education 6. Provide translation services 7. Coordinate services with Family Support Counselor 8. Connect parents with local and government services that are available to meet their individual needs	
3.1	**Action:** Physical and Environmental Infrastructure **Need:** Educational partner feedback indicates that DUSD should continue to monitor facility	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit all students by strengthening the physical and environmental infrastructure.	3.1

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	needs and prioritize improvements that support safe, welcoming, and effective learning environments for all students. According to the 2025–26 FIT reports, DUSD school sites improved from a rating of “Fair” to “Good,” reflecting meaningful progress in the condition and quality of district facilities. However, DUSD recognizes that maintaining safe, clean, and high-quality facilities extends beyond meeting FIT requirements. Continued facility improvements are necessary to ensure that all students, including unduplicated students, have equitable access to safe, welcoming, and inclusive learning environments that promote school connectedness. Well-maintained physical and environmental conditions support student engagement, attendance, sense of belonging, and overall academic success. **Scope:** LEA-wide	DUSD will leverage the William's FIT Report to conduct a needs assessment and monitor quarterly the improvements needed throughout the district and at all campuses for English Learners, Foster Youth and Low Socioeconomic students. A closer look at our facilities conditions can uniquely affect specific student groups: Delhi USD will implement monthly and quarterly FIT walk-throughs that consists of both site and district personnel to evaluate, monitor, and make informed decisions to ensure progress on this action. English Learners: Adequate lighting, well-maintained instructional spaces, and functioning technology support language acquisition and access to curriculum. For example, properly working audio systems in classrooms help ELs hear language models clearly. Foster Youth: Safe, clean, and welcoming facilities contribute to a sense of stability and belonging, which is critical for engagement. FIT measures on “Overall Cleanliness” and “Hazard-Free Environments” are particularly important for supporting these students’ school connectedness. DUSD commitment to our unduplicated pupils is to provide the following supports and needs to improve the facilities conditions. *MOT will work collaboratively with the Fiscal Department, specifically the new Coordinator of Special Projects to develop the standards of	

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		excellence for maintaining and improving facilities. The collaboration between the departments will conduct the William's FIT Report as their primary needs assessment tool, and develop a process for collecting data on projects completed, in progress and requiring completion. The district has to go far and beyond the basic maintenance needs and repairs, to one that exemplifies an environment that always looks new and innovative with it's buildings, landscape, and classroom settings/furniture. DUSD will utilize the 2024 Facilities Use Master Plan to address the needs of the district and site facilities. *Delhi USD will work with the Expanded Learning Opportunities Program (ELOP) Grant and Director to repair, upgrade, and install the components of the sports/athletics facilities for all school sites and community use.	
3.2	**Action:** Building Technology Infrastructure for Learning **Need:** Building and maintaining a strong technology infrastructure remains a critical need in Delhi Unified, particularly for English Learners, Foster Youth, and low-income students who experience disproportionate barriers to accessing technology and digital learning opportunities due to the district's rural and high-poverty context. Educational partner feedback and local data indicate that many unduplicated students have limited access to reliable internet connectivity, updated devices, and consistent digital learning environments	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will benefit all students encompassing of Foster Youth, English Learners, and socioeconomically disadvantaged are prepared for the jobs that have not yet been created in the ever evolving technological world. A systemic approach to leveraging technology to enhance learning has not existed district-wide in any particular school. Although there are outlier teachers who continue to evolve with today's tech approaches and methods, as a system DUSD needs to evolve if we are to get our students to a	3.1

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	outside of school, creating inequities in access to grade-level curriculum, language development resources, intervention supports, and college and career readiness opportunities. Without intentional investment in educational technology and infrastructure, these students are less likely to fully engage in digital learning, collaborative instructional practices, and technology-based academic supports necessary for success in today's educational environment. **Scope:** LEA-wide	level of being able to compete with students throughout the state/country. English Learners, Low Socioeconomic students, and Foster Youth continue to show low self-efficacy and confidence in use of technology for instructional or procedural projects. They need a great deal of support to be guided, prepared, and build their knowledge and use of technology for their learning and readiness for college and/or career. A strong and reliable technology infrastructure including high speed internet, updated devices, secure network access is essential for equitable learning opportunities for all student groups. English Learners (ELs): Access to translation tools, language-learning software, and multimedia resources allows ELs to engage with grade-level content while building English proficiency. Foster Youth: Consistent device access and secure cloud-based storage allow Foster Youth to maintain continuity in their schoolwork, even when transitioning between placements. DUSD IT infrastructure can be deployed within a cloud computing system, or within an organization's own facilities. These components include hardware, software, networking components, an operating system (OS), and data storage, all of which are used to deliver IT services and solutions. Educational Technology (EdTech) is a field that designs and implements technology for educators and students to enhance the learning experience. There are three types of educational	

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		technology: Synchronous and Asynchronous, Linear learning, and Collaborative Learning. *DUSD will continue to transform regular, traditional classrooms environments into more collaborative 21st Century environments such as "Thinking Classrooms" at the secondary level. Thinking Classrooms shift the focus from hard content teaching to building 21st Century skills such as collaboration, communication, critical thinking and creativity. *DUSD will continue to offer opportunities for online credit recovery and dual enrollment.	
3.3	**Action:** Build Collective Leadership Capacity **Need:** At Delhi Unified, building collective leadership capacity is essential to improving academic outcomes and accelerating progress for English Learners, Foster Youth, and socioeconomically disadvantaged students. Local and state data, including NWEA, CAASPP, ELPAC, attendance, and reclassification rates although improved based on the NWEA results and CA Dashboard, there is evidence of persistent achievement and opportunity gaps among unduplicated student groups, particularly in literacy, mathematics, English language proficiency, and college and career readiness. English Learners, in particular, require intentional systems of support to strengthen language	While the action was developed to meet the needs of English Learners, Foster Youth and Socioeconomically Disadvantaged students, providing this action on a broader basis will address all students' needs, including Foster Youth, English Learners, and socioeconomically disadvantaged. DUSD must look at something they have never done formally to bring about systemic change, and that is using Improvement Science as the structure, its protocols as the processes to analyze and improve the system, which will lead to the norm of the organization of having all leadership trained in Improvement Science. Based on educational partners feedback through, there is a need for our district to build leadership capacity to support English Learners, Foster Youth and Low Socioeconomically disadvantaged students. Examples of capacity building is aligning academic interventions, language development strategies as site and district leaders identify	3.2

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	acquisition, improve academic performance, and increase reclassification outcomes. **Scope:** LEA-wide	achievement gaps, monitor closely the progress, and respond to students instructional and social-emotional needs. In addition, the need to build capacity in all staff to feel empowered to advocate for and implement high-impact strategies that improve access, engagement and outcome for our English Learners, Low Socioeconomic and Foster Youth students. DUSD will build coherence through leadership capacity for English Learners, Foster Youth and Low Socioeconomic students within Improvement Science and Network Improvement Communities (NIC) to focus direction, support collective collaboration, deepen learning, and shared responsibility related to supporting English Learners, Foster Youth and Socioeconomically Disadvantaged students through DELAC, ELAC, SSC, PLC, DLI Taskforce, EL Taskforce, PLTI, and District and Site Leadership teams. *In order to ensure continuous improvement within Goals 1, 2, and 3, Delhi will structure and orchestrate leadership capacity within Network Improvement Communities to foster coherence, collective collaboration, learning and shared responsibility. This approach aims to enhance the effectiveness and impact of Delhi USD's efforts to use the LCAP as a cycle of learning and continuous growth. The actions and metrics grouped within this goal will build sustainable leadership and will lead Delhi to become a model district in the Central Valley. *Expanding course access and extracurricular opportunities is a fantastic way to enrich students'	

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		educational experience and provide them with a well-rounded education. By strengthening the alignment between elementary, middle and high schools, Delhi Unified is not only building a solid educational foundation, but also ensuring a smooth transition for students as they progress through their academic journey. Offering a diverse range of experiences/activities at the elementary, and electives and extracurricular activities at the middle and high school allows students to explore their interests, develop new skills, and discover their passions, ultimately preparing them for success beyond the classroom. It's exciting to see Delhi Unified prioritizing the holistic development of its students and investing in their future through these initiatives.	

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.

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1.4	**Action:** Use the EL Roadmap to guide Designated and Integrated ELD **Need:** The biggest need in DUSD is to build capacity, knowledge and understanding of the importance of differentiating instruction in language development for English Learners based on their Language Development levels	To address these needs, DUSD will increase and improve services for English Learners by building the capacity of certificated and classified staff through targeted, ongoing professional development and support systems. Also, as a district, we have a variance in knowledge of the EL Roadmap, application and monitoring of English Learners. Therefore the following actions offer the support, alignment, engagement and focus on our	1.6, 1.7, 1.13,1.16 and 1.19

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	from ELPAC results so that every English Learner is engaged in protected time with Designated ELD. In addition, there is a need for teachers to gain knowledge and training in how to use Integrated ELD throughout the day to scaffold instruction and learning for our English Learners within all content areas in order for them to learn in a comprehensive way as they develop their language and literacy skills. This is evident through the CDE Dashboard results in ELA, where English Learners are 98 points distant from standard in Math and 95 points distance from standards in English Language Arts. **Scope:** Limited to Unduplicated Student Group(s)	English Learners to increase and improve services based on their needs: *Professional Learning on Designated and Integrated ELD: Training aligned to the California English Learner Roadmap, focusing on language objectives, scaffolding strategies, and differentiation to support access to grade-level standard and Build the capacity of certificated and classified staff to fully understand the alignment between the ELPAC assessment and the grade level content standards and instructional program *Secondary ELD Focus: Targeted support for middle and high school teachers on effective Designated ELD structures, Long-Term English Learner strategies, and content-specific language development *Ongoing coaching cycles, demonstration lessons, and professional learning communities (PLCs) focused on effective ELD practices through our SEAL and ERWC instructional models *Integrated Supports Across Content Areas: Training for all teachers (including electives such as Visual Arts and Agriculture) to embed language development strategies within content instruction *Paraprofessional and Classified Staff Training: Building capacity of instructional aides and support staff to reinforce language development strategies and support student engagement Monitoring and Accountability: Implementation of walkthrough tools such as the OPTEL progress	

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		monitoring systems, and feedback loops to ensure fidelity of ELD implementation and continuous improvement. *Reclassified students will be monitored closely for four years, providing them with interventions and enrichment opportunities as needed based on their three local assessment results given three times per year. In addition, The RFEP students' parents will be provided with information regarding their monitoring in the fall and spring parent/teacher conferences.	
1.5	**Action:** Identify, define the needs, and address the gaps of LTELs **Need:** At DUSD, we have many students who continue to stay stagnant within their EL pathway as they make little or no progress, stuck at Level 3 on their language development as determined by the ELPAC assessments in order to meet the requirements of our Reclassification criteria. Therefore, our LTELs need continued monitoring, strategic and guided support with interventions specific to language and literacy development. In order to create these opportunities for our LTELs, our teachers and administrators need strategic and guided professional learning that builds on their skills to provide targeted instruction and be advocates for LTELs. Although the Dashboard Indicator for LTELs is BLUE with 64.2% making progress, only 15% of the LTEL students were able to achieve reclassification.	DUSD certificated and classified staff will encourage, motivate, engage, and strategically support the needs of Long Term English Learners (LTELs) by providing differentiated and supplemental English Language Development (ELD). There is a sense of urgency to support our LTELs so that as they get into Middle School and High School, they are provided with A-G course options and electives instead of being stuck in ELD classes with only one pathway. DUSD will increase and improve services by implementing a comprehensive, system-wide approach to identify, monitor, and support LTELs through the following actions: * LTEL Identification and Monitoring System: establish clear districtwide criteria and data dashboards to identify LTELs and “at-risk of becoming LTEL” students, with ongoing progress monitoring and site-level accountability * Targeted Designated ELD for LTELs: implement structured, research-based Designated ELD	1.6, 1.7, 1.13,1.16, and 1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners, LTELs and Socioeconomically Disadvantaged were in the ORANGE for College and Career Dashboard indicator (38.3% prepared). In ELA, LTELs are 110 points below standard and for Math, 143.50 points below standard. Additionally, LTELs who are also Foster Youth and/or socio-economically disadvantaged face compounded challenges, including mobility, absenteeism, and limited access to enrichment opportunities, further widening achievement gaps. **Scope:** Limited to Unduplicated Student Group(s)	courses at the secondary level focused on academic language, reading, and writing development specific to LTEL needs using SEAL and ERWC instructional models * Integrated Literacy and Language Support Across Content Areas: Support all content teachers (including electives such as Visual Arts, Agriculture, and CTE pathways) in embedding language development and literacy strategies to increase access and engagement *Student Goal Setting and Monitoring: Support LTELs in understanding their data, setting language and academic goals, and tracking their progress toward reclassification * Intervention Supports: provide supplemental interventions such as tutoring, extended learning opportunities, and credit recovery options to address skill gaps and keep LTELs on track for graduation *Family Engagement and Awareness: provide resources and workshops to inform families about LTEL status, reclassification criteria, and ways to support language development at home	
1.6	**Action:** Strengthen supports and services for students with disabilities **Need:** DUSD serves a population of English Learners who are dually identified as Students with Disabilities, requiring highly coordinated and individualized supports to address their unique	Delhi Unified School District students with disabilities come with a variety of desires and needs; representing students who are Socioeconomically Disadvantaged, Foster Youth, and English Learners. To address these identified needs, the district recognizes the importance of providing specialized interventions, multidisciplinary collaboration, and intentional supports that address both language development	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 1.12, 1.14,1.15, 1.16, 1.17 and 1.19

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic, linguistic, and social-emotional needs. Local data indicate that dually identified students often experience greater challenges in achieving grade-level standards, progressing in English language development, and accessing interventions that address both language acquisition and disability-related needs. As a result, these students may experience wider achievement gaps when compared to their peers and require targeted interventions, diagnostic assessments, progress monitoring, and integrated supports to ensure access to rigorous instruction and meaningful academic growth. DUSD students with disabilities or dually identified demonstrate lower academic achievement compared to their peers, as evidenced by CAASPP, ELPAC, and NWEA assessment data. According to the California School Dashboard, Students with Disabilities who are dually identified are 127.3 points below standard in ELA, compared to English-only students who are 22.6 points below standard. This represents a gap of over 100 points, indicating a significant and persistent disparity in academic performance that requires targeted supports and improved instructional practices. **Scope:** Limited to Unduplicated Student Group(s)	and disability-related services while strengthening students' social-emotional well-being and school connectedness. The district will respond with support and opportunities that provide a focused and targeted approach to not only meet the IEP goals, reclassification criteria of English Learners but to also align their pathway towards college and career readiness. The need for targeted supports and services for Special Education students who are English Learners, Foster Youth, and socio-economically disadvantaged indicates the importance of providing increased and improved opportunities such as: *Strengthening Co-Teaching and Collaboration: Expand structured collaboration between general education and special education staff through dedicated co-planning time, Professional Learning Communities (PLCs), peer walkthroughs and instructional coaching cycles to improve inclusive practices and student outcomes. *Improved Progress Monitoring Systems: Implement consistent systems for monitoring IEP goal progress and using data to inform instruction, interventions, and service adjustments. This includes strengthening regular progress monitoring practices developed in collaboration with Systems Improvement Leads. * Targeted Academic and Behavioral Interventions: provide supplemental supports such as intervention implementation professional	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		development, tutoring, counseling, and behavior supports to address individual student needs. * Paraprofessional and Classified Staff Training: build capacity of instructional aides and support staff to effectively implement IEP supports and reinforce instruction *Transition and Postsecondary Readiness Supports: enhance services that support college and career readiness, including transition planning, vocational pathways, and life skills development *Monitoring, Accountability, and Continuous Improvement: utilize walkthrough tools, service logs, and data reviews to ensure fidelity of implementation and refine supports annually	
2.4	**Action:** Inclusive Education: Fostering Success for Homeless and Foster Youth **Need:** According to the CDE Dashboard DUSD has 121(5.4%) Homeless, 4(.18%) Foster Youth, along with 1953(88%)Socioeconomically Disadvantaged student population. As an unincorporated town, DUSD is known to its community as a "resource center" where families of our students rely on support and guidance to services that are available based on their needs. As a result, it is very important for our district, site administrators and teachers to support, guide and monitor the progress of these students. It is also very critical for our educators to build connections to ensure the	The following actions will address the needs of our Homeless and Foster Youth students: -DUSD will implement a systematic process for identifying Foster Youth and students experiencing homelessness through enrollment reviews, data monitoring, and collaboration with families, community agencies, and site staff to ensure students are connected to appropriate academic, behavioral, and social-emotional supports in a timely manner. -The district will provide individualized case management, counseling services, academic interventions, college and career guidance, and family outreach supports designed to address barriers to attendance, engagement, academic achievement, and overall student well-being.	1.16

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	safety, academic and social emotional progress for each of the Homeless, Foster Youth, and Socio-Economically Disadvantaged students. Our district is their source of protection, guidance, academic supports and well-being to engage them in a successful holistic educational pathway. This is evident through the CDE Dashboard results in Chronic Absenteeism, where the Homeless student group (16.4%). **Scope:** Limited to Unduplicated Student Group(s)	-DUSD will monitor student progress on a quarterly basis using attendance, grades, assessment data, behavior data, and stakeholder feedback to evaluate the effectiveness of supports and make adjustments to individualized action plans to improve outcomes and increase college and career readiness for Foster Youth and homeless students.	

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

N/A

Additional Concentration Grant Funding

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

The district will utilize the additional concentration grant add-on funding above to focus on improving our Multi-Tiered System of Support (MTSS) for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. DUSD will promote literacy across all content areas through additional instructional personnel to support programs, i.e. EL, DLI, SEI, AVID, CTE, A-g, etc., including Social Emotional Learning (SEL) training for staff and supports for students. Funds will be used to hire new staff because there is a need to address the supports for unduplicated students through the programs that service them, in addition to retain needed personnel that are showing positive impact on students' academics and social well-being (Action 1.1, 1.3, 1.4, 1.5, and 1.6).

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	NA	Grade TK-6= 1:54; Grade 7-12= 1:64
Staff-to-student ratio of certificated staff providing direct services to students	NA	Grade TK-6= 1:16; Grade 7-12= 1:19

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	$26,889,298	10,862,440	40.397%	0.000%	40.397%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,265,964.00	$650,000.00	$0.00	$0.00	$12,915,964.00	$11,302,000.00	$1,613,964.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Promote Efficacy and Confidence in Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$862,000.00	$340,335.00	$552,335.00	$650,000.00			$1,202,335.00	
1	1.2	Leverage research-based Adopted Curriculum and Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$310,000.00	$310,000.00				$310,000.00	
1	1.3	Assessment Based System to address and enhance student needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$997,000.00	$30,000.00	$1,027,000.00				$1,027,000.00	
1	1.4	Use the EL Roadmap to guide Designated and Integrated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$4,859,000.00	$20,000.00	$4,879,000.00				$4,879,000.00	
1	1.5	Identify, define the needs, and address the gaps of LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.6	Strengthen supports and services for students with disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$648,000.00	$0.00	$648,000.00				$648,000.00	
2	2.1	Provide Universal Behavior and Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$943,000.00	$10,000.00	$953,000.00				$953,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Implement the Four Pillars of School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,555,000.00	$86,000.00	$1,641,000.00				$1,641,000.00	
2	2.3	Family Connection, Engagement and Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$101,000.00	$15,000.00	$116,000.00				$116,000.00	
2	2.4	Inclusive Education: Fostering Success for Homeless and Foster Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	$0.00	$23,000.00	$23,000.00				$23,000.00	
3	3.1	Physical and Environmental Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$350,000.00	$350,000.00				$350,000.00	
3	3.2	Building Technology Infrastructure for Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$229,629.00	$229,629.00				$229,629.00	
3	3.3	Build Collective Leadership Capacity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,337,000.00	$50,000.00	$1,387,000.00				$1,387,000.00	

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
$26,889,298	10,862,440	40.397%	0.000%	40.397%	$12,265,964.00	0.000%	45.617 %	**Total:**	$12,265,964.00
								LEA-wide Total:	$7,213,964.00
								Limited Total:	$5,700,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Promote Efficacy and Confidence in Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income		$552,335.00	
1	1.2	Leverage research-based Adopted Curriculum and Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	
1	1.3	Assessment Based System to address and enhance student needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,027,000.00	
1	1.4	Use the EL Roadmap to guide Designated and Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,879,000.00	
1	1.5	Identify, define the needs, and address the gaps of LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$150,000.00	
1	1.6	Strengthen supports and services for students with disabilities	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$648,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Provide Universal Behavior and Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$953,000.00	
2	2.2	Implement the Four Pillars of School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,641,000.00	
2	2.3	Family Connection, Engagement and Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,000.00	
2	2.4	Inclusive Education: Fostering Success for Homeless and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$23,000.00	
3	3.1	Physical and Environmental Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
3	3.2	Building Technology Infrastructure for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,629.00	
3	3.3	Build Collective Leadership Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,387,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,462,547.00	$13,462,547.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Promote Efficacy and Confidence in Literacy	Yes	$1,382,932	$1,947,703
1	**1.2**	Leverage research-based Adopted Curriculum and Supplemental Materials	Yes	$1,430,000	$122,357
1	**1.3**	Assessment Based System to address and enhance student needs.	Yes	$1,022,354	$868,998
1	**1.4**	Use the EL Roadmap to guide Designated and Integrated ELD	Yes	$659,779	$1,747,079
1	**1.5**	Identify, define the needs, and address the gaps of LTELs	Yes	$184,600	$32,406
1	**1.6**	Strengthen supports and services for students with disabilities	Yes	$2,426,678	$2,538,995
2	**2.1**	Provide Universal Behavior and Social-Emotional Supports	Yes	$1,431,479	$1,179,247
2	**2.2**	Implement the Four Pillars of School Safety	Yes	$1,124,928	$1,581,404
2	**2.3**	Family Connection, Engagement and Partnership	Yes	$147,400	$232,220
2	**2.4**	Inclusive Education: Fostering Success for Homeless and Foster Youth	Yes	$105,000	$66,832
3	**3.1**	Physical and Environmental Infrastructure	Yes	$1,459,404	$531,999

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	**3.2**	Building Technology Infrastructure for Learning	Yes	$325,000	$794,311
3	**3.3**	Build Collective Leadership Capacity	Yes	$1,762,993	$1,818,996

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)
$10,440,442	$13,462,547.00	$13,462,547.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Promote Efficacy and Confidence in Literacy	Yes	$1,382,932	$1,947,704		
1	1.2	Leverage research-based Adopted Curriculum and Supplemental Materials	Yes	$1,430,000.00	$122,357		
1	1.3	Assessment Based System to address and enhance student needs.	Yes	$1,022,354.00	$868,998		
1	1.4	Use the EL Roadmap to guide Designated and Integrated ELD	Yes	$659,779.00	$1,747,079		
1	1.5	Identify, define the needs, and address the gaps of LTELs	Yes	$184,600.00	$32,406		
1	1.6	Strengthen supports and services for students with disabilities	Yes	$2,426,678.00	$2,538,994		
2	2.1	Provide Universal Behavior and Social-Emotional Supports	Yes	$1,431,479.00	$1,179,247		
2	2.2	Implement the Four Pillars of School Safety	Yes	$1,124,928.00	$1,581,404		
2	2.3	Family Connection, Engagement and Partnership	Yes	$147,400.00	$232,220		
2	2.4	Inclusive Education: Fostering Success for Homeless and Foster Youth	Yes	$105,000.00	$66,832		
3	3.1	Physical and Environmental Infrastructure	Yes	$1,459,404.00	$531,999		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Building Technology Infrastructure for Learning	Yes	$325,000.00	$794,311		
3	3.3	Build Collective Leadership Capacity	Yes	$1,762,993.00	$1,818,996		

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)
$26,077,756	$10,440,442	0	40.036%	$13,462,547.00	0.000%	51.625%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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