

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dos Palos Oro Loma Joint Unified School District

CDS Code: 24753170000000

School Year: 2024-25

LEA contact information:

Dr. Andrew Schwab

Superintendent

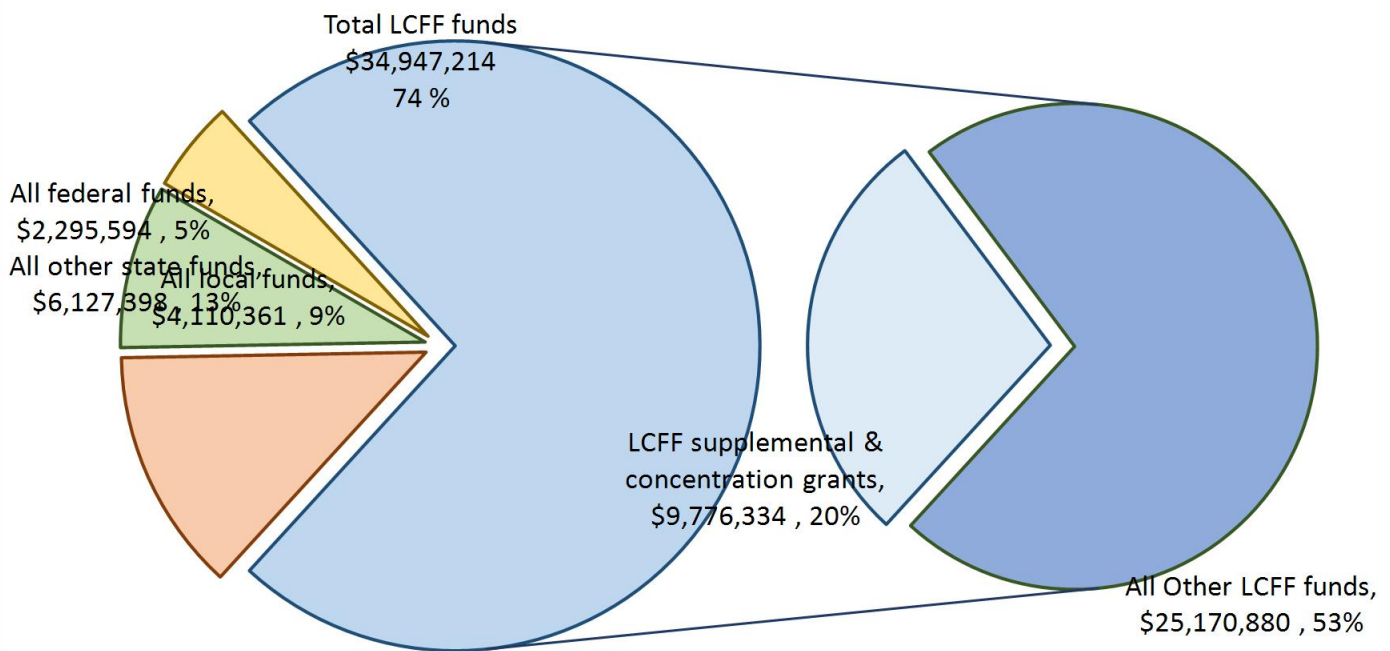
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

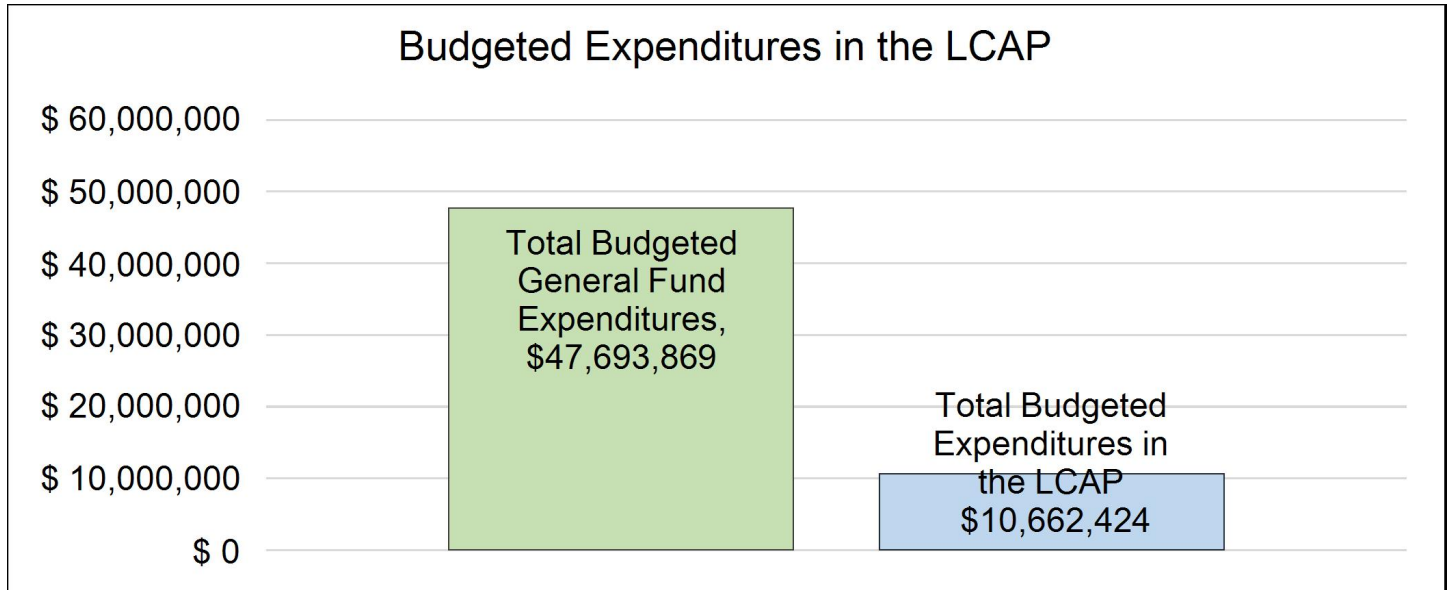


This chart shows the total general purpose revenue Dos Palos Oro Loma Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dos Palos Oro Loma Joint Unified School District is \$47,480,567, of which \$34,947,214 is Local Control Funding Formula (LCFF), \$6,127,398 is other state funds, \$4,110,361 is local funds, and \$2,295,594 is federal funds. Of the \$34,947,214 in LCFF Funds, \$9,776,334 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 Dos Palos Oro Loma Joint Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dos Palos Oro Loma Joint Unified School District plans to spend \$47,693,869 for the 2024-25 school year. Of that amount, \$10,662,424 is tied to actions/services in the LCAP and \$37,031,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

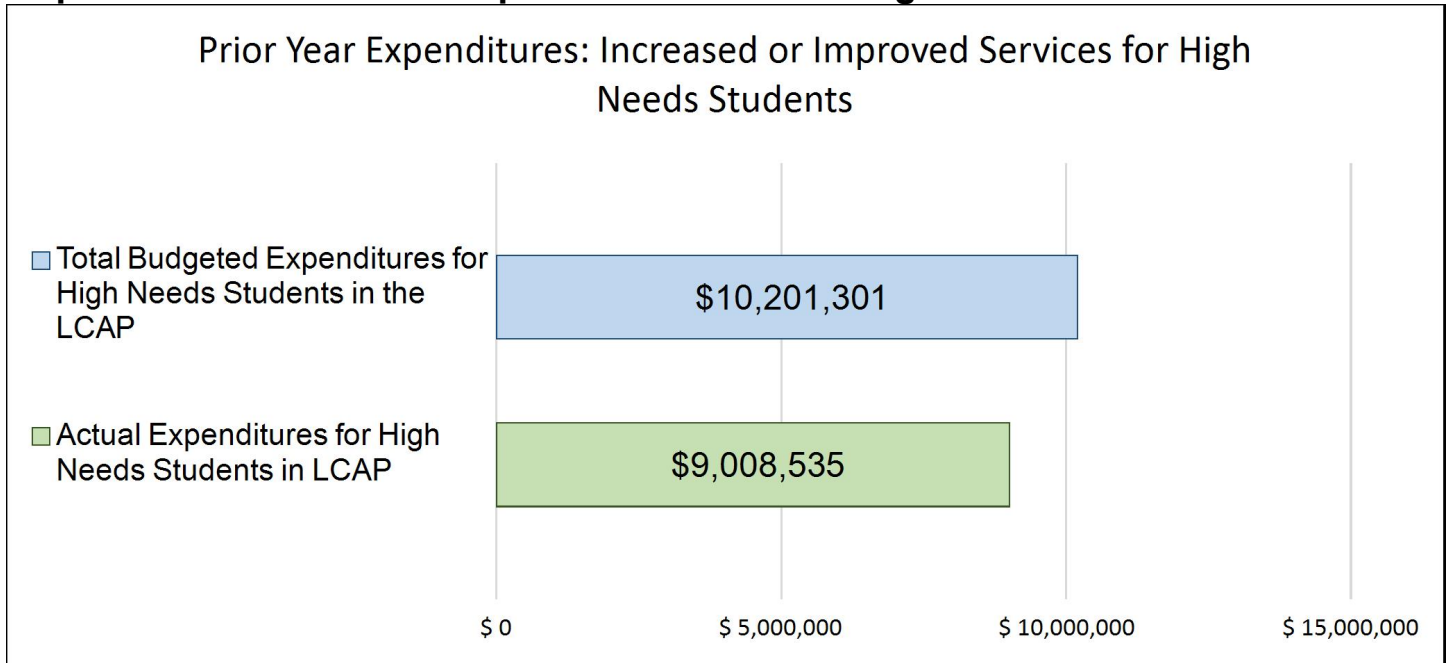
General Fund expenditures not in the LCAP provide for base programs for students, general operating costs, utilities and supplies for daily operations, capital improvements and contributions to programs not associated with LCAP goals and actions, and mandatory contribution to routine restricted maintenance.

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

In 2024-25, Dos Palos Oro Loma Joint Unified School District is projecting it will receive \$9,776,334 based on the enrollment of foster youth, English learner, and low-income students. Dos Palos Oro Loma Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dos Palos Oro Loma Joint Unified School District plans to spend \$10,261,314 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Dos Palos Oro Loma Joint Unified School District's LCAP budgeted \$10,201,301 for planned actions to increase or improve services for high needs students. Dos Palos Oro Loma Joint Unified School District actually spent \$9,008,535 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,192,766 had the following impact on Dos Palos Oro Loma Joint Unified School District's ability to increase or improve services for high needs students:

While the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the total budgeted expenditures for those planned actions and services, this did not result in a change in impact of services provided. The difference resulted from the need to spend COVID funding which is set to expire soon. More information regarding specific implementation and effectiveness of actions and services provided to high needs students can be found in the 2023-2024 LCAP Annual Update.

# 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
Dos Palos Oro Loma Joint Unified School District	Dr. Andrew Schwab Superintendent	aschwab@dpol.net (209) 392-0200

## Plan Summary [2024-25]

### General Information

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

Dos Palos Oro Loma Joint Unified School District serves a diverse student population of over 2,200 TK-12 students. Among the student groups, English Learners constitute 25.9%, while Foster Youth and Homeless students account for 0.7% and 1.4%, respectively. The majority of students, 90.7%, are considered socioeconomically disadvantaged, and 11.9% have disabilities, according to the 2023 CA School Dashboard. In terms of race and ethnicity, the student body reflects significant diversity. The majority of students, 84.1%, identify as Hispanic, while 11.6% identify as White. Other racial or ethnic groups, such as African American, American Indian, Asian, Filipino, Two or More Races, and Pacific Islander, each represent smaller percentages of the student population, ranging from 0.1% to 1.8%. Overall, the Dos Palos Oro Loma JUSD serves a student body with a wide range of backgrounds and needs, highlighting the district's commitment to inclusivity and diversity.

Five schools and one Early Childhood Education Center comprise the Dos Palos Oro Loma JUSD. Located on the same facility, the Early Childhood Education Center and Dos Palos Elementary serve students from preschool through 2nd grade. Students attend third through fifth grade at Bernard Marks Elementary School, then sixth through eighth grade at Bryant Middle School. Students in grades nine through 12 attend Dos Palos High School, which proudly boasts a 99% graduation rate. The district also operates alternative education programs at George Christian Education Center, including Westside Continuation High School, an independent study program and an adult education program. Westside High School has been identified to receive the Equity Multiplier. The district provides transportation to and from school for many of our students. The district also provides a robust expanded learning program, offering after school programming, summer school and intersession opportunities. The district provides community wifi and supports student access to technology at a rate of 2 devices per every student.

Despite its relatively small size, the community of Dos Palos-Oro Loma is tight-knit with a rich cultural heritage. Residents take pride in their agricultural roots and often participate in community events celebrating location traditions. The schools play an integral part within those traditions, from gathering for the annual Halloween Parade, the Annual Veteran's Memorial Program, or winter and spring concerts to Friday Night Bronco Football or the myriad of other opportunities to watch Bronco and Bobcat Athletics. The students and district benefit from an

overwhelmingly supportive community. Parents, community members and local businesses are always on hand to volunteer, contribute to student fundraisers, or buy animals at the fair.

The goals and actions within this plan are revised from previous LCAPs and represent the intention of the district to prioritize early literacy and numeracy as well as to increase the rate of students graduating from our secondary programs as college and/or career ready. The district also maintains a high priority on the needs of the whole child, including supporting the academic, social, emotional, physical and mental well being of our students and families, as we seek to refine our Multi-Tiered System of Support. The DPOLJUSD LCAP works in conjunction with the individual site plans of our schools to provide coherently aligned and strategic support based upon the needs of specific school sites and/or specific student groups.

## Reflections: Annual Performance

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

The district takes great pride in its achievements, notably the impressive 99% graduation rate at Dos Palos High School and the substantial reduction in districtwide chronic absenteeism compared to the previous year.

Over the past three years, the district has made significant strides in refining its academic programs. This has been accomplished through careful alignment of curriculum and instructional materials, as well as the continuous enhancement of instructional strategies. Long-term data spanning a decade underscores a consistent upward trend in the percentage of students meeting or exceeding ELA standards, even amid the challenges posed by the pandemic. Similarly, while there hasn't been substantial growth or decline in Mathematics achievement rates over the same period, the stability of these rates, including during the pandemic era, is noteworthy.

To sustain and amplify these achievements, the district remains committed to retaining academic coaches, curriculum specialists, and other essential support personnel, including classroom paraprofessionals. Furthermore, the preservation of Professional Learning Community (PLC) time ensures that teachers can collaborate effectively within grade level and departmental teams. Leveraging newly adopted platforms like i-Ready and NWEA empowers these teams with real-time data, enabling them to devise targeted instructional plans and implement interventions and enrichment strategies strategically.

In addition to academic success, the district has prioritized comprehensive support for the social, emotional, physical, and mental well-being of its students. Ongoing actions to bolster this support are integral components of the Local Control and Accountability Plan (LCAP), reflecting the district's unwavering commitment to holistic student development.

Based on the 2023 CA State Dashboard, the district is required to identify the following data points as areas of continued growth and attention:

Districtwide Red Indicator--Mathematics

Districtwide Student Groups with Red Indicators on the Dashboard  
Students with Disabilities--ELA, Mathematics, and Suspension  
English Learners--English Learner Progress Indicator, College and Career Indicator  
Hispanic Students--Mathematics  
Socio-Economically Disadvantaged Students--Mathematics  
American Indian Students--Suspension  
Foster Youth--Suspension

#### School Performance

Dos Palos Elementary  
Chronic Absenteeism-White Students

Marks Elementary  
ELA--English Learners  
English Learner Progress Indicator

Bryant Middle School  
English Learner Progress Indicator  
Mathematics--All Students, English Learners, Hispanic Students, Socio Economically Disadvantaged Students, Students with Disabilities, White Students  
ELA--Students with Disabilities  
Suspension--Students with Disabilities

Dos Palos High School  
Mathematics--All Students, Hispanic, Socio Economically Disadvantaged Students  
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students, Students with Disabilities

Westside High School  
Suspension--All Students, Hispanic, Socio Economically Disadvantaged Students

The district is committed to tackling these areas of challenge head-on through targeted goals and actions outlined in the Local Control and Accountability Plan (LCAP), as well as in individualized school site plans. While the LCAP encompasses initiatives that are implemented district-wide to support all schools, site-specific actions are integrated into the planning process at each school.

For instance, Goal 1 is structured to enhance academic achievement for all students, emphasizing early literacy and numeracy to foster improved academic outcomes across the board, with a particular focus on enhancing the educational journey of students with disabilities and English Learners. By prioritizing early literacy, we anticipate a notable uptick in progress and reclassification rates for English Learners, thereby reducing the number of Long Term English Learners within our educational framework.



Under Goal 2, our aim is to broaden post-graduation opportunities for all students. We aspire to elevate the percentage of Dos Palos High School graduates meeting A-G requirements and successfully completing one or more Career Technical Education (CTE) pathways, placing special emphasis on elevating these rates for English Learners and Students with Disabilities.

Our third goal is centered on nurturing holistic student development by allocating resources and implementing programs that address social-emotional learning, mental and physical health, school climate and culture, and fostering family engagement.

Finally, our fourth goal is a focused endeavor specifically tailored for Westside High School. This goal aims to bolster the array of programs at WHS that fortify college and career readiness among its student body. By strategically aligning our efforts with these articulated goals, we are poised to catalyze meaningful progress and foster an environment conducive to the flourishing of all students.

## Reflections: Technical Assistance

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

According to the 2023 California School Dashboard, the district has been identified as eligible for technical assistance. Specifically, the district's eligibility stems from overall districtwide outcomes concerning English Learners on the English Learner Progress Indicator and the College and Career Readiness Indicator. Furthermore, the district qualifies based on the outcomes of students with disabilities on the Academic Indicators (Mathematics and ELA) and the Suspension Rate Indicator.

The district was already deeply committed to enhancing college and career readiness for all students, including those with disabilities and English Learners, and has embarked on a year-long improvement project to address these identified areas for growth. In collaboration with the Merced County Office of Education, a dedicated team comprising leaders from Dos Palos High School and the district office has convened regularly throughout the year to spearhead this initiative. This improvement team meticulously collected historical data on key metrics contributing to college and career readiness, such as AP pass rates, Seal of Biliteracy attainment, A-G completion, and CTE Pathway completion. Additionally, the team conducted empathy interviews with high school students to gain deeper insights into the challenges they encounter on their journey toward college and career readiness.

Drawing upon this wealth of information, the team crafted a theory of improvement aimed at elevating the rate of all 12th-grade students at DPHS completing A-G Requirements from 27% to 45% by July 15th, 2025, with a specific emphasis on English Learner and Special Education Student Groups. Weekly huddles and periodic reviews facilitated by an MCOE facilitator have equipped the team to implement transformative change ideas in the coming year. For instance, the redesign of designated English Language Development (ELD) at Dos Palos High School is anticipated to enhance access to A-G courses, particularly elective courses, for English Learner students. This action is integrated as a qualitative improvement within the LCAP framework.

Furthermore, Goal 2 underscores the district's commitment to enhancing rates of college and career readiness for all students district-wide, while Goal 4 is tailored to enhancing these rates specifically at Westside High School. Many of the metrics outlined in Goals 2 and 4 serve as vital benchmarks to monitor progress in this endeavor.

Similarly, the district has proactively engaged in improving outcomes for students with disabilities through the state's special education monitoring system. Identified for not meeting specific thresholds concerning special education students in the least restrictive environment, the district collaborated with the state's System Improvement Project (SIP) to address this challenge. The district's theory of action posits that increasing the rates of students with disabilities in general education settings will yield improvements in their academic outcomes. To this end, a co-teaching pilot has been initiated at the middle school level, with plans to expand this initiative across additional classrooms and school sites. Additionally, a robust system has been developed to monitor special education data, particularly regarding the time students spend in general education settings. Academic coaches, curriculum specialists, and paraprofessionals included within Goal 1 are dedicated to supporting co-teaching and differentiating instruction within the general education classroom.

To address suspension rates among students with disabilities, the district has implemented and will continue to uphold Positive Behavioral Interventions and Supports (PBIS) as part of its Multi-Tiered System of Support. Goal three explicitly provides for alternatives to suspension across all campuses. The district intends to conduct a comprehensive analysis of suspension rate data over an extended period, aiming to discern whether there exists a systemic issue in suspending students with disabilities or if the fluctuations observed in the 2022-2023 data were influenced by special circumstances.

## 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.

Westside High School

### ***Support for Identified Schools***

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

The district office and Westside High School are collaboratively developing a comprehensive support and improvement plan. As part of this process, WHS is undergoing a WASC Review, and the needs assessment has been conducted through the WASC Self-Study process. To ensure a thorough assessment, the school has engaged with various educational partners, including staff, students, parents, community members, and district office personnel.

While WHS was flagged for Comprehensive Support and Improvement (CSI) due to a high suspension rate indicator, the WASC Self-Study has scrutinized the entire WHS program. Data collected and reviewed encompass a range of metrics, including previous WASC reports, academic performance such as CAASPP and local benchmarks, NWEA data tracking student progress in math and reading, discipline records, attendance rates, credit recovery statistics, student grades, graduation rates, and feedback from educational partners gathered through surveys and meetings. This comprehensive analysis has been instrumental in identifying resource disparities.



The needs assessment has pinpointed the following resource inequities:

- 1) Limited access for WHS students to career and college preparatory courses and opportunities, including CTE pathways, work experience, and A-G courses.
- 2) Insufficient support for English learners, particularly long-term English learners, necessitating more explicit English Language Development (ELD) instruction.
- 3) Outdated campus technology hindering student learning experiences.

Furthermore, WHS has identified six areas for growth through the WASC Self-Study process:

- Expanding services for special education students
- Enhancing support for English learner students
- Increasing opportunities for college and career readiness and awareness
- Updating campus technology infrastructure
- Establishing an incentive program to foster student progress
- Strengthening community involvement

Following the WASC visit, additional areas for growth are expected to be identified by the visiting team. These will be integrated into the CSI plan, which will serve as WHS's Single Plan for School Achievement (SPSA). Additionally, WHS benefits from the district's Equity Multiplier Goal within the Local Control and Accountability Plan (LCAP), ensuring ongoing support for equity initiatives.

The district is committed to assisting WHS in meeting state and federal requirements, including the implementation of the CSI plan. Support will be provided through guidance on plan development, monitoring of implementation and budgeting, as well as ongoing analysis and review of the plan's effectiveness.

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

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

Together with the WHS principal and staff, the Local Education Agency (LEA) will actively support quarterly data monitoring utilizing our district's robust data monitoring system. Key data points under scrutiny will include suspension and referral rates, academic grades, progress in credit recovery programs, attendance records, and students' performance on NWEA math and reading assessments. Within these metrics, the team will discern both process and outcome measures.

Process measures will be collected in real-time, providing timely insights to fine-tune intervention strategies as necessary. WHS will maintain an open channel for feedback from educational partners throughout the academic year, utilizing surveys, meetings, and information-sharing sessions. These inputs will inform ongoing adjustments and enhancements.

Outcome measures will be pivotal in assessing the efficacy of the plan. They will serve as benchmarks to evaluate the overall impact of interventions and initiatives.

Moreover, the district is committed to bolstering the capacity of WHS administration, including the principal and counselor. Monthly collaboration meetings with counterparts from other schools serve as invaluable opportunities for capacity building and knowledge exchange. These sessions are not only conducive to professional growth but also facilitate quarterly data analysis, enabling informed decision-making and continuous improvement efforts.

# 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
Teachers	<p>DPOLJUSD Teachers were actively involved in shaping the LCAP development process, with opportunities provided through a comprehensive approach. Initially, a survey was circulated to gather feedback, ensuring every educator had a voice in the process. Additionally, individual meetings were conducted with grade level and content leads at each school site, where teachers received a detailed overview of LCAP goals and were encouraged to offer insights on both successful initiatives and persisting challenges.</p> <p>The engagement didn't stop there; dedicated meetings were held with teaching staff across various dates and campuses, including Westside High School, DPHS, BMS, DPE, and MES. These sessions provided a platform for in-depth discussions on LCAP actions and barriers, fostering a collaborative environment for constructive feedback.</p> <p>Furthermore, teachers' involvement extended to the curriculum council meetings, held on multiple occasions throughout the year (2/8/2024, 3/11/2024, 4/17/2024 &amp; 5/10/2024). These meetings, comprising academic coaches and curriculum specialists from each campus, served as another avenue for educators to contribute to the development and refinement of the LCAP framework.</p>
Principals	<p>LCAP development holds a prominent position on the agenda of every DPOLJUSD principal meeting, underscoring its importance in</p>

Educational Partner(s)	Process for Engagement
	<p>the district's strategic planning process. Principals actively contribute to the Mid-Year report by furnishing crucial data on action implementation and delivering insightful updates on metrics, ensuring a comprehensive assessment of progress.</p> <p>In the formulation of the current LCAP, principals convened on multiple occasions throughout the year, demonstrating their commitment to collaborative decision-making and continuous improvement. These meetings took place on the following dates: 1/1/2024, 2/9/2024, 3/6/2024, 4/8/2024, 5/1/2024, and 6/11/2024, providing ample opportunities for dialogue, exchange of ideas, and strategic planning.</p>
Administrators & District Leaders	<p>All school administrators have been actively involved in shaping the LCAP development process, ensuring comprehensive representation across the district. Initially, administrators were invited to participate in a survey, providing them with a platform to contribute their insights and perspectives.</p> <p>In addition to the survey, targeted meetings were conducted at various school sites to engage all other administrators (excluding principals) directly. These meetings took place at key locations such as Westside High School, DPHS, BMS, DPE, and MES, on the following dates: 2/14/2024, 3/6/2024, 5/6/2024, 5/7/2024, and 5/15/2024. This approach ensured that the voices and contributions of all administrators were heard and integrated into the LCAP development process.</p> <p>A districtwide Leadership meeting was held on May 21, 2024 where all district leadership were presented with the annual update, local indicators and a copy of the proposed LCAP.</p>
Other School Personnel	<p>All members of the school community, including both teaching and non-teaching staff, were invited to actively participate in shaping the LCAP development process by offering feedback through a comprehensive survey.</p>

Educational Partner(s)	Process for Engagement
Local Bargaining Units	<p>All members belonging to the bargaining units of both DPOLTA and CSEA were extended the opportunity to contribute feedback on LCAP development through a structured survey process. Additionally, collaborative meetings were held between the District and CSEA on 5/2/2024, followed by a session with DPOLTA on 5/23/2024. During these meetings, participants received a comprehensive overview of proposed LCAP goals and were encouraged to provide insights on the effectiveness of ongoing actions and identify any persistent barriers that required attention.</p>
Parents	<p>All parents were actively engaged in the LCAP development process, with opportunities provided for feedback through a variety of channels. Surveys were disseminated in both English and Spanish via Parent Square on multiple occasions, ensuring accessibility and inclusivity.</p> <p>To further involve parents, a district-wide meeting was convened on 10/4/2023, where parents received comprehensive information about various district programs, including Expanded Learning, CA Community Schools Partnership, and Title I programs. During this meeting, parents were invited to share their preferences regarding expanded learning programs tailored to their children's needs.</p> <p>Moreover, parents played a pivotal role in shaping the LCAP through their participation in the District English Learner Advisory Committee (DELAC) meetings. Scheduled on 11/2/2023, 1/17/2023, 3/7/2023, and 5/2/2023, these sessions provided a platform for DELAC parents to review LCAP goals, offer feedback on ongoing actions, and identify barriers, particularly focusing on the needs of English Learners. Additionally, the DELAC regularly reviewed LCAP metrics to ensure alignment with objectives.</p> <p>Recognizing the importance of broader community input, the District Advisory Committee was established and convened on 5/24/2024. Members of this committee were provided with LCAP goals and tasked with providing feedback on action effectiveness and barrier identification. This inclusive approach ensured that parent voices were heard and integrated into the ongoing LCAP refinement process.</p>

Educational Partner(s)	Process for Engagement
Students	<p>Students across different grade levels actively contributed to the LCAP development process through tailored student surveys focusing on aspects such as climate, culture, and engagement. Grade 5 students, along with those in grades 6-8 and 9-12, were provided opportunities to provide valuable input through these surveys, ensuring their voices were heard in shaping district priorities.</p> <p>In addition to surveys, the district engaged directly with student representatives from Dos Palos High School's Student Body Link Crew on 3/4/2024. During this interaction, students were encouraged to identify supportive programs and highlight any barriers hindering their success, fostering a student-centered approach to LCAP development.</p> <p>Furthermore, recognizing the importance of student representation, officers from the DPHS Associated Student Body were included in the District Advisory Committee. Their involvement ensures that student perspectives continue to inform decision-making processes at the district level, promoting a collaborative and inclusive approach to educational planning and improvement.</p>
SELPA Consultation	<p>The SELPA was sent a draft of the LCAP for review, with feedback received and integrated on 5/31/2024.</p>
Westside High School (Equity Multiplier)	<p>The district maintained ongoing engagement with Educational Partners at Westside High School (WHS) throughout the LCAP development process, recognizing WHS's receipt of the Equity Multiplier designation, its identification for Comprehensive Support and Improvement (CSI), and its ongoing WASC review. This continuous collaboration aimed to address the unique needs and challenges facing WHS.</p> <p>On 2/14/2024, WHS staff convened with district officials to assess the existing programs and initiatives at WHS aimed at supporting students. Together, they identified areas of strength and pinpointed persistent challenges that required attention.</p>



Educational Partner(s)	Process for Engagement
	<p>Subsequently, on 4/25/2024, district officials and WHS staff convened again to review the comprehensive self-study conducted as part of the WASC review process, which also served as WHS's CSI comprehensive needs assessment and informed actions outlined in both the LCAP and WHS's Single Plan for Student Achievement (SPSA), aligning efforts to address identified needs and enhance student outcomes.</p>
DPOLJUSD School Board	<p>The DPOLJUSD School Board plays an integral role in the LCAP development process, demonstrating active engagement throughout. Board members receive regular updates on the LCAP, including a comprehensive overview of implementation progress and expenditure details, typically presented in February. This ensures transparency and accountability in the planning and execution of district initiatives.</p> <p>Furthermore, a public hearing for the current LCAP was convened on 6/13/2024, providing an opportunity for community input and feedback. Subsequently, the LCAP received final approval from the DPOLJUSD board on 6/24/2024, affirming the commitment to student-centered planning and the alignment of district resources with educational priorities</p>

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

The DPOLJUSD educational community, comprised of diverse educational partners, offered a multitude of suggestions aimed at enhancing the services provided to students. To ensure thorough analysis and utilization of this feedback, the district systematically aggregates all survey data, disaggregating it by school site and student group. This data is then shared with district and site leaders, informing planning processes across various initiatives, including but not limited to Single Plans for Student Achievement (SPSAs), Comprehensive Safety Plans, WASC Self-Studies, School Accountability Report Cards (SARCs), and grant applications.

In determining the integration of feedback into planning, numerous factors are carefully considered. Presently, the district is evaluating student services facilitated by one-time pandemic relief funding, seeking sustainable solutions through ongoing funding sources. This evaluation will determine whether these services are incorporated into the district's LCAP or within the SPSA of individual school sites.

Educational partners collectively identified several programs within the LCAP deemed effective and essential for continuation, including:

Academic supports such as intervention teachers, academic coaches, and curriculum specialists

Diverse course offerings through electives and Career Technical Education (CTE) pathways  
Social-emotional and mental health supports available at all campuses  
Dedicated time for teachers to collaborate in Professional Learning Communities (PLCs)  
Continued and expanded support for English Learner students to achieve English proficiency  
Ongoing safety measures within schools  
Transportation services for students

Additionally, educational partner input has influenced the metrics incorporated into the LCAP, leading to the inclusion of measures such as special education accountability within the first goal.

Furthermore, consultation with educational partners at WHS has resulted in the establishment of a focus goal aimed at increasing the college and career readiness rate for all WHS graduates, as part of meeting the requirements for the Equity Multiplier. This goal will encompass specific actions designed to remove barriers to college and career readiness for students at WHS, reflecting a collaborative effort to enhance student outcomes.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Enhance and sustain an academic program prioritizing early literacy and mathematics instruction, marked by exemplary tier 1 academic teaching methods complemented by a comprehensive framework of tier 2 and 3 academic interventions tailored to address the diverse needs of every student demographic.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>The district has made significant strides in refining its academic program and is dedicated to sustaining and enhancing these achievements. This goal is crafted to bolster the academic advancement of all students by prioritizing early learning and literacy initiatives. It encompasses proactive measures to provide targeted interventions for students who may require additional support to reach grade-level proficiency. Additionally, initiatives such as dedicated Professional Learning Community (PLC) time for teachers and ongoing professional development opportunities are integral components of our comprehensive academic strategy.</p> <p>Specifically, the actions outlined within this goal aim to elevate mathematics outcomes districtwide, particularly for students with disabilities, Hispanic students, and those from socio-economically disadvantaged backgrounds. They are also designed to contribute to improved English Language Arts (ELA) outcomes for students with disabilities and enhance the English Learner Progress Indicator (ELPI) for our English Learners.</p> <p>At the school level, these actions will translate into tangible improvements in mathematics proficiency for all students, including those belonging to various demographic groups at Bryant Middle School and Dos Palos High School. Additionally, they will lead to enhanced ELPI outcomes for English Learners at Marks Elementary and Bryant Middle School, along with improved ELA outcomes for English Learners at Marks Elementary.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by percentages of teacher assignments in the following categories: Clear, Out-of Field, Intern, Ineffective, Incomplete, or Unknown as reported in Priority 1 Self-Reflection Tool	<p>Total FTE: 114.7</p> <p>Clear: 87.6%</p> <p>Out-of-Field: 0.9%</p> <p>Intern: 2.6%</p> <p>Ineffective: 6.1%</p> <p>Incomplete: 2.9%</p> <p>Unknown: 0.0%</p> <p>(Dataquest, 21-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent)</p>			Increase and maintain the percentage of "clear" teachers at 90% or more.	
1.2	Percentage of students in the school district who have sufficient access to standards aligned instructional materials as measured by instances of students without access to own copies of standards-aligned materials for use at school and at home, as reported in Priority 1 Self-Reflection Tool	<p>0 Instances of students without access to own copies of standards aligned instructional materials for use at school and at home.</p> <p>(Instructional Material Inventories, Quarterly Williams Compliant Logs)</p>			Maintain 0 Instances	
1.3	Implementation of state board adopted standards for all students, including English Learners and students with disabilities, as measured by the Priority 2 Self-Reflection Tool.	<p>Local Indicator Self-Reflection Tool: Priority 2, Option 2, Question 2</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum</p>			Improve All Areas to 5--Full Implementation and Sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>frameworks in all classrooms where the subject is taught.</p> <p>ELA--4 Full Implementation</p> <p>ELD--4 Full Implementation</p> <p>Mathematics--4 Full Implementation</p> <p>Next Generation Science Standards--3 Initial Implementation</p> <p>History-Social Science--4 Full Implementation</p> <p>Question 4</p> <p>Progress in implementing each of the following academic standards adopted by the state board for all students.</p> <p>Career Technical Education--5 Full Implementation and Sustainability</p> <p>Health Education--4 Full Implementation</p> <p>Physical Education--4 Full Implementation</p> <p>Visual and Performing Arts--Full Implementation</p> <p>World Language--Full Implementation</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Learner access to the common core state standards and the ELD standards for purposes of gaining academic content knowledge and English Language Proficiency as measured by English Learner Achievement on CAASPP ELA and Mathematics.	<p>English Learner CAASPP ELA Data All English Learners - 82.9 Points from Standard Current English Learners--112.7 Points from Standard Recently Reclassified English Learners--23.3 Points from Standard</p> <p>English Learner CASSPP Mathematics Data All English Learners - 112.2 Points from Standard Current English Learners--133.4 Points from Standard Recently Reclassified English Learners--68.6 Points from Standard (2023 CA State Dashboard)</p>			Improve distance from standard to "0" (at standard) or better (greater than zero).	
1.5	CAASPP English Language Arts as measured by the California School Dashboard, Distance from Standard, for all students and student groups.	<p>All Students: -59.6 English Learners: -82.9 Foster Youth: -105.9 Homeless: -100.8 Socioeconomically Disadvantaged: -62.5 Students with Disabilities: -148.8</p>			Improve distance from standard to "0" (at standard) or better (greater than zero).	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: -115.3 American Indian or Alaska Native: -64.6 Hispanic: -60.8 White: -48.3 (2023 CA State Dashboard)				
1.6	CAASPP Mathematics as measured by the California School Dashboard, Distance from Standard, for all students and student groups.	All Students: -105.2 English Learners: -112.2 Foster Youth: -130.4 Homeless: -77.9 Socioeconomically Disadvantaged: -108.5 Students with Disabilities: -190.6 African American: -149.6 American Indian or Alaska Native: -157.1 Hispanic: -105.7 White: -96.4 (2023 CA State Dashboard)			Improve distance from standard to "0" (at standard) or better (greater than zero).	
1.7	The percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for CA	Percentage of English Learner Students who progress at least one level each year  36.6% (2023 CA State Dashboard)			Increase the percentage of English Learners who progress at least one level each year by 10% annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Annual English Learner Reclassification Rate	8.1% (2023 Data)			Increase reclassification rates to 25% or better annually.	
1.9	Percentage of English Learners Identified as "At-Risk" and "Long Term English Learners (LTELs)"	<p>Percentage of English Learners Identified as "At-risk" at Bernhard Marks Elementary and Percentage of LTELs at Bryant Middle School, Dos Palos High School and Westside High School:</p> <p>Bernhard Mark Elementary "At-Risk"-- 35.8%  Bryant Middle School LTELs-- 26.3%  Dos Palos High School LTELs--18.0%  Westside High School LTELs--17.2%</p> <p>(2022-2023 Data)</p>			Decrease percentages of both At-Risk English Learners and LTELs by 5% annually.	
1.10	<p>Access to the Least Restrictive Environment (LRE) as measured by Indicator 5 of the SPI</p> <p>5A: Percentage of students with disabilities served inside the regular classroom for at least 80% of the day.</p>	<p>5A: 54.17%  5B: 24.04%  5C: 0.96%</p> <p>(2022-2023 Data)</p>			<p>5A-- Increase percentages to greater than 70%</p> <p>5B-- Decrease percentages to less than 12%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>5B: Percentage of students in a regular classroom less than 40% of the day.</p> <p>5C: Percentage of students in public or private separate schools, residential facilities, homebound/hospital placement (Separate School).</p>				<p>5C: Maintain percentages at less than 2.4%.</p> <p>(25-26 Targets, as identified by the SPI)</p>	
1.11	Percentage of Students Meeting or Exceeding Standards in Next Generation Science Standards as measured by California Science Test Results (CAST)	<p>All Students 12.93%</p> <p>English Learners 2.08%</p> <p>Students with Disabilities 5.8%</p> <p>Socioeconomically Disadvantaged Students 11.26%</p> <p>(2022-2023 Data)</p>			Increase the percentage of students meeting or exceeding standards by 10% annually.	
1.12	Percentage of students meeting the NWEA RIT Growth Projections in Mathematics and ELA for Grades 6-12 as measured by the NWEA Diagnostic (Winter to Winter Report).	<p>Mathematics: 55.97% of students are meeting growth targets</p> <p>ELA: 40.06% of students are meeting growth targets.</p> <p>(Baseline Data Winter 2024)</p>			Increase percentage of students meeting growth targets by 10% annually.	
1.13	Percentage of students in grade K-5, by School	<p>Reading DPE: 24%</p>			Increase percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Site, meeting typical growth projections as measured by the i-Ready Diagnostic in Reading and Mathematics (Winter Assessment)	MES: 25%  Mathematics DPE: 21% MES: 33%  (Baseline Data Winter 2024)			students meeting growth target by 10% annually.	
1.14	Access to programs and services developed and provided to unduplicated pupils as measured by master schedule enrollment.	100% of unduplicated students have access to services and programs. (2023-2024 Local Data)			Maintain 100%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	PLC Time and Collaboration Days	The district negotiated an additional .25 hours per day and four additional days for teachers in order to provide teachers with the time and opportunity to work in professional learning communities. Teachers will analyze and plan for instruction, with a focus on mathematics, English Language Arts, Next Generation Science Standards and English Language Development. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Student achievement is expected to grow in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).	\$1,057,193.59	Yes
1.2	Teacher Recruitment, Development, and Retention	A specific need identified by our educational partners is that it is often hard to recruit highly qualified teachers to the area, based upon our location in a small, rural community far from large urban centers. Through providing a competitive salary schedule, induction programs and a mentors for new teachers, we are able to attract teachers to the area and build their capacity. This support helps to reduce turn-over and will lead to increased continuity in our educational program. We anticipate that this action will help us to improve Tier I instruction, consequently improving our overall academic program. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through	\$66,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI)), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).		
1.3	Improved Instruction	Academic coaches and curriculum specialists will provide support to teachers in best first instruction, differentiating instruction for English Learners and Students with Disabilities, and appropriate implementation of curriculum. For teachers in grades TK-5, academic coaches and curriculum specialists will support the refinement of a structured literacy program in collaboration with a district early literacy committee, including the implementation of core and supplemental early literacy curriculum. Coaches and curriculum specialists will also support teachers as the district continues to implement a co-teaching/inclusive model. Teachers, coaches and curriculum specialists will receive district approved professional development in areas of co-teaching (inclusive teaching practices), English Language Development Strategies, mathematics instruction, ELA instruction, NGSS instruction and/or other district approved instructional methods. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA &	\$1,045,586.40	Yes



Action #	Title	Description	Total Funds	Contributing
		Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities--ELA, English Learners-- ELPI), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).		
1.4	Tiered Academic Supports--Early Prevention and Intervention	Academic Intervention teachers and paraprofessionals will provide Tier II and Tier III interventions to students based on individual student need. Our youngest learners will have access to free early learning, either through our pre-school or our universal transitional kindergarten program. This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). However, we anticipate that this action will help us to strategically identify and support students for Tier 2 and 3 instruction. Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates. This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA & Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA & ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities & White Students--Math, Students with Disabilities-ELA, English Learners--ELPI)), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).	\$1,477,454.41	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Ensure the readiness of all students for post-high school success by offering a broad course of study that acquaints them with the essential knowledge, skills, and experiences required to pursue their desired college or career paths.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>The district has seen remarkable progress in graduation rates following the challenges posed by the COVID-19 Pandemic. With an impressive graduation rate of nearly 99%, Dos Palos High School stands as a testament to this achievement. Yet, the district aims to further enhance outcomes related to college and career readiness for several reasons:</p> <p>Preparing for Diverse Futures: In today's rapidly evolving world, students are faced with a multitude of post-high school options, including college, vocational training, and entering the workforce directly. By offering a broad course of study, the school district ensures that students are exposed to a variety of subjects and experiences, allowing them to explore their interests and aptitudes and make informed decisions about their future paths.</p> <p>Equipping with Essential Skills: Regardless of the specific career or academic path students choose, certain foundational skills are universally valuable. A broad course of study can provide students with essential knowledge and skills such as critical thinking, communication, problem-solving, and collaboration, which are crucial for success in any field.</p> <p>Adapting to Changing Needs: The job market is constantly evolving, with new industries emerging and existing ones transforming. A broad course of study ensures that students are equipped with the adaptability and versatility needed to navigate these changes. By exposing students to diverse subject areas and teaching them how to learn independently, the school district prepares them to thrive in a dynamic and unpredictable future.</p> <p>Promoting Equity and Access: Offering a broad course of study ensures that all students have access to a comprehensive education, regardless of their background or future aspirations. This promotes equity by providing every student with the opportunity to explore their interests and talents and pursue their chosen path, whether it be in academia, the trades, or elsewhere.</p>
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Meeting College and Career Readiness Standards: Many educational standards and frameworks emphasize the importance of preparing students for post-high school success, whether that involves college, career training, or entering the workforce. By offering a broad course of study aligned with these standards, the school district ensures that students are adequately prepared to meet the demands of higher education and the workforce.

Overall, including a goal of ensuring the readiness of all students for post-high school success through a broad course of study reflects a commitment to providing a comprehensive education that prepares students for the challenges and opportunities of the future. It emphasizes the importance of equipping students with the knowledge, skills, and experiences they need to pursue their desired college or career paths and succeed in an increasingly complex and interconnected world.

The metrics included within this goal represent both progress and outcome measures that support a thorough monitoring and evaluation of the programs offered.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percentage of graduating seniors who have successfully completed courses that satisfy the requirements for entrance to the UCs and CSUs (A-G Completion)	24.5%  (2022-2023 Data, CALPADS/Aeries)			Increase by 10% annually	
2.2	The percentage of graduating seniors who successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education- approved career technical education standards and frameworks	39.2 %  (2022-2023 Data, CALPADS/Aeries)			Increase by 10% annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	The percentage of graduating seniors who successfully complete both A-G and CTE Pathway requirements.	11.7%  (2022-2023 Data, CALPADS/Aeries)			Increase by 10% annually	
2.4	Percentage of Students Identified As Prepared as measured by the College and Career Indicator on the California School Dashboard.	All Students: 29.8% Hispanic 28.6% White 34.4% English Learners 6.7% Socioeconomically Disadvantaged 28.5% Students with Disabilities 11.1%  (2023 CA School Dashboard)			Increase percentage of students identified as "prepared" by 10% annually.	
2.5	Percentage of pupils who took an Advanced Placement exam and passed with a score of 3 or higher.	34.6% of students who took an AP exam passed.  (2022-2023 Data, CALPADS/Aeries)			Increase by 5% annually	
2.6	Percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness as measured by the percentage of students who meet or exceed standards on the 11th	11th Grade ELA: 44.7% 11th Grade Math: 7.1%  (2022-2023 Data, CAASPP)			Increase by 10% annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grade ELA and Math CAASPP Assessments.					
2.7	Number of students who earn the Seal of Biliteracy Annually.	18 Students (2022-2023 Data)			Increase by 10 students annually	
2.8	High School Graduation Rate	All Students 93.6% White Students 87.5% Socioeconomically Disadvantaged Students 93.9% Hispanic Students 95.2% English Learners 86.7% Students with Disabilities 85.2%  (2023 California School Dashboard)			Improve and maintain graduation rates for all students and all student groups to over 98%	
2.9	Percent of students enrolled in dual enrollment courses.	8.6% of all students are enrolled in dual enrollment courses.  (2022-2023 Data, Aeries)			Increase by 5% annually	
2.10	Access to a broad course of study, as measured by master schedule.	100% of students have access to a broad course of study.			Maintain 100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increased Course Access	Provide students with a broad range of courses that meet A-G requirements, provide opportunities for CTE Pathway completion and engage students in learning. Based on the 2023 California Dashboard, 19.9% of all 2023 graduates completed A-G requirements and 35.7% completed at least one CTE pathway. For particular student groups, these achievement rates are lower, specifically 1% of students with disabilities and 0% of English Learners completed A-G requirements. In CTE pathway completion, the rates were 4.8% and 14.3% respectively. This action allows us to increase the opportunities provided to students, especially English Learners and students with disabilities, to complete A-G requirements and/or complete a CTE pathway. We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.	\$1,847,480.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Robust Guidance Services	<p>The district will provide a robust college and career guidance program in order to support students with the transition to college and career after high school. Additional counselors and a career technician will support students in completing applications for colleges, scholarships, job applications, and FAFSA completion. Counselors will also periodically review and monitor data such as enrollment percentages, pass rates and credit completion for A-G courses, CTE Pathways, as well as individual progress monitoring of students, with a particular focus on progress monitoring English Learners, students with disabilities, and socio-economically disadvantaged students. Based on the 2023 California Dashboard, 19.9% of all 2023 graduates completed A-G requirements and 35.7% completed at least one CTE pathway. For particular student groups, these achievement rates are lower, specifically 1% of students with disabilities and 0% of English Learners completed A-G requirements. In CTE pathway completion, the rates were 4.8% and 14.3% respectively. This action allows us to increase the opportunities provided to students, especially English Learners and students with disabilities, to complete A-G requirements and/or complete a CTE pathway. We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.</p>	\$332,174.00	Yes
<b>2.3</b>	Redesign ELD at DPHS	<p>In order to improve the rates of College and Career Readiness at DPHS for our English learners, DPHS is redesigning designated ELD supports through embedding ELD into students' English Language Arts classes. Our rationale for this approach is that our current long term English Learners have had many years of a distinct ELD course, which creates a barrier to completing A-G and/or CTE pathways due to the extra elective. Furthermore, we have no data that indicates the current approach works. Rather, the district desires to provide students with the skills, knowledge and experiences necessary to be successful after high school. Through embedding ELD into the ELA course, long term English Learners will have increased and improved access to CTE pathways and electives that meet the A-G requirements, resulting in an increase to the rates of English</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners identified as prepared on the Ca School Dashboard. While this action is at no cost to the district, we estimate that this is equivalent to hiring an additional 1.0 FTE teacher, resulting in an 1.58% improvement to our students.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Foster and maintain a school environment that nurtures the holistic development of each child, encompassing their social, emotional, physical, and mental well-being. Cultivate a safe and inclusive atmosphere that embraces diversity and actively involves parents and families in the educational journey.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>The district developed this goal based on the following rationale:</p> <p>Holistic Development: Recognizing that education is not solely about academic achievement, but also about preparing students for life beyond the classroom. A focus on social, emotional, physical, and mental well-being acknowledges that each child is a complex individual with diverse needs. By nurturing all aspects of a child's development, the school district aims to help students become well-rounded individuals who are equipped to thrive in various aspects of life.</p> <p>Creating a Safe and Inclusive Environment: A safe and inclusive atmosphere is essential for optimal learning. When students feel safe, both physically and emotionally, they are more likely to engage in their education fully. Embracing diversity ensures that all students feel valued and respected, regardless of their background, race, ethnicity, or any other characteristic. This fosters a sense of belonging and encourages students to celebrate their differences rather than feeling marginalized by them.</p> <p>Active Involvement of Parents and Families: Research consistently shows that parental involvement positively impacts student achievement. When parents and families are actively engaged in their child's education, students tend to perform better academically, have better attendance records, and exhibit more positive attitudes towards school. By actively involving parents and families in the educational journey, the school district not only strengthens the support system for students but also creates a sense of partnership between home and school.</p> <p>Overall, this goal reflects a commitment to providing a comprehensive educational experience that goes beyond academics, prioritizing the well-being and success of every child. It acknowledges the interconnectedness of various aspects of a child's development and emphasizes collaboration between educators, students, parents, and the broader community to create a supportive and enriching learning environment. The district will gauge progress towards this goal by meticulously tracking suspension rates, attendance and absenteeism records, as well as evaluating perceptions regarding school safety and the sense of community within the educational environment.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities are maintained and in good repair as measured by the most recent FIT scores from each school site.	Dos Palos Elementary: 93.17% Marks Elementary: 95.92% Bryant Middle School: 87.63% Dos Palos High School: 92.05% Westside High School:			Improve and Maintain FIT Scores at 90% or better.	
3.2	School attendance rates as measured by average daily attendance by school site.	Dos Palos Elementary: 92.90% Marks Elementary: 94.12% Bryant Middle School: 93.35% Dos Palos High School: 92.34% Westside High School: 74.59%  (May 2024, Aeries Reports)			Increase and Maintain school attendance rates at 95% or better.	
3.3	Chronic Absenteeism rates as measured by the Chronic Absenteeism Indicator on the California School Dashboard.	All Students 25.7% English Learners 22.4% Foster Youth 26.3% Homeless Students 48.6% Socioeconomically Disadvantaged Students 26.4% Students with Disabilities 38%			Decrease chronic absenteeism rates by 5% annually for all students and student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American Students 25% Hispanic Students 25.4% White Students 27.5%  (2023 California School Dashboard)				
3.4	Middle School Dropout Rates	0.4%  (2023 CALPADS)			Decrease dropout rates to 0% for all students and all student groups.	
3.5	High School Dropout Rates as measured by the Graduation Rate Indicator on the California School Dashboard.	All Students 3.8% Hispanic or Latino 2.8% White 9.4% English Learners 3.6% Students with Disabilities 4.0% Socioeconomically Disadvantaged Students 4.0% (2023 California School Dashboard)			Decrease dropout rates to 0% for all students and all student groups.	
3.6	Student suspension rates as measured by the Suspension Rate Indicator on the California School Dashboard.	All Students 5.5% Hispanic or Latino 5.1% White 5.8% African American Students 18.0% English Learners 4.0% Students with Disabilities 10.9%			Decrease and maintain suspension rates to less than 2% annually for all students and student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socioeconomically Disadvantaged Students 5.9% Foster Youth 14.3% Homeless 2.0%</p> <p>(2023 California School Dashboard)</p>				
3.7	Expulsion Rate	<p>All Students 0.5% African American Students 4.0% Hispanic or Latino 0.4% White Students 0.7% English Learners 0.3% Socioeconomically Disadvantaged Students 0.5% Students with Disabilities 0.6%</p> <p>(2022-2023 Dataquest Reports)</p>			Decrease expulsion rates to 0%	
3.8	Perceptions of school safety as measured by the percentage of affirmative responses to "I feel safe at school" on surveys administered to teachers, staff, students and parents.	<p>Percentage of teachers responding affirmatively to "I feel Safe at School" 77.8%</p> <p>Percentage of staff responding affirmatively to "I feel Safe at my work location" 77.9 %</p> <p>Percentage of high school students responding affirmatively</p>			Increase and maintain percentage rates of affirmative responses for all groups at 90% or better.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>to "I feel Safe at School" 80.9%</p> <p>Percentage of middle school students responding affirmatively to "I feel Safe at School" 77.8%</p> <p>Percentage of fifth grade students responding affirmatively to "I feel Safe at School" 80%</p> <p>Percentage of parents responding affirmatively to "My Child feels safe in the classroom" 84.2%</p> <p>(2024 Spring Survey Data)</p>				
3.9	Perceptions of school connectedness as measured by the percentage of affirmative responses to "I feel connected to school" on surveys administered to teachers, staff, students and parents.	<p>Percentage of teachers responding affirmatively to "The district fosters connectivity with students, parents and the community." 79.2%</p> <p>Percentage of staff responding affirmatively to "The district fosters connectivity with students, parents and the community." 89.7%</p>			Increase and maintain percentage rates of affirmative responses for all groups at 90% or better.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Percentage of high school students responding affirmatively to "I feel like I am part of this school" 82.7%</p> <p>Percentage of middle school students responding affirmatively to "I feel like I am part of this school" 81.9%</p> <p>Percentage of fifth grade students responding affirmatively to "I feel like I belong at school" 72%</p> <p>Percentage of parents responding affirmatively to "My child trusts people at school" 73.6%</p> <p>(2024 Spring Survey Data)</p>				
3.10	The effort the school district makes to seek parent input in making decisions for the school district and each individual school site as measured by the percentage of affirmative responses to "I feel like I have a say in the decision-making process	<p>Percentage of affirmative responses to "I feel like I have a say in the decision-making process at my child's school."</p> <p>58.9%</p> <p>Percentage of affirmative responses to</p>			Increase both measures by 10% Annually	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	at my child's school" and "I feel like I have a say in the decision-making process at the district."	<p>"I feel like I have a say in the decision-making process at the district."</p> <p>56.4%</p> <p>(2024 Spring Survey Data)</p>				
3.11	<p>Promotion of parental participation in programs for unduplicated pupils as measured by</p> <p>1) The count of total responses to the survey</p> <p>2) the responses from parents to the question "In a typical year, how often have you participated in activities at your child's school?"</p>	<p>Count of Total Responses: 39</p> <p>All Parent Responses:</p> <p>Weekly: 17.9%</p> <p>Monthly: 7.7%</p> <p>Every few months: 28.2%</p> <p>Once or twice/year: 20.5%</p> <p>Almost never: 25.6%</p> <p>English Learner Parent Responses</p> <p>Weekly: 0%</p> <p>Monthly: 20.0%</p> <p>Every few months: 0%</p> <p>Once or twice/year: 40.0%</p> <p>Almost never: 40.0%</p> <p>Socio-economically Disadvantaged:</p> <p>Weekly: 15.4%</p> <p>Monthly: 7.7%</p>			<p>Increase the count of total responses by 20 annually</p> <p>Increase the rate of parents reporting participation in activities on a weekly and monthly basis by 10% annually while decreasing the rate of parents reporting they participate in activities "almost never" by 10% annually.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Every few months: 23.1%</p> <p>Once or twice/year: 46.2%</p> <p>Almost never: 7.7%</p> <p>0% of Foster Youth Parents Responded to the Survey</p> <p>(2024 Spring Survey Data)</p>				
3.12	Promotion of parental participation in programs for exceptional needs as measured by the responses from parents to the question, " In a typical year, how often have you participated in activities at your child's school?"	<p>Special Education Parent Responses</p> <p>Monthly:0.0%</p> <p>Every few months: 50%</p> <p>Once or twice/year: 33.3%</p> <p>Almost never: 16.7%</p> <p>(2024 Spring Survey Data)</p>			Increase the rate of parents reporting participation in activities on a weekly and monthly basis by 10% annually while decreasing the rate of parents reporting they participate in activities "almost never" by 10% annually.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Transportation	The DPOL District boundaries cover a wide, mostly rural geographic area, which creates a need to provide transportation to and from school for a majority of our students. We also operate two school sites that are outside of city limits, creating an additional need to transport students to and from school. Without these valuable transportation services, many students would not be able to attend school on a regular basis, as our socioeconomically disadvantaged students often lack a reliable method of transportation to school. While we reduced chronic absenteeism across our district last year, we want to continue to reduce chronic absenteeism rates across the district. Furthermore, based on the 2023 California School Dashboard, our white students at DPE were identified as having very high chronic absenteeism rates. This action aims to reduce chronic absenteeism for all students and and student groups, as well as specifically for white students at DPE.	\$1,086,224.55	Yes
3.2	Increased Family and Community Engagement	Research shows that strong connections between home and school are important for student success. With 25.9% of students identified as English Learners, the district demonstrates a need to communicate in the native language of our families. The district will employ a bilingual district translator, a help desk tech, a family support specialist and attendance clerks in order to support improved communication with families and the community. The district also uses multiple platforms and services to	\$680,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
		facilitate bilingual communication with parents. While this action is essential for our families that speak languages other than English, through strong communication with families, we aim to improve the rate of parents indicating connectedness to school as well as improve our average daily attendance rates and decrease chronic absenteeism rates across the district.		
<b>3.3</b>	Improved MTSS Infrastructure	In order to support the implementation of a quality Multi-tiered System of Supports focused on the needs of the whole child, the district seeks to refine our data governance system. Staff need access to real time data in order to address outcomes for students, such as academics, suspension rates and chronic absenteeism. A database analyst will support staff in implementing quality data entry protocols, accessing reports and monitoring data in order to plan and implement strategic interventions based on students behavioral, academic, social-emotional, mental health or physical health needs. A districtwide coordinator of MTSS will support sites in implementing MTSS on their campuses. Assistant principals at the high school and middle school will coordinate MTSS efforts at the school sites. This action addresses low performance indicators as identified by the CA School Dashboard for the following student groups and schools: Districtwide Students with Disabilities (Math, ELA & Suspension), American Indian Students (Suspension) and Foster Youth (Suspension), Dos Palos Elementary: White Students (Absenteeism), Bryant Middle School: English Learners (ELPI) All students and Student groups (Mathematics) and Students with Disabilities (Suspension), Dos Palos High School: All Students (Suspension and Mathematics), Socio-economically Disadvantaged Students (Suspension and Mathematics), Hispanic Students (Suspension and Mathematics), and Students with Disabilities (Suspension) and Westside High School: All students, Hispanic Students and Students with disabilities (Suspension Rate). This action is a key foundation to a strong MTSS system, and will indirectly result in improved outcomes across the Dashboard for all indicators, but specifically for the indicators identified within the narrative of this action.	\$601,338.56	Yes
<b>3.4</b>	Health and Wellness Supports	Through a student survey, 50% of students identified illness as a reason for missing school and almost 10% of students identified feelings of	\$1,109,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sadness or hopelessness as a reason for missing school. Access to adequate to physical and mental healthcare is a barrier in our district due to our location in a mostly rural, agricultural community. Many of our socio-economically disadvantaged students encounter barriers to access healthcare either due to financial reasons and/or lack of transportation. Research indicates that students and families who have access to health education, health care and providers, perform better in school and experience improved outcomes throughout the entirety of their lives. Through providing comprehensive mental health and physical health supports, the district intends to directly improve attendance rates for all students at all campuses, while decreasing chronic absenteeism rates.		
<b>3.5</b>	Alternatives to Suspension	The district will provide alternatives to suspension through fully staffed intervention centers for students. This action directly addresses the low performance on the Suspension Indicator according to the 2023 CA School Dashboard for the following groups and schools: Districtwide (Students with Disabilities, American Indian Students and Foster Youth, Bryant Middle School: Students with Disabilities, Dos Palos High School: All students, Hispanic Students, Socio-economically disadvantaged students and students with disabilities, and Westside High School: All students, Hispanic Students, and Socio-economically disadvantaged students. This action will result in decreased suspension rates for all students, all student groups and all campuses.	\$886,827.00	Yes
<b>3.6</b>	Improve Safety on Campuses	Research indicates that school resource officers play a pivotal role in deterring crime on campus, resulting in fewer fights, robberies and threats of violence, which can translate to fewer incidents of suspension. Currently our Socioeconomically disadvantaged students and our Foster Youth students are suspended at a higher rate than our All Student group. By providing SRO's on all campuses, the district aims to decrease suspension rates, as well as to increase perceptions of safety reported by all educational partners.	\$204,000.00	Yes
<b>3.7</b>	Enriched Learning Experiences	Based on our location in a rural agricultural community, our students often lack access to enriched learning experiences outside of school. Our	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational partners have indicated a need to provide field trips for all students that expose them to a wide variety of learning experiences. The district will provide one field trip per grade level that supports students to broaden their understanding of cultural, artistic, historical, scientific content or local environmental phenomena. We anticipate that increased access to rich learning experiences will motivate students to attend school, resulting in increased attendance rates.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Revitalize the educational program at Westside High School to improve access to comprehensive college and career readiness opportunities, resulting in a 10% increase in students demonstrating college and career readiness by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

<p>Westside High School has been identified as a recipient of equity multiplier funding due to a non-stability rate exceeding 25%, coupled with over 70% of students experiencing socioeconomic disadvantages. Given its status as an alternative site, it is expected that students may not complete a full academic year at Westside High School, often transferring in and out based on individual credit completion and other needs. However, the district is committed to enhancing outcomes for students at WHS across various domains. Additionally, Westside High School was identified in the lowest performance level (RED) on the suspension rate indicator for all students, Hispanic students and socio-economically disadvantaged students according to the 2023 California School Dashboard. The needs assessment conducted through the WASC self-study indicated that there were no issues with teacher credentialing at Westside High School.</p> <p>The allocated equity multiplier funding, complemented by CSI funding, will be strategically utilized to broaden access to college and career opportunities. Through this initiative, we aim to revitalize the educational program at WHS, thereby better preparing students for their future endeavors. By enhancing student engagement in academics, we anticipate an increase in graduation rates, accompanied by reductions in suspension and absenteeism incidents. This comprehensive approach seeks to empower students at Westside High School to achieve their fullest potential and thrive beyond their educational journey.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students who receive a "full year" of education at WHS as	WHS All Students: 22.3% Hispanic or Latino: 16.5%			Increase by 10% annually for all students and student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the Stability Rate	White: 40.9% Socioeconomically Disadvantaged: 23% English Learners: 5.3% Students with Disabilities: 31.6%  (2022-2023, Dataquest Stability Rate)				
4.2	Percentage of students suspended at least once, as measured by the CA School Dashboard Suspension Rate Indicator	All Students: 12.5% English Learners: 0.0% Socioeconomically Disadvantaged: 13.2% Hispanic: 11.4% White: 13.6%  (2022-2023 Ca State Dashboard)			Decrease by 5% annually for all students and student groups.	
4.3	Graduation Rate as measured by the CA School Dashboard Graduation Rate Indicator	All Students: 63.6% English Learners: No Public Data Available Socioeconomically Disadvantaged: 66.7% Hispanic: 75% White: No Public Data Available  (2022-2023 Ca State Dashboard)			Increase by 10% annually.	
4.4	Percentage of students identified as prepared by the College and Career Indicator on the	All Students Prepared: 0.0% Approaching Prepared: 4.5% Not Prepared: 95.5%			Increase the percentage of students identified as "prepared" or "approaching	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California School Dashboard.	Socioeconomically Disadvantaged Students Prepared: 0.0% Approaching Prepared: 4.8% Not Prepared: 95.2%  (2022-2023 Dashboard)			prepared" by 10% annually while decreasing the percentage of students identified as "not prepared" by 10% annually.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase College and Career Readiness at WHS	Provide WHS with supplies, equipment, materials and training in order to expand course access to students for A-G completion, CTE pathway completion, dual enrollment opportunities, as provide greater access to work based learning experiences.	\$117,892.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$9,776,334.00	\$1,258,554

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.434%	2.052%	\$500,906.22	42.486%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> PLC Time and Collaboration Days</p> <p><b>Need:</b> This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI).</p>	Teachers will analyze and plan for instruction, with a focus on mathematics, English Language Arts, Next Generation Science Standards and English Language Development. This action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Please see the action description for further details on this action.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
<b>1.2</b>	<p><b>Action:</b> Teacher Recruitment, Development, and Retention</p> <p><b>Need:</b> Educational Partner Feedback identified a need to reduce turn-over of teachers. The needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI).</p> <p><b>Scope:</b> LEA-wide</p>	While this action is based primarily upon the needs of our socioeconomically disadvantaged students and English Learners, it is provided on an LEA-Wide basis as this support helps to reduce turn-over and will lead to increased continuity throughout our educational program. All teachers see all students, regardless of demographics and therefore will be prepared to serve all students. We anticipate that this action will help us to improve Tier I instruction, consequently improving our overall academic program. Please see the action description for further details on this action.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.
<b>1.3</b>	<p><b>Action:</b> Improved Instruction</p> <p><b>Need:</b> This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI). This action also addresses low performance indicators as identified by the 2023 CA School Dashboard for the following student groups and schools: Districtwide: Students with Disabilities (ELA &amp; Math), English Learners (ELPI), Hispanic Students (Math), Socio-Economically Disadvantaged Students (Math), Marks Elementary School (English Learners--ELA &amp;</p>	This action will help us to improve Tier I instruction and strategically identify students for Tier 2 and 3 instruction, thereby improving our overall academic program. Please see the action description for further details on this action.	Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math & ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELPI), Bryant Middle School (All Students, English Learners, Hispanic Students, Socio-Economically Disadvantaged Students, Students with Disabilities &amp; White Students--Math, Students with Disabilities--ELA), Dos Palos High School (All Students, Hispanic Students, Socio-Economically Disadvantaged Students--Math).</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.4</b>	<p><b>Action:</b> Tiered Academic Supports--Early Prevention and Intervention</p> <p><b>Need:</b> This action is based primarily upon the needs of our socio-economically disadvantaged students in mathematics and the needs of English Learners on the English Learner Progress Indicator (ELPI).</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is provided on an LEA-Wide basis as the services provided through this action strengthen the entire educational program and students of all demographics may encounter a need for Tier 2 or 3 intervention. This action will help us to strategically identify and support students for Tier 2 and 3 instruction. It will support school readiness for our youngest learners. Please see the action description for further details on this action.</p>	<p>Student achievement will be measured by a growth in mathematics, ELA and ELD, as measured by NWEA Growth Scores, i-Ready Growth Scores, CAASPP Math &amp; ELA, CAST, ELPAC and through an increase in English Learner Reclassification rates.</p>
<b>2.1</b>	<p><b>Action:</b> Increased Course Access</p> <p><b>Need:</b> Based on the 2023 California Dashboard: 0% of English Learners completed A-G requirements. 14.3% Completed CTE Pathways.</p>	<p>This action allows us to increase the opportunities provided to students, especially English Learners and students with disabilities, to complete A-G requirements and/or complete a CTE pathway. Please see the action description for further details on this action.</p>	<p>We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		students in DPOL identified as "prepared" on the College and Career Indicator.
<b>2.2</b>	<b>Action:</b> Robust Guidance Services  <b>Need:</b> Based on the 2023 California Dashboard: 0% of English Learners completed A-G requirements. 14.3% Completed CTE Pathways.  <b>Scope:</b> Schoolwide	Additional counselors and a career technician will support students in completing applications for colleges, scholarships, job applications, and FAFSA completion. Counselors will also periodically review and monitor data such as enrollment percentages, pass rates and credit completion for A-G courses, CTE Pathways, as well as individual progress monitoring of students, with a particular focus on progress monitoring English Learners, students with disabilities, and socio-economically disadvantaged students. Please see the action description for further details on this action.	We anticipate this action will result in increased rates of A-G and CTE Pathway completion for all students, but especially for English Learners and Students with Disabilities, thereby resulting in an increase to the rate of students in DPOL identified as "prepared" on the College and Career Indicator.
<b>3.1</b>	<b>Action:</b> Transportation  <b>Need:</b> The DPOL District boundaries cover a wide, mostly rural geographic area, which creates a need to provide transportation to and from school for a majority of our students. We also operate two school sites that are outside of city limits, creating an additional need to transport students to and from school. Without these valuable transportation services, many students would not be able to attend school on a regular basis, as our socioeconomically disadvantaged students often lack a reliable method of transportation to school.  <b>Scope:</b>	This action provides students with reliable modes of transportation to and from school. Please see the action description for further details on this action.	Chronic Absenteeism Measures for all students and student groups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
<b>3.2</b>	<p><b>Action:</b> Increased Family and Community Engagement</p> <p><b>Need:</b> With 25.9% of students identified as English Learners, the district demonstrates a need to communicate in the native language of our families.</p> <p><b>Scope:</b> LEA-wide</p>	Improved communication with families, especially families of English Learners. Please see the action description for further details on this action.	Parent connectedness to school Chronic Absenteeism Average Daily Attendance
<b>3.3</b>	<p><b>Action:</b> Improved MTSS Infrastructure</p> <p><b>Need:</b> This action addresses low performance indicators as identified by the CA School Dashboard for the following student groups and schools: Districtwide Foster Youth (Suspension), Bryant Middle School: English Learners (ELPI) Dos Palos High School: Socio-economically Disadvantaged Students (Suspension and Mathematics)</p> <p><b>Scope:</b> LEA-wide</p>	A database analyst will support staff in implementing quality data entry protocols, accessing reports and monitoring data in order to plan and implement strategic interventions based on students behavioral, academic, social-emotional, mental health or physical health needs. An MTSS Coordinator will help build capacity of staff and coordinate centralized services. Assistant principals coordinate MTSS at the site levels. Although this action is based upon the needs of our unduplicated pupils, we will offer the services on an LEA wide basis, as these services work together to provide a suite of comprehensive services that will enable all students to be more successful. Needs, conditions and circumstances of students and families can change rapidly and through this program, our system is able to support families in any instance.	Suspension Rates for all students and student groups, English Learner Reclassification Rates, ELPI, Mathematics Achievement as measured by CAASPP and Local Benchmarks.
<b>3.4</b>	<p><b>Action:</b> Health and Wellness Supports</p>	Through providing comprehensive mental health and physical health supports, the district intends to	ADA, Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Through a student survey, 50% of students identified illness as a reason for missing school and almost 10% of students identified feelings of sadness or hopelessness as a reason for missing school. Access to adequate to physical and mental healthcare is a barrier in our district due to our location in a mostly rural, agricultural community. Many of our socio-economically disadvantaged students encounter barriers to access healthcare either due to financial reasons and/or lack of transportation. Research indicates that students and families who have access to health education, health care and providers, perform better in school and experience improved outcomes throughout the entirety of their lives.</p> <p><b>Scope:</b> LEA-wide</p>	<p>directly improve attendance rates for all students at all campuses, while decreasing chronic absenteeism rates. Please see the action description for further details on this action.</p>	
3.5	<p><b>Action:</b> Alternatives to Suspension</p> <p><b>Need:</b> This action is primarily based upon the needs of foster youth and socio-economically disadvantaged students and also directly addresses the low performance on the Suspension Indicator according to the 2023 CA School Dashboard for the following groups and schools: Districtwide (Students with Disabilities, American Indian Students and Foster Youth, Bryant Middle School: Students</p>	<p>Intervention centers will provide alternatives to suspension. Students will remain on campus. This action is provided on an LEA-Wide basis as it helps to address areas of low performance as required. Please see the action description for further details on this action.</p>	<p>This action will result in decreased suspension rates for all students, all student groups and all campuses.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>with Disabilities, Dos Palos High School: All students, Hispanic Students, Socio-economically disadvantaged students and students with disabilities, and Westside High School: All students, Hispanic Students, and Socio-economically disadvantaged students.</p> <p><b>Scope:</b> LEA-wide</p>		
3.6	<p><b>Action:</b> Improve Safety on Campuses</p> <p><b>Need:</b> This action is based upon feedback from our educational partners, especially our low income students and parents, on perceptions of school safety. There is a need to increase the percentage of parents and students who feel safe at school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>School resource officers play an integral role in establishing the physical safety of our campuses. The presence of an SRO helps to deter crime in schools as well as build relationships with the community. While this is based on the feedback from our unduplicated student groups, the district has an interest in increasing perceptions of safety for all.</p>	Perceptions of School Safety
3.7	<p><b>Action:</b> Enriched Learning Experiences</p> <p><b>Need:</b> Based on our location in a rural agricultural community, our students often lack access to enriched learning experiences outside of school. Furthermore, the cost of travelling to other areas and paying entrance fees is not feasible for most of our low income families. Our educational partners have indicated a</p>	<p>The district will provide one field trip per grade level that supports students to broaden their understanding of cultural, artistic, historical, scientific content or local environmental phenomena. While this action is based on the needs of our low income students, providing rich educational programming gives all students a common experience, allowing them to learn from and with one another, while building community.</p>	Daily Attendance Rates, Chronic Absenteeism, Survey Responses to School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need to provide field trips for all students that expose them to a wide variety of learning experiences.</p> <p><b>Scope:</b> LEA-wide</p>		

### **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
<b>2.3</b>	<p><b>Action:</b> Redesign ELD at DPHS</p> <p><b>Need:</b> English Learner CCI--In order to improve the rates of College and Career Readiness at DPHS for our English learners, DPHS is redesigning designated ELD supports through embedding ELD into students' English Language Arts classes. Our rationale for this approach is that our current long term English Learners have had many years of a distinct ELD course, which creates a barrier to completing A-G and/or CTE pathways due to the extra elective. Furthermore, we have no data that indicates the current approach works. Rather, the district desires to provide students with the skills, knowledge and</p>	Increased Access to A-G and CTE	EL CCI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>experiences necessary to be successful after high school.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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 action 2.3, the district estimates that the cost of personnel required to provide the additional courses needed to increase access for English Learners would cost the district approximately \$165,000. When that total is divided by the total planned expenditures within the LCAP, it results in an 0.69% improvement in services.

### 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.

Additional concentration and grant add-on funding is used to increase staff providing direct services to students through the following actions:

- 1.4 provides academic intervention teachers at our elementary sites, intervention teachers at our middle school and paraprofessionals to support small group instruction and intervention.
- 2.1 provides a broad range of elective teachers for students in grades 9-12, as well as library clerks at all comprehensive sites.
- 2.2 provides additional counseling and career guidance staff for students in grades 9-12.
- 3.1 supports additional bus drivers for student transportation.
- 3.3 provides for assistant principals who support students in grades 6-12.
- 3.4 provides mental health counselors, licensed vocational nurses and health techs at all sites.
- 3.5 provides intervention center staff at all sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	<p>Tk-2 1:24</p> <p>3-5 1:35</p> <p>6-8 1:49</p> <p>9-12 1:39</p>
Staff-to-student ratio of certificated staff providing direct services to students	N/A	<p>Tk-2 1:23</p> <p>3-5 1:27</p> <p>6-8 1:23</p> <p>9-12 1:18</p>

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	24,178,201.00	9,776,334.00	40.434%	2.052%	42.486%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,261,314.00	\$401,109.51	\$0.00	\$0.00	\$10,662,423.51	\$9,696,987.01	\$965,436.50

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	PLC Time and Collaboration Days	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$1,057,193.59	\$0.00	\$1,057,193.59				\$1,057,193.59	
1	1.2	Teacher Recruitment, Development, and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	\$66,231.00	\$0.00	\$66,231.00				\$66,231.00	
1	1.3	Improved Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$845,586.40	\$200,000.00	\$1,045,586.40				\$1,045,586.40	
1	1.4	Tiered Academic Supports--Early Prevention and Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$1,467,191.91	\$10,262.50	\$1,194,236.90	\$283,217.51			\$1,477,454.41	
2	2.1	Increased Course Access	English Learners	Yes	LEA-wide	English Learners	All Schools	On going	\$1,847,480.00	\$0.00	\$1,847,480.00				\$1,847,480.00	
2	2.2	Robust Guidance Services	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Dos Palos High School	on going	\$332,174.00	\$0.00	\$332,174.00				\$332,174.00	
2	2.3	Redesign ELD at DPHS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dos Palos High School 9-12	on going	\$0.00	\$0.00	\$0.00				\$0.00	0.69
3	3.1	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	\$1,086,224.55	\$0.00	\$1,086,224.55				\$1,086,224.55	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Increased Family and Community Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	On-Going	\$504,618.00	\$176,257.00	\$680,875.00				\$680,875.00	
3	3.3	Improved MTSS Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	\$534,503.56	\$66,835.00	\$601,338.56				\$601,338.56	
3	3.4	Health and Wellness Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	On going	\$1,068,957.00	\$40,190.00	\$1,109,147.00				\$1,109,147.00	
3	3.5	Alternatives to Suspension	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-Going	\$886,827.00	\$0.00	\$886,827.00				\$886,827.00	
3	3.6	Improve Safety on Campuses	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	\$0.00	\$204,000.00	\$204,000.00				\$204,000.00	
3	3.7	Enriched Learning Experiences	Low Income	Yes	LEA-wide	Low Income	All Schools	On-Going	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
4	4.1	Increase College and Career Readiness at WHS	All	No			Specific Schools: Westside High School	on going	\$0.00	\$117,892.00		\$117,892.00			\$117,892.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
24,178,201.00	9,776,334.00	40.434%	2.052%	42.486%	\$10,261,314.00	0.690%	43.130 %	<b>Total:</b>	\$10,261,314.00
								<b>LEA-wide Total:</b>	\$9,929,140.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$332,174.00

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	PLC Time and Collaboration Days	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,057,193.59	
1	1.2	Teacher Recruitment, Development, and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,231.00	
1	1.3	Improved Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,045,586.40	
1	1.4	Tiered Academic Supports--Early Prevention and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,194,236.90	
2	2.1	Increased Course Access	Yes	LEA-wide	English Learners	All Schools	\$1,847,480.00	
2	2.2	Robust Guidance Services	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dos Palos High School	\$332,174.00	
2	2.3	Redesign ELD at DPHS	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Dos Palos High School 9-12	\$0.00	0.69

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	3.1	Transportation	Yes	LEA-wide	Low Income	All Schools	\$1,086,224.55	
3	3.2	Increased Family and Community Engagement	Yes	LEA-wide	English Learners	All Schools	\$680,875.00	
3	3.3	Improved MTSS Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$601,338.56	
3	3.4	Health and Wellness Supports	Yes	LEA-wide	Low Income	All Schools	\$1,109,147.00	
3	3.5	Alternatives to Suspension	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$886,827.00	
3	3.6	Improve Safety on Campuses	Yes	LEA-wide	Low Income	All Schools	\$204,000.00	
3	3.7	Enriched Learning Experiences	Yes	LEA-wide	Low Income	All Schools	\$150,000.00	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,201,301.00	\$9,008,534.99

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	Academic Support Staff  Equip intervention teacher and academic coach with materials, software and hardware	Yes	\$1,209,557.00	\$1,075,732.60
1	1.2	PLC Collaboration/Planning Days	Yes	\$1,867,963.00	\$1,566,277.70
1	1.3	Teacher Induction Program (TIP)	Yes	\$19,263.00	\$41,415.49
1	1.4	Aeries Analytics	Yes	\$6,370.00	\$7,974.59
1	1.5	Staff Technology	Yes	\$80,000.00	\$198,025.75
1	1.6	Professional Development	Yes	\$137,753.00	\$9483.94
2	2.1	Student Technology	Yes	\$57,934.00	\$594.72
2	2.2	Supplemental Course/Support/Opportunities Offerings and Materials	Yes	\$2,542,203.00	\$2,378,751.10
2	2.3	Dos Palos State Pre-School/Universal Prekindergarten	Yes	\$359,148.00	\$367,289.18
2	2.4	Transportation	Yes	\$1,119,023.00	\$1,091,020.92

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	Targeted PLC's for EL Achievement	Yes	\$43,934.00	0
3	3.1	Communication Staff	Yes	\$117,406.00	\$108,902.44
3	3.2	Positive Behavior Interventions and Supports System	Yes	\$130,800.00	\$51,430.30
3	3.3	Attendance Interventions	Yes	\$326,069.00	\$344,112.66
3	3.4	Parsec Education Multiple Measures Report Cards and Dashboard	Yes	\$163,431.00	\$210,327.77
4	4.1	Health and Wellness Supports	Yes	\$1,705,447.00	\$1,385,292.00
4	4.2	School Resources Officers (SRO)	Yes	\$225,000.00	\$143,068.00
4	4.3	PBIS Program	Yes	\$5,000.00	\$0
4	4.4	Safety Technology	Yes	\$85,000.00	\$28,835.83
5	5.1	Provide strategic academic and behavioral counseling.	Yes	\$0.00	\$0.00
5	5.2	The District community liaison will facilitate parent to school communication with the families of African-American students.	Yes	\$0.00	\$0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,848,822.00	\$10,201,301.00	\$9,008,534.99	\$1,192,766.01	1.590%	1.590%	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	Academic Support Staff Equip intervention teacher and academic coach with materials, software and hardware	Yes	\$1,209,557.00	\$1075732.60		
1	1.2	PLC Collaboration/Planning Days	Yes	\$1,867,963.00	\$1566277.70		
1	1.3	Teacher Induction Program (TIP)	Yes	\$19,263.00	\$41,415.49		
1	1.4	Aeries Analytics	Yes	\$6,370.00	\$7,974.59		
1	1.5	Staff Technology	Yes	\$80,000.00	\$198,025.75		
1	1.6	Professional Development	Yes	\$137,753.00	\$9,483.94		
2	2.1	Student Technology	Yes	\$57,934.00	\$594.72		
2	2.2	Supplemental Course/Support/Opportunities Offerings and Materials	Yes	\$2,542,203.00	\$2,378,751.10		
2	2.3	Dos Palos State Pre-School/Universal Prekindergarten	Yes	\$359,148.00	\$367,289.18		
2	2.4	Transportation	Yes	\$1,119,023.00	\$1,091020.92		

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	2.5	Targeted PLC's for EL Achievement	Yes	\$43,934.00	0		
3	3.1	Communication Staff	Yes	\$117,406.00	\$108,902.44		
3	3.2	Positive Behavior Interventions and Supports System	Yes	\$130,800.00	\$51430.30		
3	3.3	Attendance Interventions	Yes	\$326,069.00	\$344,112.66		
3	3.4	Parsec Education Multiple Measures Report Cards and Dashboard	Yes	\$163,431.00	\$210,327.77		
4	4.1	Health and Wellness Supports	Yes	\$1,705,447.00	\$1,385,292.00		
4	4.2	School Resources Officers (SRO)	Yes	\$225,000.00	\$143,068.00		
4	4.3	PBIS Program	Yes	\$5,000.00	0		
4	4.4	Safety Technology	Yes	\$85,000.00	\$28,835.83		
5	5.1	Provide strategic academic and behavioral counseling.	Yes	\$0.00	0.00	1.52%	1.52%
5	5.2	The District community liaison will facilitate parent to school communication with the families of African-American students.	Yes	\$0.00	0.00	.07%	.07%

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$24,415,884	\$9,848,822.00	0.2	40.538%	\$9,008,534.99	1.590%	38.486%	\$500,906.22	2.052%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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



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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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



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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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



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

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

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

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

### **Limited Actions**

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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



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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dos Palos Oro Loma Joint Unified School District	Dr. Andrew Schwab Superintendent	aschwab@dpol.net (209) 392-0200

# Goals and Actions

## Goal

Goal #	Description
1	Maximize Student Achievement by improving the percentage of students scoring met and exceeded in ELA and Math local benchmarks by 15% by May of 2024.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students who have scored met or exceeded on the district (local) ELA benchmark assessment (average of three assessments)	27.8% of all students scored met or exceeded grade level performance in the local ELA benchmark assessment.	27% of all students scored met or exceeded grade level performance in the local ELA benchmark.	27% of all students demonstrated moderate to high growth performance on the local ELA comprehensive assessment.	March Benchmark Data Dos Palos Elementary--42% Marks Elementary--27% Bryant Middle School--47% Dos Palos High School--48%	Met or exceeded grade level performance in ELA will increase 15% by May, 2024.
The percentage of students who have scored met or exceeded on the district (local) Math benchmark assessment (average of three assessments).	20.8% of all students scored met or exceeded grade level performance in the local Mathematics benchmark assessment.	27.1% of all students scored met or exceeded grade level performance in the local Mathematics benchmark.	36% of all students demonstrated moderate to high growth performance on the local Mathematics benchmark.	March Benchmark Data Dos Palos Elementary--39% Marks Elementary--16% Bryant Middle School--33% Dos Palos High School--28%	Met or exceeded grade level performance in Mathematics will increase 15% by May, 2024.
Percentage of teachers appropriately	93% of teachers are appropriately	93% of teachers are appropriately	98.9% of teachers are appropriately	96.0% of teachers are appropriately	Increase and maintain over 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by CALSAAS data.	assigned and fully credentialed.	assigned and fully credentialed.	assigned and fully credentialed.	assigned and fully credentialed.	
Percentage of students in the school district who have sufficient access to the standards aligned instructional materials as measured by inventory of core materials.	100% of DPOL students have sufficient access to the standards aligned instructional materials.	100% of DPOL students have sufficient access to the standards aligned instructional materials.	100% of DPOL students have sufficient access to the standards aligned instructional materials.	100% of DPOL students have sufficient access to the standards aligned instructional materials.	100% of DPOL students continue to have sufficient access to the standards aligned instructional materials.
Implementation of the State board adopted academic content and performance standards for all students, including English Learners, as measured by administration walk through data.	100%	40% of teachers were observed implementing State/District adopted content and standards.	56% of teachers were observed implementing State/District adopted content and standards.	100% of teachers are implementing State Standards as observed through district walkthroughs.	100%
The percentage of English Learners (EL) who make progress towards English language proficiency	58.1% of EL students have demonstrated progressing towards English language proficiency.	30.7% of EL students demonstrated progress towards English language proficiency.	47.7% of EL students demonstrated progress towards English language proficiency.	36.6% of EL Students demonstrated progress towards English Language Proficiency.	Increase by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by the ELPAC.					
Increase the percentage of students reclassified as measured by DataQuest.	46% of EL students have been reclassified.	21.3% of EL Students have been reclassified.	20.2% of EL Students have been reclassified.	8.35% of EL Students were reclassified.	Increase 5% annually
The percentage of students who participate in and demonstrate college readiness as measured by the Early Assessment Program (EAP).	<p>ELA data - Seniors 2021-22 13.2% Ready 31.1% Conditionally Ready 29.1% Not Yet Ready 26.5% Not Ready</p> <p>Math Data - Seniors 2021-22 2.8% Ready 7.6% Conditionally Ready 20.7% Not Yet Ready 69.0% Not Ready</p>	The data for students that demonstrated college readiness as measured by the EAP was unavailable in 2021.	<p>ELA--37.99%</p> <p>Mathematics--9.5%</p>	<p>ELA--38.6%</p> <p>Math--5.85%</p>	Increase by 5% annually the percentage of students scoring ready or conditionally ready.
Student access to a broad course of study, as measured by the master schedule.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students will continue to have access to a broad course of study.
Unduplicated pupil access to all programs and services offered.	100% of unduplicated pupils have access to all programs and services offered.	100% of unduplicated pupils have access to all programs and services offered.	100% of unduplicated pupils have access to all programs and services offered.	100% of unduplicated pupils have access to all programs and services offered.	100% of unduplicated pupils will continue to have access to all programs and services offered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with exceptional needs have access to all programs and services offered.	100% of students with exceptional needs have access.	100% of students with exceptional needs have .	100% of students with exceptional needs have access	100% of students with exceptional needs have access	100% of students with exceptional needs will continue to have access.
English Learner access to the Common Core State Standards and ELD standards.	100% of English Learners have access to the CCSS and ELD standards.	New Metric for 2023-2024 School Year	New Metric for 2023-2024 School Year	100% of English Learners have access to the CCSS and ELD standards.	Maintain 100%

## Goal Analysis

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

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

All of the actions in this goal have been implemented without any substantive differences. Successes include the continuity in staffing of the instructional support positions, the implementation of PLC time and professional development. Challenges that we've experienced include the capacity to provide substitute coverage for professional development that occurs during the instructional day. We have more success in providing professional development during our calendared professional learning days. Staff technology was updated as planned. We continue to provide induction for our new teachers and Aeries Analytics is a tool that supports a data informed system.

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

Material differences between planned expenditures and estimated actual expenditures existed for action 1.1, 1.2, and 1.5. For action 1.1, we did not fill one position, Coordinator of State and Federal Programs. In action 1.2, costs associated with professional development were covered by remaining ESSER funding. Finally, for 1.5 we overspent in staff technology as we replaced laptops and desktop computers for most staff last year.

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

Overall, the actions within this goal have been effective in contributing to slow but steady progress in academic achievement. Within this goal, the most effective actions in maximizing student achievement are the Academic Support Staff (Action 1.1), the PLC Collaboration/Planning Days (Action 1.2)/ and the Professional Development (Action 1.6). Data from observations and instructional walkthroughs indicates that classrooms are more aligned across grade levels. Long term CAASPP data demonstrates growth in the overall percentage of students meeting or exceeding standards in English Language Arts. Long term CAASPP mathematics data demonstrates neither growth nor a decline in the overall percentage of students meeting or exceeding standards. This data indicates that the efforts we've made to improve ELA outcomes with our Reading Interventions, Academic Support Staff, and use of our PLC and professional development time have been effective and the actions within this LCAP that support that work will be continued. Continued work is needed to address mathematics outcomes for students.

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

Broad Changes to the DPOL LCAP:

The district intends to make adjustments to the wording of goal one. Many of the actions within this current goal will also be re-written and or reorganized within goal 1 or another goal within the new LCAP. We will continue with the services provided in actions 1.1, 1.2, 1.3, 1.4, 1.5 as they have all been effective in contributing to positive outcomes for students. However, due to the end of one time funding sources and potential current budget constrictions, the services provided in these actions may be adjusted either programmatically or budgetarily. The district has implemented i-Ready and NWEA as progress monitoring tools for students and will include those scores as new metrics within the next LCAP. We will also include specific measures of our progress towards early literacy. We will also include more disaggregated student data to help us measure progress for specific student groups, such as English Learners and students with disabilities, as we seek to more closely align our LCAP with our Special Education Accountability Plans and our Technical Assistance work.

Specific Changes to actions:

- 1.1 is PLC Time and Collaboration Days
- 1.2 is New Teacher Development
- 1.3 Is Improved Instruction
- 1.4 is Academic Supports

The current 1.5 (Staff Technology) will be discontinued and 1.6 (Professional Development) will also be discontinued. Professional development will be provided through another source or action. These items were not deemed ineffective, but rather have met our needs and are no longer needed, or will be funded using other funding sources.

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



## Goals and Actions

### Goal

Goal #	Description
2	Prepare students for success in college and careers through engaging, rigorous, and relevant learning opportunities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Readiness as measured by the California School Dashboard (2018).	<p>In 2018, 51.3% of 187 students were considered prepared for college or a career.</p> <p>An equity gap has been identified for our English Learner population with 16.7% of the students being prepared for college or career.</p>	College and career readiness data was not reported in 2021.	College and career readiness data was not reported in 2022.	32.9% of All Students were considered College/Career Ready as measured by the 2023 CA School Dashboard.	Increase the percentage of student at Dos Palos High School who are prepared for college and career by 21% and increase the EL students who are prepared for college and career by 30% by May 2024.
Mathematics achievement as measured by the California State School Dashboard.	In 2018, the District's average distance from standard was 109.5 points below grade level.	In 2021, the District's average distance from standard was 106.6 points below grade level.	In 2022, the District's average distance from standard was 105.3 points below grade level.	105.3 points from standard as measured by the 2023 CA School Dashboard.	It is the district's goal to increase achievement by 15% (93.15 points below standard for the district) for each school site by the end of the 2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts achievement as measured by the California State School Dashboard.	In 2018, the district's average on the State assessment was 64.3 points below standard.	In 2021, the District's average distance from standard was 67.6 points below grade level.	In 2022, the District's average distance from standard was 61.4 points below grade level.	59.6 points from standard as measured by the 2023 CA School Dashboard.	It is the district's goal to increase achievement by 15% (54.7 points below standard) for each school site by the end of the 2024 school year.
The percentage of pupils who have successfully completed both requirements for entrance to UC/CSU (A-G) or completed courses that satisfy the requirements for CTE sequences.	In the 2019-20 school year out of 141 students 40 met the UC/CSU entrance requirements (30.8%).  CTE completion rate is currently 5.7% as measured by local data (CALPADS).	In 2020-2021 18.9% (21 out of 111 seniors) completed both requirements for entrance to UC/CSU (A-G) and completed courses that satisfy the requirements for CTE sequences.  In 2021-2022, 13.5% (17 out of 126 seniors) completed both requirements for entrance to UC/CSU (A-G) and completed courses that satisfy the requirements for CTE sequences.	A-G Completion Rate is 19.9%  CTE Sequence Completion Rate is 35.7%  Percentage of Students completing both A-G and CTE is 9.9%	A-G Completion Rate: 21.3%  CTE Completion Rate: 25%  Percentage of Students completing both A-G and CTE: 4.8%  Measured by the 2023 CA School Dashboard	It is the district's desired outcome to increase the percentage of students who graduate meeting the UC/CSU requirements by 15% (5% per school year). Increase CTE complete rate by 5% annually.
AP Passing Rate as measured by ED Data Source.	In the 2018-19 school year 28% of students scored a 3, 4 or 5 on the advanced Placement Test (AP Test).	In 2021, 22.3% of high school students scored a 3 or better on the AP test.	In 2022, 42.47% of high school students scored a 3 or better on the AP test.	2023 AP Passing Rate: 32.17%	It is the district's desired outcome to increase the percentage of students passing the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					AP Exam by 15% by May 2024. County's current percentage is 37% passing rate.
Student Engagement as measured by student survey.	<p>According to the student survey, 82.7% of students indicated "feeling close with people at school".</p> <p>78.4% of students indicated "feeling part of the school".</p> <p>82.4% of students indicated "trying hard at school because of an interest in the work".</p>	The tool used to measure student engagement was modified for the 2021-2022 school year. The current baseline represents the updated baseline.	<p>According to the student survey, 84% of students indicated "feeling close with people at school".</p> <p>80% of students indicated "feeling part of the school".</p> <p>86% of students indicated "trying hard at school because of an interest in the work".</p>	<p>Percentage of high school students responding affirmatively to "I work hard to try and understand new things at school." 46.6%</p> <p>Percentage of middle school students responding affirmatively to "I work hard to try and understand new things at school." 57.4%</p> <p>Percentage of fifth grade students responding affirmatively to "I enjoy the activities in my class" 72%</p>	<p>It is the district's desired outcome to increase reporting percentages by 9% by May of 2024 (3% per year).</p> <p>May 2024 Reporting Engagement Desired Outcomes: Math Program Engagement: 79.8% ELA Program Engagement: 93.9% Other Program Engagement: 93.2%</p>
High School Graduation Rate as	In 2019-20 the high school graduation rate	The high school graduation rate was	99.43%	District Grad Rate 93.6%	Increase annually by 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the California State Dashboard.	at Dos Palos High School was 96.9%.	92.6% for the 2020-2021 school year. Results for the 2021-2022 school year are pending local reporting.		DPHS Grad Rate 98.8% GC Grad Rate 63.6% As measured by the 2023 CA School Dashboard.	

## Goal Analysis

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

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

All of the actions within goal 2 were implemented with no substantive differences, except for 2.5. Staffing issues created challenges in implementing some of the actions. For example, qualified bus drivers are hard to find locally, creating challenges in staffing adequate bus drivers for regular routes, extra routes and substitute coverage (Transportation 2.4). Another example of staffing issues is recruiting qualified teachers to provide a broad offering of supplemental and support courses (Action 2.2). Finally, Targeted PLC's for ELD (Action 2.5) were unable to occur due to staffing. Successes in implementation include the support to our pre-school (Action 2.3) and student technology support (Action 2.1).

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

Material differences existed in this goal for actions 2.1 and 2.5. We used ESSER funding to purchase any additional needed student technology and therefore didn't spend as budgeted. We are currently at a 2:1 ratio for devices to students. We were not able to implement action 2.5 due to a lack of substitutes in the district.

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

These actions are effective in contributing to our very high graduation rate of almost 99% for all students. However, continued work is needed to increase the number of students who complete high school A-G and/or with a completed CTE pathway. We are optimistic about future stability in staffing for all positions, which we believe will contribute to more continuity and increased effectiveness in actions such as

2.2 and 2.4. We believe access to technology for our students is extremely effective in providing them with the best educational environment. The data used in the analysis of goal 1, specifically long term growth in ELA, indicates that our support of a district pre-school program is effective and contributing to the increased achievement in ELA over time. Distance from standard is improving for all students in both mathematics and ELA.

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

The district intends to rewrite this current goal slightly but keep the emphasis on high school graduation and associated outcomes. Many of the actions within this current goal will be re-written and or reorganized within this goal or another goal within the new LCAP. We will continue with the services provided in actions 2.1, 2.2, 2.3, 2.4, and 2.5 as they have all been effective in contributing to positive outcomes for students. However, due to the end of one time funding sources and potential current budget constrictions, the services provided in these actions may be adjusted either programmatically or budgetarily.

Metrics for this goal will also be modified to include more disaggregated student data to help us measure progress for specific student groups, such as English Learners and students with disabilities, as we seek to more closely align our LCAP with our Special Education Accountability Plans and our Technical Assistance work.

Specific changes to goal 2:

New Actions

2.1 is now renamed Increased Course Access (Formerly in 2.2)

2.2 is renamed Robust Guidance Services (Formerly 2.2)

2.3 is a new, qualitative action title Redesign ELD at DPHS.

Current Action 2.4 (Transportation) is moved to Goal 3.

Services within current action 2.3 (Pre-School) are incorporated into new actions 1.4 and 3.2

Current Action 2.1 (Student Technology) is removed because we have sufficient student technology.

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

## Goals and Actions

### Goal

Goal #	Description
3	Provide innovative parent and community involvement that supports student achievement.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism as measured by the California State Dashboard.	<p>In 2019, 15.6% of students were chronically absent. This is a total of 1,775 students. Although the district as a whole had 17.4% of students chronically absent our unduplicated subgroups and special needs students have a higher chronically absent percentage. 27.6% of our students with disabilities, 46.7% of our homeless youth, 18.1% of socioeconomically disadvantaged were considered chronically absent.</p> <p>District: 17.4 DPE: 14.8</p>	<p>In 2020-21 (from Dataquest) 58.3% of all students were chronically absent. Of the chronically absent students.</p> <p>66.1% Students with disabilities. 59.6% Socio-economically disadvantaged. 66.7% Homeless students.</p> <p>In 2021-22 (school year is not complete) 19.3% of all students were chronically absent. Of the chronically absent students.</p> <p>22.4% Students with disabilities.</p>	<p>In 2021-22 (from Dataquest) 37.3% of all students were chronically absent. Of the chronically absent students.</p> <p>51.2% Students with disabilities. 38.8% Socio-economically disadvantaged. 60.6% Homeless students.</p> <p>The 2022-2023 school year data is not yet available. Current, local data indicates that 23.9% of students are chronically absent.</p>	<p>As measured by the 2023 CA School Dashboard:</p> <p>38% Students with disabilities. 26.4% Socio-economically disadvantaged. 48.6% Homeless students.</p> <p>District: 25.7% DPE: 30.3% Marks: 18.7% Bryant: 25.5% DPHS--Not Reported G.C.: Not Reported</p>	<p>Decrease chronically absent percentage by 6% for all students and 15% for students with disabilities, homeless youth, and socioeconomically disadvantaged students by May 2024.</p> <p>Overarching desired outcomes: 6% for site and district with exception of George Christian with a goal of 30%.</p> <p>District 11.4 DPE: 8.8 Marks: 7.1 Bryant: 12.5 DPHS: 13 G.C.: 42%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Marks: 13.1 Bryant: 18.5 DPHS: 19 G.C.: 72.9	16.4% Socio-economically disadvantaged. 45.8% Homeless students.			
Percentage of parents, including parents of unduplicated pupils and individuals with exceptional needs, providing input on decisions, as measured by responses to the annual LCAP survey.	20% of parents that responded to the survey were parents of English Learners.  61% of parents that responded to the survey were parents of low socio-economically disadvantaged students.  12% of parents that responded to the survey were parents of students with disabilities students.	The original baseline of 100% was changed due to its validity and a change in survey format.	43.4% of parents that responded to the survey were parents of English Learners.  81.6% of parents that responded to the survey were parents of low socio-economically disadvantaged students.  10.5% of parents that responded to the survey were parents of students with disabilities students.	33.3% of parents that responded to the survey were parents of English Learners.  72.2% of parents that responded to the survey were parents of low socio-economically disadvantaged students.  33.3% of parents that responded to the survey were parents of students with disabilities students.	Increase the percentage of parent responses on the annual LCAP survey with English Learners, low socio-economically disadvantaged students, and students with disabilities by 15%.
Percentage of parents of unduplicated pupils who attend school events, activities, committees and meetings, as measured by sign in sheets.	According to the parent survey, only 36.8% of parents participated in activities at their child's school on a weekly, monthly, or bi-monthly basis.	The original baseline of 75% was modified due to its validity and a change in survey format.	According to the parent survey, only 44% of parents participated in activities at their child's school on a weekly, monthly, or bi-monthly basis.	According to the parent survey, 53.8%% of parents participated in activities at their child's school on a weekly, monthly, or bi-monthly basis.	Based on parent survey responses, increase the percentage of parents participating in school activities at their child's school on a weekly, monthly, or bi-monthly basis by 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents of individuals with exceptional needs who attend school events, activities, committees and meetings, as measured by sign in sheets.	75%	The outcome was not attained due to the metric design.	63% of parents of individuals with exceptional needs who responded to the survey attend school events, activities, committees and meetings.	Parents of individuals with exceptional needs reported participating in activities at their child's school at the following frequencies:  Monthly:0.0% Every few months: 50% Once or twice/year: 33.3% Almost never: 16.7%  (2024 Spring Survey Data)	Increase by 10%

## Goal Analysis

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

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

Actions within this goal were implemented with no substantive differences and little to no challenges. Communication staff are successfully in place to facilitate improved home to school communication (Action 3.1). All schools have a PBIS program, although implementation levels differ by site (Action 3.2). Our attendance interventions are in place (Action 3.3). The district works with PARSEC to provide a multiple measures report card for students (Action 3.4).



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

Material Differences within this action existed in action 3.2. We over budgeted this action. Sites implemented PBIS using site discretionary funds.

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

Our attendance interventions have proven extremely effective in reducing the percentage of students who are chronically absent. We saw significant declines for all students and within all student groups. Our parent communication staff and tools are also extremely effective in fostering positive school to home connections. Report cards support effective communication between teachers and parents regarding academic progress.

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

The district intends to combine goals 3 and 4 of the current LCAP into one goal in the new LCAP to promote safety as well as overall health and well being for students and families.

Many of the actions within this current goal will be re-written and or reorganized within this goal or another goal within the new LCAP. We will continue with the services provided in actions 3.1, 3.2, 3.3, and 3.4 as they have all been effective in contributing to positive outcomes for students. However, due to the end of one time funding sources and potential current budget constrictions, the services provided in these actions may be adjusted either programmatically or budgetarily. Some actions may also be provided through site plans and use of site allocated funding.

Along with including the metrics from Goal 4, metrics for this goal will also be modified to include more disaggregated student data to help us measure progress for specific student groups, such as English Learners and students with disabilities, as we seek to more closely align our LCAP with our Special Education Accountability Plans and our Technical Assistance work.

Specific Changes to Goal 3:

Current 3.1 (Communication Staff) and 3.3 (Attendance Interventions) will become new action 3.2 (Increased Family and Community Engagement).

3.2 (PBIS) is removed. PBIS is funded through site discretionary funds.

3.4 (Parsec) is renamed Improved MTSS structure and incorporates portions of the former 3.4 and 4.1.

3.5 (Alternatives to Suspension) is newly added, but incorporates services provided through the current 4.1.

3.6 (Improve Safety on Campuses) is newly added, but also incorporates services provided through the current 4.2 and 4.4.

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

## Goals and Actions

### Goal

Goal #	Description
4	Ensure a safe and effective learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as measured by the California State Dashboard.	<p>On the dashboard, DPOL is currently scoring within the "yellow" range with 7.8% of students being suspended at least once. Although the district's percentage is 7.8%, 25.6% of homeless youth, 21.7% of foster youth, and 14% of students with disabilities have been suspended at least once.</p> <p>Of the above suspensions, 45% of them occurred due to drugs.</p> <p>Specific School Suspension %: DPE: 0.8%</p>	<p>0.6% of all students have been suspended at least once.</p> <p>0% of homeless youth, 3% of foster students, and 2.1% of students with disabilities have been suspended at least once.</p> <p>37.5% of suspensions are due to violations of CA Education code 48900(c).</p> <p>Westside/George Christian: 0%</p>	<p>Per the 2022 State Dashboard:</p> <p>4.2% of all students have been suspended at least once.</p> <p>5.7% of homeless youth, 7.8% of foster students, and 7.6% of students with disabilities have been suspended at least once.</p> <p>23% of suspensions are due to violations of CA Education code 48900(c).</p> <p>Specific School Suspension %: DPE: 0.2% Marks Elementary: 1.9%</p>	<p>As measured by the 2023 CA School Dashboard:</p> <p>Overall District Average: 5.5% DPE: 0.2% Marks Elementary: 2.10% Bryant Middle School: 8.40% Dos Palos High School: 8.8% Westside/George Christian: 12.5%</p>	<p>It is the district's desired outcome to decrease overall suspensions by 3% for the district average and 9% for unduplicated pupils.</p> <p>District Desired Outcomes: Overall District Average: 4.8% DPE: 0.5% Marks Elementary: 3.9% Bryant Middle School: 7.3% Dos Palos High School: 8.8% Westside/George Christian: 6.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Marks Elementary: 6.9% Bryant Middle School: 10.3% Dos Palos High: 11.8% Westside/George 9.2%		Bryant Middle School: 7.2% Dos Palos High: 5.6% Westside/George 9.6%		
Local Climate Survey-Safety  Percentage of students indicating agree or strongly agree to "I feel safe at school."  Percentage of parents indicating agree or strongly agree to "My child feels safe at school."  Percentage of staff indicating agree or strongly agree to "I feel safe at work."	Students: 90.7% Parents: 86% Staff: 96.8%	76.6% of students surveyed indicated they "Feel safe in my school."  74.5% of parents surveyed indicated "My child feels safe in his/her classroom at school."  89% of staff indicated "I feel safe at work."	73% of students surveyed indicated they "Feel safe in my school."  81% of parents surveyed indicated "My child feels safe in his/her classroom at school."  92% of staff indicated "I feel safe at work."	Percentage of teachers responding affirmatively to "I feel Safe at School" 77.8%  Percentage of staff responding affirmatively to "I feel Safe at my work location" 77.9 %  Percentage of high school students responding affirmatively to "I feel Safe at School" 80.9%  Percentage of middle school students responding affirmatively to "I feel Safe at School" 77.8%  Percentage of fifth grade students	It is the district's desired outcome to increase the number of students who feel safe at school by 8.3%. It is our goal that 100% of students feel safe on campus. It is our goal to increase the remainder reporting percentages by 9% by May of 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>responding affirmatively to "I feel Safe at School" 80%</p> <p>Percentage of parents responding affirmatively to "My Child feels safe in the classroom" 84.2%</p> <p>(2024 Spring Survey Data)</p>	
<p>Local Climate Survey-School Connectivity</p> <p>Percentage of students indicating agree or strongly agree to "I feel a connection to my school and classmates because I am involved in school."</p> <p>Percentage of parents indicating agree or strongly agree to "My family feels connected to the school."</p> <p>Percentage of staff indicating agree or</p>	<p>Students: 87%</p> <p>Parents: 75%</p> <p>Staff: 94.8%</p>	<p>78.4% of students of students indicated they "feel like I am part of this school."</p> <p>60.3% of parents indicated they "feel comfortable participating in school activities for parents."</p> <p>65% of staff indicated that "the school fosters a sense of connectedness for families and students.</p>	<p>80% of students of students indicated they "feel like I am part of this school."</p> <p>75% of parents indicated they "feel comfortable participating in school activities for parents."</p> <p>93% of staff indicated that "the school fosters a sense of connectedness for families and students.</p>	<p>Percentage of teachers responding affirmatively to "The district fosters connectivity with students, parents and the community." 79.2%</p> <p>Percentage of staff responding affirmatively to "The district fosters connectivity with students, parents and the community." 89.7%</p> <p>Percentage of high school students responding</p>	<p>It is the district's desired outcome to increase the number of students who feel safe at school by 8.3%. It is our goal that 100% of students feel safe on campus. It is our goal to increase the remainder reporting percentages by 9% by May of 2024.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
strongly agree to " the school fosters a sense of connectedness for students and families."				<p>affirmatively to "I feel like I am part of this school" 82.7%</p> <p>Percentage of middle school students responding affirmatively to "I feel like I am part of this school" 81.9%</p> <p>Percentage of fifth grade students responding affirmatively to "I feel like I belong at school" 72%</p> <p>Percentage of parents responding affirmatively to "My child trusts people at school" 73.6%</p> <p>(2024 Spring Survey Data)</p>	
Facilities Inspection Tool- Overall Rating System	<p>Dos Palos Elementary- 93.17</p> <p>Marks Elementary- 95.92</p> <p>Bryant Middle School- 94.87</p>	<p>2021 Facilities Inspection Tool Results:</p> <p>Dos Palos Elementary: 94.39</p>	<p>2022 Facilities Inspection Tool Results:</p> <p>Dos Palos Elementary: 93.17%</p>	<p>Most Recent Facilities Inspection Tool Results</p> <p>Dos Palos Elementary: 93.17%</p>	<p>Increase each site by 3%</p> <p>Dos Palos Elementary- 96.17</p> <p>Marks Elementary- 98.92</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dos Palos High School- 92.05	Marks Elementary: 96.03% Bryant Middle School: 93.3% Dos Palos High School: 92.48%	Marks Elementary: 95.92% Bryant Middle School: 94.87% Dos Palos High School: 92.05%	Marks Elementary: 95.92% Bryant Middle School: 87.63% (2023) Dos Palos High School: 92.05%	Bryant Middle School- 97.87 Dos Palos High School- 95.05
School Attendance Rate as measured by daily attendance on Aeries.	Dos Palos Elementary- 92.59% Marks Elementary- 93.83% Bryant Middle School- 93.08% Dos Palos High School- 93.92% G.C.- 79.07% CD - 76.59%	2020-21  Dos Palos Elementary- 92.62% Marks Elementary- 93.83% Bryant Middle School- 93.01% Dos Palos High School- 93.87% G.C.- 79.06% CD - 76.50% 2021-22 ADA (as of May, 2022)  Dos Palos Elementary- 90.45% Marks Elementary- 90.40% Bryant Middle School- 90.10% Dos Palos High School- 93.32% G.C.- 78.76% CD - 90.87%	2021-22 ADA:  Dos Palos Elementary- 91.1% Marks Elementary- 90.6% Bryant Middle School- 89.8% Dos Palos High School- 93.1% G.C.- 80.6% CD - 91%  2022-2023 ADA currently:  Dos Palos Elementary- 91.44% Marks Elementary- 93.4% Bryant Middle School- 92.4% Dos Palos High School- 92.6% G.C.- 77.89%	Average Daily Attendance Through April 2024  Dos Palos Elementary: 92.93% Marks Elementary: 93.36% Bryant Middle: 94.09% Dos Palos High School: 92.44% George Christian Educational Center: 74.83% CD--N/A	Increase annually by 5%, maintain rates over 95%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			CD - N/A		
Middle School Drop Out Rate as measured by DataQuest	DPOL doesn't have any middle school drop outs.	DPOL doesn't have any middle school drop outs.	DPOL doesn't have any middle school drop outs.	1.1% Based on 2023 Data	Maintain no middle school drop outs.
High School Dropout Rate as measured by DataQuest	0.1% high school dropout rate.	2020-21 = 5.1% dropout rate (based on the 4-year cohort rates from DataQuest)	2021-22 = 1.6% dropout rate (based on the 4-year cohort rates from DataQuest)	2023 Data DPHS: 0.6% GC 27.3%	Decrease high school dropout rate to 0%
Expulsion Rate Data as measured by DataQuest	0.97% expulsion rate.	2021 = 0.36% expulsion rate	2022 = 0.4% expulsion rate	2023 = 0.49%	Maintain expulsion rate below 2%

## Goal Analysis

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

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

All actions in goal 4 were implemented as planned with no substantive differences. The Health and Wellness Supports (Action 4.1) are in place. The district has been able to successfully fill all positions within that action. Sites are implementing PBIS (Action 4.3), although at different levels, as referenced in a previous goal. The district continues to monitor and refresh crucial safety technology (Action 4.4). The only challenge to implementing this goal has been the procurement of 2 School Resource Officers (Action 4.2). The third party with whom we contract struggled to fill a second SRO position until late in the Fall semester.

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.

Many material differences existed within goal 4. Estimated actuals for action 4.1 was less than the amount budgeted. With Action 4.2 (School Resource Officers), our contractor was only able to provide us with the amount of staff for which we had planned. Action 4.3 (PBIS Program) was implemented with site discretionary funding. Finally, Action 4.4 (Safety Technology) was not fully expended. Overall, actions in this goal cost less than anticipated.



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

The actions within this goal have been effective in promoting a safe and effective learning environment. Our overall suspension rate has decreased by over 2% in three years. Our expulsion rate continues to remain below 1%. Our Average Daily Attendance Rates have increased since 2020.

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

As mentioned in a previous goal analysis, the district intends to combine goals 3 and 4 of the current LCAP into one goal within the new LCAP that promotes safety as well as overall health and well being for students and families.

Many of the actions within this current goal will be re-written and or reorganized within this goal or another goal within the new LCAP. We will continue with the services provided in actions 4.1, 4.2, 4.3, and 4.4 as they have all been effective in contributing to positive outcomes for students. However, due to the end of one time funding sources and potential current budget constrictions, the services provided in these actions may be adjusted either programmatically or budgetarily. Some actions may also be provided through site plans and use of site allocated funding.

Along with including the metrics from goal 3, metrics for this goal will also be modified to include more disaggregated student data to help us measure progress for specific student groups, such as English Learners and students with disabilities, as we seek to more closely align our LCAP with our Special Education Accountability Plans and our Technical Assistance work.

Specific Changes not mentioned in the analysis of goal 3:

Action 4.4 is now incorporated into the new action 3.6 (Improve Safety on Campuses)

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

## Goals and Actions

### Goal

Goal #	Description
5	Improve African-American student academic, behavioral, and attendance outcomes by substantially improving academic performance and substantially decreasing suspension rates and absenteeism.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California State Dashboard English Language Arts	Per the 2022 Dashboard, African-American students are 164.5 points below grade level standards on average.	N/A	N/A	115.3 Points from standard as measured by the 2023 CA School Dashboard.	African-American students will decrease the average points from standard by 10% each year.
California State Dashboard Mathematics	Per the 2022 Dashboard, African-American students are 164.8 points below grade level standards on average.	N/A	N/A	149.6 Points from standard as measured by the 2023 CA School Dashboard.	African-American students will decrease the average points from standard by 10% each year.
California State Dashboard Suspension Rate	Per the 2022 Dashboard, 19.3% African-American students were suspended at least 1 time in 2022.	N/A	N/A	18% of African American Students were suspended at least once as measured by the 2023 CA School Dashboard.	The suspension rate for African-American students will decrease by 25% each year.
California State Dashboard Chronic Absenteeism Rates	Per the 2022 Dashboard, 34.4% of African-American students are	N/A	N/A	25% of African American Students were chronically absent as measured	Reduce the chronic absenteeism rates of African-American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	considered chronically absent.			by the 2023 CA School Dashboard.	students by 10% each year.

## Goal Analysis

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

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

Both actions within this goal were implemented as planned. Our counselors and liaison have communicated with families on a regular basis. There were very little challenges in implementing this goal. Staff report the establishment of relationships with parents and families as a huge success.

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 differences between the planned percentage of improved services and the estimated actual percentage of improved services.

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

This goal was a required goal, based upon the outcomes of African American students on the 2022 Dashboard (2021-22 School Year). However, these actions were not implemented until the 2023-2024 school year. Therefore, the most recent positive gains in the metrics associated with this goal cannot be contributed to these actions. Rather, it is likely that African American student performance was impacted by actions found elsewhere in this LCAP which have been implemented for a longer period of time. Furthermore, the district is no longer identified for technical assistance based on the performance of African American Students, which is also likely attributed to the many other supports the district implemented within the actions already included within the LCAP before the requirement to add an additional goal based on student performance.

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

This goal and actions will not be carried into the next LCAP. As mentioned in the previous goal analysis sections, the district intends to collect and report on disaggregated student data to help us measure progress for specific student groups, including but not limited to African American students. Collecting data in a more comprehensive manner will strengthen the districts ability to monitor progress of all LCAP actions as well as to guage student achievement more accurately. Additionally, although we are no longer required to include a goal based on the performance of student groups, the district is required to include an Equity Multiplier Goal to support the needs of our students at George Christian Educational Center.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
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