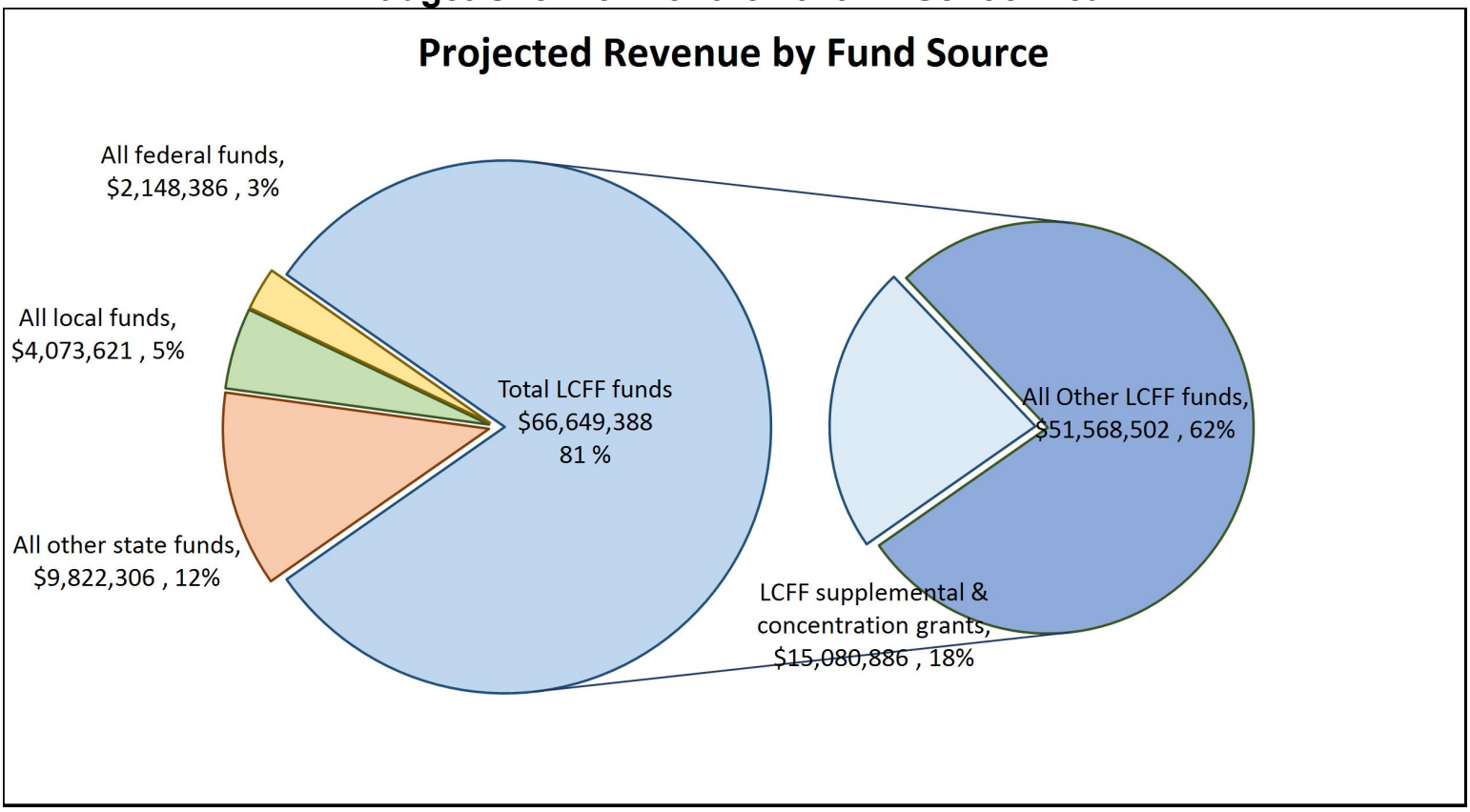
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Joint Union High School District
CDS Code: 16639250000000
School Year: 2026-27
LEA contact information:
Victor Rosa, Ed.D.
Superintendent
vrosa@hjuhsd.org
(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 2026-27 School Year

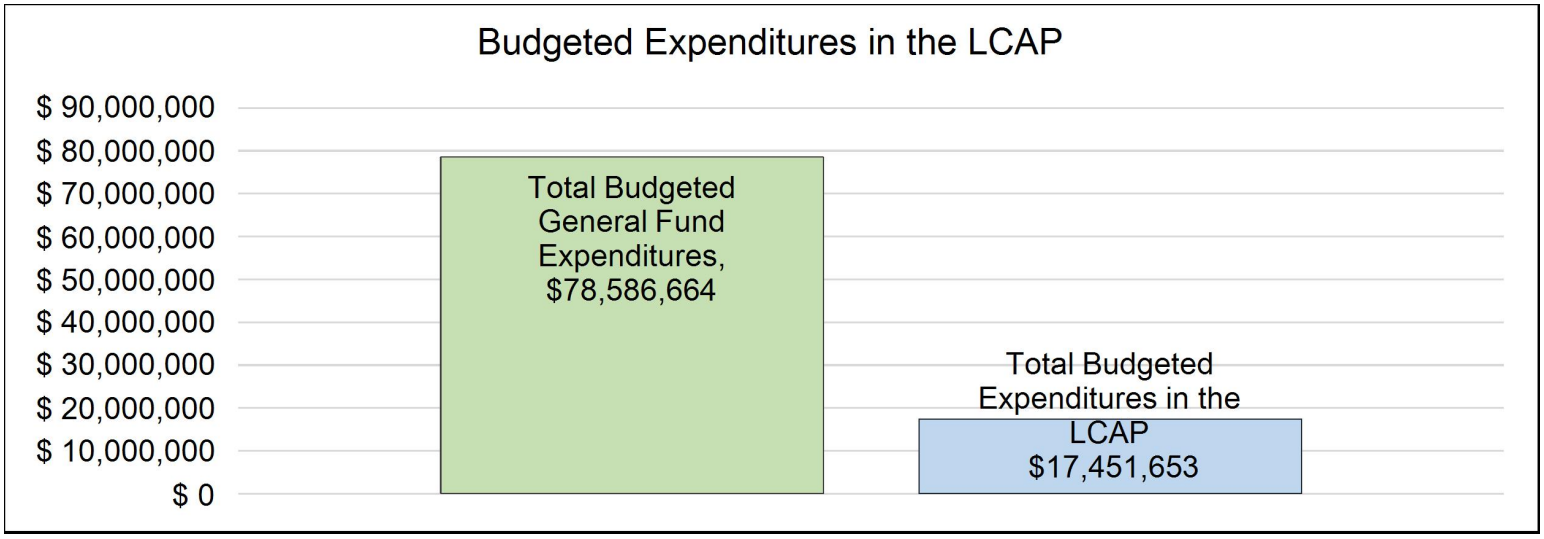


This chart shows the total general purpose revenue Hanford Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District is $82,693,701, of which $66,649,388 is Local Control Funding Formula (LCFF), $9,822,306 is other state funds, $4,073,621 is local funds, and $2,148,386 is federal funds. Of the $66,649,388 in LCFF Funds, $15,080,886 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hanford Joint Union High School District plans to spend $78,586,664 for the 2026-27 school year. Of that amount, $17,451,653 is tied to actions/services in the LCAP and $61,135,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

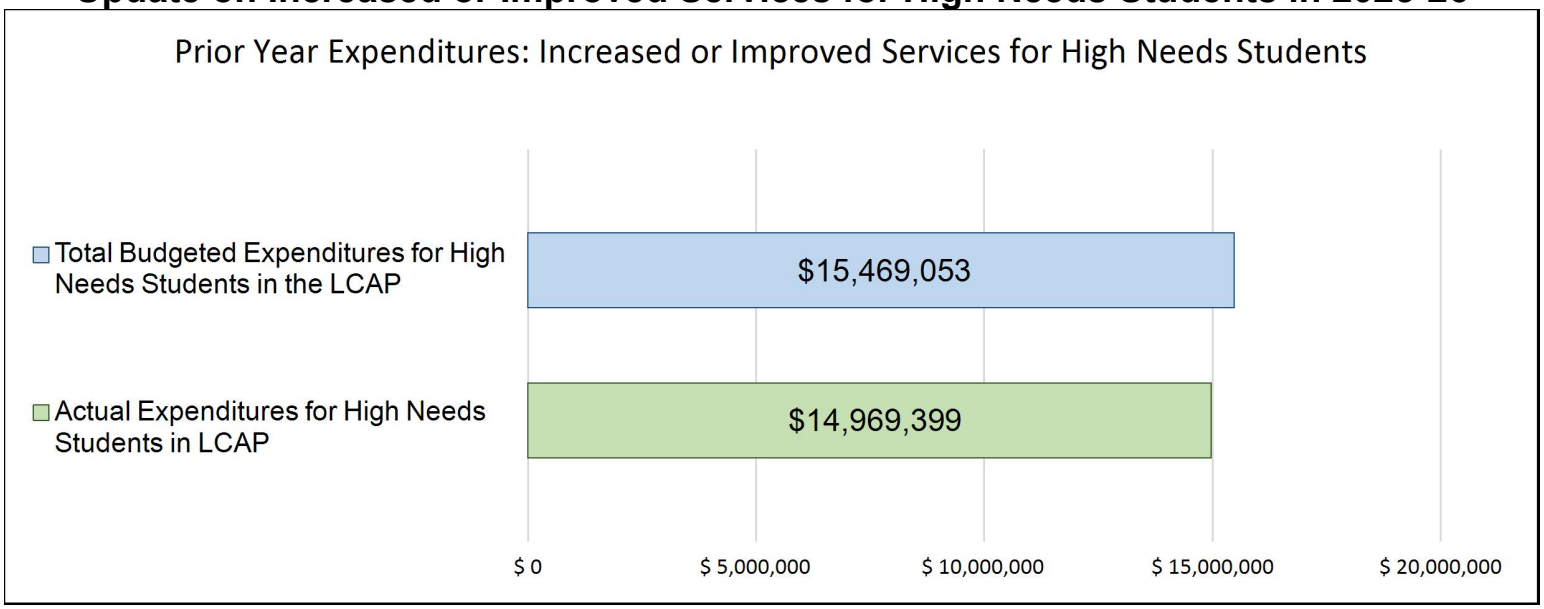
HJUHSD district will continue to fund most of the General Fund Budget on certificated, classified and management salary and benefit expenses. The General Fund budget also includes materials, supplies, equipment, professional services, utilities and other operational expenses that continue to provide our students with a well rounded education that prepares them to be successful after they complete our educational program and graduate.

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

In 2026-27, Hanford Joint Union High School District is projecting it will receive $15,080,886 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 $15,474,643 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Hanford Joint Union High School District's LCAP budgeted $15,469,053 for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District actually spent $14,969,399 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $499,654 had the following impact on Hanford Joint Union High School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services in the 2025-2026 school year was less than originally budgeted because the district received additional one-time grant funding in the 2025-2026 fiscal year. Some expenditures originally planned for the LCAP were covered by the other revenue sources. These internal changes did not adversely impact the actions and services provided to increase and improve services for our high need students.

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 [2026-27]

General Information

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

The Hanford Joint Union High School District (HJUHSD) serves approximately 4,000 students across a diverse system of schools that includes three comprehensive high schools, a continuation high school (Earl F. Johnson High School), an online charter school, a community day school, and an adult school. With an annual budget of approximately $77 million in revenue and $78.6 million in expenditures, the district employs nearly 400 certificated and classified staff members who support students across a 254-square-mile service area encompassing Hanford, Armona, and eastern Kings County.

Our student population reflects the rich diversity of our community, with approximately 72% Hispanic/Latino and 18% White students, as well as students from multiple cultural and linguistic backgrounds. Students matriculate into HJUHSD from six public and three private elementary districts, contributing to a broad range of academic experiences and socio-economic backgrounds. Since the 2006–07 school year, established attendance boundaries have ensured balanced enrollment across Hanford High School, Hanford West High School, and Sierra Pacific High School. To accommodate continued community growth, a new classroom wing is being added at Sierra Pacific High School to serve students from expanding housing developments within its attendance area.

HJUHSD maintains strong collaborative partnerships with the City of Hanford, Kings County agencies, College of the Sequoias, local businesses, and feeder elementary districts. These partnerships enhance dual enrollment opportunities, career exploration, work-based learning, and coordinated student support systems that extend beyond the school day.

The district's educational focus centers on improving student outcomes by aligning with California State Standards, providing high-quality first instruction, and consistently implementing districtwide initiatives with fidelity. Through professional learning communities, instructional coaching, and data-driven cycles of inquiry, HJUHSD prioritizes increasing student achievement, closing performance gaps for unduplicated pupils (English learners, low-income students, and foster youth), and improving graduation and college- and career-readiness rates. In addition, the district continues to expand wraparound mental health services, social-emotional learning supports, and restorative practices to lower suspension rates and foster safe, respectful, and engaging learning environments.

Beyond core academics, HJUHSD offers robust extracurricular and co-curricular programs that support the development of the whole student. Students participate in nationally recognized FFA programs, competitive athletics, award-winning music programs, and NJROTC. The district operates three California Partnership Academies—Health and Human Services, Education, and Marketing—as well as multiple Career Technical Education (CTE) Pathway Academies, including a Business Finance Academy at Sierra Pacific High School and a Medical Academy at Hanford West High School. These programs provide rigorous coursework, industry certifications, dual enrollment opportunities, and hands-on learning experiences that prepare students for postsecondary education, military service, and high-demand careers.

Beginning in the 2024–25 school year, Earl F. Johnson High School and Hanford Community Day School qualify for Equity Multiplier funding due to non-stability rates exceeding 25% and socioeconomically disadvantaged pupil rates above 70%. These funds will be strategically invested in expanding access to Career Technical Education, strengthening social-emotional and behavioral interventions, enhancing academic supports, and increasing student engagement initiatives to improve attendance, stability, credit attainment, and graduation outcomes.

Through a commitment to continuous improvement, stakeholder engagement, and equitable access to high-quality instruction and programs, HJUHSD remains focused on preparing every student for success in college, career, and life.

Reflections: Annual Performance

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

2023 Performance Overview

In 2023, 8% of HJUHSD students were suspended for at least one day. Suspension rates were disproportionately high among several student groups, including African American students at 18% (Very High), Hispanic students at 8% (High), English Learners at 11% (Very High), Foster Youth at 21% (Very High), Homeless students at 20% (Very High), Socioeconomically Disadvantaged students at 10% (Very High), and Students with Disabilities (SWDs) at 15% (Very High). These results highlighted significant equity concerns and the need for targeted behavioral interventions and student support systems.

English Learner Progress also remained a concern, with only 43.6% of English Learners making progress toward English language proficiency, resulting in a Dashboard performance level of Low.

In English Language Arts (ELA), districtwide performance was 7.3 points below standard. Significant achievement gaps were evident across student groups. African American students (93 points below standard), English Learners (101.9 points below standard), Foster Youth (112.5 points below standard), Homeless students (103.9 points below standard), and Students with Disabilities (150.3 points below standard) all

performed at the Very Low level. Hispanic students (13.8 points below standard) and Socioeconomically Disadvantaged students (23.5 points below standard) performed at the Low level.

Mathematics performance presented even greater challenges, with students scoring 116.7 points below the districtwide standard. Subgroup performance was particularly concerning, as African American students (163.1 points below standard), English Learners (196.2 points below standard), Foster Youth (149.9 points below standard), Hispanic students (125.4 points below standard), Homeless students (186.7 points below standard), Socioeconomically Disadvantaged students (134.6 points below standard), and Students with Disabilities (222.3 points below standard) all performed at the Very Low level. Students identified as Two or More Races (85.5 points below standard) and White students (82.9 points below standard) performed at the Low level.

At Hanford West High School, suspension rates for several student groups were identified in the Red performance level, indicating the greatest need for improvement. Among English Learners, 18.7% were suspended at least one day, representing an increase of nearly 10 percentage points from the previous year. Hispanic students experienced a suspension rate of 12.8%, up 2.7 percentage points, while 12.6% of Socioeconomically Disadvantaged students were suspended at least once, up 1.6 percentage points. These upward trends underscored the need to strengthen prevention, intervention, and student support systems for these populations.

At the school level, three schools received Red Dashboard performance levels for All Students. Hanford Community Day School received a Red performance level for Suspension Rate, with 11% of students suspended at least one day. Hanford West High School also received a Red performance level for Suspension Rate, with 11% of students suspended at least one day. Sierra Pacific High School received a Red performance level in Mathematics, with 18% of students meeting or exceeding standard.

Several student groups at individual school sites also received Red Dashboard performance levels. At Hanford Community Day School, Hispanic students and Socioeconomically Disadvantaged students received Red performance levels for Suspension Rate, with suspension rates of 13% and 12%, respectively. At Hanford High School, English Learners received a Red performance level on the College/Career Indicator, with 3% identified as Prepared. Hanford High School also received Red Suspension Rate indicators for African American students at 20%, Homeless students at 25%, and Students with Disabilities at 18%. At Sierra Pacific High School, Hispanic students and Socioeconomically Disadvantaged students received Red performance levels in Mathematics, with 14% and 16%, respectively, meeting or exceeding standard.

College and Career Indicator (CCI) results also reflected significant challenges. At Hanford West High School, Students with Disabilities received a Very Low rating, with 0% meeting the Prepared level. Districtwide, HJUHSD also received a Very Low rating for key student groups. Only 7.9% of English Learners and 1.1% of Students with Disabilities were identified as Prepared for college or career, highlighting the need for focused efforts to expand access to rigorous coursework, career pathways, and postsecondary readiness opportunities.

During the 2024-25 school year, Hanford Joint Union High School District experienced a range of academic and behavioral outcomes, with persistent challenges among several student groups.

Academic performance in both English Language Arts (ELA) and Mathematics showed mixed results. ELA performance for all students declined by 7.5 points, with English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities (SWDs) performing below standard. Although English Learners demonstrated slight improvement, they remained

significantly below standard, while SWDs remained the lowest-performing student group. In Mathematics, overall performance improved slightly; however, achievement remained well below standard. Similar to ELA, Hispanic students, English Learners, Homeless students, Socioeconomically Disadvantaged students, and SWDs continued to perform below standard, with SWDs remaining the lowest-performing subgroup.

Suspension rates increased among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, highlighting the need for targeted academic and behavioral interventions. Additionally, only 41.9% of English Learners were making progress toward English language proficiency.

College and Career Readiness outcomes varied significantly across student groups. English Learners and SWDs demonstrated very low levels of preparedness, while African American students, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students also showed low readiness rates. Hispanic students demonstrated moderate preparedness, while students identified as White and Two or More Races achieved high preparedness rates.

At the school level, Hanford Community School received the lowest performance designation, primarily due to high suspension rates among Hispanic and Socioeconomically Disadvantaged students. Hanford West High School experienced disproportionately high suspension rates among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, while also facing challenges supporting SWDs in achieving College and Career Readiness. Sierra Pacific High School performed below standard in Mathematics, particularly among Hispanic and Socioeconomically Disadvantaged students. Hanford High School continued to demonstrate low College and Career Readiness outcomes for English Learners and SWDs, and elevated suspension rates among African American students, Homeless students, and SWDs.

As a result of these performance trends, the district was identified for Differentiated Assistance to address disparities in student outcomes and suspension rates. In response, HJUHSD implemented targeted strategies to improve academic achievement, strengthen behavioral supports, and reduce inequities among student groups.

Additionally, through Goal 5 and Learning Recovery Emergency Block Grant (LREBG) funding, the district expanded student support services by providing Summer School, Unit Recovery opportunities, Zero Hour academic support, Student Specialist behavioral interventions, additional STEM teachers to reduce class sizes, enhanced digital infrastructure through a Network Coordinator, and expanded transportation services to improve student access and attendance.

Building upon the targeted interventions and supports implemented during the 2024-25 school year, HJUHSD continued its efforts in 2025-26 to improve academic achievement, increase college and career readiness, accelerate English Learner progress, and reduce disproportional disciplinary outcomes for student groups identified through Differentiated Assistance.

Hanford Joint Union High School District (HJUHSD) has demonstrated measurable progress in several key student outcome indicators while continuing to confront persistent challenges in academic achievement and equitable access to college and career opportunities. Recent data reflect meaningful gains in graduation rates, reductions in suspension and dropout rates, and improvements in English Language Arts (ELA), Advanced Placement success, Career Technical Education (CTE) pathway completion, and overall College and Career Indicator performance. At the same time, math achievement, A–G completion, and participation in the State Seal of Biliteracy remain areas requiring

focused attention.

Student Engagement and School Climate
Districtwide, suspension rates decreased from 8% to 5%, expulsion rates declined from 2% to 1.2%, and the four-year adjusted cohort dropout rate dropped from 2% to 1.2%. Graduation rates increased from 94% to 96.7%, reflecting strong progress in keeping students engaged and on track to complete high school. These outcomes suggest that ongoing efforts to strengthen Multi-Tiered System of Supports (MTSS), restorative practices, and targeted behavioral interventions are positively impacting school climate and student engagement.

Academic Achievement
Academic performance data shows encouraging growth in ELA, with the percentage of students meeting or exceeding standards increasing from 46% to 54.51%. Science performance also improved, with California Science Test results rising from 18% to 23.36%, meeting the standard. Advanced Placement outcomes showed significant gains, with the percentage of exams scoring 3 or higher increasing from 53% to 65%.
Despite these improvements, mathematics achievement remains a concern. While performance increased modestly from 16% to 18.17%, meeting or exceeding standards, overall proficiency levels remain low. Continued attention to Tier I instructional quality, intervention supports, and targeted subgroup strategies will be essential to accelerate math growth.

College and Career Readiness
The district continues to make progress in preparing students for postsecondary opportunities. The College and Career Indicator increased from 42% to 46.1%, and CTE pathway completion rose from 44% to 47.2%. A–G completion improved from 38% to 41.8%, demonstrating forward movement in expanding college eligibility.

However, these rates indicate that fewer than half of students graduate fully prepared for UC/CSU eligibility. Additionally, the percentage of students earning the State Seal of Biliteracy declined from 6% to 3.3%, signaling a need to strengthen language development pathways and expand access to advanced coursework for English Learners and multilingual students.

Overall Reflection
The district’s data reflects a positive trajectory in student engagement, graduation outcomes, and several academic indicators. Reductions in suspension and dropout rates demonstrate that efforts to build supportive, structured environments are yielding results. Gains in ELA, AP performance, science achievement, and CTE completion reflect instructional improvements and expanded access to rigorous coursework.

At the same time, persistent challenges in mathematics achievement, college eligibility completion, and biliteracy attainment highlight the need for continued strategic focus. Moving forward, HJUHSD will refine its MTSS framework, strengthen Tier I instruction—particularly in mathematics—expand college- and career-readiness supports, and continue prioritizing equitable access for English Learners, low-income students, foster youth, and students with disabilities.

The district remains committed to continuous improvement through data analysis, community engagement, and targeted resource allocation to ensure all students graduate prepared for college, career, and life.

Next Steps

Building on recent gains in graduation rates, reduced suspensions, and improved ELA, science, and college and career indicators, HJUHSD will intensify efforts in areas requiring accelerated growth.

The district will prioritize strengthening Tier I instruction, particularly in mathematics, through focused professional learning, instructional rounds, and consistent site-level implementation. College and career readiness efforts will expand by increasing A–G completion, strengthening early identification of off-track students, and broadening access to Advanced Placement, CTE, and dual enrollment opportunities.

To address the decline in State Seal of Biliteracy attainment, the district will reinforce English Learner supports and expand structured pathways for multilingual students to demonstrate proficiency.

HJUHSD will also sustain progress in school climate by continuing restorative practices and targeted behavioral supports while closely monitoring subgroup data to ensure equitable outcomes.

For both the 2025-26 and 2026-27 school years, HJUHSD will continue using LREBG funds to support the following actions within Goal 5: Action 5.1 – Summer School; Action 5.2 – Unit Recovery; Action 5.3 – Zero Hour; Action 5.4 – Student Specialists; Action 5.5 – STEM; Action 5.6 – Network Coordinator; and Action 5.7 – Transportation. These actions, found in Goal 5, are intentionally aligned to the district's identified needs in academic recovery, attendance, behavior, and equitable access.

Through the LCAP process, stakeholder input and performance data will directly inform resource alignment to ensure strategic investment in mathematics achievement, college readiness, and support for unduplicated pupil groups.

For both the 2025-26 and 2026-27 school years, HJUHSD will continue using LREBG funds to support Summer School, Unit Recovery, Zero Hour academic support, Student Specialists, additional STEM teachers, digital infrastructure, and transportation services. These actions are intentionally aligned to the district's identified needs in academic recovery, attendance, behavior, and equitable access.

The rationale for continuing these expenditures is grounded in both local data and research-based practices. LREBG funds are intended to support academic learning recovery and student social-emotional well-being, including tutoring, small-group learning supports, learning recovery programs, and services that remove barriers to student success. HJUHSD's data show continued performance gaps in ELA, Math, English Learner progress, College/Career readiness, and suspension rates among vulnerable student groups; therefore, the district is prioritizing direct student supports that increase time, access, and intervention.

Summer School, Unit Recovery, and Zero Hour provide additional instructional time for students who are credit deficient, below standard, or in need of targeted academic support. Research on high-impact tutoring and small-group intervention shows that frequent, structured academic support can accelerate student learning, especially when provided consistently and aligned to student needs. https://ies.ed.gov/learn/blog/how-high-quality-small-group-tutoring-can-accelerate-learning?utm_source=chatgpt.com

Student Specialists and behavioral supports are included because academic recovery cannot occur without consistent attendance, student engagement, and school connectedness. The district's suspension and attendance data indicate the need for targeted intervention systems that help students remain connected to school rather than being removed from instruction.

Additional STEM teachers are being used to reduce class sizes and increase access to core academic support. Smaller learning environments allow teachers to provide more individualized attention, monitor progress more closely, and respond to student needs more quickly. Research has found that meaningful class-size reduction can improve student achievement when it allows for stronger instructional support. https://www.brookings.edu/articles/class-size-what-research-says-and-what-it-means-for-state-policy/?utm_source=chatgpt.com

Transportation services are also a key learning recovery strategy because access remains a barrier for many students. Attendance Works identifies transportation as a barrier to attendance and notes that transportation supports can improve attendance, particularly for economically disadvantaged students.https://www.attendanceworks.org/resources/toolkits/the-50-challenge-crafting-a-state-road-map/the-50-challenge-step-3/access-to-learning/?utm_source=chatgpt.com

Overall, HJUHSD's use of LREBG funds in both 2025-26 and 2026-27 is designed to sustain a coherent system of academic, behavioral, and access-based supports. The district is continuing these actions because they directly address the needs identified in the Annual Performance Reflection: unfinished learning, credit recovery, low achievement in Math and ELA, low College/Career readiness for targeted student groups, disproportional suspension rates, and barriers to consistent attendance.

Reflections: Technical Assistance

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

Hanford Joint Union High School District (HJUHSD) continues to receive and engage in technical assistance consistent with Education Code sections 52071 and 52071.5 due to persistent subgroup disparities in state indicators, particularly in English Learner Progress (ELPI), College and Career Indicator (CCI), mathematics performance, and suspension rates.

In 2024, HJUHSD was identified for Differentiated Assistance based on outcomes for English Learners in English Language Arts (ELA), Mathematics, the English Learner Progress Indicator (ELPI), and the College/Career Indicator (CCI). In response, HJUHSD implemented a comprehensive improvement plan centered on strengthening Tier I instruction, expanding Tier II academic and behavioral supports, and refining its Multi-Tiered System of Supports (MTSS) framework.

Districtwide efforts included the continued use of Instructional Rounds to improve instructional quality, particularly for English Learners, and the redesign of intervention systems to ensure more consistent support for students performing below standard. The establishment of the Intervention Coordinator role strengthened coordination of academic and behavioral supports, improved early identification of at-risk students, and increased monitoring of intervention effectiveness.

Following identification for Differentiated Assistance for English Learners on the ELPI and CCI indicators, the district expanded targeted supports, including implementing an English Learner Academic Coach, forming an EL Task Force at each site, and partnering with Ellevation to refine identification, progress monitoring, and reclassification processes. These actions are intended to accelerate English language acquisition, increase access to rigorous coursework, and improve postsecondary readiness outcomes.

Site-level technical assistance also continued. Earl F. Johnson Continuation High School, previously identified for Comprehensive Support and Improvement (CSI), partnered with the Kings County Office of Education to strengthen student engagement systems, implement

structured MTSS meetings, and expand dual enrollment opportunities. As a result of these sustained interventions, the school successfully exited CSI status. Hanford West High School received targeted assistance to address high suspension rates among Students with Disabilities and implemented the Aggression Replacement Program (ARP) as an alternative to suspension, emphasizing restorative practices, counseling supports, and parent engagement.

While recent data reflect improvement in graduation rates, reductions in suspension and dropout rates, and gains in several academic indicators, subgroup disparities and mathematics achievement remain areas of focus. HJUHSD will continue collaborating with the Kings County Office of Education to refine Tier I instruction, strengthen English Learner outcomes, expand college- and career-readiness pathways, and sustain reductions in exclusionary discipline practices.

Through ongoing Differentiated Assistance and continuous improvement efforts, the district remains committed to addressing performance disparities and ensuring equitable outcomes for all student groups.

In the 2025-26 school year, HJUHSD received technical assistance to improve graduation rates and College/Career Indicator (CCI) outcomes for Students with Disabilities (SWDs). Through a collaborative effort involving site administrators, counselors, special education staff, and district leadership, the district implemented a proactive monitoring system for all 12th-grade SWDs. Each senior participated in an individual review process to develop a personalized graduation plan that identified remaining credit requirements, postsecondary goals, and needed supports. Throughout the year, staff conducted regular progress monitoring and check-ins to ensure students remained on track for graduation and received timely interventions when concerns arose.

To improve College and Career Readiness outcomes, the district intentionally identified career pathways aligned with student interests and postsecondary goals. Students with Disabilities were actively recruited and enrolled in Career Technical Education (CTE) pathway courses that matched their career aspirations, providing opportunities to complete a CTE pathway and earn "Prepared" status on the College/Career Indicator. This work included collaboration between counselors, special education case managers, CTE teachers, and site administrators to ensure students were aware of and had access to pathway opportunities. Early results indicate increased participation of SWDs in CTE programs and greater alignment between students' educational programs and career interests.

Recognizing that improving graduation rates and College/Career Readiness for Students with Disabilities requires sustained effort, HJUHSD will continue and expand these practices during the 2026-27 school year. The district will maintain individualized graduation planning and monitoring for SWDs while further increasing access to CTE pathways, work-based learning experiences, and postsecondary planning opportunities to improve long-term outcomes for this student group.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
09/8/2025 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	At the Student Advisory Committee (SAC) meeting, students provided input on district priorities and ways to improve the student experience. Through an “endless budget” activity, students discussed the programs, resources, and supports they believe would have the greatest impact on student success and well-being. Working in small groups, students identified key challenges facing students and proposed potential investments to address those needs. Students then shared their ideas, reviewed their peers' proposals, and reflected on the one investment they would prioritize to improve the school for students. Student feedback and common themes from the discussion were used to help inform the development of the district’s LCAP.
10/21/2025 - 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	At the Fall Community Advisory Committee (CAC) meeting, parents and community members engaged in a structured conversation to help inform priorities for the 2025–26 Local Control and Accountability Plan (LCAP). Participants reviewed highlights and progress from the 2024–25 school year and shared “proud moments” that reflected positive outcomes for students and schools. The committee then participated in a future-focused discussion about the knowledge, skills, and experiences HJUHSD graduates should have by 2030. To help identify priorities, members completed a resource-allocation activity in which they discussed how they would invest an additional $1 million to support student success. The meeting also included a reflection on the district's progress and where continued improvement is needed. Finally, participants shared bold ideas and potential new opportunities or programs to consider for the 2025–26 school year.

Educational Partner(s)	Process for Engagement
	Input from this meeting helped inform the development and refinement of the district's LCAP goals and actions.
2/24/2026 - HJUHSD Board Meeting (Board of Trustees)	District staff presented a mid-year update to the Board of Trustees, highlighting progress on key Local Control and Accountability Plan (LCAP) metrics. The presentation included a snapshot of student outcome data demonstrating improvements in graduation rates, reductions in dropout, suspension, and expulsion rates, and gains in several college and career-readiness indicators, such as UC/CSU course completion, Advanced Placement success, and Career Technical Education pathway completion. Staff also shared areas for continued focus, including increasing State Seal of Biliteracy attainment and strengthening mathematics achievement. The Board engaged in discussion regarding strategies to sustain positive trends and refine supports for students, particularly unduplicated pupils, as the district continues implementation of LCAP goals and actions.
2/24/2026 - DDR (District Department Representative) Meeting	District leadership shared a mid-year Local Control and Accountability Plan (LCAP) update with District Department Representatives, reviewing progress on key student outcome metrics. The presentation highlighted improvements in graduation rates, reductions in dropout, suspension, and expulsion rates, and gains in several college and career readiness indicators, including UC/CSU course completion, Advanced Placement success, and Career Technical Education pathway completion. Staff also discussed areas for continued focus, including increasing State Seal of Biliteracy attainment and strengthening mathematics achievement. Department representatives provided feedback and discussed strategies to support continued implementation of LCAP goals and actions across school sites and departments.
03/19/2026 - 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	At the Spring Community Advisory Committee (CAC) meeting, parents and community members reviewed key LCAP data, including graduation rates, suspension rates, college and career readiness, and academic achievement, with noted improvements in graduation rates, reduced suspensions, and increased college and career readiness. Participants discussed areas of strength and identified opportunities for growth, including transportation access, student engagement, early intervention supports, and the effectiveness of programs such as credit recovery, MTSS, and CTE pathways. Additional feedback

Educational Partner(s)	Process for Engagement
	emphasized the need to strengthen math instruction, improve student motivation on state assessments, and increase A-G completion and biliteracy attainment. Input from the CAC helped refine district priorities and inform the development of the LCAP.
03/24/2026 - District PLC Coordinator Committee (District PLC Coordinators) Meeting	At a District PLC Coordinators meeting, teacher leaders provided input on instructional priorities to support student achievement. Coordinators emphasized the need to more effectively utilize State Interim Assessments to better prepare students for success on the CAASPP, including using data to inform instruction and targeted supports. Additionally, coordinators identified a need to expand opportunities for students to earn the State Seal of Biliteracy, highlighting the importance of language development and recognition of multilingualism. This feedback helped inform instructional focus areas and LCAP actions related to assessment practices and college and career readiness.
4/13/2026 - District English Learner Advisory Committee (DELAC)	During the District English Learner Advisory Committee (DELAC) meeting, families reviewed mid-year progress on Goal 3, with a focus on English Learner outcomes and reclassification. Parents acknowledged improvements in graduation rates, reduced suspension rates, and increased college and career readiness indicators, but expressed concern regarding declining English language proficiency outcomes and stagnant reclassification rates. DELAC members also raised questions about the sustainability of federal funding sources that support English Learner programs and emphasized the importance of maintaining services that directly impact student success. In response, the district reaffirmed its commitment to prioritizing English Learner supports, including targeted instruction, academic coaching, and multilingual services, with a continued focus on increasing reclassification rates and reducing the number of Long-Term English Learners.
5/8/2026 - Superintendent Advisory Committee at Hanford Joint Union High School District	The Superintendent’s Advisory Committee provided feedback on district priorities, student supports, and overall school experience during the LCAP development process. Committee members reviewed mid-year student outcome data and discussed the importance of maintaining strong academic programs, improving school connectedness, expanding college and career readiness opportunities, and supporting student well-being. Educational partners

Educational Partner(s)	Process for Engagement
	also emphasized the value of clear communication, consistent implementation of district initiatives across sites, and continued support for unduplicated pupils, including English learners, low-income students, and foster youth. Feedback from the committee helped inform ongoing refinement of LCAP actions, services, and resource allocation to better meet the needs of students and families across the district.
5/13/2026 - SELPA	Hanford Joint Union High School District collaborated with Kings County SELPA, parents, students, staff, and community stakeholders to review supports and services for students with disabilities as part of the District's ongoing LCAP development process. Discussions focused on access to standards-aligned instruction, MTSS supports, inclusive practices, college and career readiness opportunities, attendance interventions, family engagement, and social-emotional supports for students with disabilities. Feedback from stakeholders, including the Community Advisory Committee (CAC) and Student Advisory Committee (SAC), helped inform district planning, intervention strategies, and continued efforts to improve academic outcomes, engagement, and post-secondary readiness for students with disabilities.
5/28/2026 – Budget Committee at Hanford Joint Union High School District	Feedback from the Budget Committee highlighted the need to increase student motivation and ownership of academic performance. In response, the District will develop incentive and recognition programs that encourage student participation and effort on state assessments while reinforcing the connection between academic achievement, college and career readiness, and future opportunities.

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

The LCAP was significantly influenced by feedback gathered from educational partners through community forums, surveys, site meetings, the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), Student Advisory Committee (SAC), Budget Committee meetings, bargaining unit representatives, administrators, teachers, parents, students, and community members. Stakeholders reviewed student outcome data, California School Dashboard indicators, local assessment results, attendance data, college and career readiness measures, school climate information, and Learning Recovery Emergency Block Grant (LREBG) expenditures and outcomes.

Educational partners consistently identified the need to strengthen academic achievement in English Language Arts and Mathematics, improve attendance and student engagement, expand mental health and wellness supports, increase college and career readiness

opportunities, strengthen interventions for English Learners, Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students, and improve student connectedness and sense of belonging. Feedback also emphasized the importance of high-quality Tier 1 instruction, stronger Professional Learning Communities (PLCs), meaningful career pathway opportunities, improved communication with families, and continued support for students recovering from the pandemic's academic and social-emotional impacts.

As a result of this feedback, the adopted LCAP includes actions focused on strengthening PLC implementation, expanding targeted academic interventions, increasing attendance monitoring and intervention efforts, enhancing MTSS supports, providing additional counseling and mental health services, strengthening supports for Foster Youth and Students with Disabilities, expanding Career Technical Education (CTE), dual enrollment, and Early College Credit opportunities, redesigning State Seal of Biliteracy supports, and increasing individualized college and career planning. Educational partners also supported the continued use of LREBG funds to provide learning recovery opportunities through Summer School, Unit Recovery, Zero Hour, targeted academic interventions, and student support services designed to accelerate learning and improve graduation and college/career readiness outcomes.

Additionally, student feedback and the Budget Committee highlighted the importance of increasing student motivation and ownership of learning. As a result, the District will explore incentive and recognition programs that encourage student engagement, participation, and academic achievement, including performance on state assessments. Collectively, feedback from educational partners helped shape the District’s priorities and resource allocations, ensuring that the adopted LCAP remains focused on improving student outcomes, increasing equitable access to opportunities, and preparing all students for success in college, careers, and life.

Feedback from educational partners also influenced the District’s Equity Multiplier Goal, which focuses on addressing the unique needs of students attending Earl F. Johnson Continuation High School (EFJ) and Hanford Community Day School (CDS). Stakeholders emphasized the importance of providing targeted academic interventions, attendance supports, social-emotional services, credit-recovery opportunities, and college- and career-readiness experiences for students facing significant barriers to success. At both EFJ and CDS, the District will continue to strengthen student engagement, monitor attendance and academic progress, and expand access to Career Technical Education (CTE), work-based learning, and career exploration opportunities. At CDS, particular attention will be given to reducing chronic absenteeism, strengthening student connectedness, and providing meaningful career-focused experiences for students whose enrollment patterns and individual needs can create barriers to completing a traditional CTE pathway. Educational partners also stressed the importance of fostering strong student-adult relationships and increasing student connectedness, which remain central components of the District’s Equity Multiplier actions and services at both schools.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that every student in HJUHSD 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.

HJUHSD 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, HJUHSD 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)	94% (Fit Tool 2024-25)	94% (Fit Tool 2025-26)	100% good	-1%
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 HJUHSD 3.19 out of 5 on “feeling safe.” Students rated HJUHSD 3.47 out of 5	755 parent responses (YouthTruth 2024-25) Students rated HJUHSD 3.45 out	1037 parent responses (YouthTruth 2025-26) Students rated HJUHSD 3.51out	1500 responses Students rated HJUHSD 4 out 5 on “feeling safe” Students rated HJUHSD 4 out 5	+573 responses +.32 Students “feeling safe” +.03 Students “feeling connectedness”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		on “feeling connectedness.” Beginning in the 2025-26 school year, YouthTruth data for this measure were updated to reflect the current survey prompt. Using the updated measure, the 2022-23 student rating was 3.29 out of 5. Parents rated HJUHSD 3.56 out of 5 on “feeling safe.” Parents rated HJUHSD 3.36 out of 5 on “feeling connectedness.” Staff rated HJUHSD 3.75 out of 5 on “feeling safe.” Staff rated HJUHSD 3.96 out of 5 on “feeling connectedness.”	of 5 on “feeling safe” Students rated HJUHSD 3.47 out of 5 on “feeling connectedness.” Beginning in the 2025-26 school year, YouthTruth data for this measure were updated to reflect the current survey prompt. Using the updated measure, the 2024-25 student rating was 3.29 out of 5. Parents rated HJUHSD 3.6 out of 5 on “feeling safe” Parents rated HJUHSD 3.48 out of 5 on “feeling connectedness” Staff rated HJUHSD 3.93 out of 5 on “feeling safe” Staff rated HJUHSD 4.08 out of 5 on “feeling connectedness"	of 5 on “feeling safe” Students rated HJUHSD 3.32 out of 5 on “feeling connectedness” Parents rated HJUHSD 3.67 out of 5 on “feeling safe” Parents rated HJUHSD 3.45 out of 5 on “feeling connectedness” Staff rated HJUHSD 3.92 out of 5 on “feeling safe” Staff rated HJUHSD 4.11 out of 5 on “feeling connectedness"	on “feeling connectedness” Parents rated HJUHSD 4 out 5 on “feeling safe” Parents rated HJUHSD 4 out 5 on “feeling connectedness” Staff rated HJUHSD 4 out 5 on “feeling safe” Staff rated HJUHSD 4 out 5 on “feeling connectedness”	+.11 Parents “feeling safe” +.09 Parents “feeling connectedness” +.17 Staff “feeling safe” +.15 Staff “feeling connectedness”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	5287 out of 5341 (99%) contacts receiving communications (ParentSquare 2024-25)	4,227 out of 4,306 (98.2%) contacts are receiving communications (ParentSquare 2025-26)	100%	-1%
1.4	Increase Attendance Rates (Priority 5 A)	94% (P1: 12/2023)	94% (P1: 12/2024)	95% (P1: 12/2025)	98%	+1% Difference
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 24% Socioeconomically Disadvantaged	20% (DataQuest 2023-24) 24% African American 12% Asian 7% Filipino 21% Hispanic or Latino 16% White 28% English Learners 44% Foster Youth 36% Homeless Youth 28% Students With Disabilities 22% Socioeconomically Disadvantaged	19.4% (DataQuest 2024-25) 28.7% African American 7.8% Asian 12.8% Filipino 19.8% Hispanic or Latino 15.8% White 23.3% English Learners 57.6% Foster Youth 36.5% Homeless Youth 29.4% Students With Disabilities 22.2% Socioeconomically Disadvantaged	12% HJUHSD 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino 12% White 15% English Learners 25% Foster Youth 35% Homeless Youth 15% Students With Disabilities 17% Socioeconomically Disadvantaged	-2% HJUHSD +1% African American +6% Asian +8% Filipino -2% Hispanic or Latino -1% White -5% English Learners +7% Foster Youth -12% Homeless Youth -4% Students With Disabilities -2% 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	3% (DataQuest 2023-24) 6% English Learners 8% Foster Youth 4% Socioeconomically Disadvantaged	1.2% (DataQuest 2024-25) 2.2% English Learners * Foster Youth 1.3% Socioeconomically Disadvantaged	0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged	-1% All -4% English Learners Data Suppressed Foster Youth -2% Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 11% All 13% Hispanic 12% Socioeconomically Disadvantaged Hanford West 11% All 13% Hispanic 19% English Learners 13% Socioeconomically Disadvantaged Hanford High	7% (DataQuest 2023-24) Yellow (CA Dashboard 2024) 17% African American 6% Asian 3% Filipino 7% Hispanic or Latino 4% White 11% English Learners 16% Foster Youth 11% Homeless Youth 8% Socioeconomically Disadvantaged 14% Students With Disabilities Schools with Red Indicators: Hanford Community Day 9.3% All (Yellow) 6.5% Hispanic (Yellow) 7.4% Socioeconomically Disadvantaged (Yellow) Hanford West 7.9% All (Yellow)	5.0% (DataQuest 2024-25) Green (CA Dashboard 2025) 15.7% African American No results Asian 2.1% Filipino 4.8% Hispanic or Latino 3.4% White 7.4% English Learners 25.0% Foster Youth 6.7% Homeless Youth 5.9% Socioeconomically Disadvantaged 9.1% Students With Disabilities Schools with Red Indicators: Hanford Community Day 5.1% All (Green) 6.6% Hispanic (Orange) * Socioeconomically Disadvantaged (Green)	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: Hanford Community Day 5% All 5% Hispanic 5% Socioeconomically Disadvantaged Hanford West 5% All 5% Hispanic 5% English Learners 5% Socioeconomically Disadvantaged	-3% HJUHSD -1% African American No results Asian -3% Filipino -5% Hispanic or Latino No change White -7% English Learners +5% Foster Youth -13% Homeless Youth -4% Socioeconomically Disadvantaged -7% Students With Disabilities Schools with Red Indicators: Hanford Community Day -6% All (Yellow) -7% Hispanic (Yellow) Data Suppressed Socioeconomically Disadvantaged (Yellow) Hanford West -5% All (Yellow) -6% Hispanic (Yellow) -10% English Learners (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20% African American 25% Homeless 18% Students with Disabilities	6.8% Hispanic (Yellow) 14% English Learners (Yellow) 8.6% Socioeconomically Disadvantaged (Yellow) Hanford High 14.5% African American (Orange) 11.5% Homeless (Orange) 12.8% Students with Disabilities (Yellow)	Hanford West 6.3% All (Yellow) 6.6% Hispanic (Orange) 9.0% English Learners (Yellow) 7.3% Socioeconomically Disadvantaged (Yellow) Hanford High 20.0% African American (Red) 7.0% Homeless (Yellow) 7.7% Students with Disabilities (Yellow)	Hanford High 5% African American 5% Homeless 5% Students with Disabilities	-6% Socioeconomically Disadvantaged (Yellow) Hanford High No change African American (Orange) -18% Homeless (Orange) -10% Students with Disabilities (Yellow)
1.8	Decrease the Expulsion Rates (Priority 6 B)	2% (DataQuest 2021-22)	2% (DataQuest 2023-24)	1.2% (DataQuest 2024-25)	0%	-1%
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)	3.19 out of 5 (YouthTruth Survey Nov 2024)	3.25 out of 5 (YouthTruth Survey Nov 2025)	4.0	+.06
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)	3.29 out of 5 (YouthTruth Survey Nov 2024)	3.27 out of 5 (YouthTruth Survey Nov 2025)	4.0	+.12

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Hanford Joint Union High School District (HJUHSD) continued implementing Goal 1, which focuses on ensuring that every student has access to standards-aligned instructional materials, credentialed teachers, and a supportive, engaging school environment that prioritizes safety, equity, parent involvement, and school connectedness. Overall, the district implemented the LCAP actions with fidelity and without substantive deviations. Continued investments in student wellness, communication systems, transportation, intervention supports, and restorative practices contributed to measurable improvements across several key indicators. While some persistent challenges remain, particularly related to chronic absenteeism among specific student groups, the district demonstrated meaningful progress in improving school climate, reducing suspensions, and lowering dropout rates.

One of the most significant successes during the 2025-26 school year was the continued improvement in school climate and student behavior outcomes. Districtwide suspension rates declined from 8% at baseline to 5.0%, moving HJUHSD from an Orange indicator on the California Dashboard to Green. Significant improvements were also seen among several student groups, including English Learners, Hispanic students, homeless youth, and students with disabilities. Hanford Community Day School showed notable progress, improving from Red to Green for overall suspension rates. These improvements suggest that the district's continued focus on restorative practices, social-emotional supports, and targeted interventions through Differentiated Assistance (DA) is producing positive outcomes. Expulsion rates also improved from 2% to 1.2%, reflecting continued progress in reducing exclusionary discipline practices and strengthening site-level intervention systems.

The district also experienced positive trends in attendance and dropout data. Overall attendance improved from 94% to 95%, and the four-year adjusted cohort dropout rate declined significantly from 2% at baseline to 1.2% in 2025-26. English Learner dropout rates also improved from 6% to 2.2%, while socioeconomically disadvantaged students improved from 3% to 1.3%. These gains indicate that credit recovery programs, intervention supports, and improved monitoring systems are helping more students remain engaged and on track toward graduation. Additionally, chronic absenteeism improved overall from 21% to 19.4%, with substantial reductions among homeless youth, English Learners, students with disabilities, and socioeconomically disadvantaged students. These improvements suggest that districtwide attendance interventions, transportation supports, outreach efforts, and case management strategies are beginning to positively impact student engagement.

School climate survey data also reflected continued gradual growth in stakeholder perceptions of safety and connectedness. Parent participation in the YouthTruth survey increased significantly from the baseline year, and parents reported higher levels of school safety and connectedness than in previous years. Staff ratings related to safety and connectedness also remained strong, both exceeding 4.0 out of 5. Student perceptions of teacher support and personal attention improved slightly again, increasing from 3.29 to 3.32 out of 5, though this metric remains below the district's target of 4.0. These findings indicate continued progress in relationship-building efforts while also reinforcing the need to strengthen student-adult connections and classroom engagement practices.

Despite these positive outcomes, several challenges remain. Chronic absenteeism continues to disproportionately impact Foster Youth, whose absenteeism rate increased from 51% at baseline to 57.6% in 2025-26. African American students also continue to experience

elevated chronic absenteeism and suspension rates compared to district averages. While many subgroup indicators improved, these persistent disparities demonstrate that additional targeted interventions and individualized supports are still needed for the district's highest-need student populations. Similarly, although improvements were made in school climate and student support measures, student responses regarding respect, fairness, and teacher support remain below district targets, suggesting that continued professional development and relationship-centered practices are necessary.

The district also continued implementation of its communication and engagement systems through ParentSquare, maintaining a high communication rate with families. Although the percentage of contacts successfully receiving communications declined slightly from 99% to 98.2%, the district continues to maintain strong outreach systems and family engagement practices. In addition, the Facilities Inspection Tool (FIT) score remained relatively stable at 94%, slightly below the district target of 100%, indicating the need for continued attention to facility maintenance and infrastructure improvements across school sites.

There were no material differences between planned actions and actual implementation during the 2025–26 school year. All major actions were carried out substantially as described in the adopted LCAP. However, the data analysis indicates that some actions produce stronger outcomes than others. Investments in wellness supports, restorative practices, intervention systems, and student monitoring have demonstrated measurable effectiveness in reducing suspensions, lowering dropout rates, and improving school climate indicators. Conversely, while attendance initiatives have produced moderate districtwide improvement, chronic absenteeism among Foster Youth remains a significant concern and will require more intensive and coordinated intervention moving forward.

Overall, the implementation of Goal 1 during the 2025–26 school year demonstrated continued progress toward creating safer, more supportive, and more engaging school environments for students. The district saw meaningful gains in discipline, attendance, and school climate outcomes while continuing to identify areas where targeted supports and equity-focused interventions are still needed. HJUHSD remains committed to refining its practices, strengthening relationships with students and families, and using data-driven decision-making to ensure all students are supported academically, socially, and emotionally.

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

There were no significant material differences between the budgeted expenditures and estimated actual expenditures for most actions within Goal 1 during the 2024–25 school year. All major planned actions—including transportation services, credit recovery, attendance interventions, wellness supports, restorative practices, communication systems, and student safety services—were implemented substantially as described in the adopted LCAP. Similarly, there were no notable differences between the planned and the estimated actual percentages of improved services provided to unduplicated pupils.

Several actions experienced modest expenditure increases due to operational needs. Under Action 1.2 – Extended Learning Opportunities, the district budgeted approximately $607,000 and expended approximately $688,000. The increase was primarily attributed to additional stipends paid to ancillary staff who supported expanded student opportunities and program implementation. Under Action 1.3 – Student, Parent, and Community Communication, expenditures increased from a budgeted $214,000 to approximately $245,000 due to adjustments in staffing allocations and employee percentage assignments necessary to support communication and outreach efforts. Additionally, under

Action 1.6 – Student Information System, the district budgeted approximately $50,000 for the Aeries Student Information System; however, the final contract cost was approximately $56,000.

While these actions exceeded their original budgeted amounts, the increases were necessary to maintain and enhance services to students and families and did not substantially alter the scope or intent of the planned actions. HJUHSD will continue to monitor expenditures and program effectiveness to ensure resources remain aligned with student needs, district priorities, and improved outcomes for unduplicated pupil populations.

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

During the 2025–26 school year, the actions associated with Goal 1 demonstrated overall effectiveness in advancing school climate, student engagement, student behavior, and graduation outcomes. Actions connected to student wellness, restorative practices, communication systems, and intervention supports showed the strongest evidence of impact based on local data and California Dashboard indicators. The district's continued investment in health and wellness supports, inclusive learning environments, and targeted intervention systems contributed to a reduction in overall suspension rates from 8% at baseline to 5.0% in 2025–26, moving the district from an Orange indicator to Green on the California Dashboard. Significant reductions were also seen among English Learners, Hispanic students, homeless youth, and students with disabilities. Expulsion rates also improved from 2% to 1.2%, further indicating that restorative practices, early interventions, and social-emotional supports are helping reduce exclusionary discipline outcomes.

Actions related to student engagement and dropout prevention also demonstrated effectiveness. Credit recovery opportunities, intervention systems, and enhanced student monitoring contributed to a decline in the four-year adjusted cohort dropout rate from 2% to 1.2%. English Learner dropout rates decreased from 6% to 2.2%, while socioeconomically disadvantaged students improved from 3% to 1.3%. These improvements indicate that the district's focus on flexible learning opportunities, academic intervention, and progress monitoring is helping keep more students engaged and on track toward graduation.

The district's communication systems and family engagement efforts also proved effective. ParentSquare continued to maintain a high communication rate with families, with over 98% of contacts successfully receiving communications. Parent participation in the YouthTruth survey increased significantly from baseline levels, and parent perceptions related to school safety and connectedness improved. Staff responses regarding school safety and connectedness remained strong, both exceeding 4.0 out of 5. Student perceptions of teacher support and personal attention also improved slightly from 3.29 to 3.32 out of 5, demonstrating modest progress in strengthening student-adult relationships and school connectedness.

Attendance-related actions demonstrated mixed effectiveness. Overall attendance rates improved from 94% to 95%, and districtwide chronic absenteeism improved from 21% to 19.4%. Significant improvements were observed among homeless youth, English Learners, students with disabilities, and socioeconomically disadvantaged students. These results suggest that transportation supports, attendance interventions, outreach efforts, and case management systems are positively impacting many student groups. However, chronic absenteeism among Foster Youth increased significantly from 51% at baseline to 57.6% in 2024–25, indicating that the current strategies have not been effective for this student population. While transportation and attendance outreach reduced barriers for many students, the data suggest that Foster Youth continue to face more complex challenges related to housing instability, mobility, mental health, and school engagement that require more intensive, individualized interventions.

Actions focused on improving school climate and connectedness also demonstrated partial effectiveness. Climate survey results showed continued improvement in perceptions of safety and connectedness among parents and staff, while student perceptions showed slower growth. Although student ratings of teacher support and perceptions of fairness improved slightly, these metrics remain below district targets, indicating that additional professional development and relationship-centered instructional practices are still needed. Similarly, the Facilities Inspection Tool score remained stable at 94%, suggesting that while the district continues to maintain facilities in generally good condition, further improvements are needed to reach the district's target of 100%.

Overall, the majority of Goal 1 actions have demonstrated effectiveness in improving student behavior outcomes, reducing dropout rates, strengthening family communication, and improving aspects of school climate. However, the district recognizes that some actions—particularly those related to chronic absenteeism among Foster Youth and improving student perceptions of teacher support—have not yet produced the level of impact needed to meet long-term goals. As a result, HJUHSD will continue refining and strengthening these actions through more targeted intervention systems, expanded student supports, and increased focus on relationship-building and engagement strategies.

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.

As a result of reflections on prior practice, analysis of both Dashboard and local data, and feedback from Community Partners, HJUHSD will make several refinements to the actions and implementation strategies for Goal 1 in the 2026–27 school year. The most significant adjustment will focus on strengthening attendance interventions for Foster Youth, as chronic absenteeism for this student group increased from 51% at baseline to 57.6% in 2025–26, despite overall district improvement in attendance and chronic absenteeism rates. While existing attendance supports, transportation services, and outreach efforts positively impacted many student groups, the data demonstrate that Foster Youth require more targeted and individualized interventions. In response, the district will strengthen collaboration among school sites, Student Services, Kings County agencies, and external support providers to implement more intensive case management, mentoring, and intervention systems specifically designed to address the unique barriers faced by Foster Youth.

Additionally, the district will refine school climate and engagement efforts to place greater emphasis on student belonging, relationship-building, and connectedness. Although parent and staff perceptions of school climate continued to improve, student survey results on teacher support, respect, and fairness showed only modest growth and remain below district targets. Based on this feedback and data, HJUHSD will increase its focus on relationship-centered practices, student voice opportunities, and classroom engagement strategies through professional development and site-level implementation supports. The district believes these refinements will help strengthen student-adult relationships and improve students’ sense of connection and support within the school environment.

Finally, the district will continue refining its attendance monitoring systems to become more data-driven and intervention-focused. While overall attendance rates improved slightly, the district recognizes that broad attendance percentages do not fully capture the effectiveness of interventions for chronically absent students. As a result, HJUHSD will begin incorporating more targeted local measures to monitor the effectiveness of interventions and subgroup progress. This includes increased monitoring of attendance intervention outcomes and more frequent review of subgroup attendance data to ensure supports are responsive and equitable. These refinements reflect the district’s

continued commitment to using data, stakeholder input, and Community Partner feedback to strengthen support systems and improve outcomes for all students.

Metric 1.2 was also clarified for the 2026-27 LCAP to account for an update to the YouthTruth student connectedness survey prompt. To maintain consistency and required mirroring across LCAP years, the originally reported Baseline and Year 1 student connectedness ratings of 3.47 out of 5 have been retained. Beginning with the 2025-26 school year, the updated YouthTruth measure is also reported within Metric 1.2. Using the updated measure, the comparable student connectedness ratings were 3.29 in the baseline year, 3.29 in Year 1, and 3.32 in Year 2. This clarification does not represent a change in the district's goal or intended outcome but ensures transparency regarding the change in the survey measure used to report student connectedness.

Although the action language remained largely unchanged, budgeted amounts for Actions 1.2, 1.3, and 1.6 were adjusted for the 2026-27 school year to better reflect actual program costs experienced during 2025-26. Action 1.2 – Extended Learning Opportunities increased from approximately $607,000 to $688,000 to account for additional staffing and stipends needed to support program implementation. Action 1.3 – Student, Parent, and Community Communication increased from approximately $214,000 to $245,000 due to updated staffing allocations and employee percentage assignments supporting communication and outreach efforts. Action 1.6 – Student Information System increased from approximately $50,000 to $57,000 to reflect the current contractual cost of the Aeries Student Information System. These adjustments reflect updated operating costs and do not represent substantive changes to the scope or intent of the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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: 507 suspensions were recorded, 71% (362) involving unduplicated students. To address this issue, we developed targeted interventions to reduce 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 programs fosters positive relationships between students and teachers,	$688,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		further incentivizing regular attendance and active participation in school activities.		
1.3	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.	$245,000.00	Yes
1.4	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
1.5	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
1.6	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, enabling targeted interventions and support. This comprehensive approach	$57,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	This action addresses suspension rates for all students, specifically Hispanic and socioeconomically disadvantaged students at Hanford Community Day School; all students, specifically Hispanic, socioeconomically disadvantaged, and English Learner students at Hanford West High School; African American students, students with disabilities, and homeless youth at Hanford High School; and Hispanic, socioeconomically disadvantaged, and English Learner students across HJUHSD. To strengthen these efforts, the district is strategically braiding Title I services with state and local resources to provide targeted academic, behavioral, and social-emotional supports for identified student groups. Title I-funded interventions, student support services, family engagement activities, and academic assistance programs will be coordinated with existing wellness, counseling, and intervention services to address the root causes of student disengagement and behavioral concerns. Additionally, this action will support the development and implementation of targeted intervention plans for 9th-grade students, a critical transition year where early support can significantly influence long-term academic achievement, school connectedness, attendance, and behavior. By intervening early and aligning multiple funding sources and services, the district aims to reduce suspension rates and improve academic and social outcomes for students most at risk.	$1,222,500.00	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.

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)	97% (2022-23)	96.7% (DataQuest 2023-24)	100%	-.3%
2.2	Percentage of Fully Credentialed Teachers (Priority 1 A)	98% (2022-23)	98% (2022-23)	82% (Dashboard 2024-25)	100%	-16%
2.3	Sufficiency of Materials (Priority 1 B)	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Implementation of State Adopted Curriculum in all core classes (Priority 2 A)	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	No difference
2.5	Increase Graduation Rates (Priority 5 E)	94% (DataQuest 2023) 88% English Learners 87% Homeless Youth 94% Socioeconomically Disadvantaged	96% (DataQuest 2024) 89% English Learners 90% Homeless Youth 95% Socioeconomically Disadvantaged	96.7% (DataQuest 2025) 91.2% English Learners 95.8% Homeless Youth 96.3% Socioeconomically Disadvantaged 64.4% Students with Disabilities (Red – CA Dashboard 2025)	100% 95% English Learners 90% Homeless Youth 100% Socioeconomically Disadvantaged	+2.7% All +3.2% English Learners +8.8% Homeless Youth +2.3% 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)	3.25 out of 5 (YouthTruth Survey Nov 2024)	3.39 out of 5 (YouthTruth Survey Nov 2025)	4	+.10
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.	44% Met or Exceeded Standard for ELA (DataQuest 2023-24) 26% African American 63% Asian 67% Filipino 39% Hispanic or Latino 58% White 2% English Learners Foster Youth - In order	54.51% Met or Exceeded Standard for ELA (DataQuest 2024-25) 37.14% African American 72.72% Asian Filipino-In order to protect student privacy, data is suppressed because fewer than 11 students tested.	70% ELA HJUHSD 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	+8.51% Met or Exceeded Standard for ELA - All -.86% African American +17.72% Asian Filipino - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +8.16% Hispanic or Latino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29% Homeless Youth 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:	to protect student privacy, data is suppressed because fewer than 11 students tested. 30% Homeless Youth 38% Socioeconomically disadvantaged 10% Students With Disabilities 17% Met or Exceeded Standard for Math (DataQuest 2023-24) 8% African American 31% Asian 47% Filipino 14% Hispanic or Latino (Red Indicator) 26% White 1% English Learners Foster Youth - In order to protect student privacy, data is suppressed because	51.16% Hispanic or Latino 67.74% White 6.72% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 35.83% Homeless Youth 50.37% Socioeconomically disadvantaged 12.16% Students With Disabilities 18.17% Met or Exceeded Standard for Math (DataQuest 2023-24) 11.42% African American 36.36% Asian Filipino-In order to protect student privacy, data is suppressed because fewer	10% Students With Disabilities 30% Math HJUHSD 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	+13.74% White -1.28% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +6.83% Homeless Youth -6% Socioeconomically disadvantaged +6.37% Students With Disabilities +2.17% Met or Exceeded Standard for Math - All +1.42% African American +.36% Asian Filipino - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +.78% Hispanic or Latino (Red Indicator) +6.19% White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Pacific 18% All 14% Hispanic 16% Socioeconomically Disadvantaged	fewer than 11 students tested. 8% Homeless Youth 13% Socioeconomically disadvantaged 0% Students With Disabilities Schools with Red Indicators: Sierra Pacific 27% All (Yellow) 19% Hispanic 19% Socioeconomically Disadvantaged	than 11 students tested. 13.78% Hispanic or Latino (Yellow) 31.19% White 3.36% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 10.45% Homeless Youth 14.46% Socioeconomically disadvantaged 4.00% Students With Disabilities Schools with Red Indicators: Sierra Pacific 34.29% All (Green) 26.52% Hispanic (Yellow) 26.92% Socioeconomically Disadvantaged (Yellow)		+.36% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +10.45% Homeless Youth +.46% Socioeconomically disadvantaged +3% Students With Disabilities Schools with Red Indicators: Sierra Pacific +16.29% All (Green) +12.52% Hispanic (Yellow) +10.92% Socioeconomically Disadvantaged (Yellow)

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	37% (DataQuest 2023-24) 9% English Learners 33% Socioeconomically Disadvantaged 23% Homeless Students	41.8% (DataQuest 2024-25) 13.6% English Learners 34.7% Socioeconomically Disadvantaged 18.8% Homeless Students	50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Homeless Students	+3.8% All +6.6% English Learners +3.7% Socioeconomically Disadvantaged +15.8% 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	18% (DataQuest 2023-24) 3% English Learners 0% Foster Students 16% Socioeconomically Disadvantaged	20.8% (DataQuest 2024-25) 6.5% English Learners * Foster Students 17.3% Socioeconomically Disadvantaged	30% 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged	+.8% All +3.5% English Learners * Foster Students +.3% 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) Schools with Red Indicators: Hanford High 3% English Learners Hanford West 0% Students with Disabilities	40% Prepared (DataQuest 2023-24) 9% English Learners (Red Indicator) 0% Foster Youth 35% Socioeconomically Disadvantaged 11% Students with Disabilities (Yellow) Schools with Red Indicators: Hanford High 4% English Learners (Yellow)	46.1% Prepared (DataQuest 2024-25) 18.2% English Learners (Yellow Indicator) * Foster Youth 40.6% Socioeconomically Disadvantaged 6.0% Students with Disabilities (Red) Schools with Red Indicators: Hanford High 17.9% English Learners (Yellow)	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	+4.1% Prepared - All +10.2% English Learners (Yellow) * Foster Youth +5.6% Socioeconomically Disadvantaged +5% Students with Disabilities (Red) Schools with Red Indicators: Hanford High +2% English Learners (Yellow) Hanford West

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hanford West 16% Students with Disabilities (No performance color)	Hanford West 0% Students with Disabilities (No performance color)		No difference Students with Disabilities (No performance color)
2.12	CTE Pathway Completers (Priority 4 C)	44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students	45% (DataQuest 2023-24) 26% English Learners 43% Socioeconomically Disadvantaged 7% Foster Students	47.2% (DataQuest 2024-25) 34.8% English Learners 46.7% Socioeconomically Disadvantaged * Foster Students	60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students	+3.2`% All +18.8% English Learners +3.7% Socioeconomically Disadvantaged * 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)	ELA Participation Rate Report 98% (CA Dashboard 2024) Math Participation Rate Report 98% (CA Dashboard 2024)	ELA Participation Rate Report 99% (CA Dashboard 2025) Math Participation Rate Report 98% (CA Dashboard 2025)	99%	+1% ELA Participation Rate Report No difference Math Participation Rate Report
2.14	Students earning the State Seal of Biliteracy (Priority 8 A)	6% Earned the State Seal of Biliteracy (DataQuest 2022-23)	6% Earned the State Seal of Biliteracy (DataQuest 2023-24)	3.3% Earned the State Seal of Biliteracy (DataQuest 2024-25)	20%	-2.7% Earned the State Seal of Biliteracy
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	17% Met or Exceeded Standard (DataQuest 2023-24) 10% African American 33% Asian 25% Filipino	23.36% Met or Exceeded Standard (DataQuest 2024-25) 10.81% African American 12.50% Asian	25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino	+5.68% Met or Exceeded Standard All +.81 African American +2.50% Asian In order to protect student privacy, data is suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10% Foster Youth 6% Homeless Youth 13% Socioeconomically disadvantaged 1% Students With Disabilities	12% Hispanic or Latino 32% White 1% English Learners Foster Youth-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 9% Homeless Youth 13% Socioeconomically disadvantaged 4% Students With Disabilities	Filipino-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 21.85% Hispanic or Latino 31.55% White 0.00% English Learners Foster Youth-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 6.78% Homeless Youth 20.72% Socioeconomically disadvantaged 3.33% Students With Disabilities	40% White 5% English Learners 15% Foster Youth 10% Homeless Youth 15% Socioeconomically disadvantaged 5% Students With Disabilities	because fewer than 11 students tested. Filipino +7.85% Hispanic or Latino +.55% White -1% English Learners Foster Youth In order to protect student privacy, data is suppressed because fewer than 11 students tested. +.78% Homeless Youth +7.72% Socioeconomically disadvantaged +2.33% Students With Disabilities
2.16	Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G)	60% (College Board 2023)	64% (College Board 2024)	65% (College Board 2025)	75%	+5%
2.17	Students are scheduled appropriately (Priority 7 B)	95% (Master Schedule)	93% (Master Schedule)	94% (Master Schedule)	100%	-1%
2.18	Credit Recovery Opportunities (Priority 7 C)	95% Students have access (Zero Hour)	95% Students have access (Zero Hour)	95% Students have access (Zero Hour)	100%	No difference

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 2 for HJUHSD continued to reflect a focused effort to cultivate an inclusive and engaging school culture that promotes equity, student safety, school connectedness, and college and career readiness for all students. The district successfully maintained several key actions, including the continued expansion of digital resources and instructional technology to support student access and engagement. Academic interventions in English Language Arts and Mathematics remained a major focus, particularly for English Learners, socioeconomically disadvantaged students, and students performing below grade level. Through Professional Learning Communities (PLCs), interim assessment development, and ongoing data analysis, staff aligned instruction and strengthened support systems for students requiring additional academic intervention.

The district also sustained college- and career-readiness efforts through College and Career Readiness Centers, work-based learning opportunities, dual enrollment support, and Career Technical Education (CTE) pathways. These efforts contributed to slight gains in some areas, including graduation rates, CTE pathway completion for English Learners, and increased support for students pursuing postsecondary opportunities. Alternative education programs at Earl F. Johnson Continuation High School and the Community Day School continued to provide critical academic and social-emotional supports for students at risk of dropping out or disengaging from school.

Despite these efforts, significant challenges remain. Academic performance in Mathematics and English Language Arts continues to lag behind district targets, particularly for English Learners, African American students, Hispanic students, Students with Disabilities, and socioeconomically disadvantaged students. Red indicators persisted across multiple areas of the California Dashboard, including Math and College/Career Readiness metrics at several school sites. Additionally, metrics related to Advanced Placement performance, State Seal of Biliteracy attainment, and overall College/Career Indicator preparedness showed limited growth, suggesting that current strategies have not yet achieved the desired impact across all student groups.

While most actions were implemented as planned, one substantive difference occurred at Earl F. Johnson Continuation High School. Due to lower-than-anticipated student enrollment, expenditures were reduced, and staffing was adjusted accordingly, including the reassignment of a teacher to a comprehensive high school site. Additionally, some intervention and support efforts evolved throughout the year in response to ongoing Differentiated Assistance work with the Kings County Office of Education, allowing the district to better target supports for identified student groups and areas of need.

Overall, HJUHSD continued to implement Goal 2 actions with fidelity and intentionality. The district experienced success in maintaining access to supports and opportunities for students while also recognizing the need to refine instructional practices, strengthen intervention systems, and improve measurable outcomes for historically underperforming student groups.

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

While most actions under Goal 2 were implemented as planned, with expenditures closely aligned with budgeted amounts, several notable material differences emerged between Budgeted Expenditures and Estimated Actual Expenditures. Under Action 2.1, Common Core-aligned resources, the district budgeted $160,000 but expended only $16,733. This variance occurred because the district was able to continue utilizing previously purchased instructional materials and digital resources, reducing the need for additional expenditures during the year while still maintaining access to standards-aligned resources for students and staff.

Under Action 2.4, Professional Learning Communities (PLCs), the district budgeted $253,000 but expended approximately $281,000. This increase was primarily due to additional PLC stipends and hourly compensation provided to staff to support expanded collaboration, data analysis, common assessment development, and instructional planning efforts throughout the year. These additional expenditures reflected the district’s increased emphasis on strengthening instructional practices and improving student outcomes through collaborative professional learning.

Under Action 2.5, the district originally budgeted approximately $1.3 million to support educational services at Earl F. Johnson Continuation High School (EFJ) for students at risk of non-graduation. However, only approximately $1.1 million was expended. This variance resulted from lower-than-anticipated student enrollment at EFJ during the school year, which reduced staffing needs at the site. As a result, certificated staff were reassigned to comprehensive high school sites to better meet districtwide student needs. This adjustment allowed the district to utilize resources efficiently while continuing to provide appropriate educational services and supports for continuation students.

Additionally, under Action 2.10, College and Career Support, the district budgeted $1,145,000 but expended approximately $1,270,500. This increase was associated with the expansion of college and career-readiness supports and revisions to staff responsibilities designed to strengthen students' access to college planning, dual enrollment, Career Technical Education pathways, work-based learning opportunities, and postsecondary transitions. These enhancements aligned with district priorities and stakeholder feedback, emphasizing the importance of improving College/Career Indicator outcomes and ensuring students are prepared for success beyond high school.

There were no other significant discrepancies between Budgeted Expenditures and Estimated Actual Expenditures or between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for Goal 2.

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

Several actions under Goal 2 have demonstrated varying degrees of effectiveness in supporting the district’s progress toward improving student achievement, engagement, and college and career readiness. Actions focused on enhancing digital access and instructional resources continued to prove effective, as reflected in the district's 98% participation rate in both ELA and Math SBAC assessments. Additionally, graduation rates increased from 94% to 96% overall, with gains also seen among English Learners (88% to 89%), Homeless Youth (87% to 90%), and socioeconomically disadvantaged students (94% to 95%). These improvements suggest that continued investments in academic supports, digital access, counseling services, and alternative education programs are positively impacting student engagement and persistence toward graduation.

The implementation of ELA and Math intervention programs demonstrated mixed effectiveness. While overall ELA proficiency declined slightly from 46% to 44%, several student groups showed improvement, including Asian students (55% to 63%) and White students (54% to 58%). In Math, overall district performance increased slightly from 16% to 17% meeting or exceeding standards, with notable improvement among Filipino students (41% to 47%) and White students (25% to 26%). Sierra Pacific High School also improved from Red to Yellow status in Math for “All Students.” However, persistent achievement gaps remain for English Learners, African American students, Hispanic students, and Students with Disabilities, indicating that current intervention strategies have not yet produced consistent outcomes across all student groups.

The district’s intervention efforts have demonstrated meaningful effectiveness for several historically underperforming student groups. In English Language Arts, Foster Youth improved from a suppressed rate in 2023 to 30% meeting or exceeding standards in 2025; Homeless Youth increased from 29% to 50%; socioeconomically disadvantaged students improved from 44% to 55%; and Students with Disabilities increased from 4% to 10%. While English Learner performance declined from 8% to 0%, the gains observed among other high-need student groups suggest that targeted academic supports, intervention services, and increased access to instructional resources are having a positive impact. Similar improvements were observed in Mathematics. English Learners increased from 1% to 5%; Foster Youth improved from a suppressed rate in 2023 to 15% in 2025; Homeless Youth increased from 0% to 10%; socioeconomically disadvantaged students improved from 14% to 20%; and Students with Disabilities increased from 1% to 5%. These gains indicate that the district’s focus on intervention, data-driven decision-making, and targeted support services is beginning to improve outcomes for several student groups. However, the continued low performance of English Learners in ELA and the overall proficiency rates across all groups demonstrate that additional refinement of instructional practices and intervention systems is necessary to accelerate achievement and close persistent performance gaps.

For the 2026-27 school year, HJUHSD will strengthen and refine its supports for English Learners, Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities to accelerate academic growth and close persistent achievement gaps. The district will continue using interim assessments and data-monitoring systems to identify students in need of support earlier and to provide targeted interventions in English Language Arts and Mathematics. Professional Learning Communities will place increased emphasis on analyzing subgroup performance, monitoring progress toward essential standards, and implementing evidence-based instructional strategies. Additional support will be provided through expanded collaboration among general education, special education, counseling, and English Learner staff to ensure students receive coordinated academic and college- and career-readiness supports. The district will also continue its focus on individualized student planning, particularly for English Learners and Students with Disabilities, to increase participation in rigorous coursework, Career Technical Education pathways, dual enrollment opportunities, and College/Career Indicator preparedness. These efforts are intended to build upon the gains observed in several student groups while addressing areas where performance remains significantly below district expectations.

The district's investment in Career Technical Education pathways, work-based learning opportunities, and individualized college and career planning has demonstrated effectiveness in increasing CTE pathway completion rates among historically underserved student groups. Overall CTE pathway completion increased from 44% in 2022-23 to 47.2% in 2024-25. Particularly noteworthy were gains among English Learners, whose completion rate increased from 16% to 34.8%, and socioeconomically disadvantaged students, whose completion rate increased from 43% to 46.7%. These improvements suggest that targeted counseling, pathway monitoring, expanded access to CTE coursework, and increased career exploration opportunities are helping more students successfully complete a CTE pathway. While foster student data was suppressed due to small cohort sizes, the substantial gains among English Learners and socioeconomically disadvantaged students indicate that these actions are effectively supporting student engagement and preparation for postsecondary education and career

opportunities. Continued focus on pathway completion, work-based learning experiences, and equitable access to high-quality CTE programs will be critical to sustaining and expanding these gains.

Actions supporting college and career readiness also demonstrated partial effectiveness. CTE pathway completion increased from 44% to 45% overall, with English Learner completion rates improving significantly from 16% to 26%. Graduation rates and access to work-based learning opportunities continued to support student preparedness for postsecondary opportunities. However, College/Career Indicator (CCI) preparedness declined overall from 42% to 40%, and Foster Youth preparedness declined from 23% to 0%, indicating that additional targeted supports are needed for vulnerable student groups. Similarly, UC/CSU course completion rates remained relatively stagnant, decreasing slightly from 38% to 37% overall, despite modest gains in some subgroups.

Some actions have not yet demonstrated sufficient effectiveness over time. State Seal of Biliteracy attainment remained unchanged at 6%, and Advanced Placement exam scores of 3 or higher remained stagnant at 60%. Despite investments in teacher development, professional learning communities, and class-size reduction, significant achievement gaps persist in ELA, Math, and college-readiness indicators for English Learners, socioeconomically disadvantaged students, and Students with Disabilities. These results indicate the need to refine and strengthen instructional practices, intervention systems, and targeted supports moving forward.

Overall, the district achieved success in areas such as graduation rates, CTE completion, and assessment participation, while continuing to face challenges in accelerating academic achievement and college- and career-readiness outcomes for historically underserved student groups.

Although the action language remained largely unchanged, budgeted amounts for Actions 2.4 and 2.5 were adjusted for the 2026-27 school year based on actual program implementation and staffing needs during 2025-26. Action 2.4 – Professional Learning Communities increased to reflect additional PLC stipends and hourly compensation needed to support expanded collaboration, data analysis, common assessment development, and instructional planning. Action 2.5 – Continuation School decreased due to lower-than-anticipated enrollment at Earl F. Johnson Continuation High School, which resulted in reduced staffing needs and the reassignment of certificated staff to comprehensive high school sites. These fiscal adjustments reflect current operational needs and do not represent substantive changes to the scope or intent of the actions.

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.

As a result of the analysis of Goal 2 data, including California School Dashboard indicators, local performance metrics, and feedback gathered through community partner meetings, particularly the Student Advisory Committee (SAC) and Community Advisory Committee (CAC), HJUHSD has identified several areas requiring refinement and strengthening to improve student outcomes and better support unduplicated pupils and historically underperforming student groups. While achievement gaps persist, data indicate that targeted interventions and college- and career-readiness supports are producing positive results for several student groups. Notable gains were observed among Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities in both ELA and Math, while participation and completion rates for English Learners and socioeconomically disadvantaged students in Career Technical Education pathways increased significantly. As a result, the district will continue and expand these successful practices while refining supports in areas where progress has been limited.

Moving forward, HJUHSD will place greater emphasis on strengthening Tier 1 instruction by increasing alignment and accountability within Professional Learning Communities (PLCs). Ongoing performance data in ELA, Math, and College/Career readiness indicate the need for more consistent, high-quality first instruction across all sites and classrooms. PLCs will focus more intentionally on essential standards, common formative assessments, data analysis, and instructional response cycles to improve outcomes for all students and close subgroup achievement gaps.

The district will also intensify efforts in Mathematics and English Language Arts intervention, particularly for English Learners, who continue to demonstrate significantly lower performance than other student groups despite improvements in other areas. HJUHSD will strengthen early identification systems, expand the use of interim assessments, and utilize data-monitoring protocols to ensure students receive timely intervention and support. Collaboration through Differentiated Assistance with Kings County Office of Education will continue to guide improvement efforts in academic achievement and college and career readiness.

In response to strong gains in CTE pathway completion rates, particularly among English Learners, the district will expand efforts to connect students to CTE pathways, work-based learning opportunities, dual enrollment courses, and individualized college and career planning. The district will shift its college and career readiness efforts from a primary focus on access to a stronger emphasis on successful completion and College/Career Indicator outcomes. Additional monitoring and support will be provided for English Learners, Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students to ensure equitable participation and success.

The district also identified the State Seal of Biliteracy as an area requiring redesign due to stagnant outcomes over multiple years. Despite increased access to coursework, the percentage of students earning the Seal has remained unchanged. Beginning in 2026-27, the district will implement earlier identification of eligible students, increase family outreach, and provide targeted supports and exam preparation opportunities for English Learners and heritage speakers.

Finally, HJUHSD will refine its approach to professional development by emphasizing job-embedded learning opportunities, instructional coaching, collaborative scoring, and classroom-based support aligned to student performance data. These revisions represent a more targeted, data-informed, and outcome-focused approach designed to build upon successful strategies, address persistent achievement gaps, and accelerate progress toward the goals outlined in Goal 2.

Metric 2.5 has been updated to include the 2025 California School Dashboard Graduation Rate for Students with Disabilities. Students with Disabilities had a graduation rate of 64.4%, resulting in a Red performance level and identifying this student group as an area requiring additional support. In response, HJUHSD will strengthen individualized graduation monitoring, transcript and credit reviews, credit-recovery supports, transition planning, and coordination among counselors, special education staff, and site administrators. The district will also continue to expand appropriate graduation pathways and college- and career-readiness opportunities for Students with Disabilities to improve both graduation and postsecondary outcomes.

Although the action language remained largely unchanged, budgeted amounts for Actions 2.4 and 2.5 were adjusted for the 2026-27 school year based on actual program implementation and staffing needs during 2025-26. Action 2.4 – Professional Learning Communities increased to reflect additional PLC stipends and hourly compensation needed to support expanded collaboration, data analysis, common assessment development, and instructional planning. Action 2.5 – Continuation School decreased due to lower-than-anticipated enrollment at Earl F.

Johnson Continuation High School, which resulted in reduced staffing needs and the reassignment of certificated staff to comprehensive high school sites. These fiscal adjustments reflect current operational needs and do not represent substantive changes to the scope or intent of the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	common core aligned resources	HJUHSD 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	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 primarily targets unduplicated pupils, including English Learners, low-income students, and Foster Youth, with a specific focus on improving math outcomes for Hispanic and socioeconomically disadvantaged students at Sierra Pacific High School. Because many students identified in Red performance levels on the California Dashboard are also dually identified as unduplicated pupils, these services are principally directed toward unduplicated students while benefiting all participating students. Through Differentiated Assistance (DA), the County Office will support the development of targeted plans to address	$840,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mathematics proficiency among 9th-grade students. While this action may also benefit other student groups identified on the Dashboard, the services funded through Supplemental and Concentration funds are primarily intended to improve outcomes for unduplicated pupils.		
2.4	professional learning communities	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 primarily targets English Learners and other unduplicated pupils by strengthening instructional practices designed to improve College and Career Indicator (CCI) outcomes. Particular attention will be given to English Learners at Hanford High School and Students with Disabilities at Hanford West High School, where Dashboard data indicate ongoing performance challenges. Through Differentiated Assistance (DA), the County Office will support the development of targeted plans to improve college- and career-readiness outcomes. While this action benefits all students through improved instructional practices, the Supplemental and Concentration-funded portion is principally directed toward improving outcomes for unduplicated pupils. Support provided to Students with Disabilities through this action is coordinated with services funded through the district's base program and special education funding sources.	$281,000.00	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.	$1,160,000.00	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	$1,018,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 foster youth, CTE courses offer opportunities for economic mobility and empowerment.	$860,000.00	Yes
2.8	assessment, analysis and reports	Continue leveraging a comprehensive data and analytics platform to support the development of California Common Core State Standards (CCSS)-aligned assessments, generate actionable reports, and facilitate meaningful data analysis. Regular monitoring of student performance enables staff to evaluate progress, refine instructional practices, and ensure resources are strategically allocated to meet identified student needs. By analyzing academic, attendance, and behavior data in a timely manner, the district can implement early interventions that address learning gaps before they negatively affect outcomes on state assessments, graduation rates, or college and career readiness indicators. For unduplicated pupils, including English Learners and Long-Term English Learners (LTELs), data-driven decision-making ensures that academic and language supports are targeted to areas of greatest need, increasing access, engagement, and achievement. Establishing benchmarks and measurable goals promotes accountability, informs continuous improvement efforts, and fosters a culture of high expectations for both students and staff. Additionally, to address performance indicators related to the California School Dashboard, including outcomes for Students with Disabilities (SWD), Graduation Rate, and College/Career Indicator (CCI), the district will meet individually with each 12th-grade student to develop a personalized graduation and postsecondary readiness plan, including a pathway to CTE completer status when appropriate. While this component	$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the action is funded through the district's base program rather than supplemental or concentration funds, it is included here to ensure progress can be monitored through the appropriate Dashboard metrics and outcome measures.		
2.9	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
2.10	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. To address eligibility concerns identified in the California Dashboard for Students with Disabilities, Graduation Rate, and the College/Career Indicator, the district will provide additional transition planning, individualized counseling, career exploration opportunities, dual-enrollment support, work-based learning experiences, and pathway completion monitoring. These supports are designed to increase graduation rates and postsecondary readiness for Students with Disabilities and other student groups demonstrating lower performance levels on the Dashboard. While this component of the action is funded through the district's base program rather than Supplemental and Concentration funds, it is included here to ensure progress can be monitored through the appropriate Dashboard metrics and outcome measures.	$1,200,000.00	Yes
2.11	teacher development and support	Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful learning environments. These teachers are well-equipped with pedagogical	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	By June 2027, the percentage of English Learner (EL) students meeting or exceeding grade-level standards in English Language Arts and Mathematics will increase by 8% as measured by state assessments. To support this growth, the district will implement targeted instructional strategies, EL-specific interventions, and schoolwide culture-building activities to strengthen both academic readiness and school connectedness for college and career success.	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)	30% making progress towards English language proficiency Red (2024 Dashboard) 31% Long-Term English Learners	40% making progress towards English language proficiency Yellow(2025 Dashboard) 42.6% Long-Term English Learners	50%	-2% making progress towards English language proficiency (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Red (2024 Dashboard)	Yellow (2025 Dashboard)		
3.2	English Learner Suspension Rate Indicator (Priority 6 A)	14% suspended for at least one day Red (2023 Dashboard) 8% All Students	11% suspended at least one day Yellow (2024 Dashboard) All Students - 6%	7.8% suspended at least one day Yellow (2025 Dashboard) 4.9% All Students	5%	-6.2% suspended at least one day (Yellow) -3.1% All
3.3	English Learner Graduation Rate Indicator (Priority 5 E)	87% graduated Orange (2023 Dashboard)	89% graduated Green (2024 Dashboard)	91.3% graduated Green (2025 Dashboard)	95%	+4.3% graduated (Green)
3.4	English Learner English Language Arts Indicator (Priority 4 A)	97 points below standard Orange (2022 Dashboard)	128 points below standard Red (2024 Dashboard)	80.4 points below standard Orange (2025 Dashboard)	50 points below standard	-16.6 points below standard (Orange)
3.5	English Learner Mathematics Indicator (Priority 4 A)	183.2 points below standard Orange (2023 Dashboard)	187 points below standard Red (2024 Dashboard)	174.3 points below standard Orange (2025 Dashboard)	100 points below standard	-8.9 points below standard (Orange)
3.6	Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C)	16% (2023 DataQuest)	26% (2024 DataQuest)	34.8% (2025 DataQuest)	25%	+18.8%
3.7	Completed a-g Requirements by English Learners (Priority 4 B)	7% (2023 DataQuest)	8% (2024 DataQuest)	12.3% (2025 DataQuest)	25%	+5.3%
3.8	English Learner College Career Indicator (Priority 7 A)	8% prepared (2023 Dashboard)	9% prepared (2024 Dashboard)	18.2% prepared (2025 Dashboard)	15%	+10.2% prepared
3.9	English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)	13% Proficient (2023 DataQuest)	9% Proficient (2024 DataQuest)	9.07% Proficient (2025 DataQuest)	20% Proficient	-3.93% Proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	21% (2025 DataQuest)	20.7% (2025 DataQuest)	30%	-.3%
3.11	Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	23% (2025 DataQuest)	23.1% (2025 DataQuest)	15%	+2.1%

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 3 was carried out with a continued focus on improving outcomes for English Learner (EL) students through targeted academic supports, multilingual services, and interventions designed to increase language proficiency, academic achievement, and school connectedness. Planned actions, including the continued implementation of the English Learner Academic Coach position and multilingual support services, were largely carried out as intended. These supports focused on assessing individual student language needs, providing targeted instructional support for English Learners and Long-Term English Learners (LTELs), supporting differentiated instruction in classrooms, and fostering culturally responsive learning environments. Additionally, the district continued its work through Differentiated Assistance (DA), in partnership with the Kings County Office of Education, to address both academic and behavioral outcomes for EL students, particularly regarding suspension rates and school engagement.

Implementation of Goal 3 resulted in several notable successes. The English Learner Suspension Rate improved significantly from 14% in the baseline year to 7.8%, reflecting progress in school climate, student supports, and behavioral interventions. The EL Graduation Rate increased from 87% to 91.3%, maintaining a Green performance level on the California Dashboard. Academic indicators also showed improvement, with English Language Arts performance improving from 97 points below standard to 80.4 points below standard and Mathematics improving from 183.2 points below standard to 174.3 points below standard. College and career readiness outcomes demonstrated particularly strong growth, including Career Technical Education (CTE) pathway completion increasing from 16% to 34.8%, A-G completion increasing from 7% to 12.3%, and the College/Career Indicator (CCI) increasing from 8% prepared to 18.2% prepared, surpassing the Year 3 target. These improvements indicate that increased access to academic supports, pathways, and student engagement opportunities positively impacted EL student outcomes.

Despite these successes, several challenges persisted during implementation. English language proficiency outcomes remain a concern, as the percentage of students proficient on the Summative ELPAC has remained relatively stagnant at 9.07%, below both the baseline of 13% and the Year 3 target of 20%. Similarly, the percentage of students reclassified as Reclassified Fluent English Proficient (RFEP) slightly

declined from 21% to 20.7%, while the percentage of Long-Term English Learners increased from 21% to 23.1%. Although the English Learner Progress Indicator (ELPI) improved from the prior year's Red performance level to Yellow, the percentage of students making progress toward English proficiency remained below the original baseline. These outcomes suggest that while supports and interventions were implemented consistently, additional intensity and coherence in designated and integrated English Language Development (ELD) instruction are still needed across grade levels and content areas.

There were no substantive differences between the planned actions and the actual implementation of Goal 3. However, implementation challenges included the ongoing complexity of addressing the needs of Long-Term English Learners, ensuring consistency of instructional practices across school sites, and balancing academic language development with behavioral and social-emotional supports. Feedback from educational partners, including DELAC families, also emphasized concerns regarding the long-term sustainability of federally funded supports and the continued need to prioritize reclassification efforts and language acquisition strategies for English Learner students. Moving forward, the district will continue strengthening targeted ELD supports, professional development, and intervention systems to improve language proficiency outcomes and reduce the percentage of LTEL students.

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

There were no significant material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for Goal 3. All actions associated with Goal 3 were implemented as outlined in the adopted LCAP in support of English Learner students.

There were, however, material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Actions 3.1 and 3.3 related to the English Learner Academic Coach. The district originally budgeted $40,000 for each action but expended approximately $47,000 due to increased salary and benefit costs associated with the position. Despite the increase in expenditures, the actions were implemented as planned and continued to provide targeted academic and language acquisition support for English Learner and Long-Term English Learner students.

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

The actions associated with Goal 3 have demonstrated mixed effectiveness in advancing outcomes for English Learner (EL) students. Several indicators show meaningful improvement, suggesting that targeted supports, multilingual services, and increased access to college- and career-readiness opportunities have positively impacted student engagement and overall student success. At the same time, language acquisition and reclassification outcomes indicate that additional refinement and intensification of supports are still needed.

Actions focused on improving school connectedness, behavioral supports, and academic engagement appear to be effective. The English Learner Suspension Rate decreased significantly from 14% in the baseline year to 7.8% in 2025, moving from Red to Yellow on the California Dashboard. Similarly, the English Learner Graduation Rate improved from 87% to 91.3%, reaching Green status. These improvements suggest that interventions designed to support student engagement, school climate, and individualized student supports have had a positive impact on student outcomes.

Actions designed to increase college- and career-readiness opportunities for English Learners also demonstrated strong effectiveness. Career Technical Education (CTE) pathway completion rates increased substantially from 16% to 34.8%, significantly exceeding the Year 3 target of 25%. In addition, A-G completion rates improved from 7% to 12.3%, while the College/Career Indicator (CCI) increased from 8% prepared to 18.2% prepared, surpassing the district's target of 15%. These gains indicate that expanded access to pathways, counseling, and student support systems is helping more English Learner students graduate with meaningful postsecondary opportunities.

Academic performance indicators in English Language Arts and Mathematics also demonstrated improvement, though progress remains below district goals. English Learner performance in ELA improved from 97 points below standard to 80.4 points below standard, an improvement of +16.6 points, while Mathematics improved from 183.2 points below standard to 174.3 points below standard, an improvement of +8.9 points. While these gains reflect progress, the district remains below Year 3 targets in both subject areas, indicating that additional instructional support and stronger implementation of designated and integrated English Language Development (ELD) strategies are still needed.

Actions specifically focused on language acquisition and reclassification have been less effective to date. The percentage of students proficient in the Summative ELPAC decreased from the baseline of 13% to 9.07%, remaining well below the Year 3 target of 20%. Additionally, the Reclassified Fluent English Proficient (RFEP) rate slightly declined from 21% to 20.7%, while the percentage of Long-Term English Learners (LTELs) increased from 21% to 23.1%. Although the English Learner Progress Indicator (ELPI) improved from Red to Yellow and increased from 30% in the prior year to 40%, it still remains below the original baseline of 42%. These data points suggest that while foundational systems and supports are in place, current interventions have not yet achieved the desired accelerated language acquisition and reclassification outcomes for English Learner students.

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

Analysis of performance data and educational partner feedback demonstrated that, while progress was made in several areas, the district did not meet its desired outcomes for English language proficiency, reclassification rates, reduction of Long-Term English Learners (LTELs), and English Learner academic achievement in English Language Arts and Mathematics. As a result, Goal 3 will be carried forward into the 2026–27 LCAP with no changes to the goal itself, but with refinements to the actions and implementation strategies to accelerate progress.

During the 2025–26 school year, the district focused on improving English Learner outcomes through targeted interventions informed by interim assessment data, individualized student support, and enhanced counseling services to improve College and Career Indicator (CCI) outcomes. While these efforts contributed to improvements in graduation rates, suspension rates, CTE pathway completion, A-G completion, and college and career readiness, additional work is needed to improve English language proficiency, increase reclassification rates, and reduce the percentage of LTEL students.

For 2026–27, the district will continue and strengthen the existing actions within Goal 3, including support from the English Learner Academic Coach, targeted interventions based on interim assessment data, multilingual family engagement, and individualized student support. Additional emphasis will be placed on designated and integrated English Language Development (ELD) instruction, monitoring students nearing reclassification, supporting LTEL students, and aligning academic interventions with college and career planning. These refinements

reflect the district's commitment to continuous improvement and its determination to achieve the intended outcomes for English Learner students.

Although the action language remained largely unchanged, budgeted amounts for Actions 3.1 and 3.3 were adjusted for the 2026-27 school year to reflect increased salary and benefit costs associated with the English Learner Academic Coach position. During 2025-26, each action was originally budgeted at approximately $40,000, while actual personnel costs increased to approximately $47,000. The 2026-27 budget was adjusted to more accurately reflect these ongoing personnel costs. These fiscal adjustments do not represent substantive changes to the scope or intent of the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds by assessing individual needs, providing targeted language development instruction, supporting content-area learning, fostering a supportive learning environment, and monitoring student progress. The coach's primary focus is to improve English language proficiency, academic achievement, and college and career readiness for English Learner students. Working collaboratively with teachers, the coach will support the implementation of differentiated instructional strategies designed to improve outcomes in English Language Arts, Mathematics, the English Learner Progress Indicator (ELPI), and the College/Career Indicator (CCI). The coach will also promote culturally responsive teaching practices and targeted interventions to ensure English Learners receive the academic and linguistic support necessary to increase language proficiency, accelerate reclassification, and achieve academic success.	$47,000.00	Yes
3.2	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 ELA/Math, ELPI & CCI. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."	$382,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	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.	$47,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Earl F. Johnson High School and Hanford Community Day School will increase the percentage of students completing a full Career Technical Education (CTE) pathway to at least 15% at EFJ and 10% at CDS by implementing a structured CTE Pathway at EFJ and expanding access to work-based learning activities that align with student interests and available staffing.	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 - 48% (2023-24 DataQuest) Hanford Community Day School - 76% (2023-24 DataQuest)	Earl F. Johnson - 57.4% (2024-25 DataQuest) Hanford Community Day School - 80.0% (2024-25 DataQuest)	Earl F. Johnson - 30% Hanford Community Day School - 45%	+13.4% Earl F. Johnson +23% Hanford Community Day
4.2	Increase Graduation Rate (Priority 5 E)	Earl F. Johnson - 88% (2022-23 DataQuest)	Earl F. Johnson - 93%	Earl F. Johnson - 74.2%	Earl F. Johnson - 90%	+2% Earl F. Johnson

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hanford Community Day School - 77% (2022-23 DataQuest)	(2023-24 DataQuest) Hanford Community Day School - 73% (2023-24 DataQuest)	(2024-25 DataQuest) Hanford CommunityDay School - * (2024-25 DataQuest)	Hanford Community Day School - 80%	* Hanford Community Day
4.3	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 - 0% Completed at Least One CTE Pathway (2023-24 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2023-24)	Earl F. Johnson - 0% Completed at Least One CTE Pathway (2024-25) DataQuest) Hanford Community Day School - * Completed at Least One CTE Pathway (DataQuest 2024-25)	Earl F. Johnson - 15% Hanford Community Day School - 10%	-6% Earl F. Johnson * Hanford Community Day
4.4	College/Career Indicator (CCI)			Earl F. Johnson - 0% Prepared SED - 0% Prepared (2024-25) DataQuest)	Earl F. Johnson - 50% Prepared SED - 50% Prepared	New Metric

Goal Analysis [2025-26]

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

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

The overall implementation of LCAP Goal 4 during the 2025–26 school year continued to face significant challenges, particularly in the district's ability to establish and sustain viable Career Technical Education (CTE) pathways at Earl F. Johnson High School and Hanford Community Day School. Goal 4 focused on increasing the number of CTE pathway completers through expanded work-based learning

opportunities and more engaging, career-focused programming. However, implementation did not proceed as originally planned, and several substantive differences emerged between the intended actions and the actual outcomes. While the district invested in expanding CTE opportunities and exploring work-based learning activities, staffing limitations, scheduling barriers, and difficulties creating a sustainable sequence of courses prevented the successful implementation of a comprehensive pathway model. As a result, Earl F. Johnson High School continued to report 0% of students completing a CTE pathway, a continued decline from the original 6% baseline, while Hanford Community Day School also remained at 0%.

The district also experienced continued challenges with chronic absenteeism, another key metric tied to student engagement and pathway participation. Chronic absenteeism rates increased again during the 2025–26 school year, rising to 57.4% at Earl F. Johnson and 80.0% at Hanford Community Day School, both significantly above baseline levels. These results demonstrate that the planned strategy to increase engagement through career-connected learning did not achieve the intended improvement in student attendance. Persistent barriers commonly associated with alternative education settings—including transportation issues, inconsistent student attendance patterns, credit deficiencies, and limited connection to school—continued to impact implementation efforts and student participation.

Despite these challenges, there were some areas of progress. The district continued to prioritize student engagement and career exploration opportunities, and the work completed during the year allowed the district to more clearly identify the structural limitations that prevented prior implementation efforts from succeeding. Additionally, while Earl F. Johnson's graduation rate declined to 74.2% in 2025–26 after increasing the previous year, the district recognizes the need for more intentional alignment between career pathways, student engagement, and credit completion strategies.

As a result of these reflections and implementation challenges, the district substantially revised its approach for the coming year. Rather than continuing to pursue broad CTE expansion efforts that proved difficult to sustain, HJUHSD identified a single, focused Athletic Training CTE Pathway to be implemented at Earl F. Johnson High School during the 2025–26 school year. This pathway will leverage current staff expertise and existing resources to create a more structured, sustainable sequence of courses that produces actual pathway completers. The district believes this narrower and more intentional approach will better align with student interests, staffing capacity, and the realities of the alternative education setting, while creating clearer opportunities for student success and measurable progress toward Goal 4 outcomes.

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.

Hanford Joint Union High School District (HJUHSD) did not experience any material differences between Budgeted Expenditures and Estimated Actual Expenditures, or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, under LCAP Goal 4 during the 2025–26 school year. Although the district experienced implementation challenges in establishing sustainable Career Technical Education (CTE) pathways at Earl F. Johnson High School and Hanford Community Day School, expenditures remained aligned with the budgeted amounts for the planned actions. Funds allocated to support CTE exploration, work-based learning activities, and related staffing and program supports were expended substantially as planned. While the district did not achieve the intended student outcome metrics—particularly in pathway completion and chronic absenteeism—the variance was driven by program effectiveness and implementation challenges rather than by significant fiscal differences. The district's reflections on these outcomes resulted in a strategic shift toward implementing a focused Health and Wellness CTE Pathway for the 2026–27 school year to better align resources, staffing capacity, and student needs within the alternative education setting.

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

The specific actions implemented under LCAP Goal 4 during the 2025–26 school year remained largely ineffective in achieving the intended outcomes for CTE pathway completion, chronic absenteeism, and graduation rates. The district's primary strategies included expanding CTE course offerings, increasing work-based learning opportunities, and providing professional development to support career-connected instruction. However, analysis of both Dashboard and local data demonstrates that these actions did not lead to measurable progress toward the established metrics.

The clearest example of ineffectiveness remains the CTE pathway completion metric. Earl F. Johnson High School continued to report 0% of students completing a CTE pathway during the 2025–26 school year, representing no improvement from the prior year and a continued decline from the original 6% baseline established in 2022–23. Hanford Community Day School also remained at 0% pathway completion. These results indicate that the district's efforts to broadly expand CTE opportunities were not successful in establishing a sustainable pathway sequence capable of producing completers. The ineffectiveness of these actions was largely driven by structural challenges, including limited staffing capacity, scheduling constraints within alternative education settings, inconsistent student attendance, and the inability to provide a coherent multi-course pathway aligned to student needs and interests.

Similarly, actions designed to improve student engagement and attendance by increasing access to career-focused learning did not yield the desired results. Chronic absenteeism rates worsened significantly during the implementation period, increasing from 48% to 57.4% at Earl F. Johnson and from 76% to 80% at Hanford Community Day School. These outcomes suggest that the district's previous approach did not adequately address the complex barriers faced by students in alternative education settings, including transportation challenges, credit deficiencies, social-emotional needs, and inconsistent school connections. While the district believed that increasing access to engaging, career-related coursework would improve attendance, the data demonstrate that the strategy alone was insufficient to significantly impact student engagement.

Graduation rate data also reflected mixed effectiveness. Earl F. Johnson's graduation rate declined from 93% in 2023–24 to 74.2% in 2024–25, indicating that the district was unable to sustain prior gains. Although graduation outcomes are influenced by multiple factors beyond CTE implementation alone, the decline further underscores the need for more focused, sustainable interventions that better align student engagement efforts with credit completion and pathway participation.

In response to these ongoing outcomes, and consistent with LCAP requirements to revise actions that have not proven effective over a three-year period, the district has made significant changes to its implementation strategy for 2026–27. Rather than continuing broad CTE expansion efforts that failed to produce pathway completers, HJUHSD has identified and developed a single Athletic Training CTE Pathway at Earl F. Johnson High School, utilizing existing staff expertise and available resources. The district believes this narrower and more intentional approach will create a sustainable course sequence, increase student participation, and ultimately lead to measurable increases in CTE pathway completers. By aligning the pathway with student interests and current staffing capacity, the district expects to strengthen implementation fidelity and improve progress toward Goal 4 outcomes.

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

As a result of reflections on prior implementation and analysis of local and Dashboard data, HJUHSD has revised both the actions and metrics associated with Goal 4 for the 2026–27 school year. Analysis of prior-year data showed that Earl F. Johnson High School did not meet its targets related to CTE pathway completion and continued to report no pathway completers. Additionally, the California School Dashboard identified Earl F. Johnson High School as Red on the College/Career Indicator (CCI) for both the All Students and Socioeconomically Disadvantaged (SED) student groups. Given the goal's focus on career readiness and equitable student outcomes, the district added the College/Career Indicator as a metric to better monitor student preparedness for postsecondary education and careers.

In response to the lack of progress in completing the pathway, the district revised the planned actions for Goal 4 by shifting away from broad CTE expansion efforts and focusing on implementing a structured Health and Wellness CTE Pathway at Earl F. Johnson High School. This pathway was intentionally designed to align with student interests, available staffing, and the unique needs of students in alternative education. Through a combination of classroom instruction, fitness-based learning experiences, and career-connected activities, students will explore careers in health, wellness, sports medicine, and fitness. Students completing the pathway will have the opportunity to earn an industry-recognized sports medicine certification, providing both workforce skills and a clearly defined pathway toward college and career readiness.

The district believes that combining the physical and mental health benefits of fitness with career-focused instruction will increase student engagement, improve school connectedness, and create a more sustainable pathway model that can produce CTE completers. The district will continue to monitor pathway completion, chronic absenteeism, graduation rates, and the newly added College/Career Indicator metric to evaluate the effectiveness of the revised strategy and ensure that students are better prepared for success beyond high school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 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.	$191,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, the district will strategically utilize LREBG funding to expand access to academic interventions, behavioral supports, and operational infrastructure that remove barriers to student success. Success will be measured by a 25% increase in student CTE pathway completers, an 8% increase in students prepared for College and Career, and evidence that all school sites have implemented equitable support systems as documented through program data and site reports. This goal ensures that every student has greater opportunities to learn, improved engagement, and access to the resources necessary to thrive academically and socially.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LCAP Goal 5 was created in response to stakeholder feedback and data indicating a need for expanded academic interventions, behavioral supports, and operational improvements to ensure all students—particularly those who are historically underserved—have equitable access to the resources they need to succeed. Chronic absenteeism, inconsistent access to academic support, and barriers related to transportation, technology, and classroom overcrowding were identified as significant challenges. This goal allows the district to strategically utilize LREBG funds to address these issues by enhancing support systems, increasing learning opportunities, and removing obstacles that hinder student engagement, achievement, and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)	Added for 25/26 School Year	3.43 out of 5 (YouthTruth Survey Feb 2026)	4 out of 5	+.14
5.2	Smarter Balanced Assessment Test Results: ELA & Math	10.35% Met or Exceeded Standard for	Added for 25/26 School Year	50.37% Met or Exceeded Standard for ELA	15% Met or Exceeded Standard for ELA	+40.02

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4 A & 4H)	ELA (DataQuest 2022-23) 3.23% Met or Exceeded Standard for Math (DataQuest 2022-23)		(DataQuest 2024-25) Socioeconomically Disadvantaged 14.46% Met or Exceeded Standard for Math (DataQuest 2024-25) Socioeconomically Disadvantaged	10% Met or Exceeded Standard for Math	
5.3	College Career Indicator (Priority 7 A)	2.4% Prepared (DataQuest 2022-23)	Added for 25/26 School Year	34.9% prepared (DataQuest 2024-25) Socioeconomically Disadvantaged	10% Prepared	+32.5
5.4	CTE Pathway Completers (Priority 4 C)	0% (DataQuest 2022-23)	Added for 25/26 School Year	0% (DataQuest 2024-25) Socioeconomically Disadvantaged	25%	no difference

Goal Analysis [2025-26]

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

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

For the 2025–26 school year, HJUHSD implemented LCAP Goal 5 to strategically use LREBG funding to expand academic interventions, behavioral supports, and operational systems that remove barriers to student success. As this was the first year of implementation and analysis for Goal 5, the district focused on establishing and expanding support structures aligned to the identified needs of students, particularly socioeconomically disadvantaged students and other historically underserved groups. Key actions included providing Summer School, Unit Recovery opportunities, and Zero Hour academic support to help students recover credits and remain on track for graduation. The district also expanded behavioral and attendance interventions through Student Specialists, increased access to STEM instruction, reduced class sizes by adding Science and Math teachers, strengthened the technology infrastructure by adding a Network Coordinator, and expanded transportation services to improve students' access to school. These actions were implemented largely as planned and were directly informed by feedback from educational partners on the CAC, SAC, and DDR committees. Early successes included increased access to academic supports, expanded intervention opportunities, and improved operational capacity to support student engagement and

attendance. Challenges included staffing limitations, coordinating expanded services across multiple sites, and implementing new systems while simultaneously developing baseline data for future evaluation. Despite these challenges, the district successfully established the foundational systems necessary to support long-term improvements in college and career readiness, CTE completion, academic achievement, and equitable access to student support services.

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

There were material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Actions 5.1, 5.2, 5.3, and 5.6. For Action 5.1 – Summer School, the district budgeted $230,000 but estimated actual expenditures are approximately $187,000. The decrease is attributable to students having multiple opportunities throughout the school year to recover credits through programs such as Unit Recovery and Zero Hour, reducing the number of students requiring Summer School services.

For Actions 5.2 and 5.3 – Unit Recovery and Zero Hour, the district budgeted $165,000 and estimates actual expenditures of approximately $185,000. The increase reflects higher-than-anticipated student participation and the district's commitment to providing additional academic intervention opportunities for students at risk of not graduating.

For Action 5.6 – Network Coordinator, the district budgeted $141,000 and estimates actual expenditures of approximately $154,000. The increase resulted from a reclassification of the position, which adjusted salary and benefit costs during the year. Despite these expenditure differences, the district successfully implemented the planned actions and continued to provide expanded academic, behavioral, and operational supports aligned with Goal 5.

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

The actions associated with Goal 5 demonstrated early effectiveness in expanding academic interventions, student supports, and access to services during the first year of implementation. Summer School, Unit Recovery, and Zero Hour increased opportunities for students to recover credits and receive additional academic support, while Student Specialists, additional STEM staffing, technology infrastructure, and transportation services strengthened the district's ability to remove barriers to student engagement and achievement.

Initial outcome data indicate positive progress. The percentage of socioeconomically disadvantaged students identified as Prepared on the College/Career Indicator increased from 2.4% at baseline to 34.9%, while ELA performance increased from 10.35% to 50.37% (meeting or exceeding the standard), and Mathematics performance increased from 3.23% to 14.46%. Student perceptions of being equipped to pursue college and careers also increased from 3.29 to 3.43 out of 5. However, CTE pathway completion remained at 0%, indicating that additional time and continued implementation are needed for this action to produce the intended outcome. Overall, the initial data suggest that the Goal 5 actions are contributing to improved academic access and college and career readiness, while continued monitoring and refinement will be necessary as the district moves into the second year of implementation.

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.

As a result of reflections on prior practice and feedback from educational partners, HJUHSD will make several refinements to the actions and implementation of Goal 5 for the 2026–27 school year. While initial data demonstrated strong growth in areas such as College and Career Indicator readiness, CTE pathway completion, and academic achievement for socioeconomically disadvantaged students, the district identified opportunities to strengthen and better coordinate supports. To improve academic outcomes, particularly in Math, the district will enhance intervention systems through more structured progress monitoring and targeted academic support during Summer School, Unit Recovery, and Zero Hour programs. Based on feedback from the Student Advisory Committee and the Community Advisory Committee, the district will expand college and career-readiness opportunities by increasing access to diverse, hands-on career pathways aligned with student interests and workforce needs. This includes the launch of an Administrative Justice pathway and the expansion of the Agriculture pathway to include Agricultural Business and Farm Management. Additionally, at Earl F. Johnson High School, the district will continue expanding career-connected learning opportunities by developing a Health and Wellness pathway that combines classroom instruction with fitness-based learning and leads to industry-recognized certifications in sports medicine. The pathway is designed to leverage the physical and mental health benefits of fitness while providing students with a meaningful career path and additional opportunities to become College and Career Indicator-prepared. Finally, the district will strengthen coordination between behavioral, attendance, counseling, and academic intervention systems to ensure students experiencing barriers to success are identified earlier and provided with more comprehensive support. These adjustments are intended to improve student engagement, expand equitable access to opportunities, and strengthen the overall effectiveness of Goal 5.

Although the action language remained largely unchanged, budgeted amounts for Actions 5.1, 5.2, and 5.3 were adjusted for the 2026-27 school year based on actual program utilization and student participation during 2025-26. Action 5.1 – Summer School was reduced because students increasingly accessed credit-recovery opportunities throughout the school year through Unit Recovery and Zero Hour, thereby reducing the anticipated need for Summer School services. Actions 5.2 – Unit Recovery and 5.3 – Zero Hour were increased to reflect higher-than-anticipated student participation and demand for academic intervention and credit recovery opportunities during the school year. These fiscal adjustments better align the 2026-27 budgets with actual program usage and do not represent substantive changes to the scope or intent of the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Summer School	The Summer School program provides extended learning opportunities for students who are at risk of not meeting graduation requirements, ensuring they receive the academic support needed to stay on track for graduation. https://www.ppic.org/blog/are-summer-school-programs-reaching-students-who-need-them-most/	$155,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Unit Recovery	Unit Recovery classes to support students who are at risk of not graduating by providing additional opportunities to complete required coursework. https://www.erstrategies.org/wp-content/uploads/2023/12/Credit_Recovery_in_High_School_FINAL_FINAL_FINAL.pdf	$185,000.00	No
5.3	Zero Hour	Zero Hour period to provide students with additional academic support and tutoring opportunities, helping them strengthen their skills and improve overall achievement. https://scholarworks.uttyler.edu/cgi/viewcontent.cgi?params=/context/education_grad/article/1006/&path_info=Impact_of_Response_to_Intervention_on_Achievement.pdf	$185,000.00	No
5.4	Student Specialists	Provide support through Student Specialists who work with students whose behavior interferes with their academic success, helping to remove barriers to learning and promote positive outcomes. https://www.pbisrewards.com/blog/what-is-mtss/	$329,453.00	No
5.5	STEM	Expand STEM opportunities and reduce class sizes by adding additional Science and Math teachers, increasing student access to high-quality instruction and individualized support. https://www.nms.org/About-Us/Why-STEM.aspx?gad_source=1&gad_campaignid=22034183970&gbraid=0AAAAABjIlGNpIIU5tGb-9TPhaIBfPRNqC&gclid=CjwKCAjwo4rCBhAbEiwAxhJlCd55tOuEIERw6Vb0Hd5_zHD1j9V7hH9xLozSmSnwrObqe2gN3W-7kRoCLnUQAvD_BwE	$251,339.00	No
5.6	Network Coordinator	Support technology access and connectivity for students by employing a Network Coordinator to ensure reliable and efficient digital infrastructure across all sites. https://www.everylearnereverywhere.org/blog/equity-in-education-and-digital-learning-infrastructure/	$154,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Transportation	Expand transportation services by adding routes and personnel to increase student access to school, ensuring more students have reliable and consistent transportation. https://direct.mit.edu/edfp/article/19/1/1/112222/Another-One-Rides-the-Bus-The-Impact-of-School	$173,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,080,886	$1,666,256

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
29.419%	0.000%	$0.00	29.419%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** inclusive learning environment **Need:** 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	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	Decrease the Suspension Rates 3% All 5% English Learners 15% Foster Youth 5% 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
	environment for all students. By doing so, we can close the gap and ensure that every student has the opportunity to succeed. 8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	also contributes to a more equitable and prosperous society in the long run.	
1.2	**Action:** extended learning opportunities **Need:** 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. 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	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.	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
1.3	**Action:** student, parent, and community communication **Need:** 99% of parents receive messages from the communication tool 5,932 out of 5,972 (99%) contacts receiving communications **Scope:** LEA-wide	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.	100% of parents receiving communication from the school
1.4	**Action:** credit recovery **Need:** Decrease the Four-Year Adjusted Cohort Dropout rate 2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged **Scope:**	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 succeed academically, reducing the likelihood of dropping out due to academic setbacks.	Four-Year Adjusted Cohort Dropout rate to 0% All 1% English Learners 10% Foster Youth 1% 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		
1.5	**Action:** student transportation **Need:** Decrease Chronic Absenteeism Rate 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** 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	**Action:** student information system **Need:** Decrease Chronic Absenteeism Rates 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	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
1.7	**Action:** health and wellness **Need:** increase interventions to reduce suspensions	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	Decrease Suspension Rate 3% All 5% English Learners 15% 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
	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	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.	5% Socioeconomically Disadvantaged
2.1	**Action:** common core aligned resources **Need:** To ensure students have state-aligned materials 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 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 **Scope:**	Access to necessary supplies supports their academic progress, helps build confidence, and encourages engagement.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% 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		
2.2	**Action:** digital resources **Need:** Increase student's College and Career readiness 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged **Scope:** LEA-wide	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
2.3	**Action:** ELA and math intervention **Need:** Students are not progressing at their same rate as their peers. 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 16% Met or Exceeded Standard for Math (DataQuest 2022-23)	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 specific school, have access to these essential resources.	Increase proficiency of CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% 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
	3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide		
2.4	**Action:** professional learning communities **Need:** Students are not leaving high school college and career ready 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged **Scope:** LEA-wide	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.	College Career Indicator 60% All 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged
2.5	**Action:** continuation school **Need:** Graduation rates are not at the same rate as peers. Increase EFJ graduation rate from 88% to the district average of 94%. 94% (DataQuest 2023) 88% English Learners	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	Graduation Rate - Earl F. Johnson 91% All Foster Youth (To protect student privacy, data are suppressed) 91% 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
	Foster Youth (To protect student privacy, data are suppressed) 94% Socioeconomically Disadvantaged **Scope:** Schoolwide	personal growth, leadership, and social connections through extracurricular engagement.	
2.6	**Action:** community day school **Need:** increase graduation rates of CDS students from 77% to the district average of 94%. 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 73% Socioeconomically Disadvantaged **Scope:** Schoolwide	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.	Graduation rates - Hanford Community Day 80% All 78% Socioeconomically Disadvantaged
2.7	**Action:** project based learning **Need:** Students are not competing in CTE pathways at the same rate as their peers 44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged	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.	CTE Pathway Completers 60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	32% Foster Students **Scope:** LEA-wide		
2.8	**Action:** assessment, analysis and reports **Need:** Students are not progressing at the same rate as their peers. 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 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 **Scope:** LEA-wide	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.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged
2.9	**Action:** class size reduction **Need:**	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	Smarter Balanced Assessment Test Results: ELA 70% ELA All

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA proficiency scores are lower than peers 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 **Scope:** LEA-wide	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.	10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged
2.10	**Action:** college and career support **Need:** 20% All 3% English Learners 5% Foster Students 17% Socioeconomically Disadvantaged **Scope:** LEA-wide	For English learners, low-income students, and foster youth, focused college and career readiness programs can break cycles of poverty and instability, fostering long-term self-sufficiency and empowerment.	Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers 30% All 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged
2.11	**Action:** teacher development and support **Need:** Fully credentialed teachers are better for Unduplicated Pupils because they possess the necessary expertise, training, and experience to address diverse learning needs effectively.	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

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
	38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 5% Foster Students **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Assess and address individual language needs. **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** multilingual support **Need:**	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	5% English Learner Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners are being suspended at a greater rate than their peers 14% suspended at least one day Red (2023 Dashboard) All - 8% **Scope:** Limited to Unduplicated Student Group(s)	students' cultural identities and promote a sense of belonging, which can boost confidence, motivation, and overall language acquisition.	
3.3	**Action:** Assess and address individual language needs. **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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, including long-term English learners (LTELs).	25% Met or Exceeded Standard for ELA

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 district determined the contribution of these actions toward the proportional percentage of improved services by identifying the specific academic, language acquisition, and engagement needs of English Learner (EL) students through Dashboard data, ELPAC results, reclassification data, suspension data, and feedback from DELAC and ELAC meetings.

To address these needs, the district will provide targeted services principally directed toward English Learners, including support from the English Learner Academic Coach, professional development focused on integrated and designated ELD strategies, multilingual communication and translation services, and targeted interventions for Long-Term English Learners (LTELs). Additionally, the district will

continue implementing restorative practices, behavioral supports, and family engagement strategies designed to improve school connectedness and reduce suspension rates for EL students.

These actions improve services for English Learners by providing additional academic, behavioral, and language-acquisition supports beyond those provided to all students.

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 continues to use LCFF concentration grant add-on funding to increase the number of staff providing direct services to students at school sites with high concentrations of foster youth, English learners, and low-income students. Based on ongoing analysis of local data, Dashboard indicators, and feedback from Community Partners, HJUHSD will continue maintaining staffing and support systems that directly address barriers to student engagement, attendance, academic achievement, and school connectedness.

In 2026–27, the district will continue to provide Credit Recovery opportunities (Goal/Action 1.4) to support students who are behind in credits and at risk of dropping out, while also maintaining Summer School programs for students needing additional academic support to remain on track for graduation. The district will continue staffing and support for transportation services and attendance intervention efforts (Goal/Action 1.5), including expanded case management and targeted outreach for students experiencing chronic absenteeism, particularly Foster Youth and other high-need student groups. HJUHSD will also continue providing direct student services through nurses, School Resource Officers (SROs), campus safety staff, Restorative Justice programs, Licensed Marriage and Family Therapists (LMFTs), psychologists, and wellness personnel to support students' social-emotional well-being, behavior, and school safety.

Additionally, the district will continue operating Hanford Community Day School (Goal/Action 2.6) for students who are expelled or identified as at risk, providing smaller learning environments and increased individualized support. HJUHSD will also continue supporting English Learners through targeted intervention systems, English Language Development supports, and ongoing professional development focused on effective instructional practices that strengthen language acquisition and academic achievement. These staffing investments are intended to provide direct, ongoing services that improve student outcomes and increase access, engagement, and support for unduplicated pupils across the district.

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 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 certificated staff providing direct services to students		20:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$51,261,532	15,080,886	29.419%	0.000%	29.419%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,665,643.00	$1,786,010.00	$0.00	$0.00	$17,451,653.00	$15,320,681.00	$2,130,972.00

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	$353,218.00	$334,782.00	$353,218.00			$688,000.00	
1	1.3	student, parent, and community communication	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$220,000.00	$25,000.00	$245,000.00				$245,000.00	
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	$57,000.00	$57,000.00				$57,000.00	
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	$1,217,500.00	$5,000.00	$1,222,500.00				$1,222,500.00	
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 Low Income	All Schools	2024-2027	$850,000.00	$515,000.00	$1,365,000.00				$1,365,000.00	
2	2.3	ELA and math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$840,000.00	$0.00	$840,000.00				$840,000.00	

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	2.4	professional learning communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$281,000.00	$0.00	$281,000.00				$281,000.00	
2	2.5	continuation school	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	2024-2027	$1,040,000.00	$120,000.00	$1,160,000.00				$1,160,000.00	
2	2.6	community day school	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	2024-2027	$1,010,000.00	$8,000.00	$1,018,000.00				$1,018,000.00	
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	$1,200,000.00	$0.00	$1,200,000.00				$1,200,000.00	
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	$47,000.00	$0.00	$47,000.00				$47,000.00	
3	3.2	multilingual support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$382,000.00	$0.00	$382,000.00				$382,000.00	
3	3.3	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		$47,000.00	$0.00	$47,000.00				$47,000.00	

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
					cated Student Group(s)											
4	**4.1**	CTE course offerings	All	No				2024-2027	$158,246.00	$32,754.00	$191,000.00				$191,000.00	
5	**5.1**	Summer School	All	No					$150,000.00	$5,000.00		$155,000.00			$155,000.00	
5	**5.2**	Unit Recovery	All	No					$0.00	$185,000.00		$185,000.00			$185,000.00	
5	**5.3**	Zero Hour	All	No					$185,000.00	$0.00		$185,000.00			$185,000.00	
5	**5.4**	Student Specialists	All	No					$329,453.00	$0.00		$329,453.00			$329,453.00	
5	**5.5**	STEM	All	No					$251,339.00	$0.00		$251,339.00			$251,339.00	
5	**5.6**	Network Coordinator	All	No					$154,000.00	$0.00		$154,000.00			$154,000.00	
5	**5.7**	Transportation	All	No					$173,000.00	$0.00		$173,000.00			$173,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$51,261,532	15,080,886	29.419%	0.000%	29.419%	$15,474,643.00	0.000%	30.188 %	**Total:**	$15,474,643.00
								LEA-wide Total:	$12,820,643.00
								Limited Total:	$476,000.00
								Schoolwide Total:	$2,178,000.00

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	$245,000.00	
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	$57,000.00	
1	**1.7**	health and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,222,500.00	

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	$281,000.00	
2	2.5	continuation school	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	$1,160,000.00	
2	2.6	community day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$1,018,000.00	
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	$1,200,000.00	
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	$47,000.00	
3	3.2	multilingual support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$382,000.00	

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	$47,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,378,676.00	$16,916,540.00

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**	inclusive learning environment	Yes	$1,471,278.00	1,440,000
1	**1.2**	extended learning opportunities	Yes	$606,850.00	688,000
1	**1.3**	student, parent, and community communication	Yes	$214,170.00	245,000
1	**1.4**	credit recovery	Yes	$570,000.00	530,000
1	**1.5**	student transportation	Yes	$3,005,083.00	2,735,000
1	**1.6**	student information system	Yes	$50,000.00	56,657
1	**1.7**	health and wellness	Yes	$1,139,740.00	1,222,500
2	**2.1**	common core aligned resources	Yes	$160,000.00	16,733
2	**2.2**	digital resources	Yes	$1,365,000.00	1,243,400
2	**2.3**	ELA and math intervention	Yes	$840,000.00	869,000
2	**2.4**	professional learning communities	Yes	$253,000.00	281,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	continuation school	Yes	$1,340,000.00	1,160,000
2	2.6	community day school	Yes	$1,057,000.00	1,006,850
2	2.7	project based learning	Yes	$860,000.00	878,000
2	2.8	assessment, analysis and reports	Yes	$34,000.00	34,400
2	2.9	class size reduction	Yes	$425,000.00	456,000
2	2.10	college and career support	Yes	$1,145,000.00	1,270,500
2	2.11	teacher development and support	Yes	$750,000.00	695,500
3	3.1	Assess and address individual language needs.	Yes	$40,000.00	47,000
3	3.2	multilingual support	Yes	$375,000.00	382,000
3	3.3	Assess and address individual language needs.	Yes	$40,000.00	47,000
4	4.1	CTE course offerings	No	$191,000.00	183,000
5	5.1	Summer School	No	$231,297.00	187,000
5	5.2	Unit Recovery	No	$165,403.00	185,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Zero Hour	No	$165,475.00	185,000
5	**5.4**	Student Specialists	No	$329,453.00	315,000
5	**5.5**	STEM	No	$251,339.00	228,000
5	**5.6**	Network Coordinator	No	$140,800.00	156,000
5	**5.7**	Transportation	No	$162,788.00	173,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
14,786,080	$15,469,053.00	$14,969,399.00	$499,654.00	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	inclusive learning environment	Yes	$1,471,278.00	1,440,000		
1	1.2	extended learning opportunities	Yes	$334,782.00	352,859		
1	1.3	student, parent, and community communication	Yes	$214,170.00	245,000		
1	1.4	credit recovery	Yes	$570,000.00	530,000		
1	1.5	student transportation	Yes	$3,005,083.00	2,735,000		
1	1.6	student information system	Yes	$50,000.00	56,657		
1	1.7	health and wellness	Yes	$1,139,740.00	1,222,500		
2	2.1	common core aligned resources	Yes	$160,000.00	16,733		
2	2.2	digital resources	Yes	$1,365,000.00	1,243,400		
2	2.3	ELA and math intervention	Yes	$840,000.00	869,000		
2	2.4	professional learning communities	Yes	$253,000.00	281,000		
2	2.5	continuation school	Yes	$1,340,000.00	1,160,000		
2	2.6	community day school	Yes	$1,057,000.00	1,006,850		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	project based learning	Yes	$860,000.00	878,000		
2	**2.8**	assessment, analysis and reports	Yes	$34,000.00	34,400		
2	**2.9**	class size reduction	Yes	$425,000.00	456,000		
2	**2.10**	college and career support	Yes	$1,145,000.00	1,270,500		
2	**2.11**	teacher development and support	Yes	$750,000.00	695,500		
3	**3.1**	Assess and address individual language needs.	Yes	$40,000.00	47,000		
3	**3.2**	multilingual support	Yes	$375,000.00	382,000		
3	**3.3**	Assess and address individual language needs.	Yes	$40,000.00	47,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$49,557,850	14,786,080	0	29.836%	$14,969,399.00	0.000%	30.206%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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