



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Denair Unified School District

CDS Code: 50-71068-0000000

School Year: 2026-27

LEA contact information:

Dr. Terry Metzger

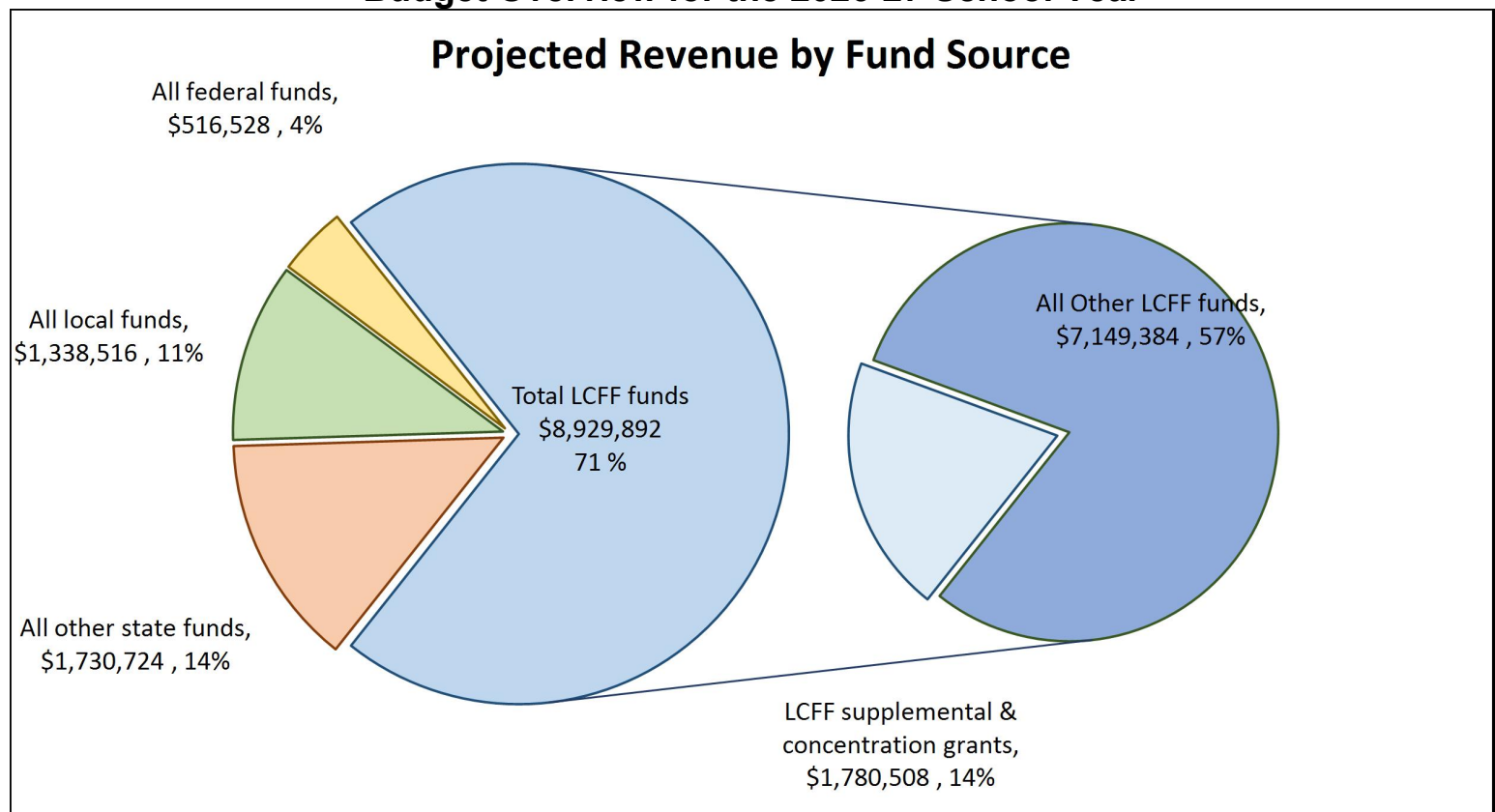
Superintendent

tmetzger@dusd.k12.ca.us

(209)632-7514

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

Budget Overview for the 2026-27 School Year

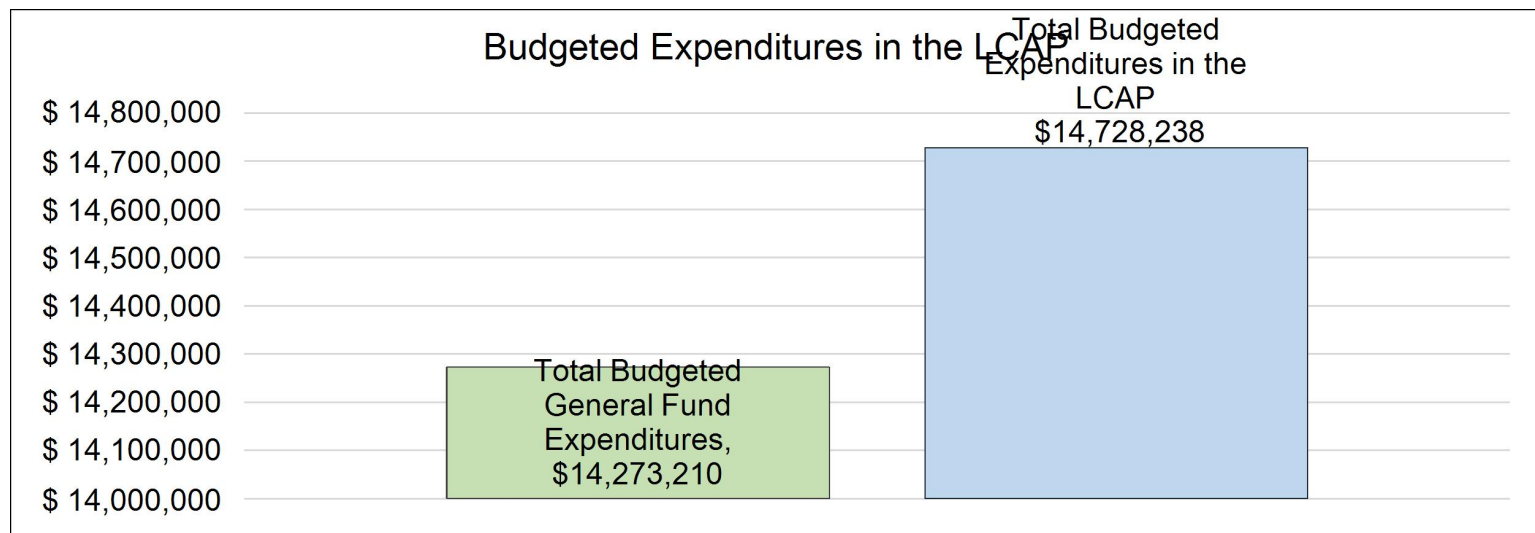


This chart shows the total general purpose revenue Denair Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Denair Unified School District is \$12,515,660, of which \$8,929,892 is Local Control Funding Formula (LCFF), \$1,730,724 is other state funds, \$1,338,516 is local funds, and \$516,528 is federal funds. Of the \$8,929,892 in LCFF Funds, \$1,780,508 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 Denair Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Denair Unified School District plans to spend \$14,273,210 for the 2026-27 school year. Of that amount, \$14,728,238 is tied to actions/services in the LCAP and \$-455,028 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

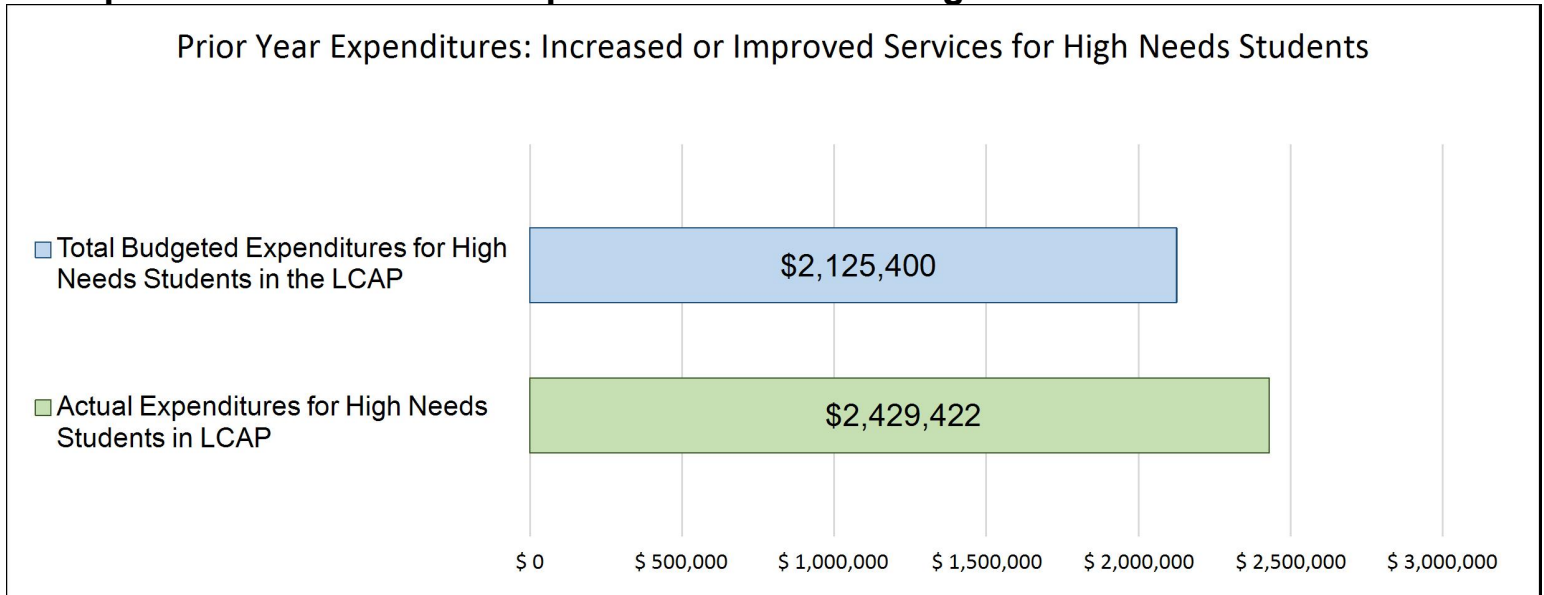
Special funds, including Charter Fund 09, paid indirect costs for their share of operating expenditures. These revenues are recorded in the General Fund and offset district operating costs but are not associated with a specific LCAP goal or action.

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

In 2026-27, Denair Unified School District is projecting it will receive \$1,780,508 based on the enrollment of foster youth, English learner, and low-income students. Denair Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Denair Unified School District plans to spend \$1,977,168 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Denair Unified School District's LCAP budgeted \$2,125,400 for planned actions to increase or improve services for high needs students. Denair Unified School District actually spent \$2,429,422 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Denair Unified School District	Dr. Terry Metzger Superintendent	tmetzger@dusd.k12.ca.us (209)632-7514

Plan Summary [2026-27]

General Information

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

Denair is an unincorporated community of approximately 4,500 residents in a rural area of Stanislaus County in the California Central Valley. The town is adjacent to the City of Turlock, which over time has expanded into the Denair Unified School District boundary. This has resulted in an interesting dynamic where many families who live within the district boundaries have a Turlock address and are confused about why they should be attending school in Denair. Additionally, there is very little industry in Denair, so most families have the ability to request an interdistrict transfer to the district in which they work (Allen Bill).

DUSD currently serves approximately 1,300 students in grades Preschool (LEA-housed State Preschool) through Adult Transition (age 22). The district has 5 schools Denair Elementary/Denair Elementary Charter Academy (DECA, a district-dependent TK-5 charter school), Denair Middle School (DMS), Denair High School (DHS), and Denair Charter Academy (DCA, a dependent K-12 home school and independent study charter school). The two charter schools have their own LCAPs but work in close concert with the traditional schools (DMS and DHS) and the community considers all schools as part of one district. Therefore, much of the information in this LCAP corresponds with the LCAPs of the charters.

Spring 2026 Update

For LCAP purposes, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 283) and DHS (grades 9-12+, 313). Five hundred and ninety six students attend grades 6-12: 37.58% are White, 55.37% Hispanic, 70% Economically Disadvantaged, 17% English learners, 14% Students with Disabilities, and 10% Homeless or Foster Youth. Our Unduplicated Pupil Percentage is 71%

As a whole, Denair Unified School District student demographics reflect White 35.04%, Hispanic 57.13%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 16%, Students with Disabilities 11%, Migrant <1% , Foster Youth <1% and Homeless 8.45%. Furthermore, Denair Unified School District serves 69% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 71%

Spring 2025 Update

For LCAP purposes, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 298) and DHS (grades 9-12+, 306). Six hundred and four students attend grades 6-12: 38% are White, 56% Hispanic, 62% Economically Disadvantaged, 19% English learners, 16% Students with Disabilities, and <1% Homeless or Foster Youth. Our Unduplicated Pupil Percentage is 74%

As a whole, Denair Unified School District student demographics reflect Caucasian 36%, Hispanic 57%, African Americans <1%, American Indian <1%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 18%, Students with Disabilities 13%, Migrant 1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 65% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 72%

Spring 2024

As a whole, Denair Unified School District student demographics reflect Caucasian 38.02%, Hispanic 55.62%, African Americans <1%, American Indian 1.10%, Asian <1%, Pacific Islander <1%. Our student group populations are the following: English Learners 22%, Students with Disabilities 11%, Migrant <1% , Foster Youth <1% and Homeless <1%. Furthermore, Denair Unified School District serves 69% Socioeconomically Disadvantaged students. Our Unduplicated Pupil Percentage is 71%

For purposes of the 2024-27 LCAP, DUSD consists of DES (zero students enrolled), DMS (grades 6-8, 284 students) and DHS (grades 9-12+, 277 students). Five hundred sixty one students attend grades 6-12: 40% are White, 54% Hispanic, 62% Economically Disadvantaged, 21% English learners, 15.33% Students with Disabilities, and 11.69% Homeless or Foster Youth.

Reflections: Annual Performance

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

The Fall 2025 California School Dashboard reports data from the 2024-25 school year. A review of the Fall 2025 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Yellow category overall (39.8 points below standard, Increased), with English learners, Long-term English learners, and Students with Disabilities all falling into in the Orange category (78.2, 108.4 and 109.9 points below standard, respectively; all Increased). Socioeconomically Disadvantaged students, Hispanic and White students fell into the Yellow category (58.3, 49.6

and 34.4 points below standard, respectively, all Increased). For the first time, we received a color for the Homeless student group (Yellow, 69 points below standard, increased)

Math performance fell into the Red category overall (101.1 points below standard, Maintained), with English learners, Long-term English learners and Socioeconomically Disadvantaged students scoring in Red, the lowest performance level (135.2 points below standard, Maintained, 165.7 points below standard, Declined, and 117.3 points below standard, Declined, respectively). Hispanic students and Students with Disabilities fell into the Orange category (117.1 and 156.0 points below standard, respectively; both Increased). White students also scored in the Orange category at 90.1 points below standard, Declined). For the first time, we received a color for the Homeless student group (Red, 115 points below standard, maintained)

The English Learner Progress Indicator (ELPI) is in the Yellow performance level with 61.5% of English learners making progress toward English proficiency, a decrease of 3.7%. Additionally, a review of our Data Quest "At-Risk and Long-Term English Learner" data revealed that we have 52 LTELs in grades 6-12, with another 2 students at risk of becoming LTEL. This is a 30% reduction in LTELs from last year. We Reclassified as Fluent English Proficient (RFEP) XX students in grades 6-12 during the 2025-26 school year, keeping pace with last year.

The College and Career Indicator (CCI) is Green, with 44.9% of 78 graduating seniors (Class of 2025) in the "Prepared" category. This is a 16% increase from last year.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the red category with 22.4% of students chronically absent. This was an increase of 3.6% from the prior year. All student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2025, the graduation rate was 98.7%, an increase of 2.6%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Yellow (6.3% of students suspended at least one day, Declined 0.5%). No student groups fell into the Red performance level. Hispanic and Students with Disabilities English learners fell in the Orange category (6.8% and 9% suspended at least one day, respectively). English learners, Long-term English Learners, Socioeconomically Disadvantaged, Homeless and White students all fell into the Yellow performance level (7.4%, 6.6%, 7.6%, 6.9% and 5.9% suspended at least one day, respectively, all Declined).

A review of school specific data revealed the following additional information:

For DMS, the school scored in the lowest performance category (Red) for Chronic Absenteeism, with four student groups also in Red, English learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. For Math, the school scored Yellow and Long-term English learners scored in the Red category. For all other indicators, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for both ELA and Math performance, with only two student groups receiving a color designation due to size of the group: Hispanic and Socioeconomically Disadvantaged, both Red. For Suspension Rate, the

school scored Orange and Hispanic students scored in the lowest performance level (Red). For all other indicators, neither the school, nor any student group scored in the lowest performance category.

As of the end of the 2025-26 fiscal year, the district has fully spent its Learning Recovery Emergency Block Grant (LREBG) funding.

The Fall 2024 California School Dashboard reports data from the 2023-24 school year. A review of the Fall 2024 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Orange category overall (56.2 points below standard, Declined), with English learners, Long-term English learners, and Students with Disabilities all falling into in Red, the lowest performance level (100.6, 114.4 and 133 points below standard, respectively; all Declined). Socioeconomically Disadvantaged students, Hispanic and White students fell into the Orange category (68.7, 68.9 and 42.9 points below standard, respectively, all Declined).

Math performance fell into the Red category overall (103.7 points below standard, Maintained), with Hispanic students, Long-term English learners and Students with Disabilities in Red, the lowest performance level (120.1 points below standard, Maintained, 161.3 points below standard, Declined, and 176.7 points below standard, Declined, respectively). English learners and Socioeconomically Disadvantaged students fell into the Orange category (137.8 and 114.2 points below standard, respectively; both Increased). White students scored in the Yellow category increasing by 5.7 points, but still 84.2 points below standard.

The English Learner Progress Indicator (ELPI) is in the Blue performance level with 65.2% of English learners making progress toward English proficiency, an increase of 24.6%. Additionally, a review of our Data Quest "At-Risk and Long-Term English Learner" data revealed that we have 75 LTELs in grades 6-12, with another 3 students at risk of becoming LTEL. We Reclassified as Fluent English Proficient (RFEP) 10 students in grades 6-12 during the 2024-25 school year, nearly double from last year.

The College and Career Indicator (CCI) is Orange, with 23.1% of 52 graduating seniors (Class of 2024) in the "Prepared" category.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Yellow category with 18.9% of students chronically absent. This was a decrease of 3.2% from the prior year. No student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2024, the graduation rate was 96.2%, an increase of 11.1%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Yellow (6.8% of students suspended at least one day, Declined 5.5%). Students with Disabilities fell into the Red category (11.8% suspended at least one day, Increased). English learners, Long-term English Learners and Homeless all fell in the Orange category (5.2%, 4.3% and 8.6% suspended at least one day, respectively, all Declined). Hispanic, Socioeconomically Disadvantaged and White students all fell into the Yellow performance level (6.1%, 8.5%, and 6.7% suspended at least one day, respectively, all Declined).

A review of school specific data revealed the following additional information:

For DMS, the school scored in the lowest performance category (Red) for Math, with two student groups also in Red, English learners and Long-term English learners. In ELA, the school scored Orange, with four groups in Red: ELs, LTELs, Hispanic students and Students with Disabilities. For all other indicators, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for Math performance, with no student groups receiving a color designation due to size of the group. For Suspension Rate, the school scored Yellow and Students with Disabilities scored in the lowest performance level (Red). For all other indicators, neither the school, nor any student group scored in the lowest performance category.

As of the end of the 2023-24 fiscal year, the district has fully spent its Learning Recovery Emergency Block Grant (LREBG) funding.

The Fall 2023 California School Dashboard reports data from the 2022-23 school year. A review of the Fall 2023 Dashboard for DUSD revealed the following:

English Language Arts performance fell into the Orange category overall (45.3 points below standard, Maintained), with English learners in Red, the lowest performance level (92.7 points below standard, Maintained). Socioeconomically Disadvantaged students and White students fell into the Yellow category (55.2 points below standard, Increased and 26.2 points below standard, Increased, respectively). Students with Disabilities increased 4.6 points, but are still significantly below standard (107.6 points below, Orange). Hispanic students also scored in the Orange category (64.1 points below standard, Declined).

Math performance fell into the Orange category overall (103.2 points below standard, Increased), with English learners and Students with Disabilities in Red, the lowest performance level (142.9 points below standard, Maintained and 158.5 points below standard, Declined, respectively). Socioeconomically Disadvantaged students fell into the Orange category (119.7 points below standard, Increased) and White students scored in the Yellow category increasing by 21.8 points, but still 89.9 points below standard. Hispanic students scored in the Orange category (117.6 points below standard, Increased).

The English Learner Progress Indicator (ELPI) is in the Yellow performance level with 40.6% of English learners making progress toward English proficiency, an increase of 18.6%. Additionally, a review of our DataQuest "At-Risk and Long-Term English Learner" data revealed that we have 61 LTELs in grades 6-12, with another 7 students at risk of becoming LTEL. Although we Reclassified as Fluent English Proficient (RFEP) 6 students in grades 6-12 during the 2023-24 school year, that accounts for less than 5% of our total EL population.

The College and Career Indicator (CCI) only reported Status this year. With 26.9% of 67 graduating seniors (Class of 2023) in the "Prepared" category.

Chronic Absenteeism, a measure of academic engagement for grades K-8, fell into the Yellow category with 22.1% of students chronically absent. This was a decrease of 14% from the prior year. No student groups fell into the Red performance level.

Graduation Rate is a measure of academic engagement for grades 9-12. For the Class of 2023, the graduation rate was 85.1%, a decline of 8.6%. No student groups fell into the Red performance level.

Suspension Rate overall fell into Red, the lowest performance level (12.4% of students suspended at least one day, Increased 1.8%, with English learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities and White all falling into the Red category. There were no significant differences between any of the student groups in suspension rate.

A review of school specific data revealed the following additional information:

For DMS, neither the school, nor any student group scored in the lowest performance category.

For DHS, the school scored in the lowest performance category (Red) for Suspension Rate and Math performance. For Suspension Rate, all student groups (English learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White) scored in the lowest performance level (Red). Like many districts in the state, the school saw a significant increase in vaping, substance use, and physical altercations between students during the 2022-23 school year. Coupled with the installation of vape detectors in the bathrooms at the high school, many more students were disciplined for repeated violations of school and district policies. However, it's important to note that DHS has a full-time Student Assistance Specialist through a partnership with Center for Human Services so consequences were not solely punitive for most offenses. We have seen a significant decline in these behavior offenses in the 2023-24 school year. For Math, the "All" and Socioeconomically Disadvantaged student groups scored in the Red category. A closer review of the data shows that the school's scores were 121.7 points below standard, with a decline of 8 points and the SED group scored 126.6 points below standard, with a small decrease from the prior year (-2.2 points, maintained).

Reflections: Technical Assistance

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

2026 Update

Based on the 2025 California School Dashboard, Denair Unified meets the eligibility criteria for Differentiated Assistance (DA) for English Learners in the following priority areas:

- Priority 4 Academic Achievement: English Language Arts (ELA) and Mathematics.
- Priority 5 Pupil Engagement: Chronic Absenteeism

Based on the 2024 Dashboard, Denair Unified remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) for the Students with Disabilities in the following priority areas:

- Priority 4 Academic Achievement: English Language Arts (ELA) and Mathematics.
- Priority 6 School Climate: Suspension rates

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities through the following LCAP-aligned efforts:

- * Support the implementation of evidence-based practices for language acquisition and newly adopted standards-based instructional materials (Relates to Actions 2.1 and 3.2).
- * Further develop the Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to monitor and respond to attendance, suspension, and academic data, including for identified student groups (Relates to Actions 1.1, 2.1, and 3.4).

* Provide professional learning for staff and leadership to enhance effectiveness through emerging technologies and to promote instructional alignment across the system (Relates to Actions 1.3, 1.4, and 2.3).

2025 Update

The district remains eligible for Differentiated Assistance (DA) due to the performance of Students with Disabilities in Priority 4 (English Language Arts and Math) and Priority 6 (Suspension Rate). Our dependent charter, Denair Elementary Charter Academy (DECA) is no longer eligible for DA but our work with SCOE will improve our TK-12 continuum.

Through collaboration with Stanislaus County Office of Education (SCOE), we will continue much of the work we began in 2024 and we will add or adapt the work to focus more carefully on Students with Disabilities:

- * Access SCOE Math support as we move to pilot and adopt updated standards-based instructional materials (Related to Actions 2.1 and 3.2)

- * Provide further training and follow-up support for GLAD strategies, not only for ELs, but for all students (Related to Action 2.1)

- * Provide training and follow up support for teaching students with disabilities. For example: Learning Center Model, Co-Teaching, etc. (Related to Action 2.1)

- * Provide additional training in the use of AI, both as a teacher productivity tool and to support instruction (Related to Actions 1.3 and 1.4)

- * Continue PBIS training for DECA (Related to Actions 1.1 and 3.4)

- * Support for site leadership through school visits by members of our SCOE team. (Related to Actions 1.3 and 2.3)

As of 2024, DUSD is eligible for Differentiated Assistance (DA) due to the performance of English learners and Students with Disabilities in Priority 4 (English Language Arts and Math) and Priority 6 (Suspension Rate). Our dependent charter, Denair Elementary Charter Academy (DECA) is eligible for DA as well and our work with SCOE will improve our TK-12 continuum.

The district has a strong working relationship with the Stanislaus County Office of Education (SCOE). We had already been collaborating with SCOE prior to being notified of our Differentiated Assistance (DA) status in the Spring of 2024, specifically in the areas of English learner strategies (GLAD) and Artificial Intelligence (AI) as both productivity and instructional tools. Since being found eligible for DA, the SCOE team has met with the district administrative team to discuss areas of focus and possible support. Based on our review of the data and discussions of strengths and challenges in our system, we will be focusing on improving outcomes for English learners and Students with Disabilities, with a focus on literacy and numeracy. Our DA work will include:

- * Access the Math Framework Professional Learning Network for an identified team of leaders (Related to Actions 2.1 and 3.2)

- * Provide content training for teams of teachers through Literacy/ELD workshops at SCOE with follow up support for GLAD strategies already in process (Related to Action 2.1)

- * Provide content training for teams of teachers through Math workshops at SCOE with follow up support (Related to Action 2.1)

- * Provide additional training in the use of AI, both as a teacher productivity tool and to support instruction (Related to Actions 1.3 and 1.4)

- * Continue PBIS training for DECA (Related to Actions 1.1 and 3.4)

- * Support for site leadership through school visits by a member of our SCOE team. (Related to Actions 1.3 and 2.3)

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
All partners: management/administrators/principals, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community	Two District Advisory Council (DAC) meetings took place in December 2025 and March 2026, with discussion focused on the three goal areas of the LCAP. We also conducted parent, student (grade 4-12), and employee surveys.
District Advisory Committee (DAC): employees (faculty and staff), management, and parents	We used ParSec Real, a platform in which participants can give text, audio and/or video feedback about their "lived experiences" in our schools. Two rounds of feedback were conducted (Fall 2025 and Spring 2026).
ASB/Leadership: students and the superintendent	The superintendent visits each of the student Leadership classes quarterly to hear directly from students about what they are experiencing in school and their ideas for improving our educational program.
District English Learner Advisory Committee (DELAC): principals, faculty/staff, parents	DELAC meets four times per year, in conjunction with our twice monthly Cafecito meetings. Administrators discuss LCAP goals, English learner services, and hear feedback from parents on a variety of activities and issues.
School Site Council (SSC): principals, faculty/staff, parents and students	Each school holds four SSC meetings per year, in which they discuss progress toward LCAP goals, as well as LCAP and SPSA development.
Governing Board: superintendent, trustees, management, parents, community members	The LCAP goals, actions and metrics are regularly discussed at monthly Board meetings and study sessions.
Parents	In March 2026, we sent a parent survey based on the feedback we received from the DAC, SSCs, DELAC, and students. Parents gave input on progress toward the current goals. Additionally, we used

Educational Partner(s)	Process for Engagement
	ParSec Real in April 2026 to gather more anecdotal feedback about parents' perspectives about academic success/support and school climate.
Local Bargaining Units	LCAP development and progress was discussed with both bargaining units during negotiations and/or monthly meetings during the 2025-26 school year.
Employees	The April 2026 District Collaborative Inservice was dedicated to discussion about progress toward LCAP goals. Employees also participated in a ParSec Real to allow for additional individual input on student academic achievement, student behaviors, and parent/staff collaboration.
Special Education Local Plan Area (SELPA) Executive Director	The SELPA Executive Director gave input on best practices to monitor and report progress data for students with disabilities and reviewed the entire LCAP in May 2026.
Management/Administration	The DUSD Management team meets weekly and discusses LCAP progress (fall) and development (spring) at least monthly. This year, we participated in the monthly District Support Network at SCOE. DSN allowed the team to learn from other districts, work together, and work with SCOE personnel as we strategically tackled the student groups and indicators that made us eligible for Differentiated Assistance (DA).
Community Groups: Denair Municipal Advisory Committee (MAC), Love Denair, Denair Lions	The superintendent attends MAC and Love Denair monthly, and the Denair Lions Club quarterly, to give updates on LCAP progress (fall) and development (spring).

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

During the 2025-2026 school year, feedback from all groups (parents, DELAC, teachers, staff, students, local bargaining units, community groups, and management team) indicated that there is evidence that the district is making progress toward its LCAP goals and that our actions and metrics are still relevant.

For Goal 1, areas of strength included development and expansion of Career Technical Education (CTE) pathways and Dual Enrollment courses at the high school, further expansion of the Dual Language Immersion program is preparing students for college and beyond, and the expansion of social emotional supports at the elementary school is helping students understand and manage their feelings and behavior. Suggestions for improvement included proactively addressing student dysregulation in the classroom and ongoing student attendance concerns. Additionally, when the district reviewed parent participation in our Parent University series, they suggested that we consider how

we might offer asynchronous options for parents who are interested but unable to attend our workshops. These ideas will be included in current actions 1.1 and 1.2.

For Goal 2, areas of strength included the implementation of a Reading Difficult Risk Screener (mClass DIBELS) at the K-2 level, teachers' ability to support students with literacy difficulties and iReady score improvements show the efficacy of MTSS/intervention. Improvement suggestions included continued growth of our Expanded Learning Opportunities Program (ELOP) and continuing to strengthen Tier I instruction with in class interventions. These ideas are already embedded in actions 2.1, 2.2, and 2.3 and we look forward to seeing additional growth next year.

For Goal 3, there were many areas of strength including trusted adults who make students feel safe, a variety of programs or practices to help students who need extra support, and added security measures at the campuses. A high priority for our educational partners is single point entry for all campuses, which is already explicitly stated in action 3.1. All educational partners are excited to see the facility projects currently in progress. Teachers and administrators were very enthusiastic about the district's Math instructional materials adoption process, which included examination of materials, piloting of materials, and a Board presentation in Spring 2026. The process is just what we hoped when we developed action 3.2. Another area of success (action 3.3) was noted, as the district gave a 4.3% ongoing salary increase this year, bringing the 6-year total ongoing compensation increase to 18.9%. An area that stakeholders asked us to consider last year was the management of a current "bubble" in student enrollment that is moving through the elementary school and will affect the middle and high school in a few years. We made staffing adjustments to be fiscally responsible and are continuing to closely monitor class sizes and provide additional support once a class reaches certain limits. This is part of action 3.5.

DUSD has developed strong relationships with all educational partners including management, faculty and staff (including local bargaining units), parents/families, students, the SELPA, and the community. Consultation on the development of the 2024-2027 LCAP began in the Spring of 2023, as the district was entering the final year of the 2021-2024 LCAP. For the 2024-2025 LCAP year, District leaders focused on safety and security of school campuses which had previously emerged as a top priority for all groups. Additionally, our Senior Director of Student Support Services consulted with the SELPA on best practices to monitor and report progress data for students with disabilities and those suggestions were embedded within the 2024-2027 LCAP.

During the 2024-2025 school year, feedback from all groups (parents, DELAC, teachers, staff, students, local bargaining units, community groups, and management team) indicated that there is evidence that the district is making progress toward its LCAP goals and that our actions and metrics are still relevant.

For Goal 1, areas of strength included development and expansion of co-curricular and extra-curricular activities, expansion of the Dual Language Immersion program is preparing students for college and beyond, and full implementation of Kimochis at the elementary school is helping students understand and manage their feelings. Suggestions for improvement included making clear the pathways through education in Denair and helping students lean into productive academic feedback. These ideas will be included in current actions 1.1 and 1.2.

For Goal 2, areas of strength included the ability to support students with literacy difficulties and iReady score improvements show the efficacy of MTSS/intervention. Improvement suggestions included maximizing our Expanded Learning Opportunities Program (ELOP) and

continuing to strengthen Tier I instruction. These ideas are already embedded in actions 2.1, 2.2, and 2.3 and we look forward to seeing additional growth next year.

For Goal 3, there were many areas of strength including trusted adults who make students feel safe, a variety of programs or practices to help students who need extra support, and added security measures at the campuses. A high priority for our educational partners is single point entry for all campuses, which is already explicitly stated in action 3.1. Another area that stakeholders asked us to consider is how to better manage a current "bubble" in student enrollment that is moving through the elementary school and will affect the middle and high school in a few years. We have already made some staffing adjustments to be fiscally responsible, but will continue to closely monitor class sizes and provide additional support once a class reaches certain limits. This is part of action 3.5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate skills that contribute to post-secondary success in the areas of technology, academics, social-emotional wellbeing, and life skills.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

When we developed the 2021-2024 LCAP, while still dealing with the COVID-19 global pandemic, we reflected internally and with our community about what we wanted for our students at the end of their PK-12 educational career. The strong consensus at that time was that we wanted our students to be ready to successfully tackle whatever path they'd like to follow after graduation. We saw the foundation for success having four components: academic proficiency, social-emotional health, technology skills, and real-life skills. Three years later, as we are developing the 2024-27 LCAP, our overarching goals have not changed. This broad goal is still relevant and supported by the Denair community.

Each grade level and department contributes to these four components, building on what students learned in prior years. As we examined local and California School Dashboard data, we recognized that all indicators will improve through the focused efforts required to achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4bcg. CA School Dashboard: College and Career Indicator (CCI) and Additional Measures Report	Fall 2023 CA School Dashboard 26.9% prepared (Low)	2024 CA School Dashboard 23.1% prepared (Low)	2025 CA School Dashboard 45.5% prepared, increased 16.6% (Green)	Increase CCI to 45% prepared. CCI Additional Measures Report:	+18.6% increase overall CCI Additional Measures Report:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CCI Additional Measures Report: 22% met via AP exam 0% met via CTE pathway completion 83% met via a-g completion 0% met via both a-g and CTE pathway 11% met via Seal of Biliteracy 0% met via College Course completion 28% met via CAASPP (EAP)	2024 CCI Additional Measures Report: 50% met via AP exam 16.7% met via CTE pathway completion 58.3% met via a-g completion 0% met via both a-g and CTE pathway 8% met via Seal of Biliteracy* 0% met via College Course completion 33.3% met via CAASPP (EAP)	2025 CCI Additional Measures Report: 51.4% met via AP exam 28.6% met via CTE pathway completion 57.1% met via a-g completion 7.8% met via both a-g and CTE pathway 34.3% met via Seal of Biliteracy* 37.1% met via College Course completion 17.1% met via CAASPP (EAP)	30% met via AP exam 30% met via CTE pathway completion 80% met via a-g completion 30% met via both a-g and CTE pathway 30% met via Seal of Biliteracy 30% met via College Course completion 50% met via CAASPP (EAP)	+29.4% met via AP exam +28.6% met via CTE pathway completion -25.9% met via a-g completion +7.8% met both a-g and CTE pathway +23.3% met via Seal of Biliteracy +37.1% met via College Course completion -10.9% met via CAASPP (EAP)
1.2	5b. CA School Dashboard: Chronic Absenteeism	Fall 2023 CA School Dashboard 22.1% chronically absent (Yellow)	2024 CA School Dashboard 18.9% chronically absent (Yellow)	2025 CA School Dashboard 22.4% chronically absent (Red)	Less than 10% of students chronically absent.	+0.3%
1.3	5a. SIS: School Attendance Rates	94.1% ADA at P2 in 2023-24	92.5% attendance rate at P2 2024-25	92.7% attendance rate at P2 2025-26	At least 96% ADA at P2.	-1.39%
1.4	6a. CA School Dashboard: Suspension Rate	Fall 2023 CA School Dashboard 12.4% of students suspended at least once, increased (Red), no discrepancy between student groups DHS 16.9% (increased)	2024 CA School Dashboard 9.4% of students suspended at least once, declined (Yellow); one group 2 levels below, Students	2025 CA School Dashboard 6.3% of students suspended at least once, declined (Yellow) DHS 9.5% (declined)	For all student groups, less than 3% of students suspended and declining.	-6.1% overall DHS -7.4% DMS -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DMS 7.6 % (maintained)	with Disabilities (Red) DHS 9.4% (declined) DMS 4.4 % (declined)	DMS 1.1 % (declined)		
1.5	8. Post-secondary data	Clearinghouse Data: DHS: 59% of 2023 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Clearinghouse Data: DHS: 50% of 2024 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Clearinghouse Data: DHS: 54% of 2025 graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	Maintain at least 50% of graduates enrolled in a 2 or 4 year college in the fall immediately after graduation.	-5%
1.6	4abg, 7a, 8a. Dual Language Immersion (DLI) Enrollment and Seal of Biliteracy data California Spanish Assessment (CSA) scores (Phase in as cohorts matriculate up.)	2023-24 Local Data DHS: 4 students earned their Seal of Biliteracy in 2024. DMS DLI enrollment for 2023-24: 6th grade = 30 7th grade = 23 8th grade = 20 In 2024, 100% of DLI 8th graders promoted to high school "on track" for the Seal of Biliteracy.	2024-25 Local Data DHS: 12 students earned their Seal of Biliteracy in 2025. 9th grade DLI enrollment = 15 students. DMS DLI enrollment for 2024-25: 6th grade = 26 7th grade = 28 8th grade = 22 In 2025, 100% of DLI 8th graders	2025-26 Local Data DHS: 12 students earned their Seal of Biliteracy in 2025. 9th grade DLI enrollment= 15 students DMS DLI enrollment for 2025-26: 6th grade = 27 7th grade = 26 8th grade = 27 In 2025, 100% of DLI 8th graders	75% of all students who continue in DLI programming in high school will earn their Seal of Biliteracy. Maintain cohort size of at least 25 students in middle school DLI 2023 California Spanish Assessment (CSA) Baseline 6th grade mean score >660 7th grade mean score >760 8th grade mean	+8 students for Seal of Biliteracy DLI enrollment slightly lower: 6th to 8th = -3 7th to 9th = -8 maintained 100% of DLI students "on track" *CSA scores were re-benched in 2025 and are not comparable to prior year scores.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 California Spanish Assessment (CSA) Baseline 6th grade mean score 646.2 7th grade mean score 739.7	promoted to high school "on track" for the Seal of Biliteracy. 2024 California Spanish Assessment (CSA) 6th grade mean score 646 7th grade mean score 740 8th grade mean score 844	promoted to high school "on track" for the Seal of Biliteracy. 2025 California Spanish Assessment (CSA) ***Blueprint Scale Score Changed as of 2024-2025*** 6th grade mean score 245.9 7th grade mean score 249.9 8th grade mean score 250.2 9th grade mean score 252.2	score >860 HS mean scores >960	
1.7	7a-c. Club/course evaluations, particularly for EL, LI, FY and SWD	Spring 2024 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 83.3% of students said they were mostly/very involved in extra curricular activities. 70.9% of students ranked clubs and activities as a 3 or 4 in learning academic skills	Spring 2025 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 71.2% of students said they were mostly/very involved in extra curricular activities.	Spring 2026 Student Survey: 100% of students had the opportunity to give feedback about preparation for post secondary success. DHS: 75% of students said they were mostly/very involved in extra curricular activities.	100% of students will have the opportunity to give feedback about preparation for post secondary success.	Maintained 100% of students given opportunity to give feedback; more students responded this year than last year DHS -8.3% Involved in extracurriculars +11.4% clubs prepare college/career +13.6% clubs give life skills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that prepare them for college or career success. 66.6% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 83.3% of students ranked that their social emotional needs were supported in the club or course they participated in. DMS: 95% of respondents said they are academically prepared 92% said they've learned life skills 90% said their social emotional needs were supported 69% said they developed technology skills.	74% of students ranked clubs and activities as a 3 or 4 in learning academic skills that prepare them for college or career success. 82.9% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 76.8% of students ranked that their social emotional needs were supported in the club or course they participated in. *Data indicates increased number of 157 student responses. DMS: 95% of respondents said they are academically prepared 93% said they've learned life skills	82.3% of students ranked clubs and activities as a 3 or 4 in learning academic skills that prepare them for college or career success. 80.2% of students ranked clubs and activities as a 3 or 4 in gaining life skills that will help them become successful, independent adults. 81.2% of students ranked that their social emotional needs were supported in the club or course they participated in. DMS: 94% of respondents said they are academically prepared 88% said they've learned life skills 91% said their social emotional needs were supported		-2.1% clubs support mental health DMS -1% academically prepared -4% learned life skills +1% social emotional support +7% developed tech skills

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			91% said their social emotional needs were supported 74% said they developed technology skills.	76% said they developed technology skills.		
1.8	3a-b. Local Indicator Self Reflection Tool	2023 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 2 (Beginning Development) Providing opportunities ratings = 4 (Full Implementation) 2023 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 4 (Full Implementation) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	2024 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 2 (Beginning Development) Providing opportunities ratings = 4 (Full Implementation) 2024 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 4 (Full Implementation) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	2025 Dashboard "Efforts made to seek parent input in decision making" Building capacity ratings = 3 (Initial Implementation) Providing opportunities ratings = 4 (Full Implementation) 2025 Dashboard "Building partnerships for student outcomes" Building capacity ratings = 5 (Full Implementation and Sustainability) Welcoming, supporting, multiple opportunities ratings = 5 (Full Implementation and Sustainability)	"Efforts made to seek parent input in decision making" All ratings = 4 (Full Implementation) or higher Building partnerships for student outcomes All ratings = 5 (Full Implementation and Sustainability)	Building capacity ratings = +1 level Providing opportunities ratings = same Building capacity ratings = +1 level Welcoming, supporting, multiple opportunities ratings = same
1.9	3a. Parent surveys, specifically parents of	Spring 2024 Parent Survey:	Spring 2025 Parent Survey:	Spring 2026 Parent Survey:	100% of parents will have the	+14% met or exceeded overall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	unduplicated pupils (EL, LI, FY) and Students with Disabilities	65% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 63% Technology 77% Social Emotionally 64% Lifeskills 56%	79% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 86% Technology 86% Social Emotionally 72% Lifeskills 72%	79% of respondents felt the district met or exceeded their expectations for preparing their child for post-secondary success. Prepared by category: Academically 80% Technology 81% Social Emotionally 81% Lifeskills 72%	opportunity to complete the annual parent survey. 90% of respondents will score the district as met or exceeded their expectations for preparing their child for post-secondary success.	Prepared by category: Academically +17% Technology +4% Social Emotionally +17% Lifeskills +16%
1.10	5cde. CA School Dashboard: Graduation Rate EdData: Cohort Dropouts	Fall 2023 CA School Dashboard DHS graduation rate: 85.1%, declined (Orange) Local Data 2022-23 High School Dropouts 4 Middle School Dropouts 0	2024 CA School Dashboard DHS graduation rate: 96.2%, increased (Blue) Local Data 2023-24 High School Dropouts 0 Middle School Dropouts 0	2025 CA School Dashboard resumes DHS graduation rate: 98.7%, Increased (Blue) Local Data 2024-25 High School Dropouts 0 Middle School Dropouts 0	Graduation rate at least 95%	+13.6% Dropouts DHS -4 DMS no change

Goal Analysis [2025-26]

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

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

There were not substantive differences in planned actions and actual implementation of those actions.

While Actions 1.1, 1.2, 1.4, 1.5, 1.6 and 1.7, were implemented as planned, our biggest challenge continues to be availability of personnel to develop, maintain or expand programs for students and parents.

Action 1.3 was implemented as planned. It is a challenge to have teachers out of the classroom for too many days, so we opted to set aside additional time for professional development in staff meetings and district collaborative inservices. Support from the county office contributed to the successful implementation of these PD opportunities.

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.

Action 1.1: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Medi-Cal Administrative Activities (MAA) Program to support counselor time and related services.

Action 1.4: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted E-Rate funding for network cabling and infrastructure upgrades.

Action 1.5: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Career Technical Education Incentive Grant (CTEIG) Program.

Action 1.6: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted donations received during the fiscal year.

Action 1.7: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding through the Department of Rehabilitation to support adult transition and work experience services.

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

We have evidence that all of our actions were effective. We saw improvements in student engagement indicators (Metrics 1.4, and 1.10), which can be attributed to Actions 1.1, 1.5, 1.6, and 1.7. We maintained parent engagement in workshops and other educational opportunities (Action 1.2), and increased attendance at all school events during the year. Parent engagement in shared decision-making processes has continued to be an area for improvement.

While the professional development we made available this year (action 1.3) was effective (Metrics 1.1, 1.9, 1.10) and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

We maintained a technology-rich environment (Action 1.4), and there is evidence of student learning being enhanced and expanded by technology. For example, student projects shared and displayed at school events. Additionally, Metric 1.7 shows self-reported improvement by students in their technology skills.

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.

For Action 1.3, we will focus on implementation of our new Mathematics curriculum, Amplify Desmos. We will have training directly from the publisher and have arranged for support from our county office of education in two ways: Amplify-specific implementation planning and support workshops at the county office and Denair-specific implementation to focus on English Learners in the math classroom here in Denair. Additionally, for those teachers not teaching math, the district is partnering with Lemelson MIT to deliver Invention Education (IvE), which focuses on student collaboration, creativity, critical thinking and communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement Social-Emotional Learning/Mental Health programs and support.	We will help students understand and take ownership of their own social-emotional wellbeing and provide support for those who are struggling with behavior or mental health issues, including an on-site mental health clinician. Continue providing social-emotional learning (SEL) group instruction such as Ruling our Experiences (ROX) and Coyote Cultivators, continue promoting and supporting the National Alliance for Mental Illness (NAMI) Club. Embed Health curriculum, including instructional about mental wellness and healthy lifestyles into the PE curriculum.	\$361,094.00	No
1.2	Expand parent engagement / education opportunities.	We will provide opportunities for parents to learn about factors that contribute to post-secondary success and how they can support their children in pursuing college and career choices. We will also provide opportunities for parents of English Learners to understand how they can help their child avoid becoming a Long-Term English Learner (LTEL) by	\$51,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
		moving from EL to RFEP efficiently, while maintaining literacy in their primary language as well.		
1.3	Provide professional development for certificated and classified staff.	DUSD has identified four key components of "the foundation" for post-secondary success: academics, social emotional wellbeing, technology skills, and life skills. We will provide professional learning opportunities for administrators, counselors, teachers and staff with the goal of embedding the foundational skills for post-secondary success into the educational program for all students.	\$8,292.00	No
1.4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	We will maintain a 1:1 student to technology device ratio by developing and following industry standards for "refresh" cycles. We will evaluate and purchase platforms/programs that are relevant to developing student technology skills in all content areas. We will provide opportunities for parents to learn about the technology tools their students are learning and how to help keep their child safe online.	\$163,052.00	No
1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	We will provide students at all grade levels exposure to a variety of college and career options. We will help students understand and develop their own strengths and interests. Although all students may participate, we will design the activities with underserved students in mind (EL, SWD, SED, FY). We will help parents understand the different types of pathways/courses and how to help their child prepare for post secondary success.	\$918,227.00	Yes
1.6	Maintain co-curricular/extra-curricular options.	We know that clubs, sports, and co-curricular activities such as outdoor education give students opportunities to grow socially/emotionally and to learn life skills. We will encourage these types of opportunities for all students by seeking out a wide variety of options.	\$163,460.00	No
1.7	Provide life skills, work experience and	All students with Individualized Transition Plans (ITPs) will gain skills for post secondary success. Project Life is specifically designed for students	\$233,229.00	No

Action #	Title	Description	Total Funds	Contributing
	job coaching for students who receive special education services.	with disabilities to gain work experience through real life, on-the-job training. The goal is 100% employability.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the 2026-2027 school year, an additional 20% of students will demonstrate, through local and state measures, authentic literacy (reading, writing and speaking) in all content areas, with an emphasis on math literacy (numeracy).	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Thirty years of research supports the supposition that literacy is a key factor in post-secondary success, particularly for students in marginalized groups. As students develop literacy, they become critical thinkers and creative problem solvers who can collaborate with others and communicate their learning to a wide audience. The superintendent and district administrators studied the concept of literacy and how it can be developed through "copious amounts of meaningful reading, writing, speaking and listening in all subject areas" (Schmoker, 2018).

California School Dashboard data and local assessment data show that, overall, students are performing below standard. Our English learners and Students with Disabilities are performing significantly below standard. The work done during the 2021-2024 LCAP in the area of grading and feedback has set the stage for teacher clarity for instruction through power standards, predetermined success criteria through rubrics, and fair, accurate, specific, and timely (FAST) feedback and grading. As secondary teachers intentionally and strategically implementing reading, writing, and speaking activities in all classes throughout the school year, we should continue to see a reduction in failing grades and an increase in performance on both local and state assessments.

After reviewing state and local data, administrator, parent and teacher feedback strongly indicated that math performance is an area of concern, so we've added an emphasis on Math literacy/numeracy TK-12. Specifically, for grades 6-12, this does not fall solely on Math teachers, as all teachers can contribute to developing numeracy within their content areas. For example, History teachers can develop understanding of elapsed time and distances to help students draw conclusions based on timelines, maps and other historical data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4bcg. CA School Dashboard: College and Career Indicator (CCI) and Additional Measures Report	Fall 2023 CA School Dashboard 26.9% prepared (Low) 2023 CCI Additional Measures Report: 22% met via AP exam 0% met via CTE pathway completion 83% met via a-g completion 0% met via both a-g and CTE pathway 11% met via Seal of Biliteracy 0% met via College Course completion 28% met via CAASPP (EAP)	2024 CA School Dashboard 23.1% prepared (Low) 2024 CCI Additional Measures Report: 50% met via AP exam 16.7% met via CTE pathway completion 58.3% met via a-g completion 0% met via both a-g and CTE pathway 0% met via Seal of Biliteracy* 0% met via College Course completion 33.3% met via CAASPP (EAP)	2025 CA School Dashboard 45.5% prepared, increased 16.6% (Green) 2025 CCI Additional Measures Report: 51.4% met via AP exam 28.6% met via CTE pathway completion 57.1% met via a-g completion 7.8% met via both a-g and CTE pathway 34.3% met via Seal of Biliteracy* 37.1% met via College Course completion 17.1% met via CAASPP (EAP)	Improve CCI to 45% prepared. CCI Additional Measures Report: 30% met via AP exam 30% met via CTE pathway completion 80% met via a-g completion 30% met via both a-g and CTE pathway 30% met via Seal of Biliteracy* 30% met via College Course completion 50% met via CAASPP (EAP)	+18.6% increase overall CCI Additional Measures Report: +29.4% met via AP exam +28.6% met via CTE pathway completion -25.9% met via a-g completion +7.8% met both a-g and CTE pathway +23.3% met via Seal of Biliteracy +37.1% met via College Course completion -10.9% met via CAASPP (EAP)
2.2	4a. CA School Dashboard: CAASPP ELA scores	Fall 2023 CA School Dashboard 45.3 points below standard, maintained (Orange) ELs: 92.7 points below standard, maintained (Red)	Fall 2024 CA School Dashboard 56.2 below standard, declined (orange) ELs: 100.6 points below standard, declined (Red)	Fall 2025 CA School Dashboard 39.8 below standard, increased (yellow) ELs: 78.2 points below standard, increased (Orange)	At least 5 points above standard and increasing. ELs: improve by 40 points to demonstrate progress towards meeting standard.	+5.5 points overall EL: +14.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	4a. CA School Dashboard: CAASPP Math scores	Fall 2023 CA School Dashboard 103.2 points below standard, increased (Orange) EL: 142.9 points below standard, maintained (Red) SWD: 142.9 points below standard, declined (Red) DHS: 121.7 points below standard, declined (Red)	Fall 2024 CA School Dashboard 103.7 below standard, maintained (red) EL: 154.8 points below standard, declined (Red) SWD: 176.7 points below standard, declined (Red) DHS: 125.2 points below standard, declined (Red)	Fall 2025 CA School Dashboard 101.1 below standard, maintained (red) EL: 135.2 points below standard, maintained (Red) SWD: 156 points below standard, increased (Orange) DHS: 136.5 points below standard, declined (Red)	Improve by 50 points to demonstrate progress towards meeting standard. ELs: improve by 40 points to demonstrate progress towards meeting standard. SWD: improve by 40 points to demonstrate progress towards meeting standard. DHS: improve by 50 points to demonstrate progress towards meeting standard.	+2.1 points overall EL: +7.7 points SWD: -13.1 points DHS: -14.8 points
2.4	4a. CA School Dashboard: CAASPP Science scores	2023 CA School Dashboard CAST not included Spring 2023 California Science Test (CAST) scores: DHS: 14.8% met or exceeded standard; 78.7% nearly met standard. DMS: 3.2% met or exceeded standard;	2024 CA School Dashboard CAST included for information only Spring 2024 California Science Test (CAST) scores: DHS: 9.2% met or exceeded standard; 75% nearly met standard.	2025 CA School Dashboard CAST included for information only Spring 2024 California Science Test (CAST) scores: DHS: 9.2% met or exceeded standard; 75% nearly met standard.	Growth of 10% of students meeting or exceeding standard on CAST	DHS: -5.6% met/exceed; -3.7% nearly met standard DMS: +10.9% met/exceed; -2.8% nearly met standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		69.8% nearly met standard.	DMS: 14.1% met or exceeded standard; 67% nearly met standard.	DMS: 14.1% met or exceeded standard; 67% nearly met standard.		
2.5	4e. CA School Dashboard: English Learner Progress Indicator (ELPI)	Fall 2023 CA School Dashboard 40.6% making progress towards English language proficiency, increased (Yellow)	Fall 2024 CA School Dashboard 65.2% making progress towards English language proficiency, increased (Blue)	Fall 2025 CA School Dashboard 61.5% making progress towards English language proficiency, increased (Yellow)	Improve to Green, 51% of all ELs will make progress towards English language proficiency.	+20.9% making progress
2.6	4f. DataQuest: EL Reclassification rates	2023-24 Local data: 5% of ELs Reclassified as Fluent English Proficient in 2023-24 DHS: 4/52 ELs reclassified DMS: 2/63 ELs reclassified	2024-25 Local data: 11% of ELs Reclassified as Fluent English Proficient in 2024-25 DHS: 5/55 ELs reclassified DMS: 7/55 ELs reclassified	2025-26 Local data: 22% of ELs Reclassified as Fluent English Proficient in 2025-26 DHS: 7/43 ELs reclassified DMS: 16/63 ELs reclassified	25% of English learners reclassified in 2026-27 DHS: 13 ELs reclassified DMS: 16 ELs reclassified	+17% Reclassified DHS: +3 ELs reclassified DMS: +14 ELs reclassified
2.7	4e. DataQuest: Long-Term English Learner (LTEL) Data	LTEL counts DHS: 37 DMS: 24	LTEL counts DHS: 37 DMS: 38	LTEL counts DHS: 38 DMS: 59	2026-27 LTEL counts DHS: < 26 DMS: < 27	DHS: +1 LTEL DMS: +35 LTELs
2.8	8a. iReady data	Winter 2024 Assessment Window DHS 11% of students on or above grade level in	Winter 2025 Assessment Window DHS 14% of students on or above grade	Winter 2026 Assessment Window DHS 22% of students on or above grade	DHS: 75% of all 9-10th grade students will score on or above grade level in Reading.	DHS +11% in Reading +8% in Math DMS -3% in Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reading (Gr 9-10 + ELs) 6% of students on or above grade level in Math (Gr 9-10) DMS 28% of students on or above grade level in Reading 15% of students on or above grade level in Math	level in Reading (Gr 9-10 + ELs) 6% of students on or above grade level in Math (Gr 9-10) DMS 26% of students on or above grade level in Reading 15% of students on or above grade level in Math	level in Reading (Gr 9-10 + ELs) 14% of students on or above grade level in Math (Gr 9-10) DMS 25% of students on or above grade level in Reading 14% of students on or above grade level in Math	70% of 9-10th grade students will score on or above grade level in Mathematics. DMS: 80% of students will score on or above grade level in Reading. 75% of students will score on or above grade level in Mathematics.	-1% in Math
2.9	8a. Student grades	DHS: 16% of all students received 1 or more Fs during the Fall 2023 semester. Of the students who received one or more F's during the Fall 2023 semester, 66% of 9th grade students received an F in Math 1. DMS: 10% of students received 1 or more Fs during the Fall 2023 semester.	DHS: 5% of all students received 1 or more Fs during the Fall 2024 semester. Of the students who received one or more F's during the Fall 2024 semester, 33% of 9th grade students received an F in Math 1. DMS: 1% of students received 1 or more Fs during the Fall 2024 semester.	DHS: 7% of all students received 1 or more Fs during the Fall 2025 semester. Of the students who received one or more F's during the Fall 2025 semester, 0% of 9th grade students received an F in Math 1. DMS: 5% of students received 1 or more Fs during the Fall 2025 semester.	DHS: No more than 10% of 9th grade students will receive 1 or more F in any course. DMS: No more than 5% of all students will receive 1 or more F in any course.	DHS: -9% overall Fs -66% Fs in Math DMS: -5% overall Fs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	2a-c. Local Indicator: Standards Implementation Self-reflection	Fall 2023 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 91% of responses were 4 or higher. Policy & Program Support for ELD = 3	Fall 2024 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 95.6% of responses were 4 or higher. Policy & Program Support for ELD = 3	Fall 2025 CA School Dashboard Met Standard: 100% of responses on the self-reflection tool rated 3 or higher; 100% of responses were 4 or higher. Policy & Program Support for ELD = 3	100% on the Self-Reflection tool rated as a 4 or higher. Policy & Program Support for ELD = 5 (Full Implementation and Sustainability)	+4.4% of responses were 4 or higher.
2.11	2b. Percent of RFEP students who score met or exceeds standard in ELA CAASPP	Spring 2023 ELA CAASPP scores DHS: 40% of RFEP students scored met or exceeded in 2022-23. DMS: 42% of RFEP students scored met or exceeded in 2022-23.	Spring 2024 ELA CAASPP scores DHS: 60% of RFEP students scored met or exceeded in 2023-24. DMS: 22% of RFEP students scored met or exceeded in 2023-24	Spring 2025 ELA CAASPP scores DHS: 31% of RFEP students scored met or exceeded in 2024-25. DMS: 52% of RFEP students scored met or exceeded in 2024-25	DHS: 75% of RFEP students will score at met or exceeded. DMS: 80% of RFEP students will score at met or exceeded.	DHS: -9% met/exceed DMS: +10% met/exceed

Goal Analysis [2025-26]

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

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

There were not substantive differences in planned actions and actual implementation of those actions.

Our work with the Stanislaus County Office of Education and with Creative Leadership Solutions was a success in that it provided strategic support for our entire system, particularly for the implementation of Actions 2.1, and 2.3.

Our biggest challenge with implementing our actions is rooted in the fact that, as small district, we have limited personnel to develop, maintain or expand programs for students and parents (Action 2.2).

The biggest challenge with implementing professional development (Action 2.1) is having teachers out of the classroom for too many days, so we instead implemented time for professional development in staff meetings and district collaborative inservices. Support from the county office contributed to the implementation of these PD opportunities.

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.

Action 2.1: Estimated actual expenditures exceeded planned expenditures due to the receipt and budgeting of new one-time restricted After School Education and Safety (ASES) Program funding that was not included in the original expenditure estimates.

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

We have evidence that all of our actions were effective. We saw improvements in classroom instruction during our walkthroughs this year, which can be attributed to actions 2.1 and 2.3. For action 2.2, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady and Reading/Math 180). In addition, the improvements in Metrics 2.5, 2.6 and 2.9 are directly connected to all three actions.

While the professional development we made available this year (action 2.1) was effective and worthwhile according to staff feedback, we are unclear on the impact on student achievement by having teachers out of the classroom on multiple occasions during the year.

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

For action 2.1, we will focus on implementation of our new Mathematics curriculum, Amplify Desmos. We will have training directly from the publisher and have arranged for support from our county office of education in two ways: Amplify-specific implementation planning and support workshops at the county office and Denair-specific implementation to focus on English Learners in the math classroom here in Denair. Additionally, for those teachers not teaching math, the district is partnering with Lemelson MIT to deliver Invention Education (IvE), which focuses on student collaboration, creativity, critical thinking and communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide professional development specific to literacy instruction in all grades and content areas.	We will invest in professional development specific to literacy instruction in all subjects; including defining "literacy" and "numeracy" and how they can be demonstrated by all students; particular attention will be given to how English learners and Students with Disabilities can show literacy and numeracy. We will develop teacher and paraeducator understanding of the needs of ELs, LTELs, and RFEPs in Integrated-ELD.	\$6,400.00	No
2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Fully utilize the MTSS process to provide additional support and interventions for students not yet demonstrating literacy; embed in the Master Schedule Designated-ELD classes for all ELs; provide community learning hubs that include access to technology and are staffed by trained teachers and paraprofessionals to provide additional tutoring and guidance, especially in Math at DHS; provide parent education opportunities in the area of literacy and numeracy	\$897,682.00	Yes
2.3	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	Using skilled facilitators, teacher teams will map out essential/power standards, success criteria and common assessments to monitor student progress in each content area.	\$1,338.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	As measured by state and local school climate and discipline data, and local facility inspection, 100% of Denair schools will be safe and positive school campuses, where all students can be successful.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We have moved this goal from Maintenance of Progress to a Focus goal for the 2024-27 LCAP cycle. As our facilities have aged, we have spent significant resources maintaining and repairing them. Despite their overall good maintenance our educational partners consistently voice their concerns about the openness of our campuses and our inability to truly "lock down" the schools in case of emergency. We have invested (in phases) in vape detectors, security cameras, public address systems, and fencing, but need to elevate this goal to a priority for the next LCAP cycle. Additionally, staff turnover is a concern of parents, teachers, staff and administrators so we will renew our efforts to hire, train, and retain the highest quality staff possible.

For the purposes of the LCAP cycle, many metrics and outcomes will remain at "maintain" levels and many actions will remain the same. However, the district is pursuing and has been awarded a large number of grants that pertain to facilities and teacher recruitment/development to improve our outcomes and mitigate the concerns of our partners. Also, the DUSD Governing Board is considering a bond measure for the November 2024 ballot that would provide local dollars to meet this goal for the new LCAP cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	1c. CA School Dashboard: Local Indicator Facilities	Local Indicator 2023 100% of facilities rated Good or Exemplary 50% of schools are "single point entry"	Maintained	Maintained	100% of facilities rated Good or Exemplary	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					100% of schools are "single point entry"	
3.2	1b. CA School Dashboard: Local Indicator Instructional Materials Sufficiency	Local Indicator 2023 100% of students have instructional materials	Maintained	Maintained	Maintain 100% of students have instructional materials.	No difference
3.3	1a. CA School Dashboard: Local Indicator Teacher Assignment Monitoring and Outcomes CalSAAS	2021-22 Teacher Assignment Monitoring and Outcomes (TAMO) 81.2% of Teachers "clear" 4.2% of teachers "out of field" 3.2% of teachers "intern" 3.7% of teachers "ineffective" 7.8% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 4 Teacher mis-assignments for 2022-23	2022-23 Teacher Assignment Monitoring and Outcomes (TAMO) 79.8% of Teachers "clear" 11.7% of teachers "out of field" 3.5% of teachers "intern" 3.5% of teachers "ineffective" 1.5% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 2 Teacher mis-assignments for 2023-24	2023-24 Teacher Assignment Monitoring and Outcomes (TAMO) 71.3% of Teachers "clear" 2.0% of teachers "out of field" 3.7% of teachers "intern" 14.7% of teachers "ineffective" 8.2% of teachers "incomplete" 0% of teachers "unknown" CalSAAS 4 Teacher mis-assignments for 2024-25	At least 90% of teachers "Clear" and 0 Mis-assignments	TAMO -9.9% of Teachers "clear" -2.2% of teachers "out of field" +0.5% of teachers "intern" +11% of teachers "ineffective" +0.4% of teachers "incomplete" 0% of teachers "unknown" CalSAAS Maintained 4 teacher mis-assignments.
3.4	1a. Staff retention data	80% of instructional staff retained from 2022-23 to 2023-24	82% of instructional staff retained from 2023-24 to 2024-25.	78% of staff retained from 2024-2025 to 2025-2026. *Note: hired two Teacher Residents from 2024-25.	At least 95% staff retention.	-2% retained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	7b-c. MTSS referral/outcome data: Academic Attendance Behavior/Mental Health	Baseline to be established 2024-25 Referrals and outcome in the areas of: Academic Attendance Behavior/Mental Health	MTSS referral outcome: Student Success Team (SST) Meetings Held Districtwide: 56 SST meetings total Academic: 10 students referred for additional academic assessments (IEPs) Attendance: 17 students referred to District Attendance Review Team 6 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: 76 referrals for mental health counseling	MTSS referral outcome: Student Success Team (SST) Meetings Held Districtwide: 80 SST meetings total Academic: 21 students referred for additional academic assessments (IEPs) Attendance: 11 students referred to District Attendance Review Team 2 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: 70 referrals for mental health counseling	# Referrals and % improved outcome in the areas of: Academic Attendance Behavior/Mental Health	Year 1 is baseline. +24 SSTs meetings total Academic: +11 students referred for additional academic assessments (IEPs) Attendance: -6 students referred to District Attendance Review Team -4 students referred to county School Attendance Review Board (SARB) Behavior/Mental Health: -6 referrals for mental health counseling
3.6	7c. Special education (psycho-educational assessment) referral	2023-24 70% of students referred for special	2024-2025 80% of students referred for special	2025-2026 86% of students referred for special	>70% of students referred for special	+16% of student referred qualified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	monitoring (referred vs qualified)	education qualified for services.	education qualified for services.	education qualified for services.	education qualified for services.	
3.7	6c. CA Healthy Kids Survey results	2022 CHKS Summary Results: DHS: 43% of 11th grade students reported they feel safe or very safe when at school; 67% of 9th grade students report they feel safe or very safe when at school. 11% of 11th grade students and 4% of 9th grade students reported they engage in alcohol or drug use. 73% of 11th grade students reported they feel connected at school; 67% of 9th grade students report they feel connected at school. DMS: 74% of 6th graders and 64% of 7th grade students reported they feel safe or very safe when at school; 0% of 6th graders and 4% of 7th grade students reported they engage in alcohol or drug use. 70% of 6th grade students reported	2024 CHKS Summary Results: DHS: 46% of 11th grade students reported they feel safe or very safe when at school; 64% of 9th grade students report they feel safe or very safe when at school. 8% of 11th grade students and 9% of 9th grade students reported they engage in alcohol or drug use. 51% of 11th grade students reported they feel connected at school; 67% of 9th grade students report they feel connected at school. DMS: 76% of 7th grade students reported they feel safe or very safe when at school; 2% of 7th grade	CHKS not administered in 2025.	DHS: 90% of students feel safe on campus <10% of students report alcohol or drug use. 80% of students feel connected at school DMS: 95% of students feel safe on campus <5% of students report alcohol or drug use. 80% of students feel connected at school STAFF: 80% feel the learning environment is safe and provides support for student connectedness PARENTS: 70% feel the learning environment is safe and provides support for student connectedness	(Compare Year 1 to Baseline) DHS Students feeling safe on campus (+3% for grade 11, -3% for grade 9) Alcohol and drug use (-3% for grade 11 and +5% for grade 9) Connectedness (-22% for grade 11, no difference for grade 9) DMS Students feeling safe on campus (+2%) Alcohol and drug use -2%) Connectedness (-3% for grade 11, no difference for grade 9) STAFF: safe/supportive learning environment -16% PARENTS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they feel connected at school. STAFF: 65% Strongly Agree that the Learning Environment is safe and provides support for student connectedness PARENTS: 56% Agree that the Learning Environment is safe and provides support for student connectedness	students reported they engage in alcohol or drug use. 67% of 7th grade students reported they feel connected at school. STAFF: 49% Strongly Agree that the Learning Environment is safe and provides support for student connectedness PARENTS: 34% Agree that the Learning Environment is safe and provides support for student connectedness			safe/supportive learning environment -22%
3.8	6c. StopIt! data	DHS: 6 incidents reported, investigated, and resolved for the 2023-2024 school year. DMS: 30 incidents reported, investigated. and resolved for the 2023-2024 school year.	DHS: 5 incidents reported, investigated, and resolved for the 2024-2025 school year. DMS: 49 incidents reported, investigated. and resolved for the 2024-2025 school year.	DHS: 14 incidents reported, investigated, and resolved for the 2025-2026 school year. DMS: 36 incidents reported, investigated and resolved for the 2025-2026 school year.	Maintain 100% of incidents are investigated and resolved	DHS: +8 incidents reported Maintained 100% investigated and resolved DMS: +6 incidents reported Maintained 100% investigated and resolved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	7a. Dashboard Local Indicator: Broad Course of Study	2023 CA School Dashboard 100% of students (including EL, SED, FY and SWD) have access to a Broad Course of Study.	Maintained	Maintained.	Maintain 100% of students have access to a Broad Course of Study.	No difference
3.10	6a. CA School Dashboard: Suspension Rate 6a-b. Dataquest: Expulsion and Suspension rates	2023 CA School Dashboard 12.4% of students suspended at least once, increased (Red), no discrepancy between student groups DHS: 16.9% suspension rate DMS: 7.6% suspension rate 2022-23 DataQuest Expulsion Rate DHS 0.1% DMS: 0%	2024 CA School Dashboard 6.8% of students suspended at least once, declined (Yellow), no discrepancy between student groups DHS 9.4% suspension rate,(declined) DMS 4.4 % suspension rate,(declined) 2023-24 DataQuest Expulsion Rate DHS 0.1% DMS: 0%	2025 CA School Dashboard 6.3% of students suspended at least once, declined (Yellow), no discrepancy between student groups DHS: 9.5% suspension rate, (maintained) DMS: 3.3% suspension rate (declined) 2024-25 DataQuest Expulsion Rate DHS 0.6% DMS: 0.6%	For all student groups, less than 3% of students suspended Expulsion Rate DHS <1% DMS: <1%	-6.1% DHS: -7.4% DMS: -4.3% Expulsion Rate: DHS: +0.5% DMS: +0.6%
3.11	3bc. CA School Dashboard Local indicator: Monitor parent participation and partnership	2023-24 100% of parents/ guardians are involved in the IEP process for Students with Disabilities 100% of parents/ guardians are notified of	Maintained.	Maintained.	Maintain 100% notification and recruitment efforts	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		opportunities for involvement in DELAC, School Site Council, and Parent University				

Goal Analysis [2025-26]

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

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

There were not substantive differences in planned actions and actual implementation of those actions.

Action 3.1 was very successfully implemented, as we issued our first series of bonds and completed safety and security projects at both Denair Middle School and Denair High School

Action 3.2 was successfully implemented, resulting in the adoption of Amplify Desmos as our new math curriculum for grades K-12. TK will complete their adoption process in Fall 2026.

Actions 3.3, 3.4, 3.5 and 3.6 were implemented as planned.

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.

Action 3.1: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time restricted funding for CalSHAPE HVAC and plumbing upgrades and deferred maintenance projects that were not fully reflected in the original expenditure estimates.

Action 3.2: Estimated actual expenditures exceeded planned expenditures due to the budgeting of one-time Proposition 28 funding for salaries, materials, and supplies, as well as supplemental and concentration-funded materials and supplies that exceeded original estimates.

Action 3.3: Estimated actual expenditures exceeded planned expenditures due to the districtwide 4.5% salary schedule increase, the \$1,000 increase to the employee health benefit cap negotiated during the fiscal year, and the budgeting of one-time restricted Teacher Residency Program and Learning Recovery Emergency Block Grant funding.

Action 3.4: Estimated actual expenditures exceeded planned expenditures because special education fee-for-service costs were budgeted and paid from Fund 01 rather than Fund 02 as originally planned.

Action 3.5: Estimated actual expenditures were lower planned expenditures due to vacancies and position turnover from prior year.

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

We have evidence that all of our actions were effective. For action 3.1 we maintained 100% of schools in good repair (Metric 3.1) and completed safety and security projects underway (Gym roof replacement, security cameras and additional fencing at the high school; shade shelters, new picnic tables and additional security cameras at the middle school). We also maintained health and safety protocols (action 3.6) which contributed to improvements in Metrics 3.8 and 3.10. We did not administer metric 3.7 (CHKS) this year.

For action 3.2, 25 teachers and administrators completed the Math instructional materials adoption in Spring 2026. This will keep us current with standards-based adoptions (Metric 3.2).

While we were able to improve compensation for staff (Action 3.3) and maintained small/reasonable class size (Action 3.5), but we lost a little ground in the retention of highly qualified staff retention in 2025-26 (Metric 3.3 and 3.4). However, the majority of resignations in Spring of 2025 we due to retirement, relocation, or higher education.

We were able to maintain our health and safety protocols (Action 3.6) and they contributed to both lower suspension rate and lower chronic absenteeism. However, as we have brought safety and security to the forefront, our educational partners are more aware and therefore more vocal about the district taking swift action to improve or correct any issues we've found.

For action 3.4, we made improvements in our MTSS processes, resulting in more students receiving intervention/tutoring and practice (iReady and Reading/Math 180). This can be seen in Metric 3.5. Because students go through the MTSS process prior to referral for psychoeducational testing, students are only referred when they are no longer making progress with the MTSS supports in place. This is evidenced by a high qualification rate in Metric 3.6.

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.

After reflection on this year's goals, metrics, outcomes and actions, the only planned change is a closer review of our staff retention data and our TAMO data to ensure that we are tracking and reporting staff data accurately and making adjustments if needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase security at all schools and maintain facilities in good repair.	Continuously maintain and upgrade facilities and grounds to ensure safe campuses. This includes single-point entry for all campuses.	\$2,096,935.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Maintain instructional materials adoption cycles.	Instructional materials that are standards-aligned and up-to-date are important tools for teachers in all content areas. Teachers and administrators will actively examine instructional materials within the cycles set forth by CDE.	\$256,587.00	No
3.3	Maintain high-quality staff through hiring, training and evaluation processes.	We will continue to work with our employee associations to improve compensation for certificated and classified staff, while ensuring the fiscal solvency of the district. We will continue to invest in professional learning opportunities for all job classifications.	\$5,314,116.00	No
3.4	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	Combine separate RTI processes for academics, attendance, and behavior into a comprehensive MTSS so that students (particularly EL and LTEL) who are struggling in any of these areas receive intervention and support long before a crisis occurs or they are considered for special education services; embed parent education opportunities into the MTSS process. Use alternate means of correction to reduce suspension rate for all students, including student groups that scored in the Red on the 2023 Dashboard (EL, SED, Homeless, SWD, Hispanic and White)	\$2,590,969.00	No
3.5	Maintain small/reasonable class sizes.	Our district is attractive to a lot of families based on the small/reasonable class sizes where students are not lost in a bigger setting.	\$932,960.00	Yes
3.6	Maintain health services and safety protocols.	Health clerks and nurses provide health services to students and campus supervisors support school-wide discipline programs and the district-wide safety plan.	\$732,787.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,780,508	\$178,898.00

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
25.544%	0.000%	\$0.00	25.544%

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
1.2	Action: Expand parent engagement / education opportunities. Need: Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to support their child's learning. ELA All: 45.3 points below standard	Parents can and should be our partners in their child's education. By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's success. We will provide information and tools in a variety of ways (video, tip sheets, parent meetings) to support learning at home. This includes understanding how English Learners move to RFEP status, how to access technology tools, how to prepare your child for post-secondary success	2.6 Reclassification rates (ELs) 2.7 LTEL rates (ELs) 2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all groups) 2.8 iReady results (all groups) 2.9 Student grades (all 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
	ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard Scope: LEA-wide	and how to provide specific skill practice at home. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit.	
1.5	Action: Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses. Need: Based on our academic data, it is evident that the parents of our EL, SED, SWD, and Foster / Homeless Youth can benefit from additional resources and training in order to help their child prepare for and navigate the post-secondary education system and/or workforce. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard CCI All: Low CCI SED: Low Scope:	By providing resources and opportunities LEA-wide, we are fostering a collaborative environment where all parents feel equipped to contribute to their child's post-secondary success, and all students have agency over their post-secondary success. While we will design our opportunities for parents of English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students, all parents and students can benefit from the resources and opportunities. As we design opportunities, we are thinking about the following things: Students and parents do not always understand the impact of completing certain courses or programs on a college or career trajectory. While we already have a number of CTE pathways in place, students do not always complete the pathway so we will provide information about the benefits of doing so. We are also looking at programs that may be of interest to more students (i.e. EMT). Through a partnership with Modesto Junior College, we will be offering college courses on campus for the first time in Fall 2024. Dual enrollment is a viable option for many of our	1.1 & 2.1 Dashboard: CCI & Additional Reports CCI (all groups) 2.9 Student grades (all 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	students who seem to shy away from AP courses because of the AP Test. We will continue parent nights to educate parents about the FAFSA, college admissions process, and other topics contributing to college and career opportunities.	
2.2	Action: Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments. Need: As evidenced by our Dashboard data and local assessments, our students are underperforming overall, particularly in Math. By implementing strategic and targeted interventions for our EL and SED students, we can ensure their specific academic needs are addressed, leading to improved achievement. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard Scope: LEA-wide	Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with Disabilities, Foster and Homeless Youth, and Socioeconomically Disadvantaged students. These students, especially after the pandemic, often arrive at the middle and high school with gaps in their knowledge. We will use the iReady diagnostic assessments to determine prerequisite skills that need boosting and the myPath platform for students who are performing significantly below expectation. We will use iReady in both Tier I and Tier II instruction/intervention as appropriate for all students, with special attention to our unduplicated students.	2.2 & 2.3 Dashboard ELA and Math (all groups) 2.8 iReady results (all groups) 2.9 Student grades (all groups)
3.5	Action: Maintain small/reasonable class sizes. Need:	Increasing our student outcomes in the areas of literacy and numeracy is a priority LEA-wide, but especially for our English Learners, Students with Disabilities, Foster and Homeless Youth, and	2.5 Dashboard: ELPI (ELs) 2.2 & 2.3 Dashboard ELA and Math (all 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
	As evidenced by our Dashboard data and local assessments, our students are underperforming overall. Maintaining small class sizes allows teachers to provide more individualized instruction to EL and SED students, fostering their academic success. ELA All: 45.3 points below standard ELA EL 92.7 points below standard ELA SED 55.2 points below standard Math All 103.2 points below standard Math EL 142.9 points below standard Math SWD 142.9 points below standard Math SED 119.7 points below standard Scope: LEA-wide	Socioeconomically Disadvantaged students. Maintaining reasonable class sizes will allow for more individual attention for all students' learning needs, including our unduplicated pupils. Small classes are the goal for courses such as Math 1 (as a foundation for Math 2 and 3), ELD, and AVID (where students learn a variety of skills to assist their learning).	2.8 iReady results (all groups) 2.9 Student grades (all groups)

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

N/A

Additional Concentration Grant Funding

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

We will use the add-on to increase the bilingual paraeducator support for English Learners at both middle and high school.

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		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:13

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,970,486.00	1,780,508	25.544%	0.000%	25.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,776,803.00	\$2,963,456.00	\$2,345,131.00	\$642,848.00	\$14,728,238.00	\$10,866,148.00	\$3,862,090.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implement Social-Emotional Learning/Mental Health programs and support.	All	No			All Schools	2024-27	\$358,868.00	\$2,226.00	\$273,830.00	\$0.00	\$87,264.00	\$0.00	\$361,094.00	
1	1.2	Expand parent engagement / education opportunities.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	\$15,562.00	\$35,548.00	\$30,254.00	\$1,700.00	\$0.00	\$19,156.00	\$51,110.00	
1	1.3	Provide professional development for certificated and classified staff.	All	No			All Schools	2024-27	\$0.00	\$8,292.00	\$7,425.00	\$0.00	\$867.00	\$0.00	\$8,292.00	
1	1.4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	All	No			All Schools	2024-27	\$9,577.00	\$153,475.00	\$158,452.00	\$0.00	\$4,600.00	\$0.00	\$163,052.00	
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$501,114.00	\$417,113.00	\$525,297.00	\$374,561.00	\$9,031.00	\$9,338.00	\$918,227.00	
1	1.6	Maintain co-curricular/extra-curricular options.	All	No			All Schools	2024-27	\$148,040.00	\$15,420.00	\$155,529.00	\$7,844.00	\$87.00	\$0.00	\$163,460.00	
1	1.7	Provide life skills, work experience and job coaching for students who receive special education services.	Students with Disabilities	No			All Schools	2024-27	\$170,048.00	\$63,181.00	\$0.00	\$87,742.00	\$145,487.00	\$0.00	\$233,229.00	
2	2.1	Provide professional development specific to literacy instruction in all grades and content areas.	All	No			All Schools	2021-24	\$0.00	\$6,400.00	\$6,400.00	\$0.00	\$0.00	\$0.00	\$6,400.00	
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$747,610.00	\$150,072.00	\$488,657.00	\$145,518.00	\$0.00	\$263,507.00	\$897,682.00	
2	2.3	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	All	No			All Schools	2024-27	\$0.00	\$1,338.00	\$1,338.00	\$0.00	\$0.00	\$0.00	\$1,338.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Increase security at all schools and maintain facilities in good repair.	All	No			All Schools	2024-27	\$1,008,343.00	\$1,088,592.00	\$1,131,881.00	\$0.00	\$965,054.00	\$0.00	\$2,096,935.00	
3	3.2	Maintain instructional materials adoption cycles.	All	No			All Schools	2024-27	\$0.00	\$256,587.00	\$172,289.00	\$77,145.00	\$1,500.00	\$5,653.00	\$256,587.00	
3	3.3	Maintain high-quality staff through hiring, training and evaluation processes.	All	No			All Schools	2024-27	\$4,736,228.00	\$577,888.00	\$4,216,620.00	\$183,594.00	\$846,770.00	\$67,132.00	\$5,314,116.00	
3	3.4	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	All	No			All Schools	2024-27	\$1,955,482.00	\$635,487.00	\$197,395.00	\$2,085,352.00	\$30,160.00	\$278,062.00	\$2,590,969.00	
3	3.5	Maintain small/reasonable class sizes.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	\$932,960.00	\$0.00	\$932,960.00	\$0.00	\$0.00	\$0.00	\$932,960.00	
3	3.6	Maintain health services and safety protocols.	All	No			All Schools	2021-24	\$282,316.00	\$450,471.00	\$478,476.00	\$0.00	\$254,311.00	\$0.00	\$732,787.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,970,486.00	1,780,508	25.544%	0.000%	25.544%	\$1,977,168.00	0.000%	28.365 %	Total:	\$1,977,168.00
								LEA-wide Total:	\$1,977,168.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Expand parent engagement / education opportunities.	Yes	LEA-wide	English Learners Low Income	All Schools	\$30,254.00	
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$525,297.00	
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$488,657.00	
3	3.5	Maintain small/reasonable class sizes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$932,960.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,143,136.00	\$15,578,568.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implement Social-Emotional Learning/Mental Health programs and support.	No	256,962.00	390,742.00
1	1.2	Expand parent engagement / education opportunities.	Yes	48,440.00	38,620.00
1	1.3	Provide professional development for certificated and classified staff.	No	48,601.00	41,427.00
1	1.4	Maintain a technology-rich environment with varied technology to enhance and extend student learning.	No	203,436.00	434,772.00
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	487,861.00	810,005.00
1	1.6	Maintain co-curricular/extra-curricular options.	No	15,797.00	165,576.00
1	1.7	Provide life skills, work experience and job coaching for students who receive special education services.	No	90,857.00	193,653.00
2	2.1	Provide professional development specific to literacy instruction in all grades and content areas.	No	0	21.00
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	762,544.00	854,173.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Develop vertical articulation PK-12 to ensure literacy and numeracy development districtwide.	No	388.00	321.00
3	3.1	Increase security at all schools and maintain facilities in good repair.	No	1,748,990.00	2,289,158.00
3	3.2	Maintain instructional materials adoption cycles.	No	91,871.00	341,871.00
3	3.3	Maintain high-quality staff through hiring, training and evaluation processes.	No	4,001,608.00	5,361,106.00
3	3.4	Further Develop a comprehensive MTSS for academics, attendance, and behavior.	No	1,889,173.00	3,011,580.00
3	3.5	Maintain small/reasonable class sizes.	Yes	826,555.00	726,639.00
3	3.6	Maintain health services and safety protocols.	No	670,053.00	918,904.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,717,826	\$2,125,400.00	\$2,429,422.00	(\$304,022.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expand parent engagement / education opportunities.	Yes	48,440.00	38,620.00		
1	1.5	Expand college and career counseling and opportunities, including Dual Enrollment, Advanced Placement, Ag and CTE pathways and courses.	Yes	487,861.00	810,005.00		
2	2.2	Provide additional academic programs and support for students who are not yet demonstrating literacy/numeracy as evidenced by local assessments.	Yes	762,544.00	854,158.00		
3	3.5	Maintain small/reasonable class sizes.	Yes	826,555.00	726,639.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,674,019.00	1,717,826	0.000%	25.739%	\$2,429,422.00	0.000%	36.401%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2026-27

Date of Board Approval

June 11, 2026

LEA Name

Denair Unified School District

CDS Code:

50-71068-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Denair Unified School District strategically uses federal funds to supplement instructional and support services for low performing students. Our broad goals in the LCAP reflect our mission of empowering tomorrow's leaders through exemplary instruction and powerful innovative programs. When students need more support to meet the academic and social-emotional expectations of school, we provide support through additional highly-trained staff members and other resources such as supplemental instruction and instructional materials.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP outlines our state and locally funded activities. All federal funds received by DUSD are aligned with our LCAP goals but provide supplemental support. For example, we use both LCFF Supplemental and Federal Title III funds to provide additional bilingual instructional paraeducators. Title I, Title II and LCFF Supplemental are all used to provide professional development for staff who work with students who need additional support or intervention.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Our poverty criteria for eligibility is the National School Lunch Program (free and reduced lunch). DUSD qualifies for Community Eligibility Provision (CEP - free lunch for all students) based on the high percentage of students who are certified through documentation obtained directly from appropriate state or local agencies.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

There were no significant disparities in teacher assignments. High staff turnover in the district due to lower-than-average compensation results in an influx of new teachers to the district each year. The district provides all teachers who are new to the district with professional learning that is specific to being a new teacher (or a teacher new to a district). This "New Teacher Series" offers job-embedded, just-in-time support (e.g. discussing report cards before the first grading period ends).

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The district engages parents and families through out the year, both at the district and site levels. Opportunities for engagement include events and activities such as Back-to-School Night, Freshman Orientation, Outdoor Education information meetings, as well as more informal opportunities such as Cafecito/Coffee Hour, Family Craft Night, and technology support workshops. With the 2024-27 LCAP cycle, we are renewing our efforts to provide opportunities for parents and families to support their child's learning through multi-channel communication, family math/STEM nights and parent-teacher conferences.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to engaging stakeholders in the LCAP process throughout the year, each school operates a School Site Council or Parent Advisory Committee that assists the principal with developing goals and monitoring progress toward those goals (as documented in the School Plan for Student Achievement, or SPSA). We also offer a variety of parent education opportunities, known as Parent University throughout the school year on topics requested by parents. We host Back to School Night in the fall and an Open House event each spring, along with parent-teacher conferences and awards assemblies for students throughout the school year.

On an annual basis, the district provides written notification to parents of any school that is identified for school improvement. Within that letter the school's status is clearly stated and described, including the factors that determined the need for school improvement. We include an explanation of what we are doing to improve student achievement and encourage parents to participate in our improvement efforts. The letter also provides notification of the option to transfer their student to another public school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

When a student is identified as homeless, counselors and office staff work with the parent/guardian to provide additional school resources or services (i.e. tutoring or transportation for McKinney-Vento students) and/or connect the family with community resources. We have a district Homeless & Foster Youth Coordinator.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

We operate an LEA-sponsored California State Preschool Program and provide family information sessions and orientations for transitions from preschool to Transitional Kindergarten/Kindergarten. Our Preschool, Transitional Kindergarten and Kindergarten teachers have developed a 3 year continuum for early literacy and numeracy, including a detailed student progress report so parents can see where their child is performing in relation to end-of-Kindergarten standards.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We provide family information sessions and orientations for transitions from state preschool to Transitional Kindergarten/Kindergarten, fifth to sixth grade (elementary to middle school) and eighth to ninth grade (middle to high

school). In addition, we have partnered with the California College Guidance Initiative (CCGI) to provide curriculum and resources for students in grades 6-12 to help them (and their parents) prepare for the transition to college. Our annual College and Career Fair helps build awareness for postsecondary education and opportunities, as do our partnerships with Modesto Junior College and CSU Stanislaus.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DUSD is not using federal funds to support these programs.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

DUSD funds participation in induction programs for teachers and administrators and provides mentoring support for teachers who are not yet fully credentialed. Faculty and staff across the district are asked to participate in a variety of trainings, committees, and work teams to examine and improve instructional practices and programs. For example, teachers and principals, paraeducators, and district office leaders work together in the spring to determine professional learning topics, delivery methods, and timing as part of the development of a comprehensive professional development plan for the following school year. We host a New Teacher Series annually to provide ongoing professional learning and support for teachers new to our district each year.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on the Fall 2025 California School Dashboard, no schools in the district been identified as Additional Targeted Support and Improvement (ATSI).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

As described in our LCAP, DUSD consults stakeholders to determine areas of strength and areas needing improvement in the district. Professional learning includes data analysis by teachers and administrators during collaborative work times to determine student progress towards standards. Essential/Power standards and common assessments previously created by teachers in each department in grades 6-12 have been the basis for fair and accurate grading practices, vertical articulation, and discussion about effective instruction. This work is revisited and refined on an annual basis. At the end of each school year, staff have the opportunity to examine and reflect on the professional learning activities for the year.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers, principals, and instructional support staff receive training to improve the teaching and assessment of English Learners. This includes training on the administration, results, and reporting of the English Language Proficiency Assessments for California (ELPAC), understanding the California English Language Development Standards, and effective instructional practices for students who are learning English as a second language.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In addition to English Language Development (ELD) instruction, immigrant students receive primary language support from bilingual teachers and/or paraeducators in core academic content areas.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:

- are focused on English learners and consistent with the purposes of Title III;
- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DUSD primarily uses the Title III subgrant to fund additional bilingual personnel who assist students during core academic content courses. English language proficiency and academic standards proficiency are both held as priorities for our English Learners.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learners receive both Integrated ELD (in which the academic standards are the focus) and Designated ELD (in which the English Language Development standards are the focus). School master schedules reflect time for both types of ELD instruction and students who need additional support receive it through intervention programs either during the school day or before/after school.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DUSD received less than \$30,000 in Title IV, Part A funding and transferred the allocation to our Title I subgrant.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022