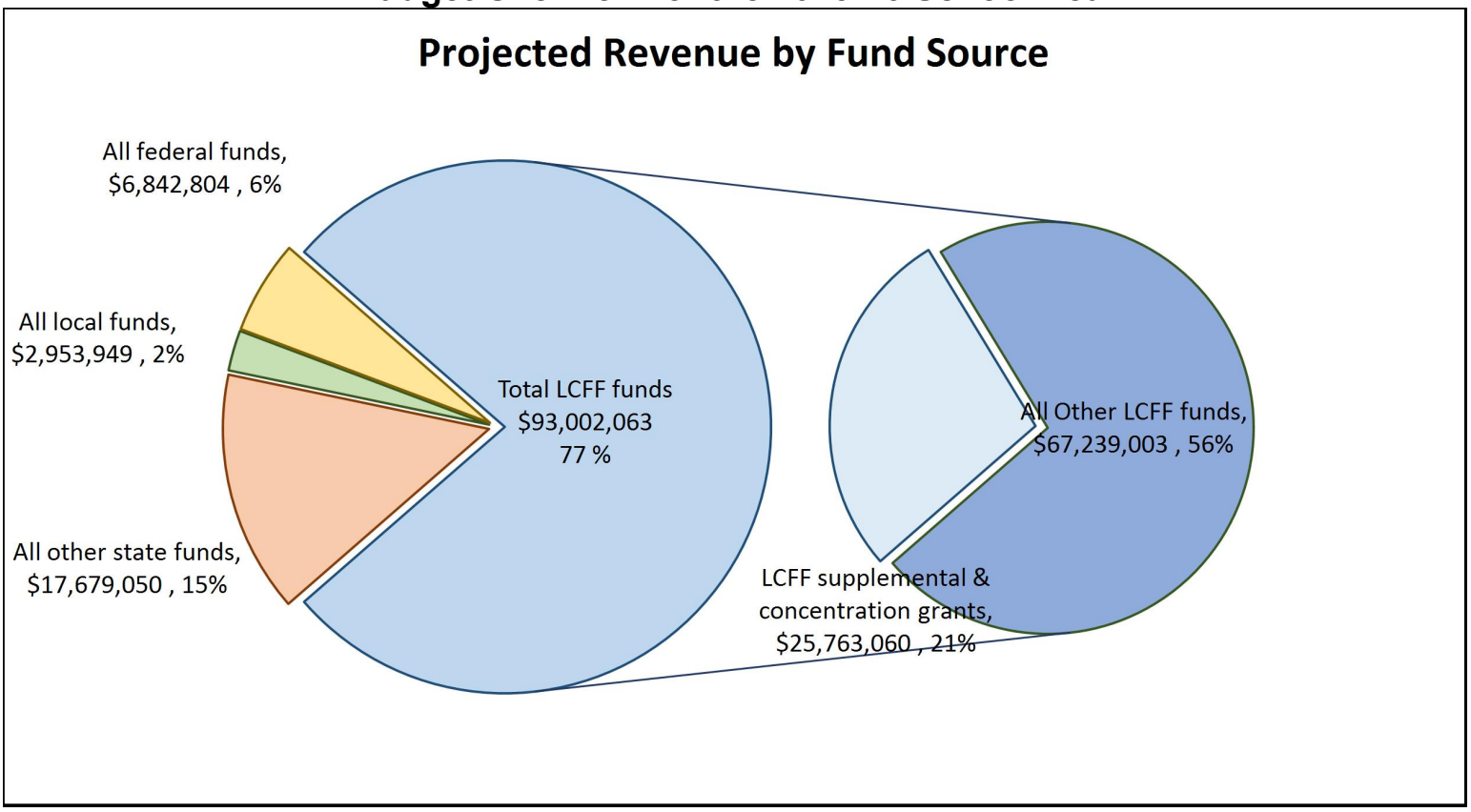
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dinuba Unified School District
CDS Code: 54755310000000
School Year: 2025-26
LEA contact information:
Gina Melkonian
Director of State and Federal Programs
gina.melkonian@dinuba.k12.ca.us
559-595-7207

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 2025-26 School Year

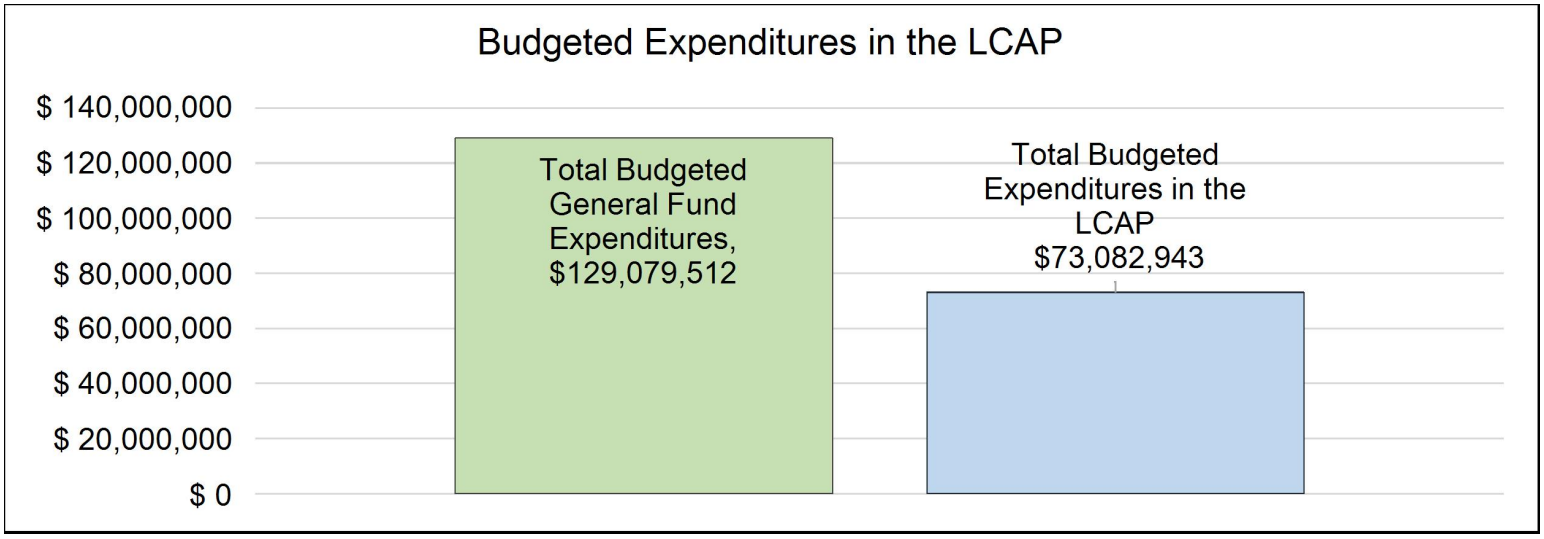


This chart shows the total general purpose revenue Dinuba Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dinuba Unified School District is $120,477,866, of which $93,002,063 is Local Control Funding Formula (LCFF), $17,679,050 is other state funds, $2,953,949 is local funds, and $6,842,804 is federal funds. Of the $93,002,063 in LCFF Funds, $25,763,060 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dinuba Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dinuba Unified School District plans to spend $129,079,512 for the 2025-26 school year. Of that amount, $73,082,943 is tied to actions/services in the LCAP and $55,996,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

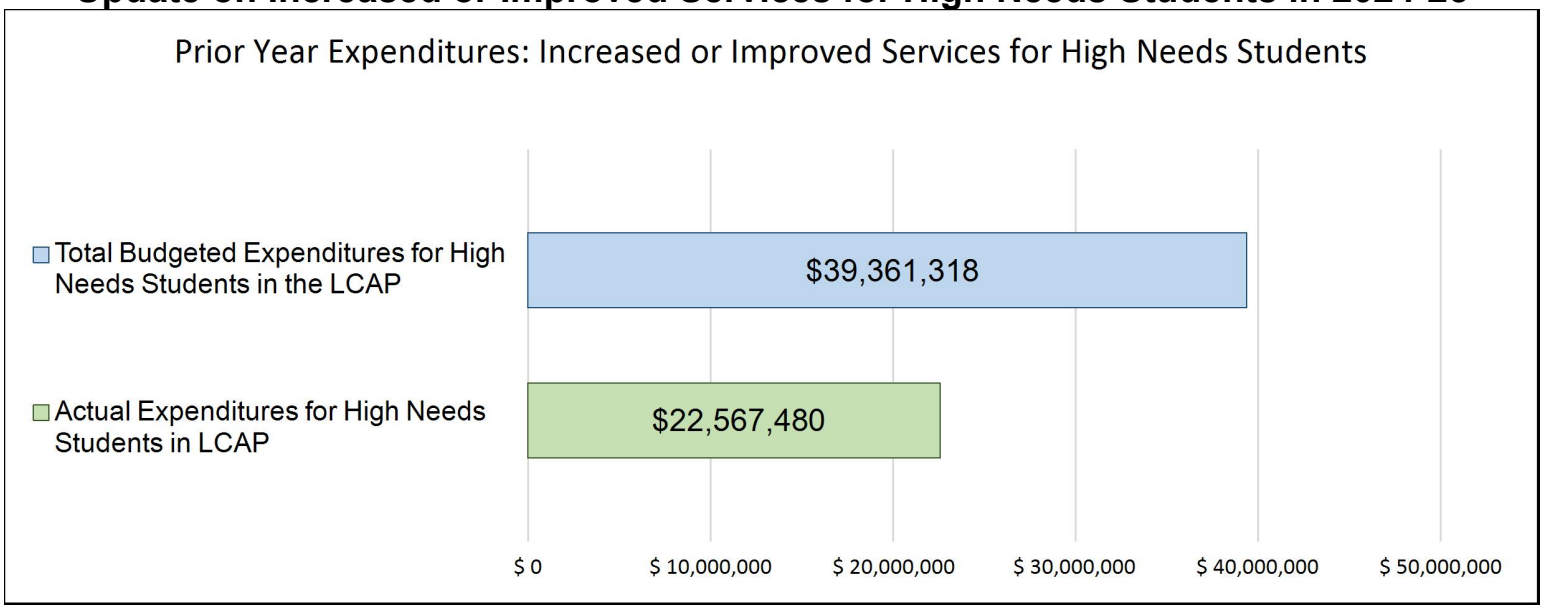
Other funding resources support personnel in the following areas in support of LCAP goals: Teaching staff, custodial and maintenance staff, some instructional staff, and some clerical support staff. Additionally, these resources support College and Career and Professional Development activities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Dinuba Unified School District is projecting it will receive $25,763,060 based on the enrollment of foster youth, English learner, and low-income students. Dinuba Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dinuba Unified School District plans to spend $43,998,631 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Dinuba Unified School District's LCAP budgeted $39,361,318 for planned actions to increase or improve services for high needs students. Dinuba Unified School District actually spent $22,567,480 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $16,793,838 had the following impact on Dinuba Unified School District’s ability to increase or improve services for high needs students:

The district's efforts to increase and improve services for high-needs students had minimal impact. Other grant funds were used to support LCAP actions. Any LCFF carryover calculated will be carried over into the 2025-26 fiscal year and has been incorporated into the LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dinuba Unified School District	Gina Melkonian Director of State and Federal Programs	gina.melkonian@dinuba.k12.ca.us 559-595-7207

Plan Summary [2025-26]

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

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

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

Accommodating various needs, DUSD is identified by its student population, which comprises of 27.6% English Learners, 85.7% Socioeconomically disadvantaged students, and 0.38% Foster Youth; all from diverse ethnic backgrounds.

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

Roosevelt Elementary was named a California Distinguished School in 2025. Alongside academic and co-curricular activities, non-academic support systems and initiatives hold equal importance within the district. The current configuration includes award-winning schools like Dinuba High School, Grand View, Jefferson, Kennedy, Lincoln, Roosevelt, and Washington Intermediate, and Wilson, all of which have achieved Positive Behavioral Interventions and Supports (PBIS) Platinum Status. Sierra Vista has attained Silver PBIS status.

Over the next year, Equity Multiplier funds received by Sierra Vista High School and Ronald Reagan Academy to support improvment efforts at those sites. Sierra Vista and Ronald Reagan have qualified for these additional funds based on their rate of Socioeconomically Disadvantaged students and their high student mobility rates.

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

Reflections: Annual Performance

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

Some areas of success the District observed are indicated here. According to the 2024 California Dashboard, one of the improvements was in chronic absenteeism in all significant subgroups. Improvements in Asian and Homeless subgroups were seen, whereas other groups remained at a status of yellow. These improvements brought a 2.9% decline in the overall chronic absenteeism rate. The overall graduation rate increased 2.2%. The English Learner Progress Indicator saw a decline from yellow to red.

The district saw modest increases in English Language Arts (ELA) and Math overall, as well as for most subgroups. However, English Learners experienced a slight decline in ELA. All major subgroups showed a slight improvement in Math, with an overall increase of 1.77%. In ELA, the district saw an overall increase of 2.24%. Improvement relating to the distance from standard growth in English Language Arts was shown by all student subgroups, with the exception of the Asian subgroup. There was an increase in A-G completion rates of approximately 2.6% from the previous year. The district's facilities were consistently rated as 'good', indicating a well-maintained learning environment, though Educational Partners continue to indicate the desire for improved facilities and school safety. In terms of discipline, the suspension rates were maintained at 3.3%.

Some challenges were also identified during the annual evaluation of the district. There was a decrease in the English Learner Progress Indicator (ELPI) from 2023 to 2024. As stated above, there was a slight decline in the overall performance in English Language Arts for the English Learner subgroup.

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

Based on the 2024 Dashboard, the following groups/sites received a (new) Dashboard indicator of red for the areas and subgroups indicated:
District English Learners for the English Learner Progress Indicator
District Long-Term English Learners (LTELS) for English Learner Progress Indicator (ELPI), English Language Arts, and Math
District for Students with Disabilities in Math
Dinuba High School for English Learners on the English Learner Progress Indicator (ELPI)
Grand View for English Learners on the English Learner Progress Indicator (ELPI)
Jefferson for Students with Disabilities in Chronic Absenteeism
Lincoln for English Learners on the English Learner Progress Indicator (ELPI)
Roosevelt for white in Chronic Absenteeism
Wilson for English Learners on the English Learner Progress Indicator (ELPI)
Washington Intermediate for English Learners and Long-Term English Learners on the English Learner Progress Indicator (ELPI), Students with Disabilities in ELA, and English Learners, Long-Term English Learners, and Students with Disabilities in Math
Sierra Vista for English Learners and Long-Term English Learners on the English Learner Progress Indicator (ELPI
Ronald Reagan Academy for English Learners and Long-Term English Learners on the English Learner Progress Indicator (ELPI)

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

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

Learning Recovery Emergency Block Grant (LREBG):
The district will have Learning Recovery Emergency Block Grant (LREBG) funds remaining at the end of the 2024-25 school year. These remaining funds are anticipated to be spent during the 2025-26, 2026-27, and 2027-28 school years. As part of a needs assessment for the district for the use of these funds, data from the 2024 California Dashboard was analyzed, resulting in the decision to use these remaining funds to further support the actions listed below for the 2025-26 school year. The needs assessment substantiated findings from the 2024 Dashboard related to academic progress. A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with disabilities (SWD). Specific funding amounts and metrics related to each action will be indicated in the action description.

Based on the needs assessment, Goal 1, Actions 2 and 12 directly address the need to provide staff development and coaching to teachers to support teachers in the classroom in the areas of English Language Arts, Math, and English Language Development. Research consistently highlights the significant positive impact of both coaching and staff development on teacher effectiveness and student outcomes. Effective coaching, particularly when it is ongoing, job-embedded, and focused on specific content and pedagogical knowledge, can lead to improved teacher skills, knowledge, and attitudes, ultimately resulting in higher student engagement, achievement, and reduced student isolation. Staff development, when designed and implemented effectively, provides teachers with the necessary tools and support to improve their practice and stay up-to-date with current educational trends.

Goal 1 Action 3 will support students directly through interventions in elementary and credit recovery support in junior high and high school. Research indicates that effective interventions for elementary students and credit recovery programs for middle and high school students are crucial for supporting student academic success. For elementary students, research suggests that interventions should focus on early identification of struggling learners, individualized support, and strong core instruction. For older students, credit recovery programs, particularly those that are individualized, focused on building skills, and provide ample support, are shown to be effective in helping students recover credits and stay on track for graduation. These are in alignment with the allowable use of thse funds.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the districts 2026-27 LCAP.

Reflections: Technical Assistance

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

The District is not under any Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Ronald Reagan Academy

Support for Identified Schools

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

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

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

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

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

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

Ronald Reagan's current demographics are indicated here and are compared to Dinuba High School. 21% of Ronald Reagan's population are Seniors, 40% are Juniors. with the remaining 39% being Freshmen and Sophomores and other grades served through independent study for various reasons. 61% are male and 39% are female. 37% of students currently attending Ronald Reagan are English Learners. When compared to the demographics at Dinuba High School, (51% male, 49% female, 22% English Learners).

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

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

According to a climate survey administered during the Spring of the 2024-2025 school year, students indicate that their teachers treat them with respect and that they feel safe at school. Students indicate they feel "heard". Some students still struggle with liking school and feeling successful at school. This would be an area Ronald Reagan would like to see improvement in as it would indicate greater connectedness and feelings of success for students since they come to school less frequently than in the comprehensive high school setting.

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

Improvement plans for Ronald Reagan include the following:

Possible consultation services through Tulare County Office of Education (TCOE) to assist in further needs assessment, engagement, selecting interventions, capacity building, and monitoring progress on an ongoing basis. Ronald Reagan will continue to work with Tulare County Office of Education in their Continuous Improvement for Equity. Further support includes a continued partnership with the Ellos/Ellas program. This program provides a mentorship program to support social-emotional well-being of students.

Ronald Reagan will hire a temporary full-time counselor and part-time instructional assistants to assist struggling students with their academic and social emotional needs. Ronald Reagan will continue to expand teacher capacity and knowledge in the area of social-emotional learning. Understanding the socialemotional needs and the relationship to academic success is necessary. This increased knowledge will help teachers better understand and respond to their student's emotional wellness.

Ronald Reagan will expand teacher knowledge and skills in providing effective delivery of engaging instruction. This will provide the opportunity for teachers to build their capacity and increase their knowledge of instructional tools to further facilitate their ability to provide additional instructional and social-emotional support and services. There is also a plan to update the curriculum. Teachers will transition to Edgenuity as the primary curriculum for instruction. Through a Needs Assessment and a review of Williams requirements, it was determined that Ronald Reagan needed to update the curriculum to align with state standards.

It is anticipated that all of these actions will positively impact students' social-emotional and mental well-being, reduce suspensions, and increase the students' academic performance.

Monitoring and Evaluating Effectiveness

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC (District English Learner Advisory Committee)	Conducted meeting with the District English Learner Advisory Committee (DELAC), focusing on the proposed district goals and budget to enhance the success of English Learners and other student groups (May 2025). Solicited input from DELAC to identify areas requiring improvement and clarify the needs within the district for English Learners and Long-Term English Learners (LTELs). (February and May 2025). A complete draft of the LCAP was presented to the DELAC and input was solicited (May 2025). The Superintendent responded in writing to the comments gained from the DELAC. These will be posted on the district website. (June 2025)
PAC (Parent Advisory Committee), including parents of Foster, English Learners (EL) and Socioeconomically Disadvantaged (SED) students	The Parent Advisory Committee (PAC), which includes parents of Foster, EL and SED students, were engaged in meetings as part of the district's strategy to involve all educational stakeholders. The objective was to gather feedback and ensure the inclusive representation of all groups in discussions and decision-making processes. (May 2025)

Educational Partner(s)	Process for Engagement
	A complete draft of the LCAP was presented to the PAC and input was solicited (May 2025). The Superintendent responded in writing to the comments gained from the PAC. These will be posted on the district website. (June 2025)
Parents and other Community Members (through surveys and community meeting)	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into the requirements and potential enhancements for the school district. This process included the ability to collect direct responses and suggestions from parents and guardians. (April-May 2025) A Climate Survey was administered to measure the perceptions of community members towards the school environment and its influence on student success. (April-May 2025) Outreach was conducted through social media and the website to ensure that all community members were afforded the opportunity to provide input. (April-May 2025) Held a parent meeting (virtual and in-person) to gather crucial feedback pertaining to the educational partnership with Equity Multiplier Sites. (May 2025). Posted the LCAP for public comment prior to the public hearing. (June 2025) Held a public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCAP. (June 2025) Adopted the LCAP and Budget at a board meeting and reported local indicator data as a non-consent item. (June 2025) Posted the adopted LCAP on the district website. (July 2025)

Educational Partner(s)	Process for Engagement
Teachers/Certificated Staff	The LCAP Planning Survey was conducted. This provided these Educational Partners the opportunity to contribute their insights to potential actions to meet the needs of students as well as possible updates to the LCAP. (April-May 2025) A Climate Survey was administered to measure the perceptions of certificated staff members toward the school environment. (April-May 2025)
Classified Staff and Other Personnel	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the school district. (April -May 2025) A Climate Survey was administered to measure the perceptions of classified staff members toward the school environment. (April-May 2025)
District Administrators	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the LCAP. (April -May 2025) A Climate Survey was administered to measure the perceptions of administrative staff towards the school environment and its influence on student success. (April-May 2025)
Bargaining units	The LCAP Planning Survey was conducted with all staff, including Bargaining Units, in order to gather feedback on proposed goals and actions to be included in the LCAP. (April -May 2025) A Climate Survey was administered to measure the perceptions of Bargaining Unit members towards the school environment. (April-May 2025) A meeting was held with Dinuba Teachers Association to discuss the LCAP and solicit feedback. (May 2025)

Educational Partner(s)	Process for Engagement
SELPA (Special Education Local Plan Area)	Collaborated with the SELPA regarding LCAP content and goals.(November 4, 2024 and February 3, 2025) Topics included: Reviewing of data for SWDs to identify areas of challenge, root causes, and specific needs Identifying specific actions in the LCAP to address student needs Identifying professional development opportunities needed to support the capacity of teachers and administrations serving SWD
Industry Partners	The LCAP Planning Survey was provided to these Educational Partners. The main objective of this survey was to gather critical insights from Industry Partners on the progress of the school district's strategic goals. (April-May 2025)
Principals	Conducted LCAP planning and Climate surveys for all staff, including principals soliciting their input on student needs, potential actions to address these needs, and suggestions for prospective updates for the LCAP. (April-May 2025) The following were discussed at Administrative Team meetings during the 2024-25 school year. These are mentioned here as they are areas to be highlighted and strengthened through the LCAP. Dashboard data (December 2024 - January 2025). Chronic Absenteeism (July and December 2024). Suspensions (December 2024).
Students	The Student Voice Workshop was conducted with the objective of capturing student perspectives on the teaching and learning environment. Comments were compiled and analyzed to guide future strategies and actions. (March 2025) Conducted LCAP planning and Climate surveys surveys for students soliciting their input on student needs, potential actions to address

Educational Partner(s)	Process for Engagement
	these needs, and suggestions for prospective updates for the LCAP. (April-May 2025) Meetings were held with Leadership students from Washington Intermediate and Dinuba High School and a student group at Sierra Vista to collect direct insights about the school environment and the achievement of curriculum objectives. These groups of students comprised Dinuba's Student Advisory Committee. (May 2025)
Equity Multiplier Sites	An LCAP Planning Survey was conducted with staff, students, and parents of the Equity Multiplier sites in order to gather feedback regarding the use of funding for the Equity Multiplier sites. (May 2025) A Climate Survey was administered students, staff, and parents to gather information relating to the school environment. (May 2025) School Site Council (SSC) was consulted to ensure comprehensive considerations for efficient operations in conjunction with Equity Multiplier Sites. (May 2025) Conducted LCAP planning and Climate surveys surveys for all parents and staff soliciting their input on student needs, potential actions to address the specific needs of these sites, and suggestions for prospective updates for the LCAP. (April-May 2025)

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

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

Feedback from DELAC and PAC included questions about providing more English classes for adults, ensuring that times are conducive for parents to able to attend. Childcare would be helpful. These groups indicated the desire for more communication to help parents help their students. The idea of providing incentives for parents for attending meetings was suggested.

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

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

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

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

Goal 2: Educational Partners top priority in this goal is increased security and supervision for students. Also included is a desire for increased co-curricular (enrichment) activities, and the continued focus on the repair and maintenance of facilities. Parents and the community group indicated the need for increased campus security, including School Resource Officers. All groups indicated the need for more security/surveillance cameras. Improvement of facilities was another area commented on by Educational Partners.

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

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

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

Goal 6: Educational Partners for Equity Multiplier sites indicate the need for improvement in student attendance. They would like to see additional support for students in completing their coursework. This could be supported through an instructional assistant or tutor meeting with students to provide additional support for students. Students would like to see additional help and support with their post-graduation plans.

Goals and activities indicated in this plan are continued and carried over from Dinuba's previous LCAP. The decision to continue these goals and actions was influenced and validated through various Educational Partner responses, surveys, and comments received. As in past years, some parents indicated the desire for lower class sizes in K-3rd grades and improving communication from the schools through electronic and in written format. Continued services, including mentoring and continued counseling were areas commented on by our Educational Partners. There continues to be an expressed need for continued services to support English Language Learners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. The California School Dashboard data indicates a clear and continued need to improve English Language Arts and Mathematics along with ensuring readiness for College and Career.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Results	CAASPP Results % Meeting/Exceeding Standards: All = 44.26% SED = 42.26% ELL = 19.88% SWD = 7.79% Foster = 30.76% Homeless = 44.26% Hispanic = 43.57% White = 50.38% Asian = 52.63% ELA Distance from standard (points above or below): All = 23.3 below SED = 28.4 below SWD = 143.8 below ELL = 54.9 below	CAASPP Results % Meeting/Exceeding Standards: All = 46.50% SED = 44.94% ELL = 19.05% SWD = 9.48% Foster = fewer than 11 students Homeless = 38.19% Hispanic = 45.92% White = 50.79% Asian = 56.26% ELA Distance from standard (points above or below): All = 17.1 below SED = 20.9 below SWD = 143.8 below		CAASPP Results, % Meeting/Exceeding Standards: All = 50% SED = 48% ELL = 25% SWD = 15% Foster = 36% Homeless = 48% Hispanic = 50% White = 56% Asian = 58% ELA Distance from standard (points above or below): All = 3.3 below SED = 8.4 below SWD = 123.8 below	CAASPP Results % Meeting/Exceeding Standards: All = 2.24% SED = 2.68% ELL = -.83% SWD = 1.69% Foster = fewer than 11 students Homeless = -6.07% Hispanic = 2.35% White = .41% Asian = 3.63% ELA Distance from standard (points above or below): All = 6.2 points SED = 7.5 points SWD = 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster = 96.2 points below Homeless = 55.3 below Hispanic = 24.8 below White = 2.6 below Asian = 4.1 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington - EL = 10.92% Washington - SWD = 4% Dinuba High - EL = 12.09% Dinuba High - SWD = 11.36% Ronald Reagan - SED = 15% Source: For data indicating % Meeting or Exceeding	ELL = 46.6 below Foster = data supressed Homeless = 39.6 below Hispanic = 18.8 below White = .5 below Asian = 36.6 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington - EL = 9.47% Washington - SWD = 4.92% Dinuba High - EL = 17.07% Dinuba High - SWD = 7.5% Ronald Reagan - SED = 15%		ELL = 34.9 below Foster = 85 below Homeless = 35.3 below Hispanic = 4.8 below White = 17.4 above Asian = 15.9 above Disaggregated data for Schools receiving "Red" on Dashboard: Washington - EL = 16% Washington - SWD = 10% Dinuba High - EL = 17% Dinuba High - SWD = 16% Ronald Reagan - SED = 25%	ELL = 8.3 points Foster = data supressed Homeless = 15.7 points Hispanic = 6 points White = 2.1 points Asian = -32.5 points Disaggregated data for Schools receiving "Red" on Dashboard: Washington - EL = -1.45% Washington - SWD = .92% Dinuba High - EL = 4.98% Dinuba High - SWD = -3.86% Ronald Reagan - SED = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standards:CAASPP 2022-23 Source: For data indicating Distance from Standard: 2023 Dashboard	Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2023-24 Source: For data indicating Distance from Standard: 2024 Dashboard			
1.2	CAASPP Math Results	CAASPP 2022-23 Results, % Meeting/Exceeding Standards: All = 27.18% SED = 25.35% ELL = 10.75% SWD = 4.71% Foster = 23.07% Homeless = 27.18% Hispanic = 26.64% White = 31.54% Asian = 36.84%	CAASPP 2022-23 Results, % Meeting/Exceeding Standards: All = 28.95% SED = 27.65% ELL = 13.32% SWD = 5.28% Foster = Fewer than 11 students Homeless = 18.03% Hispanic = 28.33% White = 37.98% Asian = 37.50%		CAASPP Results, % Meeting/Exceeding Standards: All = 35% SED = 32% ELL = 20% SWD = 15% Foster = 30% Homeless = 30% Hispanic = 34% White = 39% Asian = 44%	All = 1.77% SED = 2.3% ELL = 2.57% SWD = .57% Foster = Fewer than 11 students Homeless = -9.15% Hispanic = 1.69% White = 6.44% Asian = .66% Math Distance from standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math Distance from standard (points above or below): All = 67.3 below SED = 71.8 points below SWD =170.8 points below ELL = 89.9 points below Foster = 114.8 points below Homeless = 52.2 below Hispanic = 68.6 below White = 58.8 below Asian = 40.4 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate - EL = 5.84% Washington Intermediate - SWD = 2.67%	Math Distance from standard (points above or below): All = 62.7 below SED = 65.8 points below SWD = 172.6 points below ELL = 84.4 points below Foster = fewer than 11 students Homeless = 82.9 below Hispanic = 64.2 below White = 47.6 below Asian = 80.9 below Disaggregated data for Schools receiving "Red" on Dashboard:		Math Distance from standard (points above or below): All = 47.3 below SED = 51.8 below SWD = 150.8 below ELL = 69.9 below Foster = 105 below Homeless = 32.4 below Hispanic = 48.6 below White = 38.8 below Asian = 20.4 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate - EL = 12%	(points above or below): All = -.4 points SED = 6points SWD = -1.8 points ELL = 5.5 points Foster = fewer than 11 students Homeless = 30.7 points Hispanic = 4.4 points White = 11.2points Asian = -40.5 points Disaggregated data for Schools receiving "Red" on Dashboard: Washington - EL = -2.99% Washington - SWD = -2.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dinuba High - SWD = 0% Ronald Reagan - All =5% Ronald Reagan - SED = 5.56% Ronald Reagan = Hispanic = 5.88% Source: For data indicating % Meeting or Exceeding Standards: CAASPP 2022-23 Source: For data indicating Distance from Standard: 2023 Dashboard	Washington - EL = 2.85% Washington - SWD = 0% Dinuba High - SWD - 0% Ronald Reagan - All = 0% Ronald Reagan - SED = 0% Ronald Reagan - Hispanic = 0% Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2023-24 Source: For data indicating Distance from Standard: 2024 Dashboard		Washington Intermediate - SWD = 10% Dinuba High - SWD = 8% Ronald Reagan - All =15% Ronald Reagan - SED = 13% Ronald Reagan = Hispanic = 13%	Dinuba High - SWD - 0% Ronald Reagan - All = .5% Ronald Reagan - SED = -5.56% Ronald Reagan - Hispanic = -5.88%
1.3	Early Assessment Program (EAP) ELA Results	% Students Conditionally Ready or Ready for College-Level English: All = 54.22%	% Students Conditionally Ready or Ready for College-Level English: All = 54.88%		% Students Conditionally Ready or Ready for College-Level English: All = 60%	All = .66% SED = 2.66% ELL = 2.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED = 50.98% ELL = 10.26% Foster = Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2022-23)	SED = 53.64% ELL = 12.71%, Foster = Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2023-24)		SED = 57% ELL = 20% Foster = Data suppressed to protect student privacy - less than 11 students	Foster = Data suppressed to protect student privacy - less than 11 students
1.4	Early Assessment Program (EAP)Math Results	% Students Conditionally Ready or Ready for College-Level Math: All = 21.94% SED = 20.48% ELL = 0% Foster = Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2022-23)	% Students Conditionally Ready or Ready for College-Level English: All = 21.90% SED = 19.91% ELL = 3.45% Foster = Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2023-24)		% Students Conditionally Ready or Ready for College-Level Math: All = 30% SED = 26% ELL = 10% Foster = Data suppressed to protect student privacy - less than 11 students	All = -.04% SED = .57% ELL = 3.45% Foster = Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Progress Towards English Proficiency (ELPI)	English Learners Making Progress = 52.3% (Source: 2023 Dashboard English Learner Progress Indicator)	English Learners Making Progress = 41.1% (Source: 2024 Dashboard English Learner Progress Indicator)		English Learners Making Progress = 58%	-11.2%
1.6	Science (CAST) Results	Baseline data for this metric was established during the 2024-25 school year. 5th = 20.53% 8th = 11.11% 11th/High School = 14.17% (Source: 2024 Dashboard)	% Proficient or Advanced on CAST 5th = 20.53% 8th = 11.11% 11th/High School = 14.17% (Source: 2024 Dashboard)		Science (CAST) Results 5th = 30.53% 8th = 21.11% 11th/High School = 24.17%	Baseline established in Year 1
1.7	Advanced Placement (AP) Passing Rates	Advanced Placement Exams AP Exams Taken= 286 (for reference only) Pass rate = 30.4% (with a score of 3 or higher) (Source: District Calculated AP Tests 2022-23)	AP Exams Taken= 280 (for reference only) Pass rate = 33.6% (with a score of 3 or higher) (Source: District Calculated AP Tests 2023-24)		Advanced Placement Exams Pass rate = 35%	3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Graduation Rates	All = 87.4% SED = 87.2% SWD = 79.4% ELL = 82.4% Hispanic = 86.8% Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan - All = 60.3% Ronald Reagan - SED = 60% Ronald Reagan - Hispanic = 56.5% (Source: 2023 Dashboard)	All = 89.6% SED = 88.9% SWD = 82.3% ELL = 82.0% Hispanic = 89.1% Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan - All = 65.8% Ronald Reagan - SED = 65.4% Ronald Reagan - Hispanic = 63% (Source: 2024 Dashboard)		All = 90% SED = 90% SWD = 82% ELL = 85% Hispanic = 89% Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan - All = 62% Ronald Reagan - SED = 62% Ronald Reagan - Hispanic = 58%	All = 2.2% SED = 1.7% SWD = 2.9% ELL = -.4% Hispanic = 2.3% Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan - All = 5.5% Ronald Reagan - SED = 5.4% Ronald Reagan - Hispanic = 6.5%
1.9	College/Career Indicator	% of students "Prepared" for College and Career All = 59.8% Hispanic = 59.2%	% of students "Prepared" for College and Career All = 59.1% Hispanic = 59.0%		All = 63% Hispanic = 63% EL = 40% SED = 62%	All = -.7% Hispanic = -.2% EL = -2% SED = -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL = 36.9% SED = 59% SWD = 27.3% Hispanic = 59.2% Ronald Reagan - EL = Low Ronald Reagan - SWD = Low *Corrected Data Ronald Reagan - EL = 5% Ronald Reagan - SWD = 9.1% (Source: 2023 Dashboard)	EL = 34.9% SED = 56.6% SWD = 29.5% Ronald Reagan - EL = Very Low 9.1% Ronald Reagan - SWD = Very Low 0% (Source: 2024 Dashboard)		SWD =31% Ronald Reagan- EL= 12.3% Ronald Reagan- SWD= 0%	SWD = 2.2% Ronald Reagan - EL = 4.2% Ronald Reagan - SWD = -9.1%
1.10	NJROTC Enrollment	Number of students enrolled in NJROTC EL = 28.3% SED = 73.3% SWD = 16.7%	Number of students enrolled in NJROTC EL = 24% SED = 91.3%		Number of students enrolled in NJROTC EL = Maintain or increase	EL = -4.3% SED = 18% SWD = -1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2022-23 DUSD Calculated)	SWD = 15.3% (Source: 2024-25 DUSD Calculated)		SED = Maintain or increase SWD = Maintain or increase	
1.11	A-G Completion Rates	DHS = 30.8% DUSD = 24.3% (Source: 2022-23 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report)	DHS = 35.4% DUSD = 26.9% (Source: 2023-24 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report)		Students at DHS All = 35%	DHS = 5.4% DUSD = 2.6%
1.12	Completion of CTE Pathway	Percentage of students completing at least one CTE Pathway DHS = 39% DUSD = 30.8% (Source: 2023 Dashboard - Met UC/CSU Requirements)	Percentage of students completing at least one CTE Pathway DHS = 55.4% DUSD = 43.9% (Source: 2024 Dashboard - Met UC/CSU Requirements)		Percentage of students completing at least one CTE Pathway DHS = 60% DUSD = 45%	DHS = 16.4% DUSD = 13.1%
1.13	Completion of CTE Pathway and A-G Requirments	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS = 16.5% DUSD = 13%	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS = 24.1%		Percentage of students completing at least one CTE Pathway and A-G Requirements DHS = 28%	DHS = 7.6% DUSD = 5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 Dashboard - Met UC/CSU Requirements)	DUSD = 18.8% (Source: 2024 Dashboard - Met UC/CSU Requirements)		DUSD = 24%	
1.14	CTE Course Offerings/Enrollment	2022-23 CTE Courses Offered DHS/SV/WIS = 57 Sections (DHS/SV/WIS) = 118 (Source: DUSD Calculated)	2023-24 CTE Courses Offered: DHS/SV/WIS = 45 Sections (DHS/SV/WIS) = 114 Source: DUSD Calculated)		CTE courses offered will remain the same or increase. The percentage of students enrolled from total 7-12 enrollment will remain the same or increase.	DHS/SV/WIS = -12 Sections (DHS/SV/WIS) = -4
1.15	District Assessment Results – STAR Reading	Star Reading (% passing) 2nd (T2) 44% 3rd (T2) 34% 4th (T2) 33% 5th (T2) 25% 6th (T2) 20% 7th (S1) 36% 8th (S1) 24%	Star Reading (% passing) 2nd (T2) 57% 3rd (T2) 54% 4th (T2) 50% 5th (T2) 51% 6th (T2) 51% 7th (S1) 40% 8th (S1) 35%		Star Reading (% Passing) 2nd (T2) 50% 3rd (T2) 40% 4th (T2) 40% 5th (T2) 32% 6th (T2) 30% 7th (S1) 40% 8th (S1) 30%	2nd = 13% 3rd = 20% 4th = 17% 5th 26= % 6th = 31% 7th = 4% 8th = 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 STAR Reading Reports)	(Source: 2024-25 STAR Reading Reports)			
1.16	District Assessment Results – DRA	Benchmark (% meeting or exceeding standard) K DRA (T3) 44.03% 1st DRA (T2) 50.65% 2nd DRA (T2) 56.74% (Source: 2023-24 Benchmarks)	Benchmark (% meeting or exceeding standard) K DRA (T3) 67% 1st DRA (T2) 60% 2nd DRA (T2) 63% (Source: 2024-25 Benchmarks)		Results (% passing including at/near or above standard) K DRA (T3) 75% 1st DRA (T2) 75% 2nd DRA (T2) 75%	K DRA = 22.97% 1st DRA = 9.35% 2nd DRA = 6.26%
1.17	District Assessment Results – ELA Benchmarks	2023-24 Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd = 72% 4th = 76% 5th = 89% 6th = 78% (Source: 2023-24 Interim Assessment Block)	3rd (T2) 72% 4th (T2) 70% 5th (T2) 79% 6th (T2) 84% (Source: 2024-25 Interim Assessment Block)		Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd = 75% 4th = 80% 5th = 92% 6th = 80%	3rd = Maintained 4th = -2% 5th = -10% 6th = 6 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	District Assessment Results – Math Benchmarks	2023-24 Local CCSS Math Benchmark (% Passing) 3rd (T2) 48% 4th (T2) 49.9% 5th (T2) 47.6% 6th (T2) 36.7% (Source: 2023-24 Local CCSS Math Benchmark)	3rd (T2) 60.1% 4th (T2) 51.6% 5th (T2) 52.2% 6th (T2) 39.2% (Source: 2024-25 Local CCSS Math Benchmark)		Local CCSS Math Benchmark (% Passing) 3rd (T2) 54% 4th (T2) 56% 5th (T2) 53% 6th (T2) 43%	3rd = 12.1% 4th = 1.7% 5th = 4.6% 6th = 2.5%
1.19	District Assessment Results - Early Literacy Assessments	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient = 58.6% Letter ID and Letter Sounds (T3) = 67.6% Kindergarten Letter ID and Letter Sounds (T3) = 64.9%	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient - No data available Letter ID and Letter Sounds (T3) = 58% (1 class missing) Kindergarten (T3)		Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient = 80% Letter ID and Letter Sounds (T3) = 80% Kindergarten Letter ID and Letter Sounds (T3) = 95%	TK Phonemic Awareness Proficient = N/A Letter ID and Letter Sounds = 12.4 % Kindergarten Letter ID and Letter Sounds = 23.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 Local Assessment - Phonemic Awareness)	Letter ID and Letter Sounds (T3) = 88% (Source: 2024-25 Local Assessment - Phonemic Awareness)			
1.20	Standards-Aligned Curriculum Access	2023-24 School Year Williams Inspection 100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection. (Source: 2023-24 Williams Visits)	100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection (Source: 2024-25 Williams Visits)		Williams Inspection 100% of students will have access to standards aligned curriculum in all core content areas according to the Williams inspection.	Maintained
1.21	Students enrolled in or with access to a broad course of study	Percentage of students, including unduplicated and those with special needs, enrolled in or with access to a broad course of study = 100% (Source:)	Maintained 100% (Source: 2024-25 Williams Visits)		Percentage of students, including unduplicated and those with special needs, enrolled in or with access to a broad course of study = 100%	Maintained
1.22	Credentialed Teacher Assignment	During the 2023-24 school year, 95.2% of teachers were fully credentialed.	During the 2024-25 school year, 95.72% of teachers were fully credentialed.		Maintain at least 95% of teachers will be fully credentialed.	Fully Credentialed =.52% Appropriately Assigned = -2.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		There was a total of 94.6% of teachers appropriately assigned according to their credentials. (Source: District calculated) (Source:)	There was a total of 92.35% of teachers appropriately assigned according to their credentials. (Source:)		There will be a total of at least 95% of teachers appropriately assigned according to their credentials.	
1.23	Professional Development Participation	100% of teachers participated in PD related to CCSS or their specific content area of instruction. (Source: 2023-24 DUSD Calculated)	Maintained 100% (Source: 2024-25 DUSD Calculated)		100% of teachers will participate in PD related to CCSS or their specific content area of instruction.	Maintained
1.24	Standards Implementation Rubrics	State Standards Implementation (2023-24) English Language Arts = 5 English Language Development = 5 Mathematics = 5 Science = 4 History/Social Science = 5	State Standards Implementation (2023-24): English Language Arts = 5 English Language Development = 5 Mathematics = 5 Science = 4 History/Social Science = 5 Career Technical Educ. = 5		State Standards Implementation English Language Arts = 5 English Language Development = 5 Mathematics = 5 Science = 5 History/Social Science = 5 Career Technical Education = 5	Maintained

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

Goal Analysis [2024-25]

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.

As a district, Dinuba Unified successfully implemented the planned actions and programs described in Goal 1 including all actions from 1.1-1.13. Particular successes in this goal would include the continuation of of staff development in ELA, Math, and support for English Learners(1.1/1.12), K-6 collaboration (1.11) The distrcit has made great strides in providing professional development this year as new ELD for4th grades was rolled out, following the previous roll out for 5th and 6th gradest. All actions and metrics in Goal 1 are all closely interrelated in their impact on various metrics.

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

1.1 - Overbudgeted due to lower employee costs than anticipated.
1.2 - Underbudgeted, as extra tasks for coaches were utilized to plan for and provide professional development.
1.3 - Overbudgeted, as fewer after-school interventions were provided due to teacher availability.
1.4 - Underbudgeted, as the district will provide a more robust summer learning academy than initially planned.
1.6 - Underbudgeted, as the cost for the refresh of classroom technology was lower than anticipated.

1.8 - Overbudgeted, as there was not as high a need to attend job fairs and recruit new teachers.
1.10 - Overbudgeted, as the anticipated materials to be updated were lower than expected.
1.11 - Overbudgeted, as the need for additional collaboration was reduced due to increased PLC time during the school day.
1.12 - Overbudgeted, as costs were less than anticipated.
1.13 - The 2024-25 expenditures is reflecting $0.00 in the 2024-25 Annual Update Table and 2024-25 Contributing Actions Annual Update Table. Actual expenditures were calculated in Actions within each Goal. When developing the 2024-25 LCAP, this Action was included as a placeholder to reflect to educational partners the amount of funds being allocated. The total planned expenditures for this Action reflected in the Action Tables for Action 1.13 were thus in error, as the planned expenditures for site allocations were already included in other Actions, and not additional as may have been inferred by placement of planned expenditures in the 2024-25 Total Planned Expenditures Table and 2024-25 Contributing Actions Table. This has been corrected in the 2024-25 Annual Update Table and 2024-25 Contributing Actions Annual Update Table to reflect correctly.

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

Actions 1.1, 1.2, 1.10 1.11 and 1.12, professional development and collaboration time, could also be associated with the success of ELA, math and English learner growth as well as local benchmark reading data outcomes.
Actions 1.3, 1.4, 1.8, and 1.9 all work together to contribute to increased scores on CAASP ELA and Math as well as increased benchmark, STAR Reading, and DRA scores.
Action 1.5 was effective per the data indicating an increase in A-G Requirements over the past few years and the Dashboard College and Career indicator rating as “high”.
Actions 1.6 and 1.13 - Effective as evidenced by growth in ELA and math. Students are using technology on a daily basis to support their learning in all areas where site allocations allow each site to determine where the needed supports are for their school.
Action 1.7 - Effective as to be successful through increased DRA and Early Literacy Assessment scores.

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

Action 1.1 has included a percentage of employee salaries associated with a previousand ongoing increase in staff development. Moving forward, these costs will be associated with the personnel tied to individual actions to more accurately reflect the impact of these actions. Actions impacted in this goal include 1.1,1.2, and 1.12. Other actions impacted include: 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 6.1, and 6.2.
LREBG fund information added to Actions, 1.2, 1.3, and 1.12.
Added Math intervention to Action 1.3. Added "Student Success" class teachers, Edgenuity, and prep-buyouts to action 1.3 to provide opportunities for credit recovery. Provide online instructional resources to support the improvement of English Language Arts reading and Mathematics.
Added "Credit Recovery" to the name of Action 1.3.
Changed the name of action and added information in Action 1.4 to refine the definitions of Summer Learning Academies for K-6th and Summer School for 7th-12th.
Desired outcome data added for metric 1.6.
Corrected data for metric 1.9

Added "software" to action 1.6.
2024-25 Action 1.13 (Site Allocations) has been deleted from the LCAP. Site apportionments are included within particular Actions under each Goal and use of funds are tracked by each particular school and the district to ensure usage is principally targeted to meet the identified needs of Unduplicated Pupils.
In an effort to address carryover, additional funding has been apportioned to actions under this goal.

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	Staff Development and Other Actions to Support Implementation of the LCAP	Provide administrators, teachers and staff the appropriate training and materials to ensure that the Common Core State Standards (CCSS) are implemented and students have access in English Language Arts and Math. Classified staff will receive 2 days of Professional development as agreed upon during negotiations. Support will be provided to new teachers and tenured teachers needing additional support. Professional Development will be overseen by the Director of Curriculum to ensure the quality and that the needs of individual staff members are met. Professional development opportunities will be provided to teachers in the areas of ELA, Math, Science, English Language Development as well as effective research-based English Language strategies to increase learning for English Learners. Additional professional development may also include classroom technology, site-based professional development, district-wide curriculum design days, and Summer PD focused on unit design work. Implementation of new curriculum in all areas may also be supported. Additional actions to support the implementation of the LCAP will include administrative oversight of the LCAP, including administrative assistant support. This may also include additional professional development, purchase and support of instructional software programs and resources, additional data technicians and an IT Network Engineer.	$6,356,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Selected preschool and VEC staff currently help to provide support to the preschool and programs and activities held at the VEC (Concentration Grant Add-on Funding) Specifically to address the following Reds on the Math Indicator on the 2023 Dashboard: Ronald Reagan - All students, Hispanic, and Socioeconomically Disadvantaged Washington Intermediate - English Learners and Students with Disabilities Dinuba High School - Students with Disabilities		
1.2	District and Site-Based Coaching and Support	DUSD will provide District and Site-based coaching and lesson development support for staff in order to improve instruction across all curricular areas. The district employs Teachers on Special Assignment to serve as coaches at each elementary site and at the district level. Their duties consist of providing professional learning about effective teaching techniques, particularly addressing the needs of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Students with Disabilities, while maintaining a focus on coaching in all subject areas. Collaboration in coaching cycles, lesson labs, and team planning will be encouraged. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2025-26 school year. Projected amount of these funds to be used: $1,626,397 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 8: Graduation Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments	$2,086,641.81	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	The District will provide intervention opportunities for students not meeting proficiency in English Language Arts and Math before, during, and after school.The coordination of all academic intervention programs, including those before, during and after regular school hours as well as the summer school program, will be directed by the District's Director of Intervention. Additional curriculum will be obtained to further enhance the effective implementation of these interventions. This action will be supported by the following. 1st-6th grade Intervention teachers will provide support for students identified as at-risk and may back-fill movement of Instructional Assistants to TK-K. Provide intervention teachers a case load of students based on their English language development and their performance on district ELA assessments. Providing instructional materials for the intervention programs at each site Provide coordinated coaching support for the intervention teachers Monitor the progress of the students in ELA and Math. Provide administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards. Provide "Student Success" classes at the junior high and high school for credit recovery opportunities. Prep-buy-outs will free up teachers for additional credit recovery opportunities. Edgenuity may also be used for credit recovery opportunities. Provide online instructional resources to support the improvement of English Language Arts reading and Mathematics. Participation in the After School Enrichment program, which is offered by the Tulare County Office of Education Choices Program, will continue. To ensure students have access to quality after-school programs and a safe environment during the out-of-school hours, collaborations will be undertaken with the Choices and City's After-school Programs.	$3,188,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2025-26 school year. Projected amount of these funds to be used: $166,511 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks		
1.4	Summer Learning Academies/Summer School	Opportunities for Summer Learning Academies (K-6th) and Summer School (7th-12th) will be made available for students who need further support and remediation. Those not meeting their grade level standards will be given the opportunity to attend our Summer School program to increase their learning opportunities. TK-8th grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels. Dinuba High School will make summer sessions accessible for at-risk students. This will allow them to retake failed courses or to gain proficiency in certain standards across all core subjects.	$1,051,127.00	No
1.5	College and Career and CTE Academies	The district will offer Career and Technical Education (CTE) Academies to address the needs of students . K-8th grade students are surveyed and then introduced to career pathways in the elementary years, in order to develop other pathways of interest. Introductory CTE classes will be offered at the middle school as elective options.	$2,786,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The College and Career Director and department will provide workshops to help parents understand college and career readiness. The coordinator will also meet with and recruit students and parents to help students understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school." The Director and Coordinator will continue to work to increase community/industry partnerships to provide opportunities for students to develop career readiness skills. The district will continue to recruit students through academic counseling and presentations to students and families to ensure all students understand requirements. The district will work to expand the partnership with Valley ROP to add additional courses. Provide support to NJROTC through the employment of an additional NJROTC instructor. Specifically to address the following Reds on the College and Career Indicator on the 2023 Dashboard: Ronald Reagan - English Learner (EL) and Students with Disabilities (SWD)		
1.6	Technology	In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology, software, replacement computers, and technology devices. Alongside this, a continued commitment to essential upgrades of infrastructure and supply of technician support is paramount and will be supported through this action. DUSD will continue to fund the district-level technology support team used to maintain the increased use of technology.	$3,950,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		DUSD will continue to support the position of the Director of Information Technology to support the additional technology being purchased. The Director of Educational Technology works to support the implementation of the district's technology plan.		
1.7	Student to Adult Ratio in TK and Kindergarten	Reduce the student-to-adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers, as needed.	$850,000.00	Yes
1.8	Highly Qualified and Fully Credentialed Teachers	The District will seek to hire only the most qualified staff to fill vacant teaching positions. The district proactively recruits teachers who are fully prepared to serve as effective practitioners. When teacher who are not fully credentialed, are hired, they will be provided on-going support through TIPS, professional development and district and sit-based mentoring. The personnel department of our district actively attends local job fairs and also organizes joint job fairs with other neighboring districts. These events serve as strategic channels to attract and engage with highly qualified educators and substitute teachers.	$100,000.00	Yes
1.9	Gifted and Talented Education (GATE)	Through the employment of a teacher to provide enrichment services, the District provides ongoing support for the Gifted and Talented Education (GATE) program by ensuring that students are properly identified and are then given opportunities to explore their interests. This includes opportunities to compete at local and state levels in events such as History Day, Science Fair, Word Masters, and the Mensa Reading Challenge, among others. Special attention is given to ensuring that students from unduplicated student groups are identified proportionally. Access is available to all qualifying students.	$487,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Library Support Services	In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a Library Media Specialist and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials. Four additional Library Technicians assist in providing this support. The fully credentialed Library Media Specialist provides mentoring and support to school library clerks/technicians to assist them in making sure low income and EL students continue to have access to high-interest books. This person also serves as a resource to teachers in the use of technology for research purposes and and project based learning.	$1,035,897.90	Yes
1.11	K-6th Collaboration Time	The district will provide collaboration time for TK-6th grade teachers through release time via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team. PE Teachers provide support to the TK-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE or VAPA release time, classroom teachers meet to collaborate and plan effective instructional lessons, review data and create units of study. This will also result in healthier students who are better prepared to learn.	$2,150,000.00	Yes
1.12	Staff Development	DUSD will provide support to new teachers and tenured teachers needing additional support. A series of professional development activities will take place throughout the district under the supervision of the Chief Academic Officer. The aim is to foster a culture of reflective teaching and learning, while ensuring integration of and competence in the California Standards of Teaching Profession.	$6,483,950.22	Yes

Action #	Title	Description	Total Funds	Contributing
		In collaboration with consultants from the Tulare County Office of Education, the district will implement effective teaching and learning strategies, as well as the development of instructional units. With the goal of enhancing English Learner achievement and language proficiency, we will offer professional development rooted in the ELA/ELD Framework, the ELD Standards, Academic Discourse, and the application of both Designated and Integrated ELD at K-8 and primary sites. The district will also procure materials and resources necessary to support English Learner programs. In line with these initiatives, we plan to bolster elementary administrator's English Learner pedagogy, materials, and supplies through professional development. Similarly, further professional development will be provided focusing on the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards. This initiative will be open to teachers, instructional specialists, and administrators to effectively improve instructional practices for English Learners. The District will also ensure that educators participate in high-quality professional learning in all core areas, such as Math, Science, and Social Studies. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2025-26 school year. Projected amount of these funds to be used: $170,127 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments Specifically to address the following Reds on the English Language Arts Indicator on the 2023 Dashboard:		

Action #	Title	Description	Total Funds	Contributing
		District - Students with Disabilities (SWD) Dinuba High School - English Learner (EL) and Students with Disabilities (SWD) Washington Intermediate - English Learners (EL)and Students with Disabilities (SWD) Ronald Reagan - Socioeconomically Disadvantaged (SED) Specifically to address the following Reds on the Mathematics Indicator on the 2023 Dashboard: Dinuba High School - Students with Disabilities (SWD) Washington Intermediate - English Learners (EL) and Students with Disabilities (SWD) Ronald Reagan - All, Hispanic and Socioeconomically Disadvantaged (SED) Specifically to address the following Reds on the Graduation Rate Indicator on the 2023 Dashboard: Ronald Reagan - All, Socioeconomically Disadvantaged (SED), and Hispanic		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Inspection Tool (FIT) Williams Visitation Results	FIT Inspection, September-December 2023 All schools received rating of "Good" or "Exemplary Data added to baseline: Exemplary = 5 schools Good = 4 schools (Source: FIT Inspection)	FIT Inspections in 2024: All schools received a rating of "Good" (Source: FIT Inspection)		All schools will receive rating of "Good" or "Exemplary Good = All schools	Five schools declined to the "Good" category, while four schools amintained their current rating.
2.2	Fiscal Reports on Routine & Deferred Maintenance Costs & set-a-sides	15% set aside for yearly routine and deferred maintenance costs during the 2023-24 school year. (Source: DUSD Calculated)	15% set aside for yearly routine and deferred maintenance costs during the 2024-25 school year. (Source: DUSD Calculated)		Continuation that at least 3% will be set aside yearly for routine and deferred maintenance costs.	Maintained
2.3	California Healthy Kids Survey (CHKS)	Students surveyed reported that they feel safe at school (safe or very safe) = 66% Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 45%	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed		Students surveyed will report that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 70% 9th = 45%	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Corrected Baseline Data Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 66% 9th = 41% 10th = 46% 11th = 49% 12th = 55% Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 70% 9th = 23% 10th = 23% 11th = 21% 12th = 17%	6th = 74% 7th = 41% 9th = 44% 11th = 47% Students surveyed reported that they feel their campus is neat and clean/clean and tidy (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th = 71% 7th = 19% 9th = 18% 11th = 23% (Source 2024-25 California Healthy Kids Survey)		10th = 51% 11th = 51% 12th = 59% Students surveyed will report that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 74% 9th = 27% 10th = 27% 11th = 25% 12th = 23%	6th =12% 7th = NA 9th = 3% 11th = -2% 12th = NA Students surveyed reported that they feel their campus is neat and clean/clean and tidy (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th = 1% 7th = NA 9th = -4% 10th = NA 11th = 2% 12th = NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source 2022-23 California Healthy Kids Survey)				
2.4	Student, Parent, and Staff Survey	Survey responses from Spring 2024 indicate the following when a respondent selected "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school = 81% There are adults who care about my child/children at school = 92% My child/children like going to school = 75% Staff Responses: I feel Dinuba schools are safe = 74.7% There are caring adults at school for students = 98.8%	Survey responses from Spring 2025 indicate the following when a respondent selected "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school = 84.8% There are adults who care about my child/children at school = 94% My child/children like going to school = 92.8% Staff Responses: I feel Dinuba schools are safe = 66.7%		Survey responses will indicate the following when a respondent selects "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school = 85% There are adults who care about my child/children at school = 95% My child/children like going to school = 80 % Staff Responses: I feel Dinuba schools are safe =80% There are caring adults at school for students = 99%	Parents/Guardian Responses: I feel my child is safe at school = 3.8% There are adults who care about my child/children at school = 2% My child/children like going to school = 17.8% Staff Responses: I feel Dinuba schools are safe = -8% There are caring adults at school for students = -5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2024 Local Climate Survey)	There are caring adults at school for students = 93.3% (Data may be slightly inflated due to responses totaling slightly over 100%) (Source: 2025 Local Climate Survey)			

Goal Analysis [2024-25]

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

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

The district implemented these actions as planned. One particular success in this goal was being able to continue to provide the transportation costs for 3rd-5th grade field trips outside of the immediate Dinuba area. Improvements were made to campus security and facilities. A new state-of-the-art high school was opened. There were no particular challenges or successes in the implementation process.

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

There were many actions in this goal with material differences between planned and estimated actual expenditures.
2.1 - Overbudgeted, as less new cameras were needed due to recent camera upgrade purchases.
2.2 - Overbudgetred, as transportation costs for out-of-area field trips were less than anticipated.
2.3 - Overbudgeted, as there were less facility upgrades at other sites as the efforts were channeled to the opening of the new high school.

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

2.1 - 84.8% of parents who responded to the survey indicated that they felt their child was safe at school. This is an improvement trending upward over the past few years.

2.2 - Relating to facilities and perceived safety. Parent responses to if they feel their child is safe at school have increased, according to the Spring 2025 District Climate Survey.
2.3 - The district was able to provide transportation for 3rd-5th grade students to attend field trips outside of the immediate Dinuba area. This brought new experiences to many students who would otherwise not have had these experiences.

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

Metric 2.3 baseline data was corrected.
Action 1.1 has included a percentage of employee salaries associated with a previous and ongoing increase in staff development. Moving forward, these costs will be associated with the personnel tied to individual actions to more accurately reflect the impact of these actions. Actions impacted in this goal include 2.1 and 2.2.
In an effort to address carryover, additional funding has been apportioned to actions under this goal.

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	Campus Security	Provide safe campuses through a variety of means. These include the continued employment of a District Safety Officer to enhance and help ensure that site safety plans and procedures are up to date and practiced on an ongoing basis. The district will enhance campus safety through School Resource Officers and classified campus monitors. Facility upgrades, including additional fencing and cameras to ensure student, staff, and community safety on district campuses will be purchased and installed. The importance of such measures is reinforced by feedback from Educational Partners, as well as staff, student, and parent survey results, and the California Healthy Kids Survey.The district is looking to implement a district-wide radio communication system to support safety. There will be additional training in school site safety and safety procedures for all certificated and classified staff.	$3,360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Field Trips/Academic Enrichment	Provide transportation to support elementary school sites in providing academic field trips outside of the immediate Dinuba area for grades 3-5.	$2,866,423.45	Yes
2.3	Repair and Maintenance of Facilities	Provide repair and upgrades to facilities to ensure a safe and effective learning environment for students and staff. Supplementary security measures such as cameras, safety fences, fire alarms, and other security features are considered for each site based on assessed needs. This is to further ensure the safety of the staff, students, and community members on campus. This is an area frequently commented on from Educational Partners.	$20,117,080.65	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

The District made significant growth in the area of chronic absenteeism during the 2022-23 school year. The improvements made brought a 10.4% decline in the overall chronic absenteeism rate to the current rate of 23.2% in 2023-24 and 20.3% in 2023-24. The Students with Disabilities group is currently at 33.6%

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension/Expulsion Rates	Percentage of students suspended at least once during the school year: DUSD = 3.3% SED = 3.6% ELL = 3.7% SWD = 7% Foster = 3.1% Homeless = 4.2% Hispanic = 3.4% White = 3.1% American Indian/Alaska Native = 4.3% Asian = 3.8% Filipino = 0%	Percentage of students suspended at least once during the school year: DUSD = 3.3% SED = 3.5% ELL = 3.2% SWD = 4.7% Foster = 4.4% Homeless = 2.8% Hispanic = 3.3% White = 4.3% American Indian/Alaska Native = 6.0% Asian = 1.3%		Suspension DUSD and all subgroups to be 3% or less. DUSD = 3% SED = 3% ELL = 3% SWD = 3% Foster = 3% Homeless = 3% Hispanic = 3% White = 3% American Indian/Alaska Native = 3% Asian = 3%	DUSD = Maintained SED = -.1% ELL = -.5% SWD = -2.3% Foster = 1.3% Homeless = -1.4% Hispanic = -.1% White = 1.2% American Indian/Alaska Native = 1.7% Asian = -2.5% Filipino = 0% Expulsion: DUSD = Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Expulsion DUSD = .15% Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View - SED= 3.2% (Source: 2023 Dashboard for suspension) (Source: 2022-23 Dataquest report used for expulsion rate)	Filipino = 0% Expulsion: DUSD = .15% Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View - SED= 3.5% (Source: 2024 Dashboard for suspension) (Source: 2023-24 Dataquest report used for expulsion rate)		Filipino = 3% Expulsion DUSD = Maintain or decrease Suspension Grand View SED = 3%	Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View - SED= .3%
3.2	Chronic Absenteeism	Chronic Absenteeism DUSD = 23.2% SED = 24.3% EL = 21.8% SWD = 39.3% Foster = 23.5%	Chronic Absenteeism: DUSD = 20.3% SED = 20.8% EL = 17.4% SWD = 33.6% Foster = 19.0%		Chronic Absenteeism DUSD = 13% SED = 14% EL = 12% SWD = 29% Foster = 14%	DUSD = -2.9% SED = -3.5% EL = -4.4% SWD = -5.7% Foster = -4.5% Homeless = -28.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless = 51.3% Hispanic = 22.8% White = 33.7% Asian = 26.5% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln - SWD = 50% Lincoln - White = 29.7% (Source: 2023 Dashboard)	Homeless = 23.0% Hispanic = 19.9% White = 25.3% Asian = 21.4% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln - SWD = 30.0% Lincoln - White = 16.1% (Source: 2024 Dashboard)		Homeless = 40% Hispanic = 13% White = 23% Asian = 16% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln - SWD = 40% Lincoln - White = 19%	Hispanic = -2.9% White = -8.4% Asian = -4.1% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln - SWD = -20.0% Lincoln - White = -13.7%
3.3	School Attendance	P2 ADA data for the 2023-24 school year indicates the following: Grand View = 93.71% Jefferson = 92.98% Lincoln = 93.78% Wilson = 92.92%	P2 ADA data for the 2024-25 school year indicates the following: Grand View = 94.13% Jefferson = 92.66% Lincoln = 93.89%		P2 ADA Data will be at least 92% overall annually. Grand View = 95% Jefferson = 94% Lincoln = 95%	Grand View = .43% Jefferson = -.32% Lincoln = .11% Wilson = .20% Roosevelt = .5% Kennedy = .63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Roosevelt = 93.76% Kennedy = 92.83% Washington Int = 94.04% Dinuba High School = 88.56% Sierra Vista = 49.9% Ronald Reagan = 64.94% DUSD = 90.34% (Source: 2023-24 P2 Attendance Data)	Wilson = 92.72% Roosevelt = 93.26% Kennedy = 92.20% Washington Int. = 94.63% Dinuba High School = 88.86% Sierra Vista = 62.48% Ronald Reagan = 70.59% DUSD = 90.27 (Source: 2024-25 P2 Attendance Data)		Wilson = 95% Roosevelt = 95% Kennedy = 94% Washington Int = 95% Dinuba High School =91% Sierra Vista = 53% Ronald Reagan = 68% DUSD = 92%	Washington Int. = .59% Dinuba High School = .30% Sierra Vista = 12.58% Ronald Reagan = 5.65% DUSD = .07
3.4	Dropout Rates	2022-23 HS Rates DISTRICT = 6.7% DHS = 4.1% RRA = 16.6% SV = 59%	2023-24 HS Rates DISTRICT = 3.9% DHS = 2.3% RRA = 9.1% SV = 12%		HS Rates DISTRICT = 4% DHS = 3.5% RRA = 10% SV = 25%	DISTRICT = -2.8% DHS = -1.8% RRA = -7.5% SV = -47% Middle School = Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School = 0% (Source: Dataquest Five-Year Cohort Outcomes 2022-23)	Middle School = 0% (Source: Dataquest Five-Year Cohort Outcomes 2023-24)		Middle School = 0%	
3.5	California Healthy Kids Survey (CHKS)	Students surveyed reported that they feel safe at school (safe or very safe) = 66% Students surveyed reported that they feel their campus is clean (agree or strongly agree) = 45% *Corrected Baseline Data Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 66% 9th = 41% 10th = 46% 11th = 49% 12th = 55%	Students surveyed reported that they feel safe at school (safe or very safe) or (agree or strongly agree) - depending on grade level being surveyed - 6th = 74% 7th = 41% 9th = 44% 11th = 47% Students surveyed reported that they feel their campus is clean (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th = 71%		Students surveyed will report that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 70% 9th = 45% 10th = 51% 11th = 51% 12th = 59% Students surveyed will report that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 8% 7th = NA 9th = 3% 11th = -2% 12th = NA Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th = 70% 9th = 23% 10th = 23% 11th = 21% 12th = 17% (Source: 2022-23 CHKS)	7th = 19% 9th = 18% 11th = 23% (Source 2024-25 California Healthy Kids Survey/CHKS)		6th = 74% 9th = 27% 10th = 27% 11th = 25% 12th = 23%	6th =1% 7th = NA 9th = -5% 11th = 2% 12th = NA
3.6	Learning, Guidance, and Student Support Services Center Referrals	*Referrals = 424 *Students/families receiving services from those referrals =359 (84.7%) *This is for information and data tracking only used to indicate the ongoing need for these services. **During the 2024-25 school year, DUSD will likely be implementing a	Approximate referrals = 460 Students /families receiving services from those referrals = 79% (Source: 2024-25 Referral Data, DUSD LGSSS Calculated)		Maintain these services	Approximate referrals = Increase of 36 referrals Students /families receiving services from those referrals = -5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		pre/post survey for families being referred and receiving services to rate effectiveness. It is believed that this will provide a more accurate metric. (Source: 2023-24 Referral Data, DUSD LGSSS Calculated)				
3.7	SWIS/Educlimber (Decrease Student Discipline Referrals)	Student Discipline/Major Discipline Referrals Grand View = 31.47% Jefferson = 4% Lincoln = 16.34% Wilson = 2.56% Roosevelt = 3.60% Kennedy = 11.57% Washington Int = 30.56% Dinuba High School = 1.9% Sierra Vista = 3.44% DUSD = 10.27%	Student Discipline/Major Discipline Referrals Grand View = 18.89% Jefferson = 8.75% Lincoln = 19.02% Wilson = 12.28% Roosevelt = 1.18% Kennedy = 29.09% Washington Int = 16.02% Dinuba High School = 8.59%		All schools and DUSD will be 8% or less Grand View = 8% Jefferson = 8% Lincoln = 8% Wilson = 8% Roosevelt = 8% Kennedy = 8% Washington Int = 8% Dinuba High = 8% Sierra Vista = 8% DUSD = 8%	Grand View = -12.58% Jefferson = +4.75% Lincoln = +2.68% Wilson = +9.72% Roosevelt = -2.42% Kennedy = +17.52% Washington Int = -14.54% Dinuba High School = +6.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 Educlimber Major ODR Data)	Sierra Vista = 13.64% DUSD = 12.64% (Source: 2024-25 Educlimber Major ODR Data)			Sierra Vista = +10.3% DUSD = +2.37%
3.8	Students Involved in Elementary Sports Programs	% of 6th graders participating in each sport: Volleyball = 40.9% Basketball = 35.3% Soccer = 40.8% Track = 17.23% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event) (Source: 2023-24 DUSD Calculated)	% of 6th graders participating in each sport: Volleyball = 44.9% Basketball = 33.0% Soccer = 33.8% Track = 19% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event)		*Volleyball *Basketball *Soccer *Track of 4th-6th graders will participate *Maintain or increase	Volleyball = 5% Basketball =2.3% Soccer = 7% Track = 2.23%

Goal Analysis [2024-25]

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.

Actions within this goal were implemented as planned. One success here is the reduction of the district's chronic absenteeism rates, which have dropped for two years in a row. There were no particular successes or challenges in the implementation of these actions.

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.

Material differences in this goal include the following actions:
3.1 - Overbudgeted, as more focus was placed on parent participation vs. counseling.
3.2 - Overbudged, as there was a decreased need for student attendance incentives offered to students.
3.3 - Overbudgeted, as personnel costs were less than anticipated.
3.4 - Overbudged, as there was a decreased need for student behavior incentives offered to students.
3.5 - Overbudgeted, as there were fewer students requiring a high level of behavior support than anticipated.

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

The following actions are considered successful. 3.1, 3.3, and 3.5 relate to and support student wellness and meeting family needs. According to Educational Partner feedback, most respondents continue to be in favor of these actions. Of greatest support was increased psychological services and behavioral aides for students with severe behavior needs.
Action 3.2 was successful and progress was made in the area of chronic absenteeism for the second year in a row. P2 attendance data continued to remain steady from the district standpoint at a bit over 90% attendance rate.
Action 3.4 - was successful as the district is making progress in reduced dropout rates.

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.

3.1 and 3.7 outcome data added.
3.5 Baseline data was corrected. One site that was housing an Intensive Resource Class (IRC) will no longer house that program. A Board Certified Behavior Analyst will be hired to assist with meeting the needs of students across the district, as needed.
Action 1.1 has included a percentage of employee salaries associated with a previous and ongoing increase in staff development. Moving forward, these costs will be associated with the personnel tied to individual actions to more accurately reflect the impact of these actions. Actions impacted in this goal include 3.1, 3.2, 3.3, and 3.4.
3.8 - Flag football will be added to elementary sports.
In an effort to address carryover, additional funding has been apportioned to actions under this goal.

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	Learning and Guidance Center	The District will maintain a Learning Guidance and Student Support Services(LGSSS). The center is a district resource for students and parents needing assistance that goes beyond the identified academic needs. The staff provides social-emotional support and counseling services principally directed to support the social-emotional health of at-risk students, including low income, English Learners, foster youth, redesignated fluent English proficient, as well as special education students and their families. The staff provides essential training for both at-risk and trauma-affected youth to empower these students with the skills, attitude, and knowledge needed in areas like emotional management, goal-setting, empathy, positive relationships, and responsible decision-making. Licensed Clinical Social Workers and a dedicated case manager strive to meet the families' needs. They do this through direct services offered at the LGSSS Center or by recommending suitable external agencies. The case manager responsible for the evaluation and appropriate 'triage' of referrals from school sites, self-referred youth, and parents. The case manager coordinates and collaborates with care providers, social workers, service providers, along with school-based service providers. The ultimate goal is to ensure that all students receive the full advantage of their education, aligning with the objective of improving students' social-emotional well-being, behavior, and attendance rates.	$2,025,146.11	Yes
3.2	Student Attendance	The attendance of students will be monitored under the guidance of an Attendance Supervisor appointed by the Board of Trustees. The goal is to increase student attendance overall and to decrease chronic absenteeism.	$2,771,339.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
3.3	Counseling Services and Supports	Provide counseling services and support strategies to increase academic performance, foster positive behavior, and improve school attendance. Provide behavior aides help to provide support to students who exhibit chronic behavioral issues, helping to monitor and support improved behavior. Various incentives may be awarded to students who reach established academic goals in order to promote a positive learning environment, which, in turn, will enhance student attendance and punctuality. A mentoring initiative provided through Campus Life Mentorship, primarily aimed at high-risk elementary school-aged males, was instituted by the District. This program is inclusive of girls who qualify as participants. The identification and selection of participants is performed by school staff according to each student's need for a positive influence. Campus Life mentors are present on campus five days a week, spending their time both in the classroom and in extracurricular settings to encourage positive relationships and role modeling for students. During the 2021-2022 school year, an additional school psychologist was hired to support the social and emotional needs of students with severe behavior problems. It is worth mentioning that three district psychologists are funded through this action.	$6,593,710.48	Yes
3.4	Decrease Student Discipline Referrals	Decrease student discipline referrals to be accomplished through the Positive Behavior Intervention and Support (PBIS) program. PBIS, integrated across all District sites, aims to enhance the capacity of schools, families, and communities in creating effective environments. Such environments let school personnel establish and uphold evidence-based behavioral interventions, fostering academic and social behavior outcomes. School sites may offer various incentives to help support positive behavior in students. The District provides support through a dedicated PBIS support team. This program is particularly important for lower-income students, English	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learners, foster youth, and students who have been redesignated as fluent English proficient. Training and calibration activities will be implemented to ensure sites are reporting the same types of incidents in a constistent manner. The Director of Student Services is responsible for implementing the Compliance Improvement Monitoring (CIM) Plan. The ongoing refinement and evaluation of the District's Discipline Matrix is another strategic measure. This matrix seeks to refine "other means of correction" with the understanding function of behavior and help the student meet their needs in an appropriate way, as well as reinforcing the use of appropriate behavior. It assists students in appropriately addressing their needs and encourages the use of suitable behavior. When considering suspension for special education students, the decision involves consultation with the Director of Student Services by the site staff to determine the suitability of such actions. Specifically to address the following Red on the Suspension Indicator on the 2023 Dashboard: Grand View - Students with Disabilities (SWD)		
3.5	Support for Students with Severe Behavioral Needs	Provide support to students with severe behavioral needs through placement in a Special School Setting. Students who have been unsuccessful in the regular school setting, with modifications and supports identified in their IEP, may need a more specialized school setting to succeed. Contract these services with an outside agency as needed. A Board Certified Behavior Analyst will be hired to assist with meeting the needs of students across the district, as needed.	$750,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Sign-in sheets Parent Teacher Conferences SSC Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs)	Approximate percentage of Parents Participating in various Engagement Activities (not an unduplicated count). *Back-to-School Nights = 41% *Parent/Teacher Conferences = 53% *Title I Parent Meetings = 3.4% *Other Parent Engagement Activities = 23% *Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. **Starting in the 2024-25 school year, the District will implement a different way of tracking parent involvement. This revision is	Approximate percentage of Parents Participating in various Engagement Activities (not an unduplicated count). *Back-to-School Nights = 51.4% *Parent/Teacher Conferences = 69.4% *Title I Parent Meetings = 3% *Other Parent Engagement Activities = 55.3% *Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc.		2026-27 Approx. percentage of Parents Participating in Engagement Activities (not an unduplicated count). Back-to-School Nights = 50% Parent/Teacher Conferences = 60% Title I Parent Meetings = 10% Other Parent Engagement Activities = 30%	*Back-to-School Nights = +10.4% *Parent/Teacher Conferences = +16.4% *Title I Parent Meetings = -.4% *Other Parent Engagement Activities = +32.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		anticipated to provide more accurate data. (Source: 2023-24 District calculated)				

Goal Analysis [2024-25]

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

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

This goal has been successfully implemented. Schools have consistently offered parent engagement activities to parents. However, parents would like to see continued improvements in communication, including face-to-face interactions.

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

There were no material differences between budgeted and estimated acutal expenditures.

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

Action 4.1 has been successful in that the district has continued to offer parent engagement events. Even though we haven't seen an increase in all of our parent activities, we have increased participation in parent conferences, Back to School Night, and other parent activities.

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.

In an effort to address carryover, additional funding has been apportioned to actions under this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Engagement and Workshops	Provide parent Engagement opportunities through workshops and training. Other opportunities for involvement will include Title I Parent Meetings, Parent/Teacher conferences, Back-to-School Nights, and Superintendent Forums. The district/sites will communicate information regarding parent involvement opportunities and general school activities and information through various means. District and school committees such as ELAC, SSC, DELAC, etc. will be provided training on the roles and responsibilities of committee members. As these committees are required, parent participation in these areas is not included in our metric data, nor are there any LCAP costs associated with these areas.	$1,541,123.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	EL Progress on ELPAC	English Learners making progress toward proficiency = 52.3% (Source: 2023 Dashboard English Learner Progress Indicator -ELPI)	English Learners making progress toward proficiency = 41.1% (Source: 2024 Dashboard English		English Learners making progress toward proficiency = 60%	English Learners making progress toward proficiency = -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learner Progress Indicator -ELPI)			
5.2	EL Reclassification Rate	EL Reclassification Rate = 10.9% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2023 Summative ELPAC assessment (Source: 2023-24 RFEP data - District calculated)	EL Reclassification Rate = approximately 9% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2024-25 RFEP data - District calculated)		EL Reclassification Rate = 12%	EL Reclassification Rate = approximately -1.9%
5.3	Long-Term English Learners	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 11.2% LTEL (6 or more Years) = 26.2% *EL 4+ Years Not At-Risk or LTEL = 29.7%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 12.7% LTEL (6 or more Years) = 29.6%		% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = less than 10% LTEL (6 or more Years) = Less than 20%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = -1.5% LTEL (6 or more Years) = +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*This is for information and data tracking only. These students are making progress toward reclassification and are not considered At-Risk or LTEL. (Source: Dataquest 2023-24 "At-Risk" and Long-Term English Learners (LTEL) with School Data)	*EL 4+ Years Not At- Risk or LTEL = 33.6% *This is for information and data tracking only. These students are making progress toward reclassification and are not considered At-Risk or LTEL. (Source: District calculated based on 2023-24 SOARS data file "At-Risk" and Long-Term English Learners (LTEL) report and current Ellevation EL counts) **Please note that this uses past data and current data to calculate approximate percentages.			*EL 4+ Years Not At- Risk or LTEL = +3.9%
5.4	EL Reclassification Rate of Long-Term English Learners	Baseline established during the 2024-25 school year	EL Reclassification Rate of LTEL = approximately 2.6%		EL Reclassification Rate of LTEL = approximately 3.0%	Baseline established in 2024-25. No

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Previously Identified Long-Term English Learners that were Reclassified = approximately 2.6% Previously Identified At-Risk of being Long-Term English Learners that were Reclassified = 0% (Baseline will be established during the 2024-25 year) (Source : SOARS Report and Local Reclassification Data)	*Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2024-05 RFEP data - District calculated)			comparable data available.

Goal Analysis [2024-25]

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.

All actions were inplemented as planned. Goal 5 needs to be addressed with more intention. Even though an online curriulum targeted at helping LTELs was purchased this year as a pilot at the high school, we need to purposefully make it a priority to find additional resources for our English learners (this online curriculum was purchased to assist LTELS with improving listening skills, that showed slight positive results through the ELPAC scores). With continued staff development using the curriculum, we expect more growth on this year's assessment. The curriculum has also expanded to include lower-level English speakers, and we are participating in a pilot of this program during the 25-26 school 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.

5.1 - Overbudgeted, less personnel costs than anticipated due to lower cost of raises.
5.2 - Underbudgeted, there was more emphasis on additional services to support the acquisition of English.
5.3 - Overbudgeted, a pilot program to support LTELs was purchased and was not scaled to other grades or sites pending data analysis.

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

Actions 5.1- 5.3 are all closely interrelated and were met with limited success as the 2024 Dashboard data indicated a decrease in the percentage students making progress on the English Learner Progress Indicator (ELPI).

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.

Goal type was changed from focus goal to broad goal.
Data from the use of the online curriculum to support LTELS will be analyzed to determine whether to expand use to the junior high school.
Metric 5.4 baseline data was established in year 1 outcome.
Action 1.1 has included a percentage of employee salaries associated with a previousand ongoing increase in staff development. Moving forward, these costs will be associated with the personnel tied to individual actions to more accurately reflect the impact of these actions.
Actions impacted in this goal include 5.1 and 5.2.
In an effort to address carryover, additional funding has been apportioned to actions under this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Additional Support for English Learners	The District will provide additional support for English Learners. English Language and Literacy Coaches will assist principals and teachers in monitoring progress and improving instructional practice. They will also provide education opportunities for parents to aid language acquisition and boost student achievement in English Language Arts and Math. Coaches will plan and provide professional development opportunities to teachers concerning ELD standards and effective research-based English Learner strategies with the goal of enhancing learning among English Learners. The achievement of students and the effectiveness of instructional practices will be monitored using data management systems and technology, such as Ellevation.	$1,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Student Acquisition of English	Ensure the monitoring of each student's acquisition of the English Language. This process is carried out through required state assessments and district-identified benchmarks. District Language Assessors, English Language Coaches, and the District EL Coordinator collaborate with site English Learner (EL) Coordinators to ensure satisfactory progress of all English Learners. EL Language Assessors promote communication among students, staff, external agencies, and administrators. They disseminate information and coordinate activities to enhance services for English Learners. In addition, English Language Development (ELD) Coaches are employed to support and assist classroom teachers in implementing the district's ELD program successfully. They conduct professional development opportunities such as demonstration lessons and function as a resource in identifying suitable strategies for EL student intervention.	$115,000.00	Yes
5.3	Additional Support for Long-Term English Learners	Provide additional support to Long-Term English Learners (LTELs) and students who are at risk of becoming LTEL. The District will monitor English Learner achievement data to identify students who may require additional support. An EL Student Study Team (SST) protocol will be piloted and refined to assist in monitoring English Learners who are not making progress toward reclassification. In grades 7-12, the position of the Math Coach will be upheld to provide support to teachers in enhancing instruction for struggling Long-Term English Learners.	$408,631.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

2024 Dashboard data indicates the following "Reds":
Sierra Vista - English Language Learners on the English Learner Progress Indicator (ELPI)
Ronald Reagan - English Language Learners on the English Learner Progress Indicator (ELPI) and Graduation Rate for all students,Socioeconomically Disadvantaged, and Hispanic student groups

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA Results	% Meeting/Exceeding Standards:	% Meeting/Exceeding Standards:		% Meeting/Exceeding Standards:	Sierra Vista All= -8.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Vista All= 15.38% ELL = 5.88% SED = 13.51% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 22.73% Hispanic =21.58% ELL = Data suppressed to protect student privacy - less than 11 students SED = 15% SWD = Data suppressed to protect student privacy - less than 11 students (Source: 2022-23 CAASPP ELA)	Sierra Vista All= 6.66% ELL = 0% SED = 7.50% SWD = No results available Ronald Reagan All= 18.19% Hispanic = 20.00% ELL = Data suppressed to protect student privacy - less than 11 students SED = 15% SWD = Data suppressed to protect student privacy - less than 11 students (Source: 2023-24 CAASPP ELA)		Sierra Vista All= 20 % ELL= 10% SED = 20% SWD = 20% Ronald Reagan All= 40% Hispanic = 40% ELL = N/A SED = 40% SWD = 40%	ELL = -5.88% SED = -6.01% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= -4.54% Hispanic =-1.58% ELL = Data suppressed to protect student privacy - less than 11 students SED = Maintained SWD = Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	CAASPP Math Results	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 2.63% ELL = 0% SED = 2.78% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 5% ELL = Data suppressed to protect student privacy - less than 11 students SED = 5.56% SWD = Data suppressed to protect student privacy - less than 11 students Hispanic = 5.88% (Source: 2022-23 CAASPP Math)	% Meeting/Exceeding Standards: Sierra Vista All = 0% Hispanic = 0% ELL = 0% SED = 0% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All = 0% ELL = Data suppressed to protect student privacy - less than 11 students SED = 0% SWD = Data suppressed to protect student privacy - less than 11 students		% Meeting/Exceeding Standards: Sierra Vista All= 10% ELL = 8% SED = 10% SWD = 10% Ronald Reagan All= 15% ELL= 15% SED = 15% SWD = 15%	Sierra Vista All = -2.63% Hispanic = Data added ELL = Maintained SED = -2.78% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All = -5% ELL = Data suppressed to protect student privacy - less than 11 students SED = -5.56% SWD = Data suppressed to protect student privacy - less than 11 students Hispanic = -5.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic = 0% (Source: 2023-24 CAASPP Math)			
6.3	English Learner Progress	English Learner Progress/ELPI Sierra Vista = 31.6% Ronald Reagan = 36.1% (Source: 2023 Dashboard)	English Learner Progress Indicator/ELPI Sierra Vista = 32.5% Ronald Reagan = 31.6% (Source: 2024 Dashboard)		English Learner Progress/ELPI Sierra Vista = 40% Ronald Reagan = 40%	English Learner Progress/ELPI Sierra Vista = .9% Ronald Reagan = -4.5%
6.4	Graduation Rates	2023 Graduation Rate Sierra Vista = 64.7% Ronald Reagan = 60.3% (Source: 2023 Dashboard)	2024 Graduation Rate Sierra Vista = 83.7% Ronald Reagan = 65.8% (Source: 2024 Dashboard)		2023 Graduation Rate Sierra Vista = 80% Ronald Reagan = 80%	Sierra Vista = 19% Ronald Reagan = 5.5%
6.5	Credit Recovery	Students making more progress than expected Sierra Vista = 27.5%	Students making more progress than expected:		Students making more progress than expected Sierra Vista = 35%	Sierra Vista = +23.1% Ronald Reagan = +12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ronald Reagan = 18.5% (Source: 2023-24 DUSD Calculated)	Sierra Vista = 50.6% Ronald Reagan = 30.8% (Source: 2024-25 DUSD Calculated)		Ronald Reagan = 25%	
6.6	College and Career Indicator	Students graduating as prepared for College and Career Sierra Vista = 18% Ronald Reagan = 12.3% (Source: 2023 Dashboard)	Students graduating as prepared for College and Career Sierra Vista = 14.3% Ronald Reagan = 12.3% (Source: 2024 Dashboard)		Students graduating as prepared for College and Career Sierra Vista = 25% Ronald Reagan = 25%	Sierra Vista = -3.7% Ronald Reagan = Maintained
6.7	Attendance Data	2023-24 P2 Attendance Data Sierra Vista = 49.9% Ronald Reagan = 64.94% (Source: 2023-24 P2 Attendance Data)	2024-25 P2 Attendance Data: Sierra Vista = 62.48% Ronald Reagan = 70.59% (Source: 2024-25 P2 Attendance Data)		P2 Attendance Data Sierra Vista = 70% Ronald Reagan = 75%	Sierra Vista = 12.58% Ronald Reagan = 5.65%

Goal Analysis [2024-25]

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

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

The area of most success in this goal was Action 6.3, the purchase of a computer lab to support college and career opportunities. The action was fully implemented as planned. We experienced some challenges his year with the implementation of actions under this goal. Action 6.1, hiring an educational social worker was not implemented due to the lack of applicants. Action 6.2, additional instructional assistance, was not implemented due to the lack of applicants, and Action 6.4, academic and attendance incentives, was not implemented because attendance and behavior were better than expected.

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

6.1 - Overbudgeted, since an Educational Social Worker was not hired during this school year.
6.2 - Overbudgeted, as additional support/tutoring was not provided during this school year.
6.3 - Overbudgeted, as the cost of the computer lab was less than anticipated.
6.4 - Overbudgeted, as fewer incentives for student attendance and behavior were used than anticipated.

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

Action 6.3 was effective in helping to provide opportunities for students to explore post-graduation plans. Actions 6.1, 6.2, and 6.4 were ineffective in that they were not implemented this year using Equity Multiplier funding.

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

Action 6.1 has been modified from hiring an Educational Social Worker to hiring of an additional counselor to support Sierra Vista and Ronald Reagan. This is justified through various Educational Partner feedback.
Action 6.3 has been modified to include programs/software to support College and Career and credit recovery efforts.
Action 6.5 was added to provide trips related to college and career readiness and post-graduatton planning.
Action 1.1 has included a percentage of employee salaries associated with a previous and ongoing increase in staff development. Moving forward, these costs will be associated with the personnel tied to individual actions to more accurately reflect the impact of these actions. Actions impacted in this goal include 6.1 and 6.2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Counselor	Employ a Counselor to provide additional support to Sierra Vista and Ronald Reagan students by providing counseling services to enhance academic success and planning for post-graduate planning.	$181,000.00	No
6.2	Additional Support/Tutoring	Provide additional support to Sierra Vista and Ronald Reagan students with the employment of an additional instructional assistant to meet with and support students in their classes and credit recovery. Additionally, online tutoring services may be contracted to ensure online tutoring services are accessible as part of this support initiative.	$57,240.00	No
6.3	Computer Lab	Provide computer lab to support College and Career opportunities including programs/software to support College and Career and credit recovery.	$5,010.00	No
6.4	Academic and Attendance Incentives	Provide incentives for Sierra Vista and Ronald Reagan students to further encourage and support improved student attendance and academic success.	$5,000.00	No
6.5	College and Career/Post Graduation Opportunities	Provide opportunities for students to visit colleges, trade schools, and businesses to assist them in their post-graduation planning.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$25,763,060	$3,230,215

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
37.751%	25.916%	$17,643,436.40	63.667%

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

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students, as many other students exhibited similar needs.	
2.1	**Action:** Campus Security **Need:** The school district pinpointed several critical needs among the English Learners, Foster Youth, and Low Income student groups. Central to these needs was the need for students to feel safe and secure in their learning environment, which led to a requirement for enhanced and continued upkeep of instructional facilities. The state of facilities, along with the availability and visibility of adult supervision, directly influences the learning environment and the real and perceived safety experienced by these students, many of whom may already be confronting difficulties due to their personal circumstances or experiences encountered within the community. Some of these circumstances include single-parent homes that are economically stretched and may lead to less access to safe and stable housing, gang activity in the community, or students having experienced trauma in other ways leading to students not feeling safe. The unique challenges these groups face may require additional campus security measures to help provide feelings of safety in their school environment.	Provide repair, maintenance, purchase, and replacement of equipment to enhance student and staff safety. This action addresses both the physical infrastructure and the safety provisions at the facilities. Provide campus safety monitors to assist with student supervision and safety. Purchase and installation of additional security measures such as cameras and protective fencing, contingent on necessity at specific sites provides an additional piece of this action. Employ School Resource Officers and Campus Monitors. The major role of the SRO is to educate students in the area of conflict resolution, impacts of drug and alcohol use and abuse, crime prevention, situational de-escalation of confrontations, and the fostering of positive student relationships with law enforcement on campus and in the community. There was a decline in student suspension then a steady pattern in suspensions over the past few years. In addition, expulsion rates over the last two years have declined. The SRO is part of the support network for DUSD students which has helped to lead to this decline. A dedicated District Safety Officer works with the sites to provide continuous updates and practice of site safety plans and procedures. Furthermore, all certificated and classified staff members are to undergo additional training focused on school site	Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partners underscore the necessity of security for these buildings and the students. District data indicates that nearly 80% of respondents to the LCAP survey indicated the need for increased campus security and support including School Resource Officers, drug testing, security cameras, fencing, etc. to provide the safest environment possible for all students. According to the most recent California Healthy Kids Survey (CHKS), only 66% of DUSD students who responded feel safe at school. **Scope:** LEA-wide	safety and safety protocols, a measure aimed at addressing the concerns of Foster Youth. All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district. Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	
2.2	**Action:** Student Field Trips/Academic Enrichment **Need:** The school district has identified certain groups of students, specifically English Learners, Foster Youth, and Low Income students, as having limited exposure to experiential learning opportunities beyond the confines of the immediate school environment. This deficiency exists for various reasons, including financial constraints, language barriers, or unstable home environments impairing their capacity to access opportunities for academic enrichment.	Provide sites with 3rd-5th grade students with the transportation costs to conduct academic field trips outside the local area. These field trips provide practical learning experiences to the students, helping to broaden their academic perspectives and enhance overall school engagement. Specifically aimed at grades 3-5, the intention behind this action is to enrich students' education with varied learning experiences of Unduplicated student groups, who may otherwise have restricted access to these types of learning activities outside of the immediate Dinuba area. These factors may be due to various factors including financial limitations, language	Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Approximately 65% of Educational Partners indicated the desire to provide field trips and other enrichment activities for students. **Scope:** LEA-wide	obstructions, or unsettled domestic situations. This action goes beyond merely broadening the academic horizons of these students; it seeks to foster heightened engagement within the school environment, Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	
2.3	**Action:** Repair and Maintenance of Facilities **Need:** The school district pinpointed several critical needs among the English Learners, Foster Youth, and Low Income student groups. Similar to campus safety and security, the state of school facilities can have a significant impact on student outcomes, especially for low-income students. This leads to the requirement for enhanced and continued upkeep of instructional facilities. The state of facilities directly influences the learning environment experienced by low-income students. Many Dinuba students may already be confronting difficulties due to their personal circumstances. One such circumstance in this area is that approximately 75% of Dinuba students qualify for free or reduced lunch. Other student circumstances include single-parent homes that are economically stretched where students may have less access to	Provide repair, maintenance, and replacement of substandard instructional facilities. This action addresses both the physical infrastructure and the safety provisions at the facilities. The district maintenance team has been tasked with routine upgrades and repairs, ensuring a safe and productive learning environment for students, staff, and the broader community. All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district. Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: Facility Inspection Tool (FIT) Williams Visitation Results Metric 2: Fiscal Reports on Routine & Deferred Maintenance Costs & set-a-sides Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	relevant resources to encourage and foster learning. Many of Dinuba's Unduplicated student population, including socioeconomically disadvantaged and English Learners, live in home environments that are not optimally conducive for learning to take place at its maximum level. These students may not have access to a dedicated study area within their home. The maintenance of our district facilities helps to provide and promote positive feelings about school in a safe and clean environment. This helps to satisfy some of the most basic needs of Dinuba's low-income students. Educational Partners underscore the necessity of maintenance for these buildings. District data indicates that nearly 62% of respondents to the LCAP survey responded to the importance of repair, maintenance and replacement of facilities, when necessary. In addition, according to the most recent California Healthy Kids Survey (CHKS), only 45% feel their campus is clean. **Scope:** LEA-wide		
3.1	**Action:** Learning and Guidance Center **Need:** In Dinuba Unified, challenges encumbering Unduplicated student groups often impede	Staff and support for the Learning and Guidance Support Service (LGSSS), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive needs of three student group demographics: English Learners, Foster Youth, and Low-Income	Metric 1: Suspension/Expulsion Rates Metric 2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their academic progress and general well-being. English Learners encounter obstacles due to language barriers, impacting both their understanding and class participation. Foster Youth grapple with personal traumas and instability, disruptive to their learning journey. Additionally, low-income students sometimes lack the necessary resources and support services that are crucial to enriching their educational experience. District data indicates a need for this action, with approximately 424 student/family referrals to the Learning and Guidance Center during the 2023-24 school year. Educational Partner feedback indicates the need for continued counseling services for students with approximately 52% indicating the continuation of these services. Input directly from students indicated the importance of counseling. **Scope:** LEA-wide	students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSS's implementation. Identify the unique obstacles for these families to provide the required resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed. Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits. Mentoring services are also included in these actions. These services provide participating students identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all	Metric 6: Learning, Guidance, and Student Support Services Center Referrals Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals) Metric 3: School Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, as many other students exhibited similar needs.	
3.2	**Action:** Student Attendance **Need:** Improved student attendance is an area of need in Dinuba Unified as students must be present in school to benefit from instruction and learn the content. Period 2 attendance rates were 90.34% during the 2023-24 school year. A long-term goal in this area would be 95%. Additionally, according to the Dashboard, the current chronic absenteeism rate for Dinuba Unified is 23.6% across the district, with SED at 24.3%, ELS at 21.8% Foster at 23.5% and Homeless at 51.3%. **Scope:** LEA-wide	Reduce chronic absenteeism through the following means. An Attendance Supervisor has been appointed to oversee attendance across all sites. Concurrently, Community Liaisons at each site (and one district community liaison) work to assist in fostering improved student attendance by working with families.Foster open communication with parents to reduce overall absenteeism. An additional strategy under this action is the use of an attendance management system. Identify students at risk of chronic absenteeism and provide required interventions. To foster a sense of belonging and lift student morale, and encourage attendance at school, after-school sports programs are implemented. Additionally, Extended Day Activities will be provided, offering a platform for students to explore activities outside their curriculum. The final aspect of this action is providing incentives for students who maintain good attendance or exhibit improved attendance. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 2: Chronic Absenteeism Metric 3: School Attendance
3.3	**Action:** Counseling Services and Supports **Need:**	Staff and support the Learning and Guidance Support Service (LGSSS), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive	Metric 1: Suspension/Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In Dinuba Unified, challenges encumbering Unduplicated student groups often impede their academic progress and general well-being. English Learners encounter obstacles due to language barriers, impacting both their understanding and class participation. Foster Youth grapple with personal traumas and instability, disruptive to their learning journey. Additionally, low-income students sometimes lack the necessary resources and support services that are crucial to enriching their educational experience. District data indicates a need for this action, with approximately 424 student/family referrals to the Learning and Guidance Center during the 2023-24 school year. Educational Partner feedback indicate the need for continued counseling services for students. Approximately 63% were in favor of mentoring and counseling 53% in favor of additional psychological services. Input directly from students indicate the importance of counseling and some commented on how it helped them through difficult times such as a death in the family. **Scope:** LEA-wide	needs of three student group demographics: English Learners, Foster Youth, and Low-Income students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSS's implementation. Identify the unique obstacles for these families to provide the required resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed. Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits. Mentoring services are also included in these actions. These services provide participating students are identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling.	Metric 2: Chronic Absenteeism Metric 6: Learning, Guidance, and Student Support Services Center Referrals Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals) Metric 3: School Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	
3.4	**Action:** Decrease Student Discipline Referrals **Need:** Current District student major discipline referral data indicates a rate of 10.27% and a suspension rate of 3.2% for all students, with 3.7% for EL, 3.6% for SED, and 3.1% for Foster. In Dinuba Unified, students from Unduplicated groups contend with varied challenges which include, but are not limited to, language barriers, instability in their home surroundings, and the pressure of financial limitations. Such challenges have the potential to precipitate behavioral concerns and result in an increase in discipline referrals. Discipline is an area frequently commented by Educational Partners, including school staff. Approximately 56.7% indicated the importance of continuing Positive Behavior Interventions and Supports (PBIS), while 64.9% indicated the need for increased behavioral aide support of students exhibiting more severe behaviors. **Scope:**	Provide appropriate supports and services, use evidence-based protocols to improve behavioral practices (PBIS) to reduce discipline referrals, suspensions and expulsions. The PBIS initiative, is designed to improve student behavior, behavioral interventions, and to provide the necessary support for students. These behavioral applications are believed to to improve school safety and student behavior by ensuring students are aware of the expectations and to provide support for students who struggle with appropriate behavior. Data is used to solve problems and encourage appropriate student behavior Provide behavior aides help to provide support to students who exhibit chronic behavioral issues and helping to monitor and support improved behavior. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: Suspension/Expulsion Rates Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** Parent Engagement and Workshops **Need:** Studies consistently demonstrate that parent involvement has a significant, positive impact on both the academic and social outcomes of students. English Learners often grapple with language barriers which can be mitigated through parental training and workshops. Similarly, Foster Youth frequently encounter instability within their homes; a situation that can be improved with enhanced communication from the school district. Low-Income students, on the other hand, might struggle with a scarcity of resources, a condition that can be eased through the concerted efforts of the school community and parental involvement. The school community's identified needs revolving around the English Learners, Foster Youth, and Low-Income student groups. These populations often face unique adversities that necessitate increased parental involvement and engagement. With the aid of programs such as "Parent Engagement and Workshops," these obstacles can be effectively addressed. Approximately 64% of Educational Partners indicated the importance of Parent training and workshops.	Enhance parental engagement create an environment that is optimal for fostering the success of every single student. Engage parents throughout the district, the initiative could ensure that all students, regardless of their personal circumstances, have the support they require to thrive. Implement several strategies by enhancing Parent Engagement opportunities through newsletters and other means of communications are also being employed as tools to increase communication with families and the wider community. Provide workshops and training programs for parents to benefit English learners in their language acquisition process. In order to alleviate resource scarcity among Low-Income students, we will encourage community and parental involvement. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: Sign-in sheets Parent Teacher Conferences SSC Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs)

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	**Action:** Additional Support for English Learners **Need:** Current data indicates that approximately 29% of Dinuba students are classified as English Learners. English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math. Educational Partner responses indicate the desire to continue with our English Language Learner Coach to support teachers and thus English Learner students. Also indicated through Educational Partner feedback was the desire to enhance EL services providing dedicated coordination and	Enhance instructional practices, progress monitoring, and parent education opportunities, all for the improvement and advancement of English Learners(ELs) in language acquisition and achievement in English Language Arts and Math. English Language and Literacy Coaches will aide principals and teachers with progress assessment and improvement of instructional practices. They will also offer parent education opportunities to bolster language acquisition and student achievement. Provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies. This approach aims to enhance the learning process of English Learners. "Newcomer" curriculum will be used to better the support to the most recent English Learners to our educational system. This is a piece that continues to be developed and refined.	Metric 1: EL Progress on ELPAC Metric 2: EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support through the an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners. **Scope:** Limited to Unduplicated Student Group(s)	The action also includes the use of data management systems and technology (like Ellevation) to track student achievement and instructional practices and analyze the progress of EL students' acquisition of English.	
5.2	**Action:** Student Acquisition of English **Need:** Current data indicates that 52.3 of English Learners making progress toward proficiency. English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math. Nearly 48% of Educational Partners indicated the desire to support English Learners through dedicated coordination and support services provided by the District EL Coordinator. **Scope:** Limited to Unduplicated Student Group(s)	Monitor English Learner student's acquisition of the English Language through required state assessments and district-identified benchmarks. Disseminate disseminate information and coordinate activities to enhance services for English Learners. Support and assist classroom teachers in implementing the district's ELD program successfully. Conduct professional development opportunities such as demonstration lessons and function as a resource in identifying suitable strategies for EL student intervention.	Metric 1: EL Progress on ELPAC Metric 2: EL Reclassification Rate
5.3	**Action:** Additional Support for Long-Term English Learners **Need:**	Monitor student progress on the ELPAC and in relation to students who might be at-risk of becoming and LTEL and those that are already identified as LTEL.	Metric 3: Long-Term English Learners Metric 4: EL Reclassification Rate of Long-Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Current data indicates that approximately 29% of Dinuba students are classified as English Learners, with approximately 26.2% of those English Learners classified as Long-Term English Learners (LTEL). This group of English Learners have already faced challenges in showing proficiency in English to an extent that they have not been reclassified for several years, giving them the classification as a Long-Term English Learner (LTEL). **Scope:** Limited to Unduplicated Student Group(s)	Provide additional support for LTEL students through greater awareness, communication, and employment of additional interventions for 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.

All schools in the Dinuba Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through new positions, and other identified positions which provide direct services to Unduplicated Pupils. These positions were previously funded by sunsetting funds. DUSD is utilizing the additional Concentration Add-on grant funds to maintain these existinhave been added at each elementary site. district positions of personnel providing direct services to students at sites with and Unduplicated Pupil Population of over

55%. If the district does not utilize these funds in this manner, the positions would be eliminated (due to exhaustion of the expiring funding sources), and the staff-to-student ratio would increase (i.e., there would be fewer staff to serve students).

Additional concentration grant add-on funding is planned to be used in the following ways:
1.1 - Additional Preschool and VEC staff were added to provide support to preschool and programs and activities held at the VEC. An Arabic-speaking Community Liaison helps to bridge communication with the Arabic-speaking community. An additional Data Technician was added in order to provide data to district and site personnel to inform progress and next steps. (Though "staff development" is in the title of this action, these concentration grant funds are not used for this purpose, but do, however, contribute to the remainder of this action.)
1.5 - College and Career and CTE Academies - 1 College and Career Counselor
1.6 - Additional IT Specialist to support technology.
1.7 - TK/K Student to Adult Ratio in TK and Kindergarten - 1 Instructional Assistant
1.10 - Library Support Services - Increase in the hours of library technicians at each of the elementary sites.
2.1 - Campus Security - Additional campus monitors
3.2 - Student Attendance - LVN's and communitiy Liaisons
3.3- Additional hours for some Behavior Intervention Aides to support positive student behavior, and one counselor

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

2025-26 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	68,245,386	25,763,060	37.751%	25.916%	63.667%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$44,898,631.00	$13,193,423.93	$9,703,305.65	$5,287,582.04	$73,082,942.62	$40,369,921.23	$32,713,021.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Development and Other Actions to Support Implementation of the LCAP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,464,950.00	$2,891,174.00	$5,000,000.00			$1,356,124.00	$6,356,124.00	
1	1.2	District and Site-Based Coaching and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,985,276.00	$101,365.81	$1,100,000.00	$602,531.00		$384,110.81	$2,086,641.81	
1	1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,626,839.00	$561,500.00	$2,050,000.00	$998,777.00		$139,562.00	$3,188,339.00	
1	1.4	Summer Learning Academies/Summer School	All	No			All Schools Specific Schools: Dinuba High - Academic At-Risk Students TK - 8th Grade	Ongoing	$917,646.00	$133,481.00	$150,000.00		$525,000.00	$376,127.00	$1,051,127.00	
1	1.5	College and Career and CTE Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,272,359.00	$1,514,300.00	$1,200,000.00	$1,486,659.00		$100,000.00	$2,786,659.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,750,000.00	$2,200,000.00	$3,950,000.00				$3,950,000.00	
1	1.7	Student to Adult Ratio in TK and Kindergarten	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Elementa	Ongoing	$750,000.00	$100,000.00	$850,000.00				$850,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	ry Sites									
1	1.8	Highly Qualified and Fully Credentialed Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.9	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools 3rd-6th	Ongoing	$282,212.00	$205,288.00	$350,000.00		$137,500.00		$487,500.00	
1	1.10	Library Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	Ongoing	$600,000.00	$435,897.90	$1,000,000.00			$35,897.90	$1,035,897.90	
1	1.11	K-6th Collaboration Time	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	Ongoing	$2,000,000.00	$150,000.00	$2,150,000.00				$2,150,000.00	
1	1.12	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,758,943.22	$725,007.00	$5,600,000.00	$591,707.00		$292,243.22	$6,483,950.22	
2	2.1	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,310,000.00	$2,050,000.00	$3,200,000.00		$160,000.00		$3,360,000.00	
2	2.2	Student Field Trips/Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$934,209.01	$1,932,214.44	$750,000.00	$2,116,423.45			$2,866,423.45	
2	2.3	Repair and Maintenance of Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,218,692.00	$13,898,388.65	$7,000,000.00	$4,236,275.00	$8,880,805.65		$20,117,080.65	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Learning and Guidance Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,388,856.00	$636,290.11	$1,125,000.00	$398,984.00		$501,162.11	$2,025,146.11	
3	3.2	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,171,339.00	$600,000.00	$2,600,000.00	$171,339.00			$2,771,339.00	
3	3.3	Counseling Services and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,947,869.00	$1,645,841.48	$3,050,000.00	$1,474,447.48		$2,069,263.00	$6,593,710.48	
3	3.4	Decrease Student Discipline Referrals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$350,000.00	$450,000.00				$450,000.00	
3	3.5	Support for Students with Severe Behavioral Needs	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$750,000.00	$750,000.00				$750,000.00	
4	4.1	Parent Engagement and Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$558,491.00	$982,632.00	$650,000.00	$858,031.00		$33,092.00	$1,541,123.00	
5	5.1	Additional Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,000,000.00	$300,000.00	$1,300,000.00				$1,300,000.00	
5	5.2	Student Acquisition of English	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$100,000.00	$15,000.00	$115,000.00				$115,000.00	
5	5.3	Additional Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$408,631.00	$408,631.00				$408,631.00	
6	6.1	Counselor	All	No			Specific Schools: Sierra	3 years	$180,000.00	$1,000.00		$181,000.00			$181,000.00	

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
							Vista and Ronald Reagan									
6	**6.2**	Additional Support/Tutoring	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	$52,240.00	$5,000.00		$57,240.00			$57,240.00	
6	**6.3**	Computer Lab	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	$0.00	$5,010.00		$5,010.00			$5,010.00	
6	**6.4**	Academic and Attendance Incentives	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	$0.00	$5,000.00		$5,000.00			$5,000.00	
6	**6.5**	College and Career/Post Graduation Opportunities	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	$0.00	$10,000.00		$10,000.00			$10,000.00	

2025-26 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
68,245,386	25,763,060	37.751%	25.916%	63.667%	$43,998,631.00	0.000%	64.471 %	**Total:**	$43,998,631.00
								LEA-wide Total:	$38,675,000.00
								Limited Total:	$1,823,631.00
								Schoolwide Total:	$3,500,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000,000.00	
1	**1.2**	District and Site-Based Coaching and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100,000.00	
1	**1.3**	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,050,000.00	
1	**1.5**	College and Career and CTE Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
1	**1.6**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,950,000.00	
1	**1.7**	Student to Adult Ratio in TK and Kindergarten	Yes	LEA-wide	English Learners Foster Youth	All Schools Elementary Sites	$850,000.00	

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 (%)
					Low Income			
1	1.8	Highly Qualified and Fully Credentialed Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	1.9	Gifted and Talented Education (GATE)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools 3rd-6th	$350,000.00	
1	1.10	Library Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	$1,000,000.00	
1	1.11	K-6th Collaboration Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	$2,150,000.00	
1	1.12	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,600,000.00	
2	2.1	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,200,000.00	
2	2.2	Student Field Trips/Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	
2	2.3	Repair and Maintenance of Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000,000.00	
3	3.1	Learning and Guidance Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,125,000.00	
3	3.2	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,600,000.00	
3	3.3	Counseling Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,050,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Decrease Student Discipline Referrals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
4	4.1	Parent Engagement and Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
5	5.1	Additional Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,300,000.00	
5	5.2	Student Acquisition of English	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$115,000.00	
5	5.3	Additional Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$408,631.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$62,890,860.00	$86,335,099.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	$10,599,512.00	$8,785,407.00
1	**1.2**	District and Site-Based Coaching and Support	Yes	$1,557,150.00	$2,823,266.00
1	**1.3**	Before, During, and After School Interventions and Enrichment Activities	Yes	$3,999,719.00	$1,622,506.00
1	**1.4**	Summer School	No	$648,648.00	$841,030.00
1	**1.5**	College and Career and CTE Academies	Yes	$2,944,123.00	$2,820,849.00
1	**1.6**	Technology	Yes	$3,269,150.00	$1,218,552.00
1	**1.7**	Student to Adult Ratio in TK and Kindergarten	Yes	$714,665.00	$655,714.00
1	**1.8**	Highly Qualified and Fully Credentialed Teachers	Yes	$100,000.00	$16,113
1	**1.9**	Gifted and Talented Education (GATE)	Yes	$196,396.00	$185,533.00
1	**1.10**	Library Support Services	Yes	$877,840.00	$444,510.00
1	**1.11**	K-6th Collaboration Time	Yes	$1,732,063.00	$1,478,748.00

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	1.12	Staff Development	Yes	$1,401,818.50	$648,472.00
1	1.13	Site Allocations	Yes	$0	$0
2	2.1	Campus Security	Yes	$3,541,632.00	$922,675.00
2	2.2	Student Field Trips/Academic Enrichment	Yes	$3,281,190.00	$1,443,215.00
2	2.3	Repair and Maintenance of Facilities	Yes	$15,001,000.43	$12,337,210.00
3	3.1	Learning and Guidance Center	Yes	$1,698,957.90	$975,409.00
3	3.2	Student Attendance	Yes	$1,393,114.00	$844,888.00
3	3.3	Counseling Services and Supports	Yes	$6,584,901.36	$5,101,770.00
3	3.4	Decrease Student Discipline Referrals	Yes	$250,000.00	$81,260.00
3	3.5	Support for Students with Severe Behavioral Needs	No	$760,000.00	$660,000.00
4	4.1	Parent Engagement and Workshops	Yes	$529,590.00	$468,311.00
5	5.1	Additional Support for English Learners	Yes	$996,959.81	$418,277,00
5	5.2	Student Acquisition of English	Yes	$34,540.00	$50,728.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Additional Support for Long-Term English Learners	Yes	$500,000.00	$15,168.00
6	**6.1**	Educational Social Worker	No	$150,000.00	$0
6	**6.2**	Additional Support/Tutoring	No	$25,000.00	$0
6	**6.3**	Computer Lab	No	$100,000.00	$66,065.00
6	**6.4**	Academic and Attendance Incentives	No	$2,890.00	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$25,119,122.00	$35,361,318.43	$22,567,480.00	$12,793,838.43	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	$8,149,026.00	$5,933,136.00		
1	1.2	District and Site-Based Coaching and Support	Yes	$1,161,624.00	$796,680.00		
1	1.3	Before, During, and After School Interventions and Enrichment Activities	Yes	$977,192.00	$702,774.00		
1	1.5	College and Career and CTE Academies	Yes	$1,480,321.00	$1,265,813.00		
1	1.6	Technology	Yes	$3,269,150.00	$1,218,551.00		
1	1.7	Student to Adult Ratio in TK and Kindergarten	Yes	$714,665.00	$655,714.00		
1	1.8	Highly Qualified and Fully Credentialed Teachers	Yes	$100,000.00	$16,113.00		
1	1.9	Gifted and Talented Education (GATE)	Yes	$59,396.00	$48,428.00		
1	1.10	Library Support Services	Yes	$852,840.00	$408,612.00		
1	1.11	K-6th Collaboration Time	Yes	$1,732,063.00	$1,478,748.00		
1	1.12	Staff Development	Yes	$500,000.00	$186,102		
1	1.13	Site Allocations	Yes	$0	$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Campus Security	Yes	$3,391,632.00	$806,564.00		
2	2.2	Student Field Trips/Academic Enrichment	Yes	$790,000.00	$419,766.00		
2	2.3	Repair and Maintenance of Facilities	Yes	$4,581,207.43	$4,500,000.00		
3	3.1	Learning and Guidance Center	Yes	$1,009,000.00	$550,366.00		
3	3.2	Student Attendance	Yes	$1,393,114.00	$844,888.00		
3	3.3	Counseling Services and Supports	Yes	$2,930,000.00	$1,972,365.00		
3	3.4	Decrease Student Discipline Referrals	Yes	$250,000.00	$81,259.00		
4	4.1	Parent Engagement and Workshops	Yes	$500,000.00	$218,042		
5	5.1	Additional Support for English Learners	Yes	$985,548.00	$397,663.00		
5	5.2	Student Acquisition of English	Yes	$34,540.00	$50,728.00		
5	5.3	Additional Support for Long-Term English Learners	Yes	$500,000.00	$15,168.00		

2024-25 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)
68,079,188	$25,119,122.00	22.168%	59.065%	$22,567,480.00	0.000%	33.149%	$17,643,436.40	25.916%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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