



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Hanford Joint Union High School District

CDS Code: 16639250000000

School Year: 2024-25

LEA contact information:

Victor Rosa, Ed.D.

Superintendent

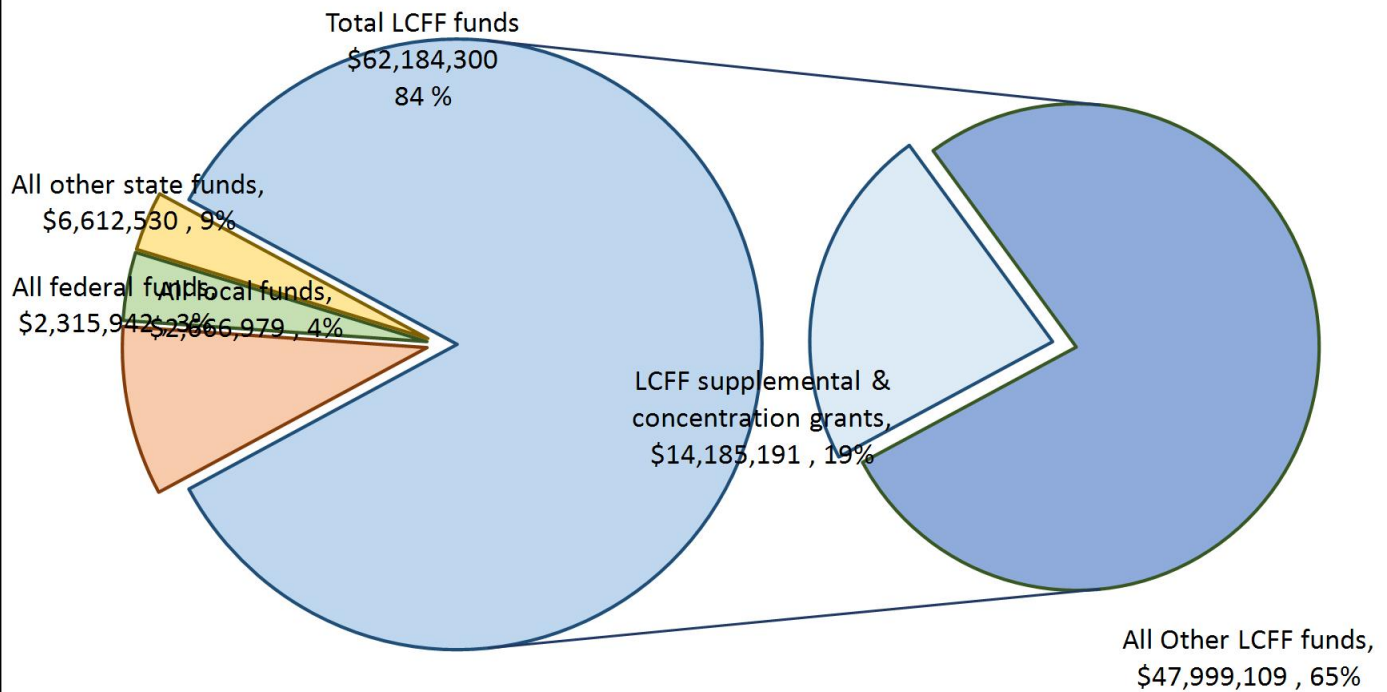
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(559) 583-5901

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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

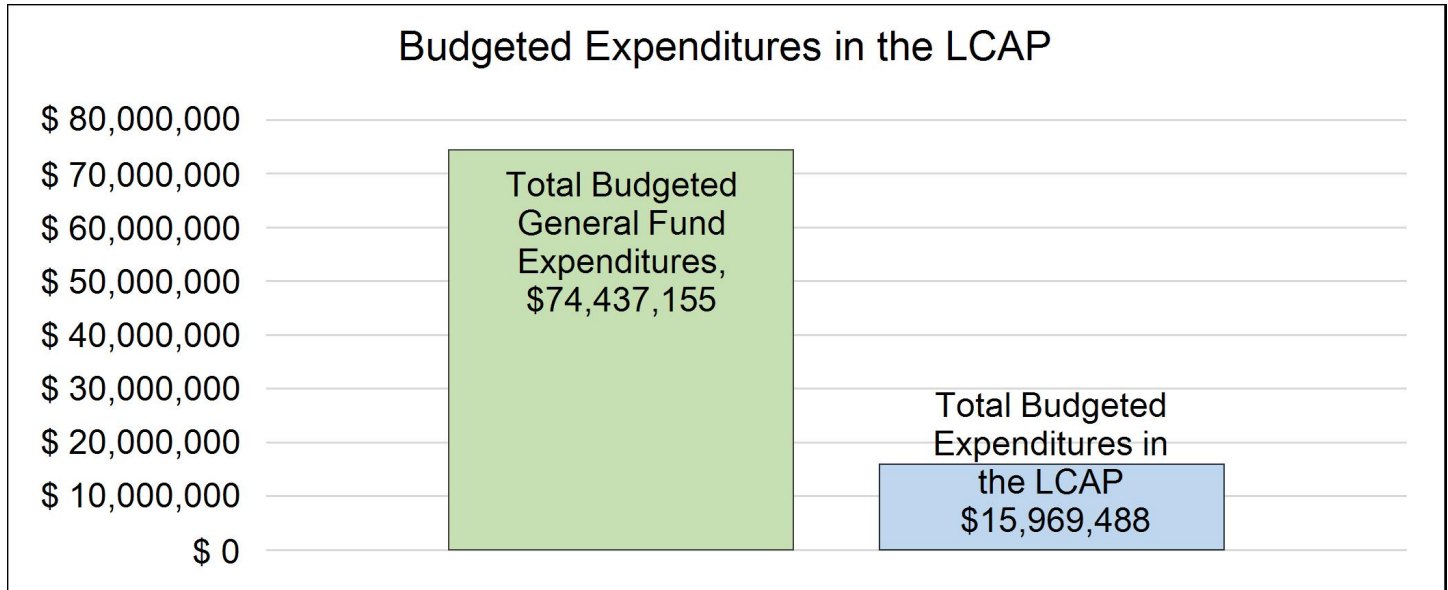


This chart shows the total general purpose revenue Hanford Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District is \$73,779,751, of which \$62,184,300 is Local Control Funding Formula (LCFF), \$6,612,530 is other state funds, \$2,666,979 is local funds, and \$2,315,942 is federal funds. Of the \$62,184,300 in LCFF Funds, \$14,185,191 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 Hanford Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hanford Joint Union High School District plans to spend \$74,437,155 for the 2024-25 school year. Of that amount, \$15,969,488 is tied to actions/services in the LCAP and \$58,467,667 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

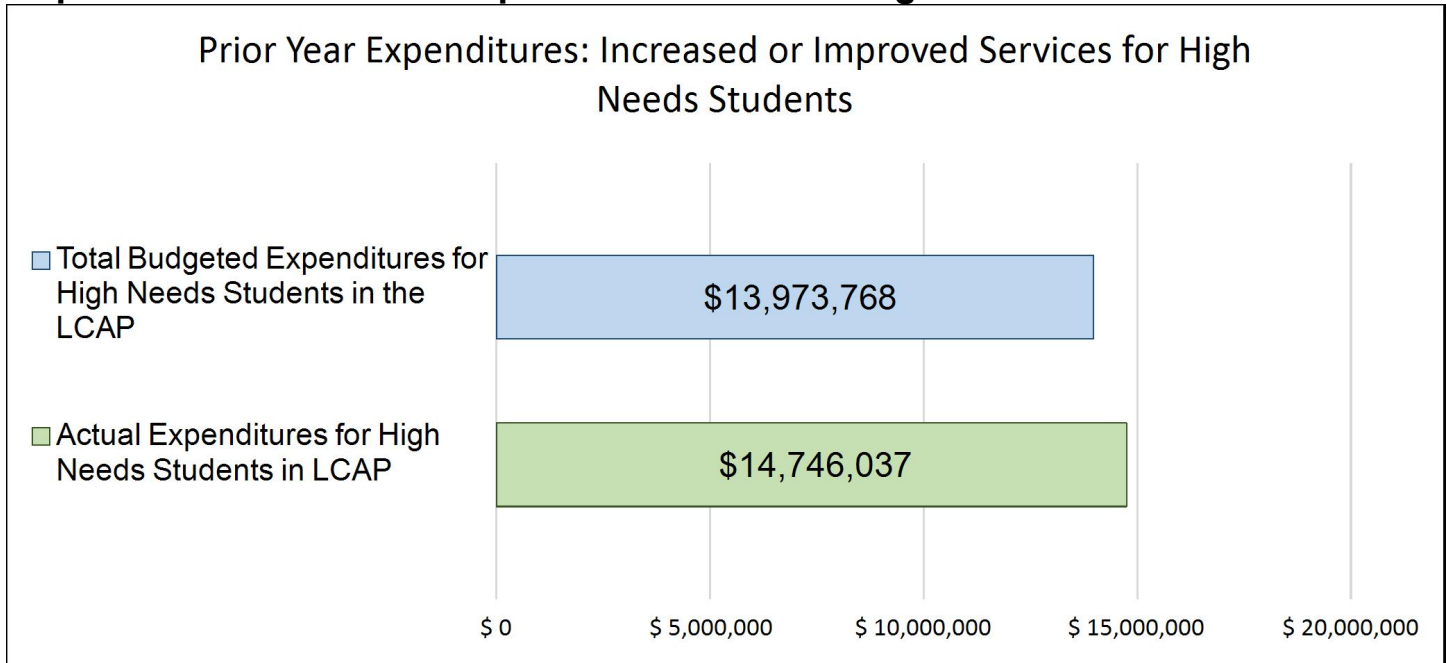
The district will continue to fund certificated, classified and management salary and benefits from the General Fund. In addition to materials, supplies, equipment, professional services, utilities and operational expenses district-wide to ensure our students are prepared to successfully complete our educational program and graduate.

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

In 2024-25, Hanford Joint Union High School District is projecting it will receive \$14,185,191 based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District plans to spend \$15,469,053 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Hanford Joint Union High 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 Hanford Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Hanford Joint Union High School District's LCAP budgeted \$13,973,768 for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District actually spent \$14,746,037 for actions to increase or improve services for high needs students in 2023-24.



# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	<a href="mailto:vrosa@hjuhsd.k12.ca.us">vrosa@hjuhsd.k12.ca.us</a> (559) 583-5901

## Goals and Actions

### Goal

Goal #	Description
1	Every student will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers in facilities maintained in good repair.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teachers appropriately assigned. (Priority 1)	97.3%	97% (2021-22)	97% (2022-23)	97% (2022-23)	100%
Percentage of Fully Credentialed Teachers (Priority 1)	100%	100% (2021-22)	98% (2022-23)	81% (2022-23 Data Quest)	100%
Sufficiency of Materials (Priority 1)	0%	0% (2021-22)	0%	0%(2022-23 Williams)	0%
Facilities Inspection Tool (Priority 1)	98% good	98% (Fit Tool 2021-22)	91% (Fit Tool 2022-23)	95% (Fit Tool 2022-23)	100% good
Implementation of State Adopted Curriculum in all core classes (Priority 2)	100%	100% (2021-22)	100% (2022-23)	100% (2022-23)	100%
Professional Learning opportunities for core content teachers that align to district goals (Priority 2)	100%	100% (CBA 2021-22)	100% (CBA 2022-23)	100% (CBA 2022-23)	100%
Dedicated structured time will be provided	2 hours per month	2 hours per month (CBA 2021-22)	2 hours per month (CBA 2022-23)	2 hours per month (CBA 2022-23)	2 hours per month

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for all PLC teams (Priority 2)					
English Learner Progress Dashboard Report (Priority 2)	Orange	No Performance Color (Dashboard 2020-21)	43.6% making progress towards English language proficiency - Low (California School Dashboard 2022)	41.9% making progress towards English language proficiency - Low (California School Dashboard 2023)	50% making progress towards English language proficiency
English Language Proficiency Assessments for California (Priority 2)	16% Proficient (Well Developed)	13.98% (Well Developed) (Dashboard 2020-21)	9.35% (Well Developed) (Dashboard 2021-22)	13.43% (Well Developed) (Summative ELPAC 2022-23)	30% Proficient (Well Developed)
District Number of Course Offerings (Priority 7)	English - 15, SpEd English – 4, ELD English - 4, Math - 10, SpEd Math – 2, Social Science - 8, Foreign Language - 9, Physical Education – 6, Science – 7, Visual and Performing Arts - 26, Career Technical Education – 47, Other – 5, Link Learning – 21, & Partnership - 9	English - 15, SpEd English – 4, ELD English - 4, Math - 10, SpEd Math – 2, Social Science - 8, Foreign Language - 9, Physical Education – 6, Science – 7, Visual and Performing Arts - 26, Career Technical Education – 47, Other – 5, Link Learning – 21, & Partnership - 9 (Aeries 2021-22)	English - 15, SpEd English – 2, ELD English - 2, Math - 11, SpEd Math – 2, Social Science - 12, Foreign Language - 9, Physical Education – 4, Science – 9, Visual and Performing Arts - 26, Career Technical Education – 64, Other – 5, Link Learning – 0, & Partnership - 6 (HJUHS Course Catalog 2023-24)	English - 15, SpEd English – 2, ELD English - 2, Math - 11, SpEd Math – 2, Social Science - 12, Foreign Language - 9, Physical Education – 4, Science – 9, Visual and Performing Arts - 26, Career Technical Education – 64, Other – 5, Link Learning – 0, & Partnership - 6 (HJUHS Course Catalog	English - 15, ELD English - 4, Math - 10, SpEd Math – 2, Social Science - 8, Foreign Language - 9, Physical Education – 6, Science – 7, Visual and Performing Arts - 26, Career Technical Education – 47, Other – 5, Link Learning – 21, & Partnership - 9

## Goal Analysis



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

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

The planned actions were successfully implemented without significant deviations. However, challenges remain in securing fully credentialed teachers, particularly in the Science department, which continues to experience high turnover. This instability impacts the consistency of curriculum delivery. Additionally, over one-third of our staff are in their first two years of teaching, adding to the need for ongoing professional development and support. In response to previous underperformance, we have restructured the 1.16 Teacher Training in Credit Recovery by moving Credit Recovery outside of regular school hours. This new approach will specifically target unduplicated pupils, ensuring a more focused and effective support system.

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 Teacher Recruitment Fairs & Hiring Bonuses Budgeted 43,000 Actuals 54,000 We hired more new teachers than projected.

1.2 Common Core Aligned Resources Budgeted 220,000 Actuals 17,985 We underspent on traditional resources like textbooks, primarily due to our successful transition to digital textbooks. This shift to digital content, often acquired through economical three-year license agreements, eliminated the need for frequent renewals, contributing to cost savings in this action.

1.4 Digital Resources Budgeted 769,588 Actuals 849,830 We underspent on traditional resources like textbooks, primarily due to our successful transition to digital textbooks however ended up spending more on digital resources instead. .

1.6 Internet Access Budgeted 40,000 Actuals 18,480 A decline in demand can be attributed to evolving post-pandemic circumstances, where students exhibited diminished reliance on these devices compared to the peak of remote learning. Understanding these shifts in resource utilization allows us to adapt our future budgeting strategies more effectively, ensuring resources are allocated in alignment with evolving student needs and technological advancements.

1.7 New Teacher Induction Budgeted 81,000 Actuals 94,000 We hired more teachers in the NTI program.

1.9 Internet Options/ MIFIS Budgeted 48,000 Actuals 40,325 We did not have as many students that requested devices in 23-24 as anticipated.

1.11 Fiscal Management Budgeted 56,000 Actuals 47,352 We had payment savings from FMS billing from KCOE.

1.12 New Teacher Training & Supports Budget 386,000 Actuals 435,000 Increase due to raises and personnel changes.

1.13 Data and Assessment Training Budget 3,000 We didn't complete trainings in these areas.

1.14 PBL Training Budget 3,000 We didn't complete trainings in these areas.

1.15 AP Training Budget 20,000 We didn't complete trainings in these areas.

1.16 Unit Recovery Training Budget 5,000 Actuals 3,800 We didn't do as much training as originally planned.

1.19 New Teacher Workshop Budget 5,000 Actuals 500 Training completed in house by instructional coaches.

1.24 ELD Supports Budget 290,000 Actuals 21,630 We only covered one period of ELD support from S&C. We picked up the other ELD sections in Title I.

1.25 Language Acquisition Support Budget 101,000 Actuals 127,500 We covered six sections of LAS from S&C. We originally budgeted five sections.



Our expenditure for Goal 1 reached 93% of the budgeted amount.

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

HJUHSD worked diligently to implement all planned strategies toward achieving its goals. However, only 42% of students made progress toward English language proficiency, falling short of the 50% target as reported on the 2023 California School Dashboard. Additionally, only 13% of students reached the "well-developed" level on the 2022-23 Summative ELPAC, missing the goal of 30%. These results highlight a notable gap between the district's goals and the actual performance of students, signaling the need for further analysis and adjustments to support English learners more effectively.

HJUHSD has effectively reached its goal, with the exception of the English Learner metrics lacking a direct academic indicator. Consequently, while the goal was met, it did not directly contribute to bolstering support for at-risk students. This highlights the need for continued efforts to address the specific needs of English Learners, ensuring their academic success aligns with broader educational objectives.

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

HJUHSD has opted to divide and reallocate this goal, assigning the metric previously used to new goals directly aligned with overarching academic objectives. The two academic metrics pertaining to English Learner progress have been relocated to a distinct goal tailored specifically to enhance English Learner advancement. This strategic shift aims to enhance our focus on academic indicators by aligning them with pertinent goals. To improve the percentage of students making progress toward English language proficiency, HJUHSD can take several strategic actions. First, analyzing current instructional methods and providing professional development in differentiated instruction and language acquisition techniques can better align teaching with evidence-based practices. Increasing targeted support for English learners through tutoring, mentorship programs, and small group instruction can provide more personalized attention. Enhancing family engagement by offering workshops and expanding translation services can further strengthen support at home. Providing additional resources, such as expanding access to digital learning tools and increasing staffing with bilingual aides, will ensure that students receive the necessary assistance. Regular formative assessments and targeted interventions will allow educators to identify students falling behind and adjust instructional strategies accordingly. Cultivating a culturally responsive school environment can help English learners feel more connected and engaged, which can promote better language acquisition. Finally, reassessing resource allocation to ensure EL programs are sufficiently funded will support the necessary improvements. These combined efforts can help HJUHSD achieve its goal of increasing the percentage of students making progress toward English language proficiency.

Specifically, Actions 1.12 and 1.16 have been revised from "not contributing" to "contributing." Upon review, we determined that these actions should have been contributing in prior years as well. However, it is important to note that despite these actions not contributing previously, we were still able to meet our Minimum Proportionality Percentage (MPP) during those years.

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

## Goals and Actions

### Goal

Goal #	Description
2	HJUHSD will foster an engaging culture that supports parent participation, equity, student safety, and school connectedness.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent response to HJUHSD Climate Survey (Priority 3)	547	773 parent responses (YouthTruth 2021-22)	464 parent responses (YouthTruth 2022-23)	feedback from 852 (19% response rate) family members. (YouthTruth 2023-24)	1500
Provide Parent Information Events (Priority 3)	12	10 events (2021-22)	10 events (2022-23)	10 events (2023-24)	15
Parents receiving messages from the communication tool (Priority 3)	5,500	4,038 out of 4,106 contacts receiving communications (ParentSquare 2021-2022)	5,932 out of 5,972 contacts receiving communications (ParentSquare 2022-23)	5,708 families of 5,669 contacts receiving communications (ParentSquare 2023-24)	5,500
Parent Groups (EL, Booster, Advisory) (Priority 3)	15	15 parent groups (2021-22)	15 parent groups (2022-23)	15 parent groups (2023-24)	20
IEP Parent Participation (Priority 3)	100%	100% of parents participated in IEPs (SEIS 2021-22)	100% of parents participated in IEPs (SEIS 2022-23)	100% of parents participated in IEPs (SEIS 2023-24)	100
Increase Attendance Rates (Priority 5)	96%	94%	94% (P1)	94% (P1: 12/2024)	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease Truancy Rates (Priority 5)	26%	30.8% (DataQuest 2017-18)	30.8% (DataQuest 2017-18)	30.8% (DataQuest 2017-18)	15%
Decrease Chronic Absenteeism Rate (Priority 5)	16%	5.2% (DataQuest 2020-21)	33.1% (DataQuest 2021-22) 42% African American 37.9% English Learners 57.1% Foster Youth 69.5% Homeless Youth 41.8% Students With Disabilities	21% (DataQuest 2022-23) 28% African American 28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities	12% HJUHS 40% African American 30% English Learners 50% Foster Youth 60% Homeless Youth 35% Students With Disabilities
Decrease the Annual dropout rate (Priority 5)	1%	3% (DataQuest 2020-21)	2.1% (DataQuest 2021-22)	2.2% (DataQuest 2022-23)	0%
Increase Graduation Rates (Priority 5)	94%	95% (DataQuest 2020-21)	96.9% (DataQuest 2021-22)	95.0% (DataQuest 2022-23)	98%
Decrease the Suspension Rates (Priority 6)	5% Yellow	1.1% (DataQuest 2020-21) No Color Available	8% (DataQuest 2021-22) High (CA Dashboard 2022) 18.5% African American 11.4% English Learners 21.6% Foster Youth 18.8% Homeless Youth 17.1% Students With Disabilities	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 17% African American 14% English Learners 20% Foster Youth 19% Homeless Youth 16% Students With Disabilities	1% HJUHS 15% African American 5% English Learners 15% Foster Youth 15% Homeless Youth 15% Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the Expulsion Rates (Priority 6)	.8%	0.2% (DataQuest 2020-21)	1.8% (DataQuest 2021-22)	2.0% (DataQuest 2022-23)	0%
Increase Connectedness & Safety (Priority 6) as represented by the Healthy Kids Survey	A score of 3 out of 4 as measured by surveys given to students, staff, and parents.	A score of 3 out of 4 as measured by surveys given to students, staff, and parents. (CHKS 2021-22)	A score of 3 out of 4 as measured by surveys given to students, staff, and parents. (CHKS 2021-22)* *was left blank on 2023 LCAP	Highest rated themes were: Communication & Feedback 3.53 of 5.0 Resources 3.67 of 5 (YouthTruth Fall 2023)	4 out of 4
Increase Academic Motivation (Priority 6) as represented by the Healthy Kids Survey	A score of 3 out of 4 as measured by surveys given to students, staff, and parents.	A score of 3 out of 4 as measured by surveys given to students, staff, and parents. (CHKS 2021-22)	A score of 3 out of 4 as measured by surveys given to students, staff, and parents. (CHKS 2021-22)* *was left blank on 2023 LCAP	Lowest rated themes were: Relationships 3.62 of 5.0 School Safety 3.32 of 5.0 (YouthTruth Fall 2023)	4 out of 4

## Goal Analysis

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

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

Overall, the implementation of planned actions proceeded smoothly, staying aligned with our intended objectives. A significant change was the transition from the California Healthy Kids Survey to the YouthTruth Survey. This shift was motivated by YouthTruth's ability to provide richer data insights and foster more community-friendly engagement. Despite these efforts, we continue to face high suspension rates and rising chronic absenteeism, challenges that have persisted since the school shutdown.

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

- 2.1 Budgeted 10,000 Actuals 552 No outside presenters were hired. We utilized district staff only and expenditure were for meals.
- 2.2 Budgeted 20,000 Actuals 23,303 ParentSquare was underbudgeted.
- 2.4 Budget 154,000 Actuals 190,315 Bilingual Supports increased across the district.
- 2.5 Unit Recovery Budgeted 818,000 Actuals \$569,274. The district did not need as many sections of unit recovery.
- 2.6 It was evident that our initial estimations for transportation (2.6) costs were underestimated. Specifically, the acquisition of two new buses this year was necessary to facilitate students' transportation to school.
- 2.7 Student Information Systems Budgeted 187,300 Actuals 48,489. The district over budgeted the cost for Aeries and Illuminate in this goal/action.
- 2.8 Summer School Budgeted 120,000 and Estimated were Actuals 140,000. The district had the demand to increase class offerings for summer school.

In Goal 2, we exceeded the planned budget by a total 6%.

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

To address the rising suspension and expulsion rates at HJUHS, several strategic actions can be implemented. One approach is to enhance restorative practices and conflict resolution by expanding restorative justice programs and strengthening peer mediation efforts. These measures can help students resolve conflicts early and promote accountability without resorting to punitive actions like suspensions. Additionally, integrating social-emotional learning (SEL) into the curriculum and increasing mental health support will provide students with tools to manage emotions, build empathy, and resolve conflicts peacefully. Expanding access to social workers, school counselors, and mental health professionals, particularly for at-risk groups like English Learners, will help address underlying behavioral issues.

Targeted support for the English Learner population is essential. Culturally relevant interventions and language development programs should be implemented to reduce frustration and misbehavior that may arise from language barriers. Expanding Positive Behavioral Interventions and Supports (PBIS) across the district can also proactively address behavioral issues and reinforce positive actions, thereby reducing the need for suspensions. Utilizing data to identify at-risk students and intervening early with mentorship and positive reinforcement will further support these efforts.

Professional development for teachers and staff is critical to fostering a positive school environment. Trauma-informed training and cultural competency development can equip educators with the skills to better understand and address the emotional and behavioral needs of students from diverse backgrounds. Engaging families, particularly those of English Learners and at-risk students, is also vital. Strengthening family outreach and building partnerships with community organizations will provide additional support outside of school and help prevent behavior issues.

Finally, revising discipline policies to include alternatives to suspension, such as in-school suspension programs, will ensure that students continue learning while addressing behavioral concerns. Clear communication of behavior expectations and consequences, combined with opportunities for students to contribute positively to the school community, will create a more supportive and accountable environment. By implementing these strategies, HJUHS D can improve student behavior and reduce suspension and expulsion rates while fostering a positive school climate that supports academic success.

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

HJUHS D has made the strategic decision to disaggregate this goal and redistribute its components into new goals, aligning metrics with specific academic objectives. To this end, we have opted to remove the truancy rates metric due to the absence of statewide data. Additionally, we have transitioned from utilizing the California Healthy Kids Survey to adopting the YouthTruth Survey to gather comprehensive data from students, parents, and teachers.

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



## Goals and Actions

### Goal

Goal #	Description
3	All students will achieve at grade level or higher to ensure college and career readiness.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment Test Results: ELA & Math (Priority 4)	56% ELA 18% Math	2% ELA 7% Math (Inspect Assessment 2020-21)	51.11% Met or Exceeded Standard for ELA (CAASPP 2021-22) 23.5% African American 8.51% English Learners 27.27% Foster Youth 23.81% Homeless Youth 5.95% Students With Disabilities 15.33% Met or Exceeded Standard for Math (CAASPP 2021-22) 8.82% African American 1.06% English Learners 9.09% Foster Youth 4.76% Homeless Youth	46.13% Met or Exceeded Standard for ELA (CAASPP 2022-23) 37.93% African American 7.89% English Learners * Foster Youth 29.41% Homeless Youth 3.90% Students With Disabilities 16.49% Met or Exceeded Standard for Math (CAASPP 2022-23) 10.34% African American 2.68% English Learners * Foster Youth 0.00% Homeless Youth	70% ELA HJUHS 25% African American 10% English Learners 30% Foster Youth 25% Homeless Youth 10% Students With Disabilities  30% Math HJUHS 10% African American 5% English Learners 15% Foster Youth 10% Homeless Youth 5% Students With Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			1.19% Students With Disabilities	1.33% Students With Disabilities  *In order to protect student privacy, data is suppressed because fewer than 11 students tested.	
12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4)	53%	37.3% (DataQuest 2020-21)	37% (DataQuest 2021-22)	32.4% (DataQuest 2022-23)	60%
Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers	48%	15.6% (DataQuest 2020-21)	16% (DataQuest 2021-22)	20.3% (DataQuest 2022-23)	60%
Students Redesignated FEP Report (Priority 4)	29%	24.2% (DataQuest 2020-21)	69.2% (DataQuest 2021-22)	22% (DataQuest 2022-23)	50%
Advanced Placement Test Report (Priority 4)	49%	45% (DataQuest 2020-21)	54% (DataQuest 2021-22)	53% (College Board 2022-23)	65%
CTE Pathway Completers (Priority 4)	21%	33.4% (DataQuest 2020-21)	40% (Aeries 2021-22)	44.1% (DataQuest 2022-23)	40%
College Career Indicator (Priority 4)	44% Prepared	No Data	Not Reported In 2022	42.1% Prepared (DataQuest 2022-23)	100% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Assessment Test Results: Students Tested (Priority 4)	95%	86% (Inspect Assessment 2020-21)	ELA Participation Rate Report 97% (CA Dashboard 2022) Math Participation Rate Report 97% (CA Dashboard 2022)	ELA Participation Rate Report 97% (CA Dashboard 2023) Math Participation Rate Report 97% (CA Dashboard 2023)	95%
District Mark Distribution (Priority 8)	32% A's 17% B's 14% C's 10% D's 26% F's	33% A's 19% B's 11% C's 13% D's 24% F's	34% A's 19% B's 12% C's 12% D's 23% F's	33% A's 20% B's 10% C's 14% D's 22% F's (Aeries 2022-23)	40% A's 30% B's 20% C's 10% D's 0% F's
% Grade 9 Students in Healthy Fitness Zone (Priority 8)	57%	13% of Students Completed One Semester, Two Quarters, or Two Trimesters of College Credit Courses (DataQuest 2020-21)	14% of Students Completed One Semester, Two Quarters, or Two Trimesters of College Credit Courses (DataQuest 2021-22)	20.8% of Students Completed One Semester, Two Quarters, or Two Trimesters of College Credit Courses (DataQuest 2022-23)	80%
College-Going Rate for HJUHSD students (Priority 8)	63%	4% Earned the State Seal of Biliteracy	1% Earned the State Seal of Biliteracy (DataQuest 2021-22)	13.8% Earned the State Seal of Biliteracy (DataQuest 2022-23)	80%

## Goal Analysis

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

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

In Goal 3, aimed at ensuring students achieve at grade level or higher to prepare for college and career readiness, we successfully executed all planned actions. However, we faced challenges with the Physical Fitness Test and college-going rate metrics, as both are no longer tracked by the state. This change in state tracking has impacted our ability to fully measure progress in these areas.

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.

In Goal 3, aimed at ensuring students achieve at grade level or higher to be prepared for college and career readiness, we expended 119% of our allocated budget. The primary driver of this increased expenditure was our incorporation of Career Technical Education teachers into Goal/Action 3.1. This ongoing investment in CTE reflects our commitment to providing students with the skills and experiences necessary for success in both higher education and the workforce.

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

Our current assessment data reflects a concerning downward trend, particularly in English and Math proficiency, with decreases from a baseline of 56% to 46% and 18% to 17%, respectively. This decline extends to key academic metrics, notably the completion rates of courses required for CSU and UC admission, dropping from 53% to 32%. These challenges persist amid the lingering impacts of school closures. However, there are encouraging developments, including a notable rise in CTE pathway completers from 21% to 42%, and an increase in students earning their State Seal of Biliteracy, climbing from 4% to 14%. Based on the data goal 3 was not successful.

We also experienced increased expenditures in our Career and Technical Education (CTE) programs. We invested more than originally planned to offer a more comprehensive Project-Based Learning experience, particularly benefiting English learners and students with disabilities.

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

To address the concerning downward trends in English and Math proficiency and the completion rates for CSU and UC admissions, HJUHSD can prioritize two strategies. First, expanding targeted academic interventions, particularly in English and Math, is essential. By enhancing tutoring programs, providing additional instructional support, and utilizing data-driven teaching practices, the district can better address learning gaps exacerbated by school closures. This approach should focus on both foundational skills and higher-order thinking, especially for students who have fallen behind.

Second, building on the success of the Career and Technical Education (CTE) programs, HJUHSD should continue integrating Project-Based Learning (PBL) across a broader range of subjects. Given the increased completion rates in CTE pathways and the notable rise in students earning their State Seal of Biliteracy, expanding PBL could further engage students in hands-on learning experiences that link academic content to real-world applications. This strategy would particularly benefit English learners and students with disabilities, who have already shown progress within the CTE framework. By reinforcing both academic interventions and experiential learning, the district can foster more comprehensive student success.

Specifically, Action 3.1 has been revised from "not contributing" to "contributing." Upon review, we determined that these actions should have been contributing in prior years as well. However, it is important to note that despite these actions not contributing previously, we were still able to meet our Minimum Proportionality Percentage (MPP) during those years.

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

## Goals and Actions

### Goal

Goal #	Description
4	English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	N/A	N/A	43.6% Low (2022 Dashboard)	42% making progress towards English language proficiency Orange (2023 Dashboard)	45% Medium
Suspension Rate Indicator (EL)	N/A	N/A	11.4% Very High (2022 Dashboard)	14% suspended at least one day Red (2023 Dashboard)	8% High
Graduation Rate Indicator (EL)	N/A	N/A	89.9% Medium (2022 Dashboard)	87% graduated Orange (2023 Dashboard)	91% High
English Language Arts Indicator (EL)	N/A	N/A	-101.9 Average distance from Standard (2022 Dashboard) Very Low	97 points below standard Orange (2023 Dashboard)	-45 Average distance from Standard Low
Mathematics Indicator (EL)	N/A	N/A	-196.2 Average distance from Standard (2022 Dashboard) Very Low	125 points below standard Red (2023 Dashboard)	-115 Average distance from Standard Low

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completed at Least One Career Technical Education (CTE) Pathway (EL)	N/A	N/A	28.1% (2022 DataQuest)	16% (2023 DataQuest)	35%
Completed a-g Requirements (EL)	N/A	N/A	4.5% (2022 DataQuest)	7% (2023 DataQuest)	15%

## Goal Analysis

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

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

This goal was introduced in the 2023-24 academic year, so we have not yet seen its full impact. However, we successfully implemented the planned actions. Notably, we hired an English Learner coach who has assembled a team of teachers dedicated to implementing EL strategies across the district. We encountered minimal difficulties along the way, primarily related to the time required for district-wide implementation and establishing a process for monitoring progress.

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.

We spent approximately 60% of the budgeted amount. Originally, we planned to cover the entire salary from the LCAP funds. However, we later decided to split the salary between LCAP and Title I funds, leading to the reduced expenditure from the LCAP budget.

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

We also experienced increased expenditures in our Career and Technical Education (CTE) programs. We invested more than originally planned to offer a more comprehensive Project-Based Learning experience, particularly benefiting English learners and students with disabilities. Despite these efforts, progress within HJUHSd has been sluggish, particularly in enhancing English Learner proficiency, as indicated by a lack of growth in the EL Progress indicator alongside rising suspension rates and declining graduation rates. However, strides have been made in advancing State Assessment proficiency in English Language Arts (ELA) and Mathematics. There has been a notable



decline in enrollment in Career Technical Education (CTE) pathway programs, which we attribute to compulsory English Language (EL) classes that limit EL students' elective choices. Based on the data goal 4 was not successful.

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

HJUHSD can address its challenges by implementing two key strategies: enhancing English Learner (EL) support and revising the structure of Career and Technical Education (CTE) programs. To improve EL proficiency, the district could integrate more targeted language development interventions within project-based learning activities. This would allow English learners to build both language and subject-specific skills, reinforcing language acquisition while promoting engagement. Additionally, professional development for teachers on differentiated instruction can ensure that EL students are receiving tailored support in all classes, helping to raise their proficiency levels.

Secondly, to reverse the decline in CTE enrollment, particularly among EL students, HJUHSD can offer greater flexibility in elective scheduling. By expanding access to CTE programs without conflicting with compulsory EL classes, the district can encourage EL students to participate in pathways that align with their career interests. Adjusting scheduling options or offering after-school or summer CTE programs can ensure that these students are not forced to choose between essential language support and valuable technical education opportunities. This holistic approach will allow the district to foster both language growth and career readiness, benefiting its most vulnerable students.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



# 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
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

## Plan Summary [2024-25]

### General Information

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

The Hanford Joint Union High School District is dedicated to serving the educational needs of approximately 4,000 students across a diverse range of programs. Our district encompasses three comprehensive high schools, a continuation high school, an online charter school, a community day school, and an adult school. With a team of approximately 400 dedicated staff members, we operate within a budget of approximately \$75 million in revenue and \$63 million in expenditures. The unspent revenues included one-time dollars received for ESSER & LRB grants to provide quality education to our community.

Spanning 254 square miles, our district serves the City of Hanford, Armona, and the eastern portion of Kings County, catering to an estimated 58,469 residents. Students join us from six elementary public school districts and three private schools, contributing to a rich tapestry of social and ethnic backgrounds. Approximately 18% of our student body is white, while about 72% identify as Hispanic or Latino.

Since 2006-07, the implementation of attendance boundaries has facilitated the attendance of students at Hanford High School, Hanford West High School, or Sierra Pacific High School, based on their residential addresses. These boundaries were established collaboratively with input from parents and community stakeholders, fostering the development of neighborhood schools while ensuring a balanced student population distribution.

Our district enjoys strong relationships with labor unions and unwavering support from the community. Over the years, we have fostered successful partnerships with local agencies and organizations, including the City of Hanford, the County of Kings, the Hanford Chamber of Commerce, the College of the Sequoias, West Hills Community College, and local elementary school districts. The support from our community was evident in the passage of bond measures, such as the \$30 million bond in 1998 and the \$33.5 million bond in 2004, which funded crucial additions, modernizations, and the construction of Sierra Pacific High School.

With a commitment to student success, our educators have been diligently working on improving academic achievement by aligning our curriculum with state standards, fostering teacher collaboration, and conducting thorough analyses of student assessments. Professional development initiatives are focused on enhancing teaching practices to elevate student learning outcomes.

Beyond academics, our district offers a plethora of extracurricular activities, including nationally recognized programs like FFA, award-winning sports teams, cheerleading squads, music programs, and an esteemed Naval Junior ROTC program. Students are encouraged to explore their interests through participation in athletic activities, academic clubs, and social organizations, ensuring a well-rounded educational experience for all.

Beginning in the 2024-25 school year, Earl F. Johnson will receive additional funding through the Equity Multiplier program. This funding is awarded to EFJ due to its prior year non-stability rate exceeding 25% and a socioeconomically disadvantaged pupil rate over 70%. With this support, EFJ plans to enhance its Career and Technical Education (CTE) programs to improve student stability rates.

## Reflections: Annual Performance

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

Overall, in the academic performance section at Hanford Joint Union High School, there were mixed results in both English Language Arts (ELA) and Math. In ELA, the performance for all students declined by 7.5 points, with English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities (SWDs) performing below the standard. English Learners saw a slight increase but still remained significantly below the standard, while SWDs remained the lowest-performing group. In Math, there was a slight improvement in performance for all students, but they still remained well below the standard. Again, various subgroups such as Hispanic students, English Learners, Homeless students, Socioeconomically Disadvantaged students, and SWDs performed below the standard, with SWDs being the lowest performing. Additionally, there has been an increase in suspension rates among English Learners, Hispanic

students, and Socioeconomically Disadvantaged students, further highlighting the need for targeted interventions and support systems to address both academic and behavioral challenges in these vulnerable populations.

In terms of English Language Proficiency progress, 41.9% of English Learners are making progress towards proficiency.

Regarding college and career readiness, the percentage of high school graduates placed in the "Prepared" level on the College/Career Indicator varied across different groups. English Learners and Students with Disabilities had very low preparedness rates, while African Americans, Foster Youth, Homeless, and Socioeconomically Disadvantaged students had low rates. Hispanics had a medium preparedness rate, while Two or More Races and White students had high preparedness rates.

Regrettably, Hanford Community School has been designated with the lowest performance level, largely due to disproportionately high suspension rates, particularly among Hispanic and Socio-Economically Disadvantaged communities. It's important to note that the student population consists of individuals who have been expelled from their prior educational institutions or districts, which presents an ongoing challenge in maintaining student discipline.

Hanford West High School exhibits a disproportionately high suspension rate, particularly among its Socio-Economically Disadvantaged, English Learner, and Hispanic populations. Additionally, the school faces challenges in supporting Students with Disabilities to meet the "ready" designation on the College Career Indicator metric. Many of these students are significantly below grade level, often more than four grades behind. Despite efforts to provide accommodations and modifications, achieving college readiness remains a considerable challenge.

Sierra Pacific High School is currently below proficient in Math across the entire school, with particular struggles noted within the Hispanic and Socio-Economically Disadvantaged populations. To address this, we are implementing a focused effort on improving Tier I instruction and offering intervention support to our most vulnerable students.

Hanford High School's College and Career Indicator metric for English Learners and Students with Disabilities remains disproportionately low compared to peers, with concerning rates of "readiness." Challenges persist particularly due to language barriers and proficiency levels among these groups. Additionally, the school is grappling with significantly high suspension rates among African Americans, Homeless, and students with Disabilities.

The Hanford Joint Union High School District has been identified as requiring Differentiated Assistance to address specific performance challenges, including significant disparities in suspension rates across student groups. This tailored support will focus on developing targeted strategies to improve outcomes for all students.

## Reflections: Technical Assistance

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

To address the identified challenges of lower performance in Math among Hispanic students, disproportionate suspension rates for both Hispanic students and English Learners, and the insufficient preparation of English Learners for success on the College Career Indicator (CCI), HJUHS is implementing a comprehensive intervention strategy.

The Hanford Joint Union High School District has been identified as requiring Differentiated Assistance to address specific performance challenges, including significant disparities in suspension rates across student groups. This tailored support will focus on developing targeted strategies to improve outcomes for all students.

The aim is to refine Tier 1 interventions with a focus on effective instruction and engagement strategies tailored to benefit English Learners while acknowledging their potential impact on all students. This includes integrating the Instructional Rounds process to strengthen the implementation of engagement strategies and create a supportive learning environment.

Furthermore, HJUHSD has redesigned Tier 2 interventions across all school sites to provide enhanced support for struggling students. An MTSS team has been established to identify students at risk of suspension and deliver targeted interventions aimed at reducing suspension instances. These interventions aim to empower students with the tools and resources necessary for healthier choices, fostering a positive school climate conducive to academic success and personal growth.

In line with our commitment to student support and inclusivity, HJUHSD has introduced the Intervention Coordinator position. This role will reinforce the MTSS framework by streamlining intervention efforts, identifying at-risk students, and implementing targeted strategies to address their individual needs effectively.

The Intervention Coordinator will facilitate communication and collaboration between faculty, administration, and support staff to ensure the seamless delivery of interventions. Additionally, they will monitor student progress, refine strategies as needed, and provide ongoing support to both students and educators.

## 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.

Hanford Community Day School

### ***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 school has a robust support system in place to ensure students receive the necessary assistance to excel academically and reach their full potential. Three part-time instructional aides are employed to provide daily support to students, aiding them in keeping up with classwork, completing assignments, and addressing any academic learning gaps. To target specific areas of need, students utilize Exact Path/Read 180 programs following initial assessments in Math and English. Once credit recovery requirements are fulfilled, students integrate Edynamics courses into their daily schedules, enabling them to earn additional credits towards their high school diploma and explore career pathways



through CTE courses. This integration has proven vital, particularly for 9th and 10th-grade students, enhancing their readiness for college and careers.

To further ensure student success, the Collaborative Decision-Making Support (CDS) team convenes bi-weekly meetings to identify and support students at risk, employing a multi-tiered system of support (MTSS). This team, comprising teachers, academic counselors, School Resource Officers (SROs), School Social Workers, and administrators, collaborates to implement targeted interventions. These interventions encompass mentorship, academic goal setting, home visits, and truancy parent meetings, addressing attendance-related concerns. Moreover, a range of services, including peer mentoring, anger management, and drug/alcohol counseling, as well as daily social-emotional support, are provided to bolster students' opportunities for success.

Recognizing the importance of parental involvement, the administration conducts parent meetings every six weeks for students with multiple failing grades or outstanding academic and expulsion requirements. Through these concerted efforts, the school remains dedicated to fostering a supportive environment conducive to academic achievement and holistic student development.

### ***Monitoring and Evaluating Effectiveness***

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

The district's monitoring system for the Comprehensive School Improvement (CSI) plan will incorporate multiple metrics, including the College Career Indicator (CCI), Stability Rate, Chronic Absenteeism, and Graduation Rate, to comprehensively measure its effectiveness. This holistic approach will involve various stakeholders, including district administrators, school principals, teachers, and support staff, in tracking student academic performance, attendance, behavior, engagement, and college and career readiness.

Regular data analysis will serve as the foundation for tracking progress and informing adjustments to the plan. District administrators and support staff will conduct site visits to observe implementation firsthand, providing valuable insights. Feedback mechanisms, such as surveys, focus groups, and meetings, will gather input from all stakeholders on the plan's impact and areas for improvement.

Schools will be required to submit progress reports outlining the implementation's effect on student outcomes, with district-level reviews assessing progress and identifying challenges. Continuous professional development and training opportunities will be provided to ensure staff have the skills and resources needed for effective implementation.

Based on data analysis, feedback, and reviews, the district will adapt and revise the plan as necessary to address emerging needs and challenges. These monitoring strategies will ensure accountability, facilitate continuous improvement, and support the success of the plan in improving student outcomes district-wide, with the CCI, Stability Rate, Chronic Absenteeism, and Graduation Rate serving as comprehensive measures of progress toward various educational goals.

# 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
9/21/2023 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	A presentation on Goals 1 and 2 was shared, with input and questions documented, addressed, or tabled for further discussion. All information was recorded in the CAC minutes. We received clear feedback from parents and students expressing the need for increased mental health support. In response, HJUHSd added Action 1.8 to Goal 1 to expand support services. Additionally, partners emphasized the importance of a more robust academic intervention system, leading to the addition of Action 2.3 to Goal 2, focused on enhancing Math and English interventions.
9/29/2023 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	A presentation on Goals 1 and 2 was shared, with input and questions documented, addressed, or tabled for further discussion. All information was recorded in the CAC minutes. We received clear feedback from parents and students expressing the need for increased mental health support. In response, HJUHSd added Action 1.8 to Goal 1 to expand support services. Additionally, partners emphasized the importance of a more robust academic intervention system, leading to the addition of Action 2.2 to Goal 2, focused on enhancing Math and English interventions.
12/1/2023 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	A presentation on Goals 3 and 4 was shared, with all input and questions documented, addressed, or tabled for further discussion. One key suggestion was to provide training for teachers on ELD strategies and integrating ELD into all classrooms. In response, Action 3.1 was added to Goal 3 to meet this need.

Educational Partner(s)	Process for Engagement
12/7/2023 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	presentation on Goal 3 & Goal 4 was shared, input/questions were documented, answered, or tabled. Information was gathered and recorded in the CAC minutes.
2/27/2024 - HJUHSD Board Meeting (Board of Trustees)	input/questions were documented and answered. Information was gathered and recorded in the board minutes.
3/21/2024 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	presentation on district transportation and the district safety plan were shared, input/questions were documented, answered, or tabled. Information was gathered and recorded in the CAC minutes
4/25/2024 - DELAC (District English Learner Advisory Committee) Meeting	input/questions were documented, answered, or tabled. Information was gathered and recorded in the DELAC minutes.
5/1/2024 - Superintendent Advisory Committee at Hanford Joint Union High School District	LCAP Goals were shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in the SAC minutes.
5/28/2024 – The HJUHSD LCAP Leadership Team (District Administrators, Curriculum Facilitators, PLC Coordinators & Academic Coaches)	presentation on LCAP was shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in the Committee minutes.
5/29/2024 - EFJ/CDS Educational Partners (Teachers, Parents and Students)	I explained the Equity Multiplier to our partners and gathered their input. They expressed a strong desire for more career education opportunities at EFJ and CDS. In response, HJUHSD added Action Item 4.1 to Goal 4 to address this need by aligning the career technical pathways from CDS and EFJ to the three comprehensive sites, ensuring that when students transition back, they can continue their career tech pathway seamlessly.
5/30/2024 – Budget Committee at Hanford Joint Union High School District	LCAP Goals were shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in the Budget Committee minutes.
6/12/2024 - SELPA	LCAP Goals were shared, SELPA encourage your team to think about how you can incorporate LCAP funding to build the capacity of your general ed teachers with understanding their role in IEP development, application of accommodations/modifications within the general education setting.

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

In response to feedback from educational partners, the HJUHSD Local Control and Accountability Plan (LCAP) is being enhanced to better address local needs while aligning with state and district objectives. Input from various stakeholders, including the DELAC, SAC, and CAC, has led to the addition of several key actions: Action 1.8 to expand mental health support services, Action 2.2 to strengthen Math and English interventions, Action 3.1 to provide teacher training on ELD strategies, and Action 4.1 to increase career education opportunities at EFJ and CDS through the Equity Multiplier. The LCAP development process remains collaborative, with ongoing engagement through surveys, forums, and meetings to ensure that it reflects the community's priorities and fosters transparency and accountability.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Ensure that every student in HJUHS D has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HJUHS D acknowledges the pivotal roles of parental involvement, pupil engagement, and school climate in bolstering student engagement. It firmly believes that nurturing a safe, supportive school environment, grounded in equitable practices, is instrumental in driving student achievement. Moreover, HJUHS D is committed to ensuring the conditions for learning are equitable, underpinned by a robust curriculum, effective means of gauging student progress, and a culture that fosters support and engagement. This commitment extends to providing safe and secure facilities conducive to the holistic development of every student.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (Priority 1C)	95% (Fit Tool 2022-23)			100% good	
1.2	Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C)	464 parent responses (YouthTruth 2022-23) Students rated HJUHS D 3.19 out 5 on "feeling safe"			1500 responses Students rated HJUHS D 4 out 5 on "feeling safe" Students rated HJUHS D 4 out 5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students rated HJUHS 3.47 out of 5 on "feeling connectedness" Parents rated HJUHS 3.56 out of 5 on "feeling safe" Parents rated HJUHS 3.36 out of 5 on "feeling connectedness" Staff rated HJUHS 3.75 out of 5 on "feeling safe" Staff rated HJUHS 3.96 out of 5 on "feeling connectedness"			on "feeling connectedness" Parents rated HJUHS 4 out of 5 on "feeling safe" Parents rated HJUHS 4 out of 5 on "feeling connectedness" Staff rated HJUHS 4 out of 5 on "feeling safe" Staff rated HJUHS 4 out of 5 on "feeling connectedness"	
1.3	Parents receiving messages from the communication tool (Priority 3 A,B, & C)	5,932 out of 5,972 (99%) contacts receiving communications (ParentSquare 2022-23)			100%	
1.4	Increase Attendance Rates (Priority 5 A)	94% (P1: 12/2023)			98%	
1.5	Decrease Chronic Absenteeism Rate (Priority 5 B)	21% (DataQuest 2022-23) 28% African American 2% Asian 5% Filipino 22% Hispanic or Latino 17% White 28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities			12% HJUHS 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino 12% White 15% English Learners 25% Foster Youth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24% Socioeconomically Disadvantaged			35% Homeless Youth 15% Students With Disabilities 17% Socioeconomically Disadvantaged	
1.6	Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged			0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged	
1.7	Decrease the Suspension Rates (Priority 6 A)	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 17% African American 2% Asian 5% Filipino 10% Hispanic or Latino 3% White 14% English Learners 20% Foster Youth 19% Homeless Youth 10% Socioeconomically Disadvantaged 16% Students With Disabilities  Schools with Red Indicators: Hanford Community Day			5% HJUHSD 10% African American 0% Asian 0% Filipino 5% Hispanic or Latino 0% White 5% English Learners 15% Foster Youth 15% Homeless Youth 5% Socioeconomically Disadvantaged 10% Students With Disabilities  Schools with Red Indicators:	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11% All 13% Hispanic 12% Socioeconomically Disadvantaged  Hanford West 11% All 13% Hispanic 19% English Learners 13% Socioeconomically Disadvantaged  Hanford High 20% African American 25% Homeless 18% Students with Disabilities			Hanford Community Day 5% All 5% Hispanic 5% Socioeconomically Disadvantaged  Hanford West 5% All 5% Hispanic 5% English Learners 5% Socioeconomically Disadvantaged  Hanford High 5% African American 5% Homeless 5% Students with Disabilities	
1.8	Decrease the Expulsion Rates (Priority 6 B)	2% (DataQuest 2021-22)			0%	
1.9	Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)	3.19 out of 5 (YouthTruth Survey Nov 2023)			4.0	
1.10	Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C)	3.15 out of 5 (YouthTruth Survey Nov 2023)			4.0	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	inclusive learning environment	Our school community is deeply committed to providing every student with equitable access to a supportive and inclusive learning environment. In the 2022-23 school year, HJUHSD identified significant disproportionality in suspension rates, with 507 suspensions recorded, 71% (362) involving unduplicated students. To address this issue, we are working closely with the County Office through Differentiated Assistance (DA) to develop targeted interventions aimed at reducing suspension rates among these students. By focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being.	\$1,471,278.00	Yes
1.2	extended learning opportunities	Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related	\$606,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.		
<b>1.3</b>	student, parent, and community communication	Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences.	\$214,170.00	Yes
<b>1.4</b>	credit recovery	Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma.	\$570,000.00	Yes
<b>1.5</b>	student transportation	Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions.	\$3,005,083.00	Yes
<b>1.6</b>	student information system	HJUHSD is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff,	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students.		
1.7	health and wellness	<p>Sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. This action addresses Suspension rates for all students, specifically Hispanics and Socioeconomically disadvantaged students at Hanford Community Day. Suspension rates for all students, specifically Hispanics, Socioeconomically disadvantaged, and English Learners at Hanford West. Suspension rates for African Americans, students with disabilities, and Homeless at Hanford High. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHS.</p> <p>Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."</p>	\$1,139,740.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	HJUHSD aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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 is critical for HJUHSD as it aims to create an inclusive, safe, and engaging environment that promotes equity, encourages parent involvement, prioritizes student safety, and fosters school connectedness. By ensuring that all students achieve proficiency at or above grade level, we equip them with the skills and readiness necessary for college, career, and lifelong success.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rate of teachers appropriately assigned. (Priority 1 A)	97% (2022-23)			100%	
2.2	Percentage of Fully Credentialed Teachers (Priority 1 A)	98% (2022-23)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Sufficiency of Materials (Priority 1 B)	0% (2022-23)			0%	
2.4	Implementation of State Adopted Curriculum in all core classes (Priority 2 A)	100% (2022-23)			100%	
2.5	Increase Graduation Rates (Priority 5 E)	94% (DataQuest 2023) 88% English Learners 87% Homeless Youth 94% Socioeconomically Disadvantaged			100% 95% English Learners 90% Homeless Youth 100% Socioeconomically Disadvantaged	
2.6	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)			4	
2.7	Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)	46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 38% African American 55% Asian 71% Filipino 43% Hispanic or Latino 54% White 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 29% Homeless Youth			70% ELA HJUHS 60% African American 60% Asian 75% Filipino 50% Hispanic or Latino 60% White 10% English Learners 30% Foster Youth 50% Homeless Youth 55% Socioeconomically disadvantaged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		44% Socioeconomically disadvantaged 4% Students With Disabilities  16% Met or Exceeded Standard for Math (DataQuest 2022-23) 10% African American 36% Asian 41% Filipino 13% Hispanic or Latino (Red Indicator) 25% White 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 0% Homeless Youth 14% Socioeconomically disadvantaged 1% Students With Disabilities  Schools with Red Indicators: Sierra Pacific 18% All 14% Hispanic 16% Socioeconomically Disadvantaged			10% Students With Disabilities  30% Math HJUHS 25% African American 40% Asian 50% Filipino 20% Hispanic or Latino 30% White 5% English Learners 15% Foster Youth 10% Homeless Youth 20% Socioeconomically disadvantaged 5% Students With Disabilities  Schools with Red Indicators: Sierra Pacific 20% All 16% Hispanic 18% Socioeconomically Disadvantaged	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)	38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 3% Homeless Students			50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Homeless Students	
2.9	Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D)	20% (DataQuest 2022-23) 3% English Learners 5% Foster Students 17% Socioeconomically Disadvantaged			30% 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged	
2.11	College Career Indicator (Priority 7 A)	42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged 1% Students with Disabilities (Red Indicator)  Schools with Red Indicators: Hanford High 3% English Learners  Hanford West 0% Students with Disabilities			60% 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged 5% Students with Disabilities  Schools with Red Indicators: Hanford High 5% English Learners  Hanford West 5% Students with Disabilities	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	CTE Pathway Completers (Priority 4 C)	44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students			60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students	
2.13	Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	ELA Participation Rate Report 98% (CA Dashboard 2023)  Math Participation Rate Report 98% (CA Dashboard 2023)			99%	
2.14	Students earning the State Seal of Biliteracy (Priority 8 A)	6% Earned the State Seal of Biliteracy (DataQuest 2022-23)			20%	
2.15	California Science Test (CAST) Results: Science (Priority 4 A)	18% Met or Exceeded Standard (DataQuest 2022-23) 10% African American 34% Asian 40% Filipino 14% Hispanic or Latino 31% White 1% English Learners 10% Foster Youth 6% Homeless Youth 13% Socioeconomically disadvantaged			25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino 40% White 5% English Learners 15% Foster Youth	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1% Students With Disabilities			10% Homeless Youth 15% Socioeconomically disadvantaged 5% Students With Disabilities	
2.16	Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G)	60% (College Board 2024)			75%	
2.17	Students are scheduled appropriately (Priority 7 B)	95% (Master Schedule)			100%	
2.18	Credit Recovery Opportunities (Priority 7 C)	95% Students have access (Zero Hour)			100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	common core aligned resources	HJUHS D will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically.	\$160,000.00	Yes
2.2	digital resources	Continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research, and other essential resources, supporting their academic success and readiness for the future.	\$1,365,000.00	Yes
2.3	ELA and math intervention	<p>Implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHS D, with a specific focus on Hispanic and Socioeconomically Disadvantaged students at Sierra Pacific.</p> <p>Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the Math proficiencies of 9th-grade students. By targeting early, we hope to have a lasting positive impact on their academic and social outcomes.</p>	\$840,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	professional learning communities	<p>Enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student. This action targets the College Career Indicator for all English Learners and Students with Disabilities at HJUHS, with a specific focus on English Learner students at Hanford High and Students with Disabilities at Hanford West.</p> <p>Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address College and Career Readiness of students. By targeting them, we hope to have a lasting positive impact on their academic and career development.</p>	\$253,000.00	Yes
2.5	continuation school	Persist in delivering educational support and resources through Earl F. Johnson Continuation High School (EFJ) to empower 11th and 12th-grade students who face the risk of non-graduation or dropping out, ensuring they have the necessary tools and opportunities to succeed academically and beyond. These additional opportunities help students develop skills such as teamwork, resilience, and responsibility, further enhancing their overall success, both in school and in life. By engaging in these activities, students are more likely to stay connected to their school community, boosting graduation rates and preparing them for future challenges.	\$1,340,000.00	Yes
2.6	community day school	Maintain and enhance Community Day School (CDS) services tailored to meet the needs of 9th to 12th-grade students who have been expelled, fostering a supportive educational environment that promotes their academic success, personal growth, and successful reintegration into mainstream education. By offering this option on an LEA-wide basis, all students have access to a second chance at education, ensuring that disciplinary actions do not disproportionately affect certain groups.	\$1,057,000.00	Yes
2.7	project based learning	Continue to enhance the provision of opportunities for students to engage in innovative, authentic, and project-based learning experiences. For Unduplicated Pupils, including English learners, low-income students, and	\$860,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, CTE courses offer opportunities for economic mobility and empowerment.		
<b>2.8</b>	assessment, analysis and reports	Continue leveraging a Data and Analysis program to facilitate the development of CCSS-aligned assessments, generate comprehensive reports, and conduct insightful data analysis. Regular monitoring helps assess progress, ensuring effective instructional strategies, while data-driven decision-making allocates resources where they are needed most. Early interventions can address foundational skills before they impact CAASPP scores, and tracking attendance, behavior, and academic performance increases accountability for both students and teachers. For unduplicated pupils and LTELs, data ensures targeted academic and language support, boosting performance in key areas. By setting benchmarks and measurable goals, HJUHSD can focus efforts on improving CAASPP outcomes, fostering a culture of continuous improvement and motivation among students.	\$34,000.00	Yes
<b>2.9</b>	class size reduction	Sustain the provision of smaller class sizes in ELA (English Language Arts) to enhance individualized instruction and student engagement. Additionally, smaller class sizes allow for better classroom management and more targeted academic support, enabling teachers to quickly identify and address gaps in learning. This creates a more supportive, focused, and personalized learning environment, ultimately leading to better academic outcomes and overall success for these students.	\$425,000.00	Yes
<b>2.10</b>	college and career support	Sustain the College and Career Readiness Center for student guidance, alongside a Work-Based Learning Coordinator for internships. Maintain integrated college and career instruction within HJUHSD. We are specifically targeting our unduplicated pupils with one-on-one counseling and career advising to help them narrow down a college and career path.	\$1,145,000.00	Yes
<b>2.11</b>	teacher development and support	Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful	\$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning environments. These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	English Learner students will achieve at grade level or higher to ensure college and career readiness while engaging in a culture that supports school connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is of paramount importance as it encompasses two vital aspects for English Learner students. Achieving grade-level proficiency or higher ensures their readiness for college and career opportunities, equipping them with the necessary academic skills to succeed in higher education and future endeavors. Simultaneously, fostering a culture that supports school connectedness nurtures a positive and inclusive environment where students feel a sense of belonging, fostering their overall well-being, motivation, and engagement in learning. By addressing both academic achievement and social-emotional development, this goal recognizes the holistic needs of English Learners, empowering them to thrive academically and personally, and setting them up for long-term success. HJUHSD has also been identified as DA due to the lack of progress of English Learners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (Priority 4 E) (Priority 2 B)	42% making progress towards English language proficiency Orange (2023 Dashboard)			50%	
3.2	English Learner Suspension Rate Indicator (Priority 6 A)	14% suspended at least one day Red (2023 Dashboard) All - 8%			5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	English Learner Graduation Rate Indicator (Priority 5 E)	87% graduated Orange (2023 Dashboard)			95%	
3.4	English Learner English Language Arts Indicator (Priority 4 A)	97 points below standard Orange (2022 Dashboard)			50 points below standard	
3.5	English Learner Mathematics Indicator (Priority 4 A)	183.2 points below standard Orange (2023 Dashboard)			100 points below standard	
3.6	Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C )	16% (2023 DataQuest)			25%	
3.7	Completed a-g Requirements by English Learners (Priority 4 B)	7% (2023 DataQuest)			25%	
3.8	English Learner College Career Indicator (Priority 7 A)	8% prepared (2023 Dashboard)			15%	
3.9	English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)	13% Proficient (2023 DataQuest)			20% Proficient	
3.10	Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)			30%	
3.11	Decrease the percentage of Long-Term English Learners	21% (2024 DataQuest)			15%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(LTEL) (Priority 4 F) (Priority 2 B)					

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for English learner students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that EL students receive the necessary support to improve language proficiency and academic performance.	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	multilingual support	Enhance educational outcomes by providing comprehensive support for emerging multilingual students, fostering their linguistic proficiency, cultural integration, and academic success within a diverse learning environment. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."	\$375,000.00	Yes
<b>3.3</b>	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds, including Long-Term English Learners (LTEL), by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and academic success for LTEL students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that LTEL students receive the necessary support to improve language proficiency and academic performance.	\$40,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Earl F. Johnson High School and Hanford Community Day School will increase the Career Technical Education (CTE) completers' numbers through the implementation of engaging work-based learning activities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on feedback from our Educational Partners, adding Career Technical Education (CTE) opportunities at EFJ and CDS is set to boost CTE completers' numbers and graduation rates and reduce absenteeism by enhancing student engagement with practical, career-focused learning. These programs provide relevant skill development, clear career pathways, and additional support, which together make school more meaningful and motivate students to attend regularly. However, alternative education settings face challenges such as diverse student needs, resource constraints, and engagement barriers. Addressing these challenges is essential to ensure that CTE programs are effective and accessible, ultimately leading to improved educational outcomes.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease Chronic Absenteeism Rate (Priority 5 B)	Earl F. Johnson - 44% (2022-23 DataQuest) Hanford Community Day School - 57% (2022-23 DataQuest)			Earl F. Johnson - 30% Hanford Community Day School - 45%	
4.3	Increase Graduation Rate (Priority 5 E)	Earl F. Johnson - 88% (2022-23 DataQuest) Hanford Community Day School - 77% (2022-23 DataQuest)			Earl F. Johnson - 90% Hanford Community Day School - 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	CTE Pathway Completers (Priority 4 C)	Earl F. Johnson - 6% Completed at Least One CTE Pathway (2022-23 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2022-23)			Earl F. Johnson - 15% Hanford Community Day School - 10%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE course offerings	Enhance the variety of CTE courses to provide students with diverse career pathways and practical skills, offer workshops to equip teachers and	\$228,367.00	No

Action #	Title	Description	Total Funds	Contributing
		staff with tools to integrate work-based learning into the curriculum, and organize events and career fairs to raise student awareness and enthusiasm for CTE opportunities.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$14,185,191	\$1,577,193

## 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
29.734%	0.000%	\$0.00	29.734%

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	<p><b>Action:</b> inclusive learning environment</p> <p><b>Need:</b> Our goal is to reduce the suspension rates across all student groups, ensuring that no group is disproportionately impacted by exclusionary discipline practices. We will prioritize culturally responsive practices, restorative justice approaches, and targeted support systems to create a more inclusive</p>	Ensuring safe and secure school facilities for socioeconomically disadvantaged students is essential for providing equal opportunities and fostering a supportive learning environment. Safe schools protect students from harm, promote emotional well-being, and build community trust. For parents facing challenges, knowing their children attend a secure school provides peace of mind. Investing in these facilities not only aids individual students in overcoming obstacles but	<p>Decrease the Suspension Rates</p> <p>3% All</p> <p>5% English Learners</p> <p>15% Foster Youth</p> <p>5% Socioeconomically Disadvantaged</p>

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
	<p>environment for all students. By doing so, we can close the gap and ensure that every student has the opportunity to succeed.</p> <p>8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged</p> <p><b>Scope:</b> LEA-wide</p>	<p>also contributes to a more equitable and prosperous society in the long run.</p>	
1.2	<p><b>Action:</b> extended learning opportunities</p> <p><b>Need:</b> Our school is dedicated to fostering a learning environment where every student is present and engaged. However, the current chronic absenteeism rate reveals significant disparities among student groups. While the overall rate for all students is 21%, unduplicated student groups face much higher rates of chronic absenteeism.</p> <p>21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged</p> <p><b>Scope:</b></p>	<p>Offering extended learning opportunities in areas such as art, music, theatre, and choir can increase attendance rates by enhancing overall student engagement and motivation. These extracurricular activities provide avenues for self-expression, creativity, and personal growth, which can make school more appealing and enjoyable for students. By participating in these activities, students develop a sense of belonging and connection to their school community, leading to increased attendance as they look forward to these enriching experiences.</p>	<p>Decrease Chronic Absenteeism</p> <p>12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged</p>

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		
<b>1.3</b>	<p><b>Action:</b> student, parent, and community communication</p> <p><b>Need:</b> 99% of parents receive messages from the communication tool</p> <p>5,932 out of 5,972 (99%) contacts receiving communications</p> <p><b>Scope:</b> LEA-wide</p>	<p>ParentSquare enhances standard school communication by integrating various channels into one platform, offering real-time updates via instant messaging, emails, and mobile notifications, which traditional methods cannot match. It supports two-way communication, allowing parents to engage directly with teachers and staff. Features like automatic translation ensure inclusivity for non-English speaking families, while tools for sharing digital resources facilitate easy access to documents and educational materials. By centralizing all communication records, ParentSquare improves organizational efficiency and ensures no information is lost. Historically, communication has been a significant concern for our unduplicated students and their families. Five years ago, we implemented ParentSquare to address these concerns, and since then, we have seen tremendous success. As a result, we remain committed to utilizing ParentSquare to ensure ongoing effective communication with our students and their parents.</p>	100% of parents receiving communication from the school
<b>1.4</b>	<p><b>Action:</b> credit recovery</p> <p><b>Need:</b> Decrease the Four-Year Adjusted Cohort Dropout rate</p> <p>2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged</p>	<p>Providing credit recovery courses serves as a crucial lifeline in decreasing dropout rates, particularly for low socioeconomically challenged English learners and foster students. These courses offer an opportunity for students who have fallen behind academically to catch up, earn missing credits, and stay on track toward graduation. For students facing socioeconomic challenges, credit recovery courses provide a second chance to overcome obstacles and</p>	<p>Four-Year Adjusted Cohort Dropout rate to</p> <p>0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged</p>



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
	<b>Scope:</b> LEA-wide	succeed academically, reducing the likelihood of dropping out due to academic setbacks.	
1.5	<b>Action:</b> student transportation  <b>Need:</b> Decrease Chronic Absenteeism Rate  21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged  <b>Scope:</b> LEA-wide	Our school faces a significant gap in chronic absenteeism, with the overall rate at 21%, but much higher rates for unduplicated student groups, such as 28% for English Learners, 51% for foster youth, 49% for homeless youth, 33% for students with disabilities, and 24% for socioeconomically disadvantaged students.	Decrease Chronic Absenteeism All 12% 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged
1.6	<b>Action:</b> student information system  <b>Need:</b> Decrease Chronic Absenteeism Rates  21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged  <b>Scope:</b>	Aeries Analytics surpasses a base Student Information System (SIS) by offering advanced data analysis, customizable reports, and predictive tools that provide deep insights into student performance and attendance.	Decrease Chronic Absenteeism 12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged

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		
<b>1.7</b>	<p><b>Action:</b> health and wellness</p> <p><b>Need:</b> increase interventions to reduce suspensions</p> <p>8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged</p> <p><b>Scope:</b> LEA-wide</p>	It is important for students to believe that their school fosters a culture of respect and fairness because it creates a safe and supportive learning environment. When students feel respected and treated fairly, they are more likely to engage in their education, participate in class, and build positive relationships with peers and teachers. We have developed a comprehensive alcohol and drug prevention program and a specific anger management system that allows students to receive help from social workers and counselors.	<p>Decrease Suspension Rate</p> <p>3% All 5% English Learners 15% Foster Youth 5% Socioeconomically Disadvantaged</p>
<b>2.1</b>	<p><b>Action:</b> common core aligned resources</p> <p><b>Need:</b> To ensure students have state-aligned materials</p> <p>46% Met or Exceeded Standard for ELA (DataQuest 2022-23)</p> <p>8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged</p>	Access to necessary supplies supports their academic progress, helps build confidence, and encourages engagement.	<p>Increase the proficiency on CAASPP</p> <p>70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged</p> <p>30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged</p>

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
	<p>16% Met or Exceeded Standard for Math (DataQuest 2022-23)  3% English Learners  Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.  14% Socioeconomically disadvantaged</p> <p><b>Scope:</b>  LEA-wide</p>		
<b>2.2</b>	<p><b>Action:</b>  digital resources</p> <p><b>Need:</b>  Increase student's College and Career readiness</p> <p>42% Prepared (DataQuest 2022-23)  8% English Learners  23% Foster Youth  35% Socioeconomically Disadvantaged</p> <p><b>Scope:</b>  LEA-wide</p>	We are committed to ensuring that all students have the resources they need to be prepared for both career and college opportunities.	College Career Indicator 60% All - Prepared 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged
<b>2.3</b>	<p><b>Action:</b>  ELA and math intervention</p> <p><b>Need:</b>  Students are not progressing at their same rate as their peers.</p>	These targeted interventions offer personalized instruction and additional practice, helping students improve proficiency and confidence in these core subjects. Offering these interventions on an LEA-wide basis ensures that all students who need extra support, regardless of their	Increase proficiency of CAASPP 70% ELA All 10% English Learners 30% Foster Youth

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
	<p>46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged</p> <p>16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged</p> <p><b>Scope:</b> LEA-wide</p>	specific school, have access to these essential resources.	<p>55% Socioeconomically disadvantaged</p> <p>30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged</p>
2.4	<p><b>Action:</b> professional learning communities</p> <p><b>Need:</b> Students are not leaving high school college and career ready</p> <p>42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged</p>	PLCs enable teachers to share strategies, analyze student performance, and tailor interventions specifically for English learners, low-income students, and foster youth, addressing their unique challenges. Implementing PLCs on an LEA-wide basis ensures consistency in teaching quality and access to best practices across all schools in the district.	<p>College Career Indicator 60% All 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged</p>

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
	<b>Scope:</b> LEA-wide		
<b>2.5</b>	<p><b>Action:</b> continuation school</p> <p><b>Need:</b> Graduation rates are not at the same rate as peers. Increase EFJ graduation rate from 88% to the district average of 94%.</p> <p>94% (DataQuest 2023) 88% English Learners Foster Youth (To protect student privacy, data are suppressed) 94% Socioeconomically Disadvantaged</p> <p><b>Scope:</b> Schoolwide</p>	By providing an enhanced alternative education setting that includes smaller class sizes, ELD classes, SpEd services, SEL supports, on-site therapists, as well as extracurricular activities like athletics, clubs, and student leadership. EFJ offers a comprehensive support system for foster youth and socioeconomically disadvantaged students. This holistic approach not only addresses academic and emotional needs but also fosters personal growth, leadership, and social connections through extracurricular engagement.	<p>Graduation Rate - Earl F. Johnson 91% All Foster Youth (To protect student privacy, data are suppressed) 91% Socioeconomically Disadvantaged</p>
<b>2.6</b>	<p><b>Action:</b> community day school</p> <p><b>Need:</b> increase graduation rates of CDS students from 77% to the district average of 94%.</p> <p>77% (DataQuest 2023) English Learners - To protect student privacy, data are suppressed for unduplicated students Homeless Youth - To protect student privacy, data are suppressed for unduplicated students</p>	These alternative schools often provide individualized instruction, counseling, and behavioral support tailored to the unique needs of expelled students, including English learners, low-income students, and foster youth.	<p>Graduation rates - Hanford Community Day 80% All 78% Socioeconomically Disadvantaged</p>

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
	<p>73% Socioeconomically Disadvantaged</p> <p><b>Scope:</b> Schoolwide</p>		
<b>2.7</b>	<p><b>Action:</b> project based learning</p> <p><b>Need:</b> Students are not competing in CTE pathways at the same rate as their peers</p> <p>44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students</p> <p><b>Scope:</b> LEA-wide</p>	These courses provide hands-on learning experiences in various fields, allowing students to explore potential career paths and develop valuable skills relevant to the workforce.	<p>CTE Pathway Completers</p> <p>60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students</p>
<b>2.8</b>	<p><b>Action:</b> assessment, analysis and reports</p> <p><b>Need:</b> Students are not progressing at the same rate as their peers.</p> <p>46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p>	Tracking data is essential for Hanford Joint Union High School (HJUHSD) students and teachers, as it allows for personalized instruction by identifying learning gaps and tailoring support to individual needs, particularly in Math and English.	<p>Increase the proficiency on CAASPP</p> <p>70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged</p> <p>30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged</p>

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
	<p>44% Socioeconomically disadvantaged</p> <p>16% Met or Exceeded Standard for Math (DataQuest 2022-23)</p> <p>3% English Learners</p> <p>Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>14% Socioeconomically disadvantaged</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.9</b>	<p><b>Action:</b> class size reduction</p> <p><b>Need:</b> ELA proficiency scores are lower than peers</p> <p>46% Met or Exceeded Standard for ELA (DataQuest 2022-23)</p> <p>8% English Learners</p> <p>Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested.</p> <p>44% Socioeconomically disadvantaged</p> <p><b>Scope:</b> LEA-wide</p>	<p>Lowering the average class size from 30 to 24 in English classes will significantly enhance learning for English learners, foster youth, and low-income students by providing increased individual attention and improved student engagement. Teachers can implement more effective differentiated instruction and build stronger relationships with students, which is particularly beneficial for those needing specialized language support or personalized academic interventions.</p>	<p>Smarter Balanced Assessment Test Results: ELA</p> <p>70% ELA All</p> <p>10% English Learners</p> <p>30% Foster Youth</p> <p>55% Socioeconomically disadvantaged</p>
<b>2.10</b>	<p><b>Action:</b> college and career support</p>	<p>For English learners, low-income students, and foster youth, focused college and career readiness programs can break cycles of poverty and</p>	<p>Pupils who have completed both UC or CSU entrance</p>

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
	<p><b>Need:</b>  20% All  3% English Learners  5% Foster Students  17% Socioeconomically Disadvantaged</p> <p><b>Scope:</b>  LEA-wide</p>	instability, fostering long-term self-sufficiency and empowerment.	requirements and CTE pathway completers 30% All 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged
2.11	<p><b>Action:</b>  teacher development and support</p> <p><b>Need:</b>  Fully credentialed teachers are better for Unduplicated Pupils because they possess the necessary expertise, training, and experience to address diverse learning needs effectively.</p> <p>38% (DataQuest 2022-23)  7% English Learners  31% Socioeconomically Disadvantaged  5% Foster Students</p> <p><b>Scope:</b>  LEA-wide</p>	These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.	Increase students who met the UC/CSU requirements 50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Foster Students



## 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
3.1	<p><b>Action:</b> Assess and address individual language needs.</p> <p><b>Need:</b> EL students are not progressing at the same rate as their peers. 8% Met or Exceeded the Standard for ELA, and All students 46% Met or Exceeded the Standard for ELA.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs.	25% Met or Exceeded Standard for ELA
3.2	<p><b>Action:</b> multilingual support</p> <p><b>Need:</b> English Learners are being suspended at a greater rate than their peers</p> <p>14% suspended at least one day Red (2023 Dashboard) All - 8%</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	These supports, such as bilingual instruction, translation services, multilingual resources, and professional development, help students understand and engage with the curriculum, reducing language barriers. They also affirm students' cultural identities and promote a sense of belonging, which can boost confidence, motivation, and overall language acquisition.	5% English Learner Suspension Rate
3.3	<p><b>Action:</b> Assess and address individual language needs.</p>	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique	25% Met or Exceeded Standard for ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> LTEL students are not progressing at the same rate as their peers. 10% Met or Exceeded Standard for ELA and All students 46% Met or Exceeded Standard for ELA.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	linguistic and academic needs of ELs, including long-term English learners (LTELs).	

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.

The total Percentage to Increase or Improve Services for the Coming School Year is 3.2%. After assessing the needs, conditions, and circumstances of our English Learners Students, we learned that 46.13% of all students met or exceeded the standard for ELA. 7.89% of English Learners met or exceeded the standard for ELA.

To address this condition for our English Learners, we will provide the following actions:

The EL coach will provide targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs, including long-term English learners (LTELs). By helping teachers implement differentiated instruction and culturally responsive teaching, the coach ensures that EL students receive the necessary support to improve both language proficiency and academic performance.

These supports, such as bilingual instruction, translation services, multilingual resources, and professional development, help students engage with the curriculum and reduce language barriers. They also affirm students' cultural identities, fostering a sense of belonging, which boosts confidence, motivation, and overall language acquisition. Additionally, through Differentiated Assistance (DA), the County Office will help us develop targeted plans to reduce the suspension rates of 9th-grade students, aiming to positively impact their academic and social outcomes through early intervention.

**Additional Concentration Grant Funding**

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

The district has been using LCFF funding to enhance services for students beyond the required proportionality percentage. In 2024-25, the district will maintain this staffing through concentration grant add-on funding.

HJUHSD will continue to offer Credit Recovery (Goal/Action 1.4) courses to decrease dropout rates and increase the number of graduates. Additionally, the district will maintain support, transportation (Goal/Action 1.5), and incentives to encourage consistent attendance. Summer School will remain available for students at risk of not graduating, while continued efforts to ensure student well-being and safety will include nurses, SROs, safety staff, Restorative Justice programs, LMFTs, and psychologists. The district will also continue to provide a Community Day School (Goal/Action 2.6) for 9th-12th graders who are at risk or have been expelled.

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		80:1
Staff-to-student ratio of certificated staff providing direct services to students		20:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	47,706,973	14,185,191	29.734%	0.000%	29.734%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,697,420.00	\$272,068.00	\$0.00	\$0.00	\$15,969,488.00	\$13,946,769.00	\$2,022,719.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	inclusive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$930,278.00	\$541,000.00	\$1,471,278.00				\$1,471,278.00	
1	1.2	extended learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$334,782.00	\$272,068.00	\$334,782.00	\$272,068.00			\$606,850.00	
1	1.3	student, parent, and community communication	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$190,315.00	\$23,855.00	\$214,170.00				\$214,170.00	
1	1.4	credit recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$570,000.00	\$0.00	\$570,000.00				\$570,000.00	
1	1.5	student transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$3,005,083.00	\$0.00	\$3,005,083.00				\$3,005,083.00	
1	1.6	student information system	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.7	health and wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,134,740.00	\$5,000.00	\$1,139,740.00				\$1,139,740.00	
2	2.1	common core aligned resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$160,000.00	\$160,000.00				\$160,000.00	
2	2.2	digital resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	\$850,000.00	\$515,000.00	\$1,365,000.00				\$1,365,000.00	

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										
2	2.3	ELA and math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$840,000.00	\$0.00	\$840,000.00				\$840,000.00	
2	2.4	professional learning communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$253,000.00	\$0.00	\$253,000.00				\$253,000.00	
2	2.5	continuation school	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Earl F Johnson	2024-2027	\$1,180,000.00	\$160,000.00	\$1,340,000.00				\$1,340,000.00	
2	2.6	community day school	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Communi ty Day School	2024-2027	\$997,000.00	\$60,000.00	\$1,057,000.00				\$1,057,000.00	
2	2.7	project based learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$860,000.00	\$0.00	\$860,000.00				\$860,000.00	
2	2.8	assessment, analysis and reports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$34,000.00	\$34,000.00				\$34,000.00	
2	2.9	class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$425,000.00	\$0.00	\$425,000.00				\$425,000.00	
2	2.10	college and career support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,145,000.00	\$0.00	\$1,145,000.00				\$1,145,000.00	
2	2.11	teacher development and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$660,000.00	\$90,000.00	\$750,000.00				\$750,000.00	
3	3.1	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	

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
					s)											
3	3.2	multilingual support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$375,000.00	\$0.00	\$375,000.00				\$375,000.00	
3	3.3	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
4	4.1	CTE course offerings	All	No			Specific Schools: CTE pathways offer hands-on training and career-oriented education , which can motivate at-risk students by showing a clear link between their studies and future job opportunities. This practical focus can boost their confidence, keep them engaged in school, and increase their	2024-2027	\$116,571.00	\$111,796.00	\$228,367.00				\$228,367.00	

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
							chances of graduating.									

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
47,706,973	14,185,191	29.734%	0.000%	29.734%	\$15,469,053.00	0.000%	32.425 %	<b>Total:</b>	\$15,469,053.00
								<b>LEA-wide Total:</b>	\$12,617,053.00
								<b>Limited Total:</b>	\$455,000.00
								<b>Schoolwide Total:</b>	\$2,397,000.00

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	inclusive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,471,278.00	
1	1.2	extended learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,782.00	
1	1.3	student, parent, and community communication	Yes	LEA-wide	Low Income	All Schools	\$214,170.00	
1	1.4	credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$570,000.00	
1	1.5	student transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,005,083.00	
1	1.6	student information system	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
1	1.7	health and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,139,740.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	common core aligned resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
2	2.2	digital resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,365,000.00	
2	2.3	ELA and math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$840,000.00	
2	2.4	professional learning communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,000.00	
2	2.5	continuation school	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	\$1,340,000.00	
2	2.6	community day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	\$1,057,000.00	
2	2.7	project based learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$860,000.00	
2	2.8	assessment, analysis and reports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	
2	2.9	class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$425,000.00	
2	2.10	college and career support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,145,000.00	
2	2.11	teacher development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,000.00	
3	3.1	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$40,000.00	
3	3.2	multilingual support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$375,000.00	

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	3.3	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$40,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,542,269.00	\$14,939,167.00

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	Teacher Recruitment	Yes	\$43,000.00	54,000
1	1.2	Common Core Aligned Resources	Yes	\$220,000.00	17,985
1	1.3	Common Core aligned Intervention Resources	No	\$0	0
1	1.4	Digital Resources	Yes	\$769,588.00	849,830
1	1.5	Safe and Secure Facilities	Yes	\$901,522.00	978,151
1	1.6	Internet Access	No	\$40,000.00	18,480
1	1.7	New Teacher Support	Yes	\$81,000.00	94,000
1	1.8	Devices for Unduplicated Pupils	Yes	\$500,000.00	472,189
1	1.9	Internet Options for Unduplicated Pupils	Yes	\$48,000.00	40,325
1	1.10	ELA and Math Intervention	Yes	\$875,746.00	836,415
1	1.11	Fiscal Management	No	\$56,000.00	47,352

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	New Teacher Training	Yes	\$386,000.00	435,000
1	1.13	Data and Assessment Training	No	\$3,000.00	0
1	1.14	PBL Training and Materials	Yes	\$3,000.00	0
1	1.15	AP Training	No	\$20,000.00	0
1	1.16	Unit Recovery Training	No	\$5,000.00	3,800
1	1.17	Math Curriculum and Instruction Training	No	\$3,000.00	3,000
1	1.18	Teacher Technology Training	Yes	\$160,000.00	168,224
1	1.19	New Teacher Workshop	No	\$5,000.00	500
1	1.20	Curriculum Facilitators	Yes	\$211,000.00	190,964
1	1.21	Professional Learning Communities	Yes	\$33,000.00	34,770
1	1.22	Extended Learning Opportunities	Yes	\$307,350.00	306,114
1	1.23	Bilingual Assistants	Yes	\$212,000.00	225,371
1	1.24	EL Support	Yes	\$290,000.00	21,630

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	1.25	Language Acquisition Support	Yes	\$101,000.00	127,500
2	2.1	Parent Information Events	No	\$10,000.00	552
2	2.2	Parent Communication	No	\$20,000.00	23,303
2	2.3	Student Events	No	\$95,000.00	96,143
2	2.4	Document Translation	Yes	\$154,000.00	190,315
2	2.5	Unit Recovery	Yes	\$818,000.00	569,274
2	2.6	Student Transportation	Yes	\$1,197,000.00	1,864,011
2	2.7	Student Information System	Yes	\$187,300.00	48,489
2	2.8	Summer School	Yes	\$120,000.00	140,000
2	2.9	Continuation School	Yes	\$1,312,122.00	1,231,015
2	2.10	Migrant Summer School	No	\$0.00	0
2	2.11	SEL Supports	Yes	\$2,153,000.00	2,305,633
2	2.12	Community Day School	Yes	\$1,020,641.00	1,031,889
3	3.1	Skills USA and PBL	Yes	\$485,000.00	836,507

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Assessment, Analysis and Reports	Yes	\$32,000.00	33,631
3	3.3	Class Size Reduction	Yes	\$419,000.00	422,293
3	3.4	College and Career Support	Yes	\$180,000.00	182,605
3	3.5	Work Based Learning	Yes	\$113,000.00	120,549
3	3.6	College and Career Curriculum Integration	Yes	\$819,000.00	838,202
4	4.1	Assess and address individual language needs.	Yes	\$133,000.00	79,156

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,900,667	\$13,973,768.00	\$14,746,037.00	(\$772,269.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Recruitment	Yes	\$40,000.00	54,000		
1	1.2	Common Core Aligned Resources	Yes	\$220,000.00	17,985		
1	1.4	Digital Resources	Yes	\$769,588.00	849,830		
1	1.5	Safe and Secure Facilities	Yes	\$901,522.00	978,151		
1	1.7	New Teacher Support	Yes	\$81,000.00	94,000		
1	1.8	Devices for Unduplicated Pupils	Yes	\$350,000.00	472,189		
1	1.9	Internet Options for Unduplicated Pupils	Yes	\$48,000.00	40,325		
1	1.10	ELA and Math Intervention	Yes	\$875,746.00	836,415		
1	1.12	New Teacher Training	Yes	386,000	435,000		
1	1.14	PBL Training and Materials	Yes	\$3,000.00	0		
1	1.18	Teacher Technology Training	Yes	\$160,000.00	168,224		
1	1.20	Curriculum Facilitators	Yes	\$211,000.00	190,964		
1	1.21	Professional Learning Communities	Yes	\$33,000.00	34,770		

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	1.22	Extended Learning Opportunities	Yes	\$272,000.00	306,114		
1	1.23	Bilingual Assistants	Yes	\$142,000.00	225,371		
1	1.24	EL Support	Yes	\$290,000.00	21,630		
1	1.25	Language Acquisition Support	Yes	\$101,000.00	127,500		
2	2.4	Document Translation	Yes	\$154,000.00	190,315		
2	2.5	Unit Recovery	Yes	\$818,000.00	569,274		
2	2.6	Student Transportation	Yes	\$1,197,000.00	1,864,011		
2	2.7	Student Information System	Yes	\$187,300.00	48,489		
2	2.8	Summer School	Yes	\$120,000.00	140,000		
2	2.9	Continuation School	Yes	\$1,312,122.00	1,231,015		
2	2.11	SEL Supports	Yes	\$2,153,000.00	2,305,633		
2	2.12	Community Day School	Yes	\$1,020,641.00	1,031,889		
3	3.1	Skills USA and PBL	Yes	\$485,000.00	836,507		
3	3.2	Assessment, Analysis and Reports	Yes	\$32,000.00	33,631		
3	3.3	Class Size Reduction	Yes	\$419,000.00	422,293		
3	3.4	College and Career Support	Yes	\$180,000.00	182,605		
3	3.5	Work Based Learning	Yes	\$113,000.00	120,549		
3	3.6	College and Career Curriculum Integration	Yes	\$819,000.00	838,202		
4	4.1	Assess and address individual language needs.	Yes	\$79,849.00	79,156		





## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
47,516,271	12,900,667	0	27.150%	\$14,746,037.00	0.000%	31.034%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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



- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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



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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).



Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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