

# **Dublin Unified School District**

## **2024-25 LCAP Package**



*Approved by the Alameda County Office of Education on September 15, 2024*



## LCFF Budget Overview for Parents

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

CDS Code: 01750930000000

School Year: 2024-25

LEA contact information:

Chris D. Funk

Superintendent

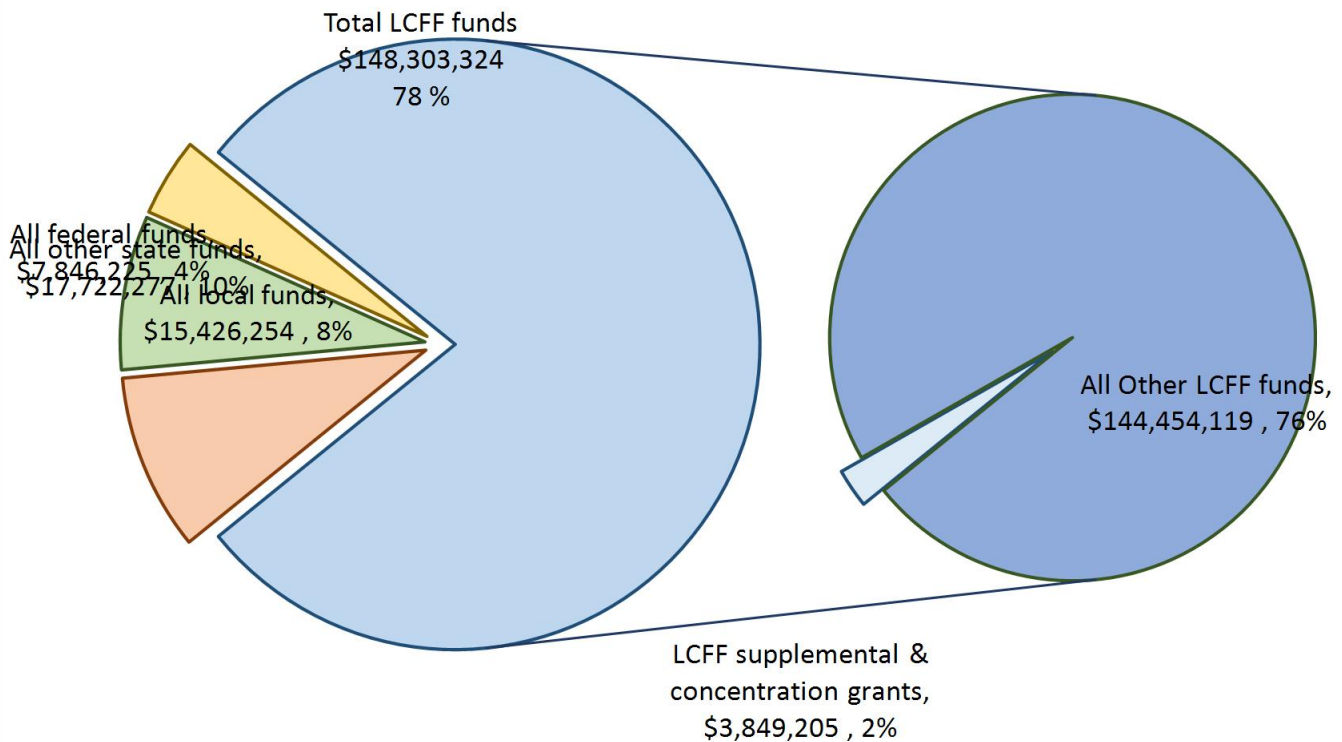
[funkchris@dublinusd.org](mailto:funkchris@dublinusd.org)

925.828.2551

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

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

## Projected Revenue by Fund Source

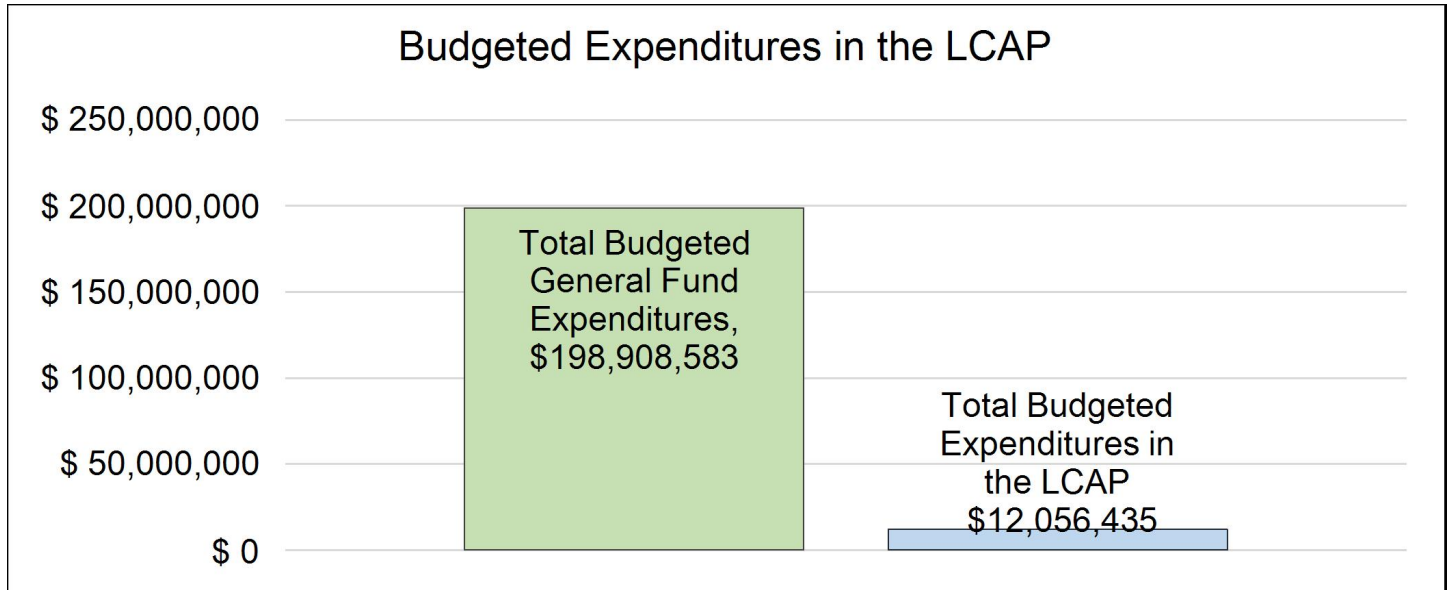


This chart shows the total general purpose revenue Dublin Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dublin Unified School District is \$189,298,080, of which \$148,303,324 is Local Control Funding Formula (LCFF), \$17,722,277 is other state funds, \$15,426,254 is local funds, and \$7,846,225 is federal funds. Of the \$148,303,324 in LCFF Funds, \$3,849,205 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 Dublin Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dublin Unified School District plans to spend \$198,908,583 for the 2024-25 school year. Of that amount, \$12,056,435 is tied to actions/services in the LCAP and \$186,852,148 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

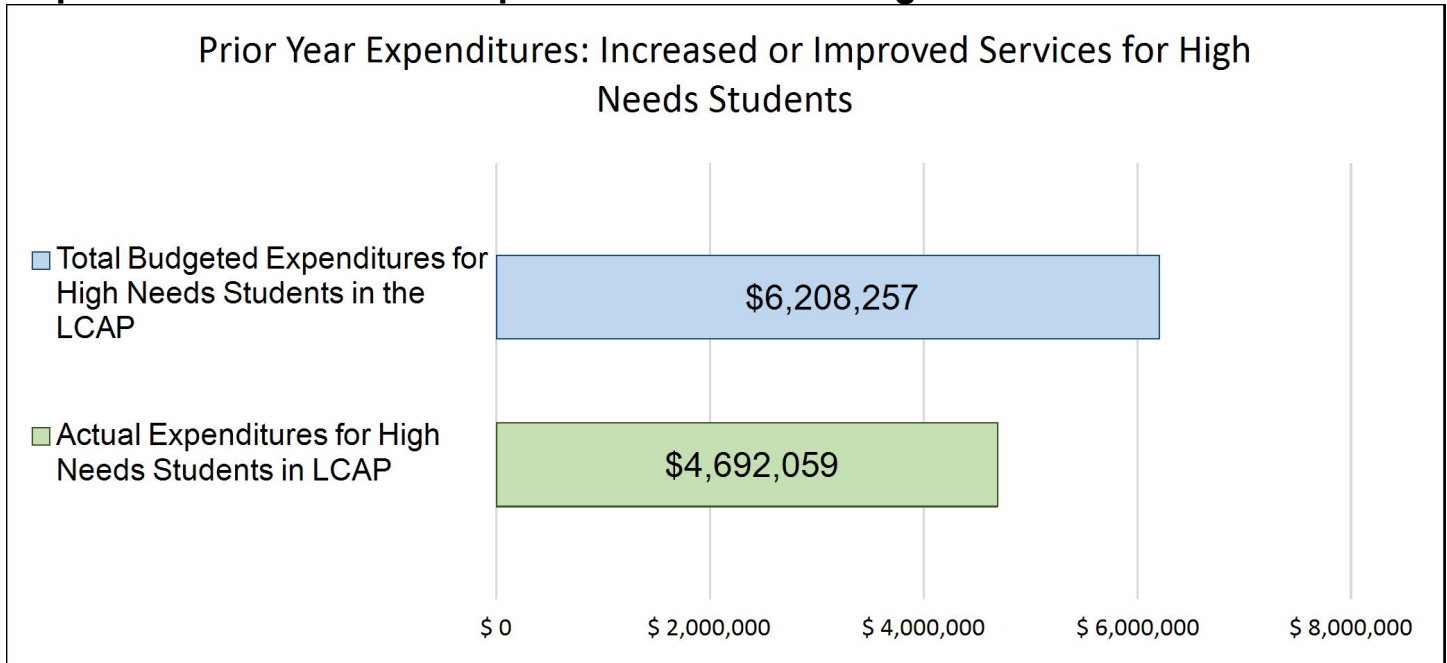
General Fund Budget Expenditures not in the 2024-27 LCAP are being spent on staff, instructional materials, supplies, contracts and services.

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

In 2024-25, Dublin Unified School District is projecting it will receive \$3,849,205 based on the enrollment of foster youth, English learner, and low-income students. Dublin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dublin Unified School District plans to spend \$5,449,490 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Dublin Unified School District's LCAP budgeted \$6,208,257.46 for planned actions to increase or improve services for high needs students. Dublin Unified School District actually spent \$4,692,059 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-1,516,198.46 had the following impact on Dublin Unified School District's ability to increase or improve services for high needs students:

The actual expenditures for high-needs students in 2023-24 is less than the total budgeted expenditures for a variety of reasons. Staffing for all of the action items proved difficult; for example: A child welfare and attendance clerk (CWA) was an unfilled position for the 2023-24 school year. Additionally, some of the actions in the 2021-24 LCAP were not able to be fully implemented; for example: Establish Student Learning Hubs across the district.



# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dublin Unified School District	Chris D. Funk Superintendent	funkchris@dublinusd.org 925.828.2551

## Goals and Actions

### Goal

Goal #	Description
1	DUSD will increase opportunities and support for our traditionally underserved student groups to improve academic outcomes in English Language Arts and Mathematics.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students that meet/exceed standards on CAASPP English Language Arts  Data source: CAASPP results website	All students: 79% English Learners: 22% Students with Disabilities: 32% Low Income: 44% Hispanic: 56% African American: 46% (2019)	Data not available. There was no CAASPP testing during the 2020/21 school year. See Star test results below.	All students: 81% English Learners: 35% Students with Disabilities: 29% Low Income: 44% Hispanic: 55% African American: 45% (2022)	All students: 80% English Learners: 82% Students with Disabilities: 29% Low Income: 56% Hispanic: 52% African American: 49% (2023)	All: 85% English Learners: 37% Students with Disabilities: 41% Low Income: 59% Hispanic: 65% African American: 55%
Percent of students that meet/exceed standards on CAASPP Math  Data source: CAASPP results website	All: 73% English Learners: 34% Students with Disabilities: 29% Low Income: 29% Hispanic: 40% African American: 30% (2019)	Data not available. There was no CAASPP testing during the 2020/21 school year. See Star test results below.	All: 74% English Learners: 33% Students with Disabilities: 25% Low Income: 28% Hispanic: 37% African American: 26% (2022)	All students: 75% English Learners: 76% Students with Disabilities: 26% Low Income: 42% Hispanic: 42% African American: 32% (2023)	All: 80% English Learners: 49% Students with Disabilities: 38% Low Income: 44% Hispanic: 49% African American: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Points away from standard on CAASPP English Language Arts</p> <p>Data source: CA School Dashboard</p>	<p>All Students: 64.8 points above</p> <p>English Learners: 28.4 points above</p> <p>Hispanic: 5.7 points above</p> <p>African American: 16.8 points below</p> <p>Low Income: 5.8 points below</p> <p>SWD: 52.7 points below (2019)</p>	<p>Data not available. There was no CAASPP testing during the 2020/21 school year. See Star test results below.</p>	<p>All Students: 78 points above</p> <p>English Learners: 30.8 Above</p> <p>Hispanic: 5.4 points above</p> <p>African American: 22.8 points below</p> <p>Low Income: 2 points Above</p> <p>SWD: 60.8 points below (2022)</p>	<p>All Students: 73 points above</p> <p>English Learners: 23.3 above</p> <p>Low Income: 6.7 points above</p> <p>Students with Disabilities: 61.3 points below</p> <p>Hispanic: 7 points above</p> <p>African American: 13.7 points below (2023)</p>	<p>Student groups above standard: Increase by 3 points</p> <p>Student groups below standard: Increase by 9 points</p> <p>Student groups more than 50 points below: Increase by 15 points</p>
<p>Points away from standard on CAASPP Mathematics</p> <p>Data source: CA School Dashboard</p>	<p>All students: 53.6 points above</p> <p>English Learner: 30.8 points above</p> <p>Hispanic: 27.5 points below</p> <p>African American: 56.1 points below</p> <p>Low Income - 34.5 points below</p> <p>Students with Disabilities: 66.0 points below (2019)</p>	<p>Data not available. There was no CAASPP testing during the 2020/21 school year. See Star test results below.</p>	<p>All Students: 54.8 points above</p> <p>English Learners: 18.8 Above</p> <p>Hispanic: 42.1 points below</p> <p>African American: 63.1 points below</p> <p>Low Income: 39 points Below</p> <p>SWD: 84.8 points below (2022)</p>	<p>All Students: 58.3 points above</p> <p>English Learners: 22.3 above</p> <p>Low Income: 26.6 points below</p> <p>Students with Disabilities: 81.9 points below</p> <p>Hispanic: 33.3 points below</p> <p>African American: 58.4 points below (2023)</p>	<p>Student groups above standard: Increase by 3 points</p> <p>Student groups below standard: Increase by 9 points</p> <p>Student groups more than 50 points below: Increase by 15 points</p>
<p>Star Reading scores - Percent At/Above Benchmark</p>	<p>Gr. 2: 90%</p> <p>Gr. 3: 87%</p> <p>Gr. 4: 85%</p>	<p>Gr. 2: 89%</p> <p>Gr. 3: 87%</p> <p>Gr. 4: 87%</p>	<p>Gr. 2: 86%</p> <p>Gr. 3: 85%</p> <p>Gr. 4: 87%</p>	<p>Gr. 2: 87%</p> <p>Gr. 3: 86%</p> <p>Gr. 4: 87%</p>	<p>All grades above 90%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Star Longitudinal Report	Gr. 5: 82% Gr. 6: 72% Gr. 7: 70% Gr. 8: 64% Gr. 9: 67% Gr. 10: 71% (2020/21)	Gr. 5: 85% Gr. 6: 79% Gr. 7: 74% Gr. 8: 71% Gr. 9: 68% Gr. 10: 70% (Scores for 2021/22 as of April 2022)	Gr. 5: 82% Gr. 6: 78% Gr. 7: 75% Gr. 8: 71% Gr. 9: 69% Gr. 10: 69% (Scores for 2022/23 as of May 2023)	Gr. 5: 85% Gr. 6: 79% Gr. 7: 78% Gr. 8: 74% Gr. 9: 66% Gr. 10: 71% (Scores for 2023/24 as of January 2024)	
Star Math scores - Percent At/Above Benchmark	Gr. 2: 89% Gr. 3: 90% Gr. 4: 91% Gr. 5: 88% Gr. 6: 81% Gr. 7: 86% Gr. 8: 86% Gr. 9: 83% Gr. 10: 80% (2020/21)	Gr. 2: 88% Gr. 3: 91% Gr. 4: 90% Gr. 5: 92% Gr. 6: 84% Gr. 7: 83% Gr. 8: 83% Gr. 9: 84% Gr. 10: 85% (Scores for 2021/22 as of April 2022)	Gr. 2: 88% Gr. 3: 89% Gr. 4: 92% Gr. 5: 90% Gr. 6: 86% Gr. 7: 85% Gr. 8: 83% Gr. 9: 80% Gr. 10: 82% (Scores for 2022/23 as of May 2023)	Gr. 2: 86% Gr. 3: 91% Gr. 4: 90% Gr. 5: 91% Gr. 6: 78% Gr. 7: 84% Gr. 8: 90% Gr. 9: NA Gr. 10: NA (Scores for 2023/24 as of January 2024)	All grades above 90%
Reclassification Rate  Data Source: DataQuest	27.2% (2019/20)	11.2% (2020/21)	31.5% (2021/22) (Unofficial)	22.5% 2022/23 (Unofficial)	39%
% of English Learner students making progress towards English Language proficiency  Data Source: CA School Dashboard	57% (2019)	Data not available. State Dashboard suspended for 2020.	54.5% (2022)	57.7% (2023)	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of RFEP students Meets/Exceeds Standards for ELA  Data source: CAASPP results	60.0%	Data not available. There was no CAASPP testing during the 2020/21 school year.	88% (2022)	85% (2023)	75.0%
Over-identification of Hispanic and African American students with Special Education SLD (SigDis goal)	Risk Ratio: Hispanic/Latinx 3.81 African American 4.77 (2019/20)	Risk Ratio: Hispanic/Latinx 3.79 African American 4.5 (2020/21)	Risk Ratio Hispanic/Latino: 3.67 African American: 4.84 (2021/22)	Risk Ratio Hispanic/Latino: 3.76 African American: 5.15 (2022/23)	3.0
All sites use an ELD standards observational tool to monitor ELD standards implementation	0 sites	0 sites	0 sites	0 sites	100% of sites
Percent of annual and triennial IEP meetings held on time to gather team input, including parents, to develop appropriate services.	94% of IEP meetings completed on time (2020/21)	96.5% of IEP meetings completed on time (2021/22)	99.8% of IEP meetings completed on time (2022/23)	93.4% of IEP meetings completed on time (2023-24)- Get update	100% of IEP meetings completed on time

## Goal Analysis

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

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

Overall, this goal remains the core of our work.

Successes: The percentage of RFEP students who met/exceeded standards for ELA from 60% at the inception of this LCAP to 85% as we end our current 2021-24 LCAP. When looking at English Language Arts (ELA) CAASPP scores from 2019 (Baseline Year) to 2023, all students' Distance From Standard (DFS) in ELA increased from 64.8 points above standard at the inception of this LCAP to 73 points above standard. Additionally, our Economically Disadvantaged and Hispanic student groups increased their points above Distance From Standard in ELA. When looking at Math CAASPP scores from 2019 (Baseline Year) to 2023, all students' Distance From Standard (DFS) in Math increased from 53.6 points above standard at the inception of this LCAP to 58.3 points above standard. Local assessment measures (Renaissance Star Math) show that grades 3, 4, 5, and 8 met the District's desired outcome of 90% proficiency. Our Extensive Support Needs Special Education classes (ESN) teachers decided on one standard curriculum to move forward for Board Approval.

Challenges: Establishing Learning Hubs had a direct correlation with students returning from distance learning. Students have returned to in-person instruction and the development of a learning hub is no longer a priority. In addition, staffing after-school learning hubs posed a challenge and these two factors led us to move away from learning hubs. School sites, based on needs and funds available, provide after/before school tutoring for students with academic needs. We have not formed an English Learner committee as planned to discuss best practices yet, but the ELD specialist team collaborates monthly to discuss strategies and look at data. The middle school ELD specialists have been observing each other to work to improve their ELD programs and to support one another. The district is collaborating with the ACOE to audit our ELD program and make necessary improvements and changes. The district and county ELD coordinators will shadow selected secondary newcomer and long-term English Learners (LTEL) students during their school day to assess their needs and plan for improvements in our program. While academic achievement data for students with disabilities shows maintenance. These students are still scoring far below the overall proficiency levels. A Co-teaching pilot plan for special education has been developed and implemented during the 2023/24 school year. A training/support plan for co-teaching teams with secondary resource programs has been developed. Special Education teachers are included in all curriculum-related training, as appropriate, with their general education peers

We continue to train special education teachers and instructional assistants on research-based, board-approved curriculum. When looking at the ELA CAASPP scores by student group, though English Learners made significant progress toward the District's desired outcome, we believe the increase is due to the reporting change of including R-FEP students on the CA Dashboard. All other student groups remained mostly unchanged.

The following actions were not able to be fully implemented:

Goal 1, Action 9 - Learning Hubs - Only some sites have implemented Learning Hubs. Those who have not, cite a lack of willing staff as the barrier.

Goal 1, Action 11- Equitable Grading Policies. We have made progress on this action with our elementary program.

Goal 1, Action 22 - The Co-Teaching Plan is still developing and is currently in a pilot phase.

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

There was a change in the way the DUSD business department requires budget creation, staffing was included in many of our goals and action items. This was a new protocol, therefore, Ed Services did not account for the increased costs when preparing this LCAP. Additionally,

there was a significant raise added to these staffing costs. Throughout the goal and action section updates, one will find misalignment in various action item budget allocations and actual expenditures.

Goal 1, Action 2: Due to the large increase in staffing needed to support this goal there was a large increase in costs related.

Goal 1 Action 3: Professional Development for root cause analysis was provided by internal staff during the work day, therefore, there was no cost incurred.

Goal 1 Action 4: School Plans for Student Achievement are in the process of being developed and costs will be reflected by 6/30/24.

Goal 1 Action 5: The district provided multiple opportunities both within the workday and outside the workday for teachers to engage in professional learning directly connected to the content they teach and the district's adopted instructional materials. In addition, a Curriculum and Instruction Team composed of a C&I Director, a STEAM Coordinator, an ELA/ELD Coordinator, an Early Literacy Specialist, a TK-12 Math Specialist, a TK-12 Science Specialist, and an Ed Tech Specialist support teachers with professional development, coaching, and other support grounded in subject-specific pedagogy.

Goal 1 Action 6: We spent less than was allocated because Professional Development for instructional strategies to accelerate learning was primarily provided during Professional Development Days.

Goal 1, Action 7: We spent less than was allocated because we used the Extended Learning Opportunities grant to pay for the PLC Conferences.

Goal 1, Action 9 - Learning Hubs - Only some sites have implemented Learning Hubs.

Goal 1 Action 12: We increased the number of licenses for Lexia, a language support software for newcomer students.

Goal 1 Action 13: This is English Language Development Specialists (certificated staff), therefore, the costs increase monthly based on payroll reports.

Goal 1 Action 14: This is English Language Development Instructional Assistants (classified staff), therefore, the costs increase monthly based on payroll reports.

Goal 1 Action 15: The costs increase for Long Term English Learner Support is due to the two additional sections created at the high school.

Goal 1, Action 16: The cost of the training increased. Attendance for Professional Development for ELD training was higher than expected.

Goal 1 Action 17: The Professional Development for ELD standards implementation is ongoing throughout the 23-24 school year and will continue to accrue costs through 6/30/24.

Goal 1, Action 18: We did not allocate funds because the Alameda County Office of Education created a COST manual that DUSD is using. We did not need to create our own manual.

Goal 1, Action 20: The Professional Development component of the Intervention Program implementation was provided by internal staff during the regular work day, therefore, the costs associated were less than allocated.

Goal 1, Action 22: No funds have been expended because the Co-Teaching Plan is still in development.

Goal 1 Action 24: We increased the number of Special Education (Counseling Enriched and Mild-Moderate) classrooms and purchased general education instructional materials.

Goal 1 Action 25: This is English Learner Assessment and Compliance Specialist, therefore, the costs increase monthly based on payroll reports.

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

When looking at goal one's numerous (25) action items for the 2021-24 LCAP we can assess their effectiveness by examining three themes: Overall Academics, English Learners, and Special Education. Many of our Overall Academic action items were fully implemented: (1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.10, 1.19, 1.20, 1.21). Metric data such as CAASPP Scores and Local Measures show the overall student population made progress toward the desired outcomes of the 2021-24 LCAP. When looking at the same data deeper by student groups, we notice there is still work to do. Many of our EL action items were fully implemented: (1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.25). Academic achievement shows inconsistencies. By newly including the R-FEP students in CAASPP reporting, it is difficult to assess long-term growth. The reclassification rate from EL to R-FEP shows an increase in English proficiency. Our Special Education action items (1.22, 1.23, 1.24) took longer to develop over the 3 years. While academic achievement data for students with disabilities shows maintenance. These students are still scoring far below the overall proficiency levels.

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

Beginning in the 2024-25 school year, the Educational Services Department will be restructured. The Director of Equity and Director of Student Services positions have been combined. Budget reductions are impacting the prioritization of the 2024-27 action items. Reducing the number of action items to the ones that pertain predominantly for our unduplicated (multilingual learners, socioeconomically disadvantaged, and foster youth) as well as DUSD historically underserved underperforming student groups (Black, Hispanic, and Students with Disabilities). will allow us to be targeted with contributing and Title funding. Maintaining our Balanced Assessment System within the LCAP allows for the identification of students with academic and social-emotional needs. We use the local and state assessments additionally to monitor all students to leverage resources needed to support the achievement of all students. By combining action items into themes will allow for a strengthened approach and the ability to progress monitor action items with multiple metrics.

Specific Actions Item Changes:

1.2: Will be removed for the 2024-27 LCAP. The work will continue as a support for all students.

1.3: Will be removed for the 2024-27 LCAP. DUSD will continue to stay up to date on evidence-based interventions and will be addressed through an action item in the 2024-27 LCAP Goal #2.

1.4: Will be removed for the 2024-27 LCAP and adhered to as a part of our state accountability requirements.

1.5, 1.6, 1.8: Will be addressed through an action item in the 2024-27 LCAP Goal #1.

1.7 Will be removed for the 2024-27 LCAP. The work will continue as a support for all students.

1.9: Will be removed for the 2024-27 LCAP.

1.10 DUSD will continue to provide summer learning opportunities and will be addressed through an action item in the 2024-27 LCAP Goal #2.

1.11 Will be removed for the 2024-27 LCAP and adhered to as a part of our updated School Board Policy.

1.12, 1.13, 1.14, 1.15, 1.16, 1.17, and 1.25 Will be combined and addressed through an action item in the 2024-27 LCAP Goal #1.

1.18: Will be removed for the 2024-27 LCAP. The MTSS Procedural Handbook was created and provided by the county.

1.19 and 1.20: Will be combined and addressed through an action item in the 2024-27 LCAP Goal #2.

1.21: Will be addressed through an action item in the 2024-27 LCAP Goal #1.

1.22 and 1.24: Will be combined and addressed through an action item in the 2024-27 LCAP Goal #2.  
1.23: Will be addressed through an action item in the 2024-27 LCAP Goal #1.

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

## Goals and Actions

### Goal

Goal #	Description
2	DUSD will increase student achievement for all students by providing a wide array of educational options and ensure all seniors graduate college and career ready.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students “Prepared” for college/career  Data Source: CA School Dashboard	All Students: 69.1% Hispanic: 50.5% African American: 24.2% Students with Disabilities: 5.4% Low Income: 47.5% English Learners: 50.0%	2022 Dashboard did not include reporting of percentage of students "prepared" for college/career.	2023 Dashboard release fall of 2023.	All Students: 74.2% Hispanic: 40% African American: 37.5% Students with Disabilities: 16.4% Low Income: 43% English Learners: 18.2%	All Students: 80% Hispanic: 60% African American: 35% Students with Disabilities: 15% Low Income: 60% English Learners: 60%
A-G Completion  Data Source: Infinite Campus Ad Hoc, Data Quest	65% (2019/20)	76% (2020/21)	76% (2021/22)	76% (2022/23)	90%
Five-Year Graduation Rate above 95%  Data Source: DataQuest - Five Year Cohort Data	All students: 95.6% African American: 82.4% Hispanic: 97.1% Students with Disabilities: 76.3% Low Income: 92.1%	All students: 95.3% African American: 93.3% Hispanic: 91.2% Students with Disabilities: 70.0% Low Income: 88.0%	All students: 96.6% African American: 95.0% Hispanic: 93.3% Students with Disabilities: 82.6% Low Income: 88.6%	All students: 97.4% African American: 93.5% Hispanic: 97.6% Students with Disabilities: 75.4% Low Income: 93%	All 95% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 96.7% (2019/20)	English Learners: 85.7% (2020/21)	English Learners: 88.7% (2021/22)	English Learners: 80% (2022/23)	
Advanced Placement Course Participation - Seniors that completed at least one AP course.  Data Source: AP Central	All students: 66% Asian: 85% Hispanic: 29% African American: 33% White: 46% Two or more: 57%	All students: 66% Asian: 96% Hispanic: 36% African American: 35% White: 42% Two or more: 48%	Data not available until the close of the 2022/23 school year.	All students: 67% Asian: 93% Hispanic: 33% African American: 29% White: 47% Two or more: 45%	All students: 74% Asian: 89% Hispanic: 34% African American: 38% White: 53% Two or more: 65%
AP Exam Pass Rates  Data Source: AP Central	959 students taking AP exams 91% Pass	1,113 students taking AP exams 90% Pass	Data not available until the close of the 2022/23 school year.	1,282 students taking AP exams 91% Pass	1,000 students taking AP exams 95% Pass rate
CTE Pathway Completer  Data Source: Infinite Campus Ad Hoc, Data Quest	35%	26%	Data not available until the close of the 2022/23 school year.	36%	50%
Seniors Earning State Seal of Biliteracy  Data Source: Infinite Campus Ad Hoc, Data Quest	33%	37%	Data not available until the close of the 2022/23 school year.	18%	38%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students Earning College Credit before Graduation  Data Source: Infinite Campus Ad Hoc, Data Quest	20%	31%	Data not available until the close of the 2022/23 school year.	34%	40%
As indicated in the Dashboard Local Indicators, annual audit to track the extent that all students have access to a broad course of study, including unduplicated students and students with exceptional needs	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted
As indicated in the Dashboard Local Indicators, annual audit of programs and services for elementary students to ensure course access to English, Math, History/Social Science, Science, PE, and VAPA	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted
As indicated in the Dashboard Local Indicators, annual audit to look at course	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted	Annual local audit conducted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completion rates at grades 6-12 (to include English, Math Social Science, Science, World Languages, PE, VAPA, and CTE)					
<p>Increase the number of students with IEPs that complete at least 50 hours of transition classwork or work-based experience.</p> <p>Data Source: Infinite Campus Ad Hoc</p>	32.5%	The 2022 CA Dashboard did not report this indicator.	Data not available until the close of the 2022/23 school year.	Annual local audit conducted	40%
<p>Percentage of seniors that meet A-G requirements and complete at least one CTE pathway.</p> <p>Data Source: Infinite Campus Ad Hoc, Data Quest</p>	29.9%	23%	30%	30%	35%

## Goal Analysis

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

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

Overall Implementation: Overall, the implementation of the actions in Goal 2 have gone as planned. For this goal, most of the actions were developed or expanded.

**Successes:** There are AVID programs in place at all secondary sites and elementary at the TK-8 school. With the new high school opening for the 2023-24 school year, significantly expanding AVID is a district priority. Wells Middle School is exploring the requirements and training to become an AVID demonstration school. Wells Middle School also provided professional development on implementing WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies school-wide. DUSD completed a Career and College Access Pathways (CCAP) Dual Enrollment Agreement with Las Positas College. The agreement allows Las Positas to offer college courses on DUSD campuses. Two CCAP courses were offered for DUSD high school students during the Spring 2024 Semester. We are continuing to expand student participation in CTE pathways and the number of students participating and completing a Career Technical Education (CTE) pathway continues to increase. Partnership with Equal Opportunity Schools (EOS) is sustained. Three workshops have been scheduled for DHS staff for the 2023-2024 school year. DUSD is offering new courses: Deconstructing Race, and AP African American History. Student and parent meetings were held to highlight and recruit students into STEM pathways. In collaboration with Tri-Valley ROP, we have started regular updates and presentations with high school counselors and administration. This will be an ongoing process as we refine systems and lines of communication. DUSD additionally secured funding for the planning and implementation of a pre-apprenticeship construction trades program in partnership with Tri-Valley ROP. AP Summer Boot Camp was executed with a full-day event during the summer of 2023 and the number of students who participated greatly increased. A Gael Period for first-time AP students has been maintained to support students, which includes time together to study and meet with AP teachers and/or mentors.

**Challenges:**

Goal 2 Action 2: The district reviewed the ERWC curriculum for ELD and determined that it was not the best fit for our students.

Goal 2, Action 10: This has not yet been developed due to staffing changes in the Workability Program.

Goal 2 Action 11: This has not yet been implemented, however, funding for the planning and implementation of a pre-apprenticeship construction trades program in partnership with Tri-Valley ROP has been secured.

**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.**

**Budget differences:** There was a change in the way the DUSD business department requires budget creation, staffing has now been included in many of our goals and action items. This is a new protocol, therefore, Ed Services did not account for the increased costs when preparing this LCAP. Additionally, there was a significant raise added to these staffing costs. Throughout the goal and action section updates, one will find misalignment in various action item budget allocations and actual expenditures.

Goal 2 Action 1: AVID is being implemented and continues to accrue the costs allocated for it.

Goal 2, Action 7: College and Career resources were supplied through in-kind donations from Tri-Valley ROP.

Goal 2, Action 8: The AP Boot Camp will not take place in the summer of 2024. It was held in the summer of 2023.

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

The combined impact of the action items for Goal 2 over the course of the 2021-24 LCAP cycle shows inconsistent improved outcomes of the related metrics associated with the increased percentage of students graduating college and career ready. Actions 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 were mostly implemented with the expectation that there would be an increase of students graduating College and Career Ready. While these actions have historically proven to support students who access them become graduates who are College and Career Ready; these actions items lacked the specificity needed to ensure increased student group representation. Student group performance on the metrics were inconsistent with some groups showing improvement/increase in representation and other student groups did not make growth. In looking at the 2023 CA Dashboard, all DUSD students increased their college and career readiness as well as our African American and Students with Disabilities student groups. Hispanic, Low Income, and Multilingual Learner student groups declined in being College and Career Ready. Other metrics show similar growth patterns yet the students groups are not consistent. Action 2.3: While we developed partnerships which expanded participation in CTE programs, we did not make the gains we hoped for. Action 10: This has not yet been developed due to staffing changes in the Workability Program, therefore, the effectiveness of Technical Program Awareness and Training was not applicable to increasing DUSD students graduate College and Career Ready. Action 2.11 has not been implemented, therefore, the effectiveness of Technical Program Awareness and Training was not applicable to increasing DUSD students graduate College and Career Ready.

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

Goal 2 Action 2: We will not be continuing with the expansion of ERWC; instead, we have chosen to maintain the implementation of AVID strategies to include and support the new high school which opened this year with 9th grade only. The school will expand to 9th and 10th grade for the 2024-25 school year.

Goal 2 Action 7: Will be continued and represented in the 2024-27 LCAP with an action item in Goal 3.

Goal 2 Actions 8-9 Will be combined and represented in the 2024-27 LCAP with an action item in Goal 2.

The Year 2 Outcome metrics were updated for A-G Completion, CTE Pathway Completer, Seniors Earning State Seal of Biliteracy, and Percentage of Seniors that Meet A-G Requirements. Previously, the Year 2 Outcomes were listed as "Data not available until the close of the 2022/23 school year." During the 2023/24 school year, the data became available. For the 2024-27 LCAP, DUSD is changing its approach. by combining action items into themes will allow for a strengthened approach and the ability to progress monitor action items with multiple metrics.

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

## Goals and Actions

### Goal

Goal #	Description
3	DUSD will provide all students with a safe, welcoming, and inclusive environment that supports their social emotional needs.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate on Dashboard  Data Source: CA School Dashboard	All students: 3.8% African American: 13.3% Students with Disabilities: 8.6% Low Income: 12.0% English Learner: 6.0% Hispanic: 7.4% (2019 Dashboard)	All students: 1.8% African American: 9.3% Students with Disabilities: 8.7% Low Income: 9.0% English Learner: 2.9% Hispanic: 5.2% (2020/21 - DataQuest)	All students: 12.2% African American: 37.2% Students with Disabilities: 29% Low Income: 32.3% English Learner: 19.6% Hispanic: 24.7% (2021/22 Dashboard)	All students: 10.3% African American: 23.7% Students with Disabilities: 22.3% Low Income: 23.4% English Learner: 15.1% Hispanic: 20.6% (2022/23 Dashboard)	All students: 2.8% African American: 8.0% Students with Disabilities: 6.0% Low Income: 8.0% English Learner: 5.0% Hispanic: 6.4%
Attendance Rate  Data Source: Business Office	96.9%	95.5% (As of March 2022)	94.9% (As of March 2023)	94.4 (As of March 28, 2024)	95% or greater
Decrease Suspension Rate  Data Source: DataQuest/CA Dashboard	All students: 0.8% African American: 4.8% Hispanic: 2.0% Low Income: 2.8% Students with Disabilities: 3.9% Homeless: 13.6%	All students: 0.1% African American: 0.3% Hispanic: 0.1% Low Income: 0.2% Students with Disabilities: 3.9% Homeless: 0.0%	All Students: 1.2% African American: 9.4% Hispanic: 2.9% Low Income: 4.0% Students with Disabilities: 4.8% Homeless: 0.0%	All Students: 1.2% African American: 7.6% Hispanic: 2.9% Low Income: 4.8% Students with Disabilities: 5.1% Homeless: 2.7%	District: 0.5% African American: 2.4% Hispanic: 1.0% Low Income: 1.4% Students with Disabilities: 2.0% Homeless: 6.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019/20)	(2020/21)	(2021/22)	(2022/23)	
High School Dropout Rate  Data Source: DataQuest	0.2% (2019/20)	0.7% (2020/21)	0.001% (2021/22)	0.0005% (2022/23)	0.1%
Expulsion Rate  Data Source: DataQuest	0% (2019/20)	0.1% (2020/21)	0% (2021/22)	0% (2022-23)	0%
Middle School Dropout Rate  Data Source: DataQuest	0% (2019/20)	0% (2020/21)	0% (2021/22)	0% (2022/23)	Maintain 0%
CHKS Survey Question: Caring Adult Relationship	Gr. 5: 68% Gr. 7: 63% Gr. 9: 62% Gr. 11: 69% (2018/19)	5th: 84% 7th: 62% 9th: 59% 11th: 61% (2020/21)	5th: 81% 7th: 63% 9th: 53% 11th: 63% (2021/22)	NA	Gr. 5: 78% Gr. 7: 73% Gr. 9: 72% Gr. 11: 79%
CHKS Survey Question: Academic Motivation	Gr. 5: 90% Gr. 7: 75% Gr. 9: 77% Gr. 11: 70% (2018/19)	5th: 88% 7th: 66% 9th: 70% 11th: 67% (2020/21)	5th: 92% 7th: 68% 9th: 66% 11th: 63% (2021/22)	NA	Gr. 5: 95% Gr. 7: 85% Gr. 9: 87% Gr. 11: 80%
CHKS Survey Question: Feeling	Gr. 5: 85% Gr. 7: 65% Gr. 9: 71%	5th: 85% 7th: 76% 9th: 75%	5th: 89% 7th: 72% 9th: 67%	NA	Gr. 5: 90% Gr. 7: 75% Gr. 9: 81%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe/Very Safe at School	Gr. 11: 68% (2018/19)	11th: 75% (2020/21)	11th: 71% (2021/22)		Gr. 11: 78%

## Goal Analysis

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

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

Overall implementation: This goal continues to be critical in helping students and staff cope and recover after shelter-in-place and Distance Learning. Though Covid-19 protocols continue to be less restrictive, re-entry to school when symptoms are present causes attendance rates to drop. Dublin moved away from the California Healthy Kids Survey during the 2022-23 school year. We have implemented the Panorama Staff, Student, and Family social-emotional survey. Despite our recent increase in the number of counselors on our campuses, the demand for all counselors continues to increase because of the broader awareness of the importance of taking care of student wellness.

Successes: Our equity work continues. Staff training has been a focus for the 2022-24 school years. Sites have access to various SEL tools such as Character Strong, Kimochis/Constant Love and Learning, and Trauma-informed practices for educators; these are available online and/or on CANVAS. In-person and virtual training has also been offered to sites. Counselors also work in collaboration with school site staff to provide Tier 1-Ttier 3 schoolwide services. Some sites have self-selected and have been trained on Restorative Practices through R-Joy; this organization is recognized county-wide and is one of the leading organizations of restorative practices work. Student Services has recommended attending the Restorative Practices Professional Learning Community Offered by Alameda County Health Care Services. Various school districts meet monthly to share best practices and build capacity within the system.

- Kimochis In-person Training offered to counselors/teachers in the Summer of 2023
- Counselors/teachers were offered in-person training for Character Strong Fall 2023
- Youth Mental Health First Aid from the National Council for Mental Wellbeing was offered to classified staff, including campus supervisors and instructional aides. This is a nationally recognized curriculum that is designed to help educators recognize the signs of

anxiety, mental health challenges, and crisis. This training also provides tools for de-escalation.

- The Health and Wellness Coordinator also provided three professional development sessions on understanding the importance of self-awareness in the classroom, self-care for educators, and de-escalation for both certificated and classified staff. Parent education

on the importance of self-care has been provided.

- Training for Trauma-Informed Practices, suicide prevention, and alternatives to suspension are examples of the professional development that has occurred.

Self-care and self-awareness/de-escalation training have been offered to classified and certificated staff during both PD days. Sites have



access to the Character Strong curriculum, which has a robust selection of materials that include the importance of physical and emotional health for adults in the school system. The Center for Optimal Brain Integration's Trauma Informed Practices for Educators has been accessible on CANVAS, this has a component on educator self care. Counselors, mental health counselors, health and wellness coordinators, and outside agencies provide these trainings when requested. Staff has access to counseling through EAP, Care Solace and sessions with HUME behavior health, AXIS Community Health (both county approved mental health agencies).

Suicide Prevention Committee: met every month to update and improve suicide risk assessments, reporting systems, and the 5150 protocol/re-entry process, post-vention, and threat assessment.

Suicide Risk Assessment/Prevention training for all counselors/psychologists from Senior Director of Special Education Fall 2023

Social Worker/Unhoused (MKV) Student Liaison provided training to attendance/registrars, AP/Principals, and counselors re: laws related to unhoused (MKV) students.

Partnerships have been intentionally developed with AXIS Community Health and Mental Health Services, HUME Behavioral Health, La Familia Counseling Center, National Institute of Criminal Justice Reform "Restorative Living" Alameda County Health Care Services, and Center for Healthy Schools and Communities. Tri-Valley City Serve, Tri-Valley Assistance League, and Open Heart Kitchen are additional organizations that have been able to support DUSD students and families with basic needs services such as rental and utility assistance, emergency housing, food, and transportation. Horizons "Project Eden" and Genesis are newer partnerships that support the development of a reduction to suspension program and substance use diversion program in DUSD. PFLAG (Parents and Friends of Lesbians and Gays) of San Ramon Valley is an organization that is working with DUSD to create a care, just and affirming environment for LGBTQ+ students. DUSD is developing a Professional Learning series for Principals detailing alternatives to suspension and punishment. Implementing PBIS at six school sites during the 2023-24 school year. Partnership with Horizons to put in place an alternative to suspension program specifically in situations pertaining to tobacco, drugs and alcohol. Alternatives include counseling, mentoring, and outpatient services if needed. Staff was hired and continues to support sites with health and wellness needs, community partnerships and intentional planning on how to provide supports for those students furthest from opportunity. All middle schools had one Mental Health Counselor for 2023-24; Dublin High School, Valley High School and Emerald High School had 2 Mental Health Counselors who worked out of the Wellness Center on campus with the AXIS and HUME counselors (total of 5 secondary mental health counselors) DUSD Elementary Counselors have a SEL and mental health and wellness focus. The social worker position continues to serve the needs of our foster youth students and families. Staff attends Alameda County workshops to be updated on laws and best practices. Caring Closet was created and serving the most basic needs of our students and families. Our parent/community liaison works in partnership with community organizations to bring clothing, food and other essentials to our caring closet/food pantry to ensure that all of our families have what they need. The Caring Closet has recently been updated to ensure ease of access and privacy for our families.

Challenges: Suspension rates have decreased from 2022-2023 to 2023-24 school years for all students and our African American student group. However, our Hispanic:(2.9%), Low Income: (4.8%), Students with Disabilities: (5.1%), and Homeless: (2.7%) student groups all show an increase in suspension rates for the 2023-24 school year.

The following actions could not be implemented: All actions and services 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.

Budget differences: There was a change in the way the DUSD business department requires budget creation, staffing has now been included in many of our goals and action items beginning the 2022-23 school year. This was a new protocol, therefore, Ed Services did not account for the increased costs when preparing this LCAP. Much of this goal is staff dependent as the action items were to add mental health counselors, increase school counselors, and increase FTE of existing mental health support staff. There was a large increase in staffing costs for the 2022-23 school year due to salary adjustments.

Goal 3 Action 1: DUSD terminated the original contract with an outside agency to provide Cultural Awareness and Equity training. The training for 2023-24 has been provided by internal staff during the workday.

Goal 3 Action 2 encompassed a position of a Child Welfare Assistant (CWA) in goal 5 action 5. This was a duplicative component of an action item in both goals.

Goals 4-5 and 8: The professional development opportunities have been offered during staff workday hours and District Professional Development days, therefore, no expenditures for these action items have occurred.

Goal 3 Action 7: DUSD maintains partnerships with a variety of community organizations. Contracts are paid by the conclusion of the school year.

Goal 3 Action 8: Trauma-Informed Practices Professional Development is being provided by internal staff during the work day.

Goal 3 Action 11: In lieu of suspension and expulsion programs are currently being implemented by internal staff during the work day.

Goal 3 Action 12: Elementary counselors have a Social Emotional Learning and mental health and wellness focus rather than hiring additional staff.

Goal 3 Action 14: Supplies are purchased as needed as well as donations are utilized.

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

Action 1, 4, 5, 8, 9 and 14. do not have a current metric, therefore, their effectiveness cannot be measured. Action 6: The Panorama Survey has not been administered for the 2023-24 school year. Actions 2, 3, 7, 10, 11, and 12 show inconsistent effectiveness. Suspension actions are working at substantially lowering our Suspension Rate as measured monthly for the 2023-24 school year. Data shows: Suspension rates have decreased from 2022-2023 to 2023-24 school years for all students and our African American student group. However, our Hispanic: (2.9%), Low Income: (4.8%), Students with Disabilities: (5.1%), and Homeless: (2.7%) student groups all show an increase in suspension rates for the 2023-24 school year.

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

Goal 3 Action 1: 3-year equity plan was presented as a written recommendation to the Board. The Professional Development outlined in the Equity Plan will be reflected in an action item of the 2024-27 LCAP in Goal 3.

Goal 3 Action 2: Will continue to be supported and represented in an action item of the 2024-27 LCAP in Goal #3.

Goal 3 Actions 3, 4, 5, and 8: Will continue to be supported and represented in the 2024-27 LCAP Goal #3. These items may be combined with additional actions to strengthen our approach to students' social-emotional well-being.

Goal 3 Action 6: Will continue to be supported and represented in the 2024-27 LCAP Goal #3. This item may be combined with additional actions to strengthen our approach to students' social-emotional well-being.

Goal 3 Action 9: Will continue to be supported and represented in the 2024-27 LCAP Goal #3. This item may be combined with additional actions to strengthen our approach to students' social-emotional well-being.

Goal 3 Action 10: Will continue to be supported and represented in the 2024-27 LCAP Goal #3. This item may be combined with additional actions to strengthen our approach to students' social-emotional well-being.

Goal 3 Action 11: Will continue to be supported and represented in an action item in the 2024-27 LCAP Goal #3.

Goal 3 Action 12: While all middle schools have a Mental Health Counselor and our grades 9-12 students have access to two Mental Health Counselors, the Elementary Mental Health positions at each site were eliminated due to difficulty in hiring and various levels of success with those hired, however, DUSD Elementary Counselors have a SEL and mental health and wellness focus.

Goal 3 Action 13 Will be eliminated as it was duplicative of Goal 3 Action 2.

Goal 3 Action 14: Will continue to be supported and represented in an action item in the 2024-27 LCAP in Goal #3 as part of the Parent/Community Engagement Plan.

Goal 5 and Goal 3 will be combined in the 2024-27 LCAP. We believe by combining some duplicative action items. For the 2024-27 LCAP, DUSD is changing its approach. by combining action items into themes will allow for a strengthened approach and the ability to progress monitor action items with multiple metrics.

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

## Goals and Actions

### Goal

Goal #	Description
4	In order to provide high-quality education, DUSD needs to provide students with a clean, safe, and modern learning environment staffed with highly-qualified staff and up-to-date, standards-based instructional materials. Students and staff need access to working technology.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of schools that meet “good repair” status on the Facilities Inspection Tool (FIT)  Data Source: SARC	6 (2020/21 SARC)	7 (2021/22 SARC)	10 (2022/23 SARC)	13 (2023/24 SARC)	12
Annual LCAP Parent Survey: “My child’s school is clean, safe, and in good repair.”  Data Source: LCAP Parent survey	67% Agree or Strongly Agree (2020/21)	72% Agree or Strongly Agree (2021/22)	66.4% Agree or Strongly Agree (2022/23)	66.4% Agree or Strongly Agree (2023/24)	75% Agree or Strongly Agree
Number of teachers without full credential  Data Source: SARC	19 (2020/21)	9 (2021/22)	9 (2022/23 - preliminary local calculation)	9	8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Teacher mis-assignments  Data Source: SARC	4.1 (2020/21)	0 (2021/22) - preliminary local calculation)	0 (2022/23 - preliminary local calculation)	4	0
Number of Teacher vacancies  Data Source: SARC	3 (2020/21)	0 (2021/22) - preliminary local calculation)	0 (2022/23 - preliminary local calculation)	4	0
Percent of TV-TIP teachers still in DUSD in 5th year  Data Source: TV-TIP	78.91% (3 year average)	79.03% (3 year average)	69.65% (3 year average)	62.7	80% (3 year average)
Percent of students with sufficient access to instructional materials  Data Source: SARC	100% (2021)	100% (2022)	100% (2023)	100% (2024)	100%
Implementation of State Standards from Local Indicator Survey	English Language Arts: Full Implementation Mathematics: Initial Implementation History Social Science: Beginning Development English Language Development: Initial Development	English Language Arts: Full Implementation Mathematics: Full Implementation History Social Science: Beginning Development English Language Development: Initial Development	English Language Arts: Full Implementation Mathematics: Full Implementation History Social Science: Beginning Development English Language Development: Initial Development	NEEDS UPDATING	All areas in Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Next Generation Science Standards: Initial Development	Next Generation Science Standards: Initial Development	Next Generation Science Standards: Initial Development		

## Goal Analysis

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

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

Overall implementation: Goal 4 was primarily implemented. The annual facilities inspections took place and were included in the School Accountability Report Cards.

Success: 13 of our school sites are reported to be meeting "Good Repair" status. Chromebooks for students are 1:1 in grades 1-12. The technology department will be refreshing technology in all Secondary classrooms; including monitors and laptops (before the Lenovo T15 Model), adding a Windows device to the primary display in the classroom, adding a wireless mouse and keyboard, and updating document cameras as needed. Refreshing Secondary and District Office technology to replace monitors and desktops, adding webcams (as needed), and replacing accessories (as needed). We currently provide students with hotspots and Chromebooks for at-home use, as requested. Beginning February 2024, we changed our hotspot checkout model to an all-in-one Chromebook/Hotspot unit. DUSD continues to adopt standards-aligned curriculum and instructional materials to ensure all students have access to rigorous and engaging instructional materials.

Challenges: Due to a shortage of guest teachers, releasing teachers for professional development remains a challenge. The following actions were not able to be implemented: All actions for goal 4 were implemented.

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.

Budget differences: Beginning in 2022-23, there was a change in the way the DUSD business department requires budget creation, staffing has now been included in many of our goals and action items. This was a new protocol, therefore, Ed Services did not account for the increased costs when preparing this LCAP. Additionally, there was a significant raise added to these staffing costs. Throughout the goal and action section updates, one will find misalignment in various action item budget allocations and actual expenditures.

In Goal 4 Action 3: Orders have been placed. The expenditures are not reflected in Escape as of 3/28/24.

In Goal 4 Action 4: All curriculum is update date and all students and teachers have access to rigorous and engaging instructional materials. Purchases will continue and reflected in Escape by the end of the school year.

In Goal 4 Action 6: \$220K was allocated for the 2023-24 school year. We anticipated spending \$115K this year. We received credits back from ECF (Emergency Connectivity Fund) which is why we have spent less than anticipated.

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

The combined action items for goal 4 for the 2021-24 LCAP cycle effectively improved the outcomes of the related metrics to provide students with a clean, safe, and modern learning environment staffed with highly-qualified staff and up-to-date, standards-based instructional materials. Students and staff need access to working technology. Through our bond measures, we have updated our older campuses which caused the number of schools "in good repair" to increase from 10 to 13. The technology department will be refreshing technology in all Secondary classrooms; including monitors and laptops (before the Lenovo T15 Model), adding a Windows device to the primary display in the classroom, adding a wireless mouse and keyboard, and updating document cameras as needed. Refreshing Secondary and District Office technology to replace monitors and desktops, adding webcams (as needed), and replacing accessories (as needed). We currently provide students with hotspots and Chromebooks for at-home use, as requested. Beginning February of 2024, we changed our hotspot checkout model to an all-in-one Chromebook/Hotspot unit.

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

Describe any changes to goals, actions, or metrics:

Goal 4 Action 2: Will not be represented in the 2024-27 LCAP. DUSD will still maintain its partnership with TV-TIP to support new teachers.

All other actions for Goal 4 will continue to be represented in action items in the 2024-27 LCAP.

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

## Goals and Actions

### Goal

Goal #	Description
5	DUSD will engage parents and students to strengthen partnerships to maximize student learning.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Administer LCAP Parent Survey annually and share findings	Not administered annually	Administered in 2022	Administered in 2023	Administered January, 2024	Administered annually and findings shared
Administer parent survey from California Healthy Kids Survey	Never administered	Administered in 2022	DUSD is no longer using CHKS	DUSD is no longer using CHKS	Administered annually and findings shared
Administer staff survey from California Healthy Kids Survey	Never administered	Administered in 2022	DUSD is no longer using CHKS	DUSD is no longer using CHKS	Administered annually and findings shared
Administer the California Healthy Kids Survey to all students in grades 5, 7, 9, and 11	Resume in 2021-21 (Due to COVID, CHKS not administered in 19/20)	Administered in 2022	DUSD is no longer using CHKS	DUSD is no longer using CHKS	Administered annually and findings shared
Percent of parents who agree/strongly agree to Local Indicator question: “DUSD engages families in advisory groups and with decision-making.”	52%	50.6%	58.1%	57.8%	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: LCAP Parent Survey					
Language Line Usage Reports  Data source: Language Line Monthly Call Summary Report	25 calls per month (average from May 2020-April 2021)	38 calls per month (average from September 2021-February 2022)	30 calls per month (average from September 2022-February 2023)	30 calls per month (Average from August 2023-March 2024)	40 calls per month
Social Worker ongoing meetings held with Foster Youth and McKinney Vento parents	All meetings recorded in Infinite Campus SIS	All meetings recorded in Infinite Campus SIS	All meetings recorded in Infinite Campus SIS	All meetings recorded in Infinite Campus SIS	All meetings recorded in Infinite Campus SIS
Parental involvement for parents with unique needs	Establish a Council of PTAs Special Needs Committee with quarterly meetings	In development. No meetings in 2021/22.	Special Education Council held in March 2023. The target implementation date is January 2024.	In development. No meetings in 2023/2024.	Quarterly meeting agendas and sign-in sheets

## Goal Analysis

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

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

Overall, there were no substantive differences.

Successes: We continue to expand our ability to provide translation services. most IEPs, 504s, and SSTs are being conducted virtually.

Challenges: 6-Year Academic Plan for students beginning in middle school.

The development of a PFC group for parents with students with unique needs (Action11) was discussed with the Special Education Council in March

2023. Plans were set to contact principals in March/April to gather more information on PFCs and to learn more about the process and guidelines for promoting this new committee.

The following actions were not able to be implemented: All actions and services 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.

Budget differences: There was a change in the way the DUSD business department requires budget creation. Beginning the 2022-23 school year staffing is included in many of our goals and action items. This is a new protocol, therefore, Ed Services did not account for the increased costs when preparing this LCAP. Additionally, there was a significant raise added to these staffing costs. Throughout the goal and action section updates, one will find misalignment in various action item budget allocations and actual expenditures. Action Items 2, 3, and 8, have primarily been held virtually. The cost for supplies needed for in-person meetings was reduced. 5.7 is a duplicative action item which is staffing represented in Goal 3.

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

Actions 1, 2, and 3: These actions are meant to support our parents who may not be fully proficient in English. Language Line has been expanded and now can use video translation to provide more options for ASL and for IEP meetings for languages for when we do not have an in-person translator available. DELACs continue to be hosted via Zoom to provide convenience for parents. The high attendance rate has remained consistent over the last two years. Site ELACs are held either in person or via Zoom. Translators have been available when parents make a request. Parent night hosted on November 2nd, 2023. Requested translators were provided in multiple languages.

Actions 4, 5, 6, 7: We continue to maintain the Child Welfare and Attendance position (This position is a duplicate of Goal 3 Actions 2 and 13) and is accounted for in that section.) We continue to maintain the Social Worker position. The Social Worker has worked with our Foster Youth and McKinney Vento families to provide them with support and resources.

Action 5: The Community Support team is working to partner with sites to develop procedures to engage students and families furthest from opportunities. The Community Support team continues to collaborate closely with the various schools and staff to identify the site specific needs and offer resources that are responsive to the school community. The Community Liaison has created partnerships with Dublin supportive housing complexes, attends Tri-Valley provider meetings and will continue to collaborate with Alameda County Health Care Services Center for Healthy Schools and Communities to secure services for DSUD students, families and communities. The Community Liaison works with the Director of Student Services and Director of Equity to create opportunities that bring health access, resources and family friendly events to engage caregiver/parents in the DUSD community. More resources and staffing (bilingual Spanish-speaking staff) is needed to create a more supportive framework. The Community Liaison has created partnerships with Dublin supportive housing complexes, attends Tri-Valley provider meetings, and will continue to collaborate with Alameda County Health Care Services Center for Healthy Schools and Communities to secure services for DSUD students, families and communities.

---

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

Three metrics reference the California Healthy Kids' Survey (CHKS). Dublin had discontinued the use of the CHKS and began administering the Panorama surveys since it provides additional and more useful data points. In the next 3-year LCAP, we will establish new baselines for the Panorama surveys. Actions 5.4, and 5.7 were changed to reflect a double-entry of funds in the original LCAP. These positions also appear in Goal 3 (along with their funding). The positions are included in Goal 5 as well since they also support Goal 5. In 2022, the funding for these positions in this goal was adjusted. Goal 5 and Goal 3 will be combined in the 2024-27 LCAP. We believe by combining some duplicative action items. For the 2024-27 LCAP, DUSD is changing its approach. by combining action items into themes will allow for a strengthened approach and the ability to progress monitor action items with multiple metrics.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dublin Unified School District	Chris D. Funk Superintendent	funkchris@dublinusd.org 925.828.2551

## Plan Summary [2024-25]

### General Information

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

The Dublin Unified School District (DUSD) serves over 12,823 students taught by 550 teaching positions. The district is comprised of seven elementary schools (5,340 students), two middle schools (2,553 students), 1 TK-8 school (1,037 students), one continuation high school (48 students), two comprehensive high schools (3,800 students), and one alternative learning center which supports students on long-term independent study through a virtual learning platform. The newest high school, Emerald High, opened its doors to a class of freshmen during the 2023-24 school year. Each year, another class will be added so that all four class levels will be served beginning in the 4th year. The student population is 61.7% Asian, 13.9% White, 9.4% Hispanic, 7.2% Two or more races, 2.8% African American, 6.8% English Learners, 8% Students with Disabilities and 8.3% Low-Income. (Data Source: California Longitudinal Pupil Achievement Data System (CALPADS) and our Student Information System (SIS), Infinite Campus (IC). The City of Dublin is located in eastern Alameda County, approximately 30 miles west of San Francisco. Dublin was incorporated in 1982 and has a population of over 72,000 residents. Dublin has consistently been one of the fastest-growing cities in Alameda County for the past several years. Dublin is projected to have a total population of 75,000 at build-out. As a result of the growing population, the district has added additional school sites over the past few years. The Dublin Unified School District is ranked as one of California's "Best School Districts." Its schools have been recognized with numerous accolades, including Advanced Placement Honor Roll, National Blue Ribbon School, Gold Ribbon Award, Project Lead The Way

Distinguished School, California School of Character, National School of Character, Educational Results Partnership Honor Roll, California Distinguished School, and Title 1 Academic Achievement Award School. Most recently, Dublin High School and Wells Middle School were named 2024 California Distinguished Schools, and Fallon Middle and Kolb Elementary were recognized as 2022 National Blue Ribbon Schools. Given the district's tremendous growth over the last 20 years, the Dublin Unified School District has turned to the community for support through various bond measures. Our community has passed four bond measures (C, E, H & J). These measures have and will continue to help Dublin renovate schools, expand classrooms, and fund the development of future schools. Measures C & E will be fully expensed as of June 30, 2024. Measure H & J will continue to fund school renovations and expansions in the future year(s).

## Reflections: Annual Performance

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

On the 2023 California School Dashboard (CA Dashboard), Dublin Unified performed well overall with most indicators in the Green and Blue color range (Blue and green are the highest indicator colors of the five possible colors).

English/Language Arts: Blue

Mathematics: Blue

Graduation Rate: Blue

Suspension Rate: Green

English Learner Progress: Green

Chronic Absenteeism: Yellow

College/Career Ready: High

2023 CAASPP results show that 79.8% of students Met or Exceeded Standards in English/Language Arts and 74.% Met or Exceeded Standards in Mathematics. The test scores has been very stable over the last number of years (ELA: 2022 - 81.0%, 2018 - 78.4%, 2017 - 76.5, 2016 - 79%; Math: 2022 - 74.2, 2018 - 73.6, 2017 - 72.9%, 2016 - 73%). Due to factors surrounding COVID-19, there are no CAASPP results for the 2019-2020 and 2020-2021 school years.

See Metrics 1.3-1.12 in Goal 1 for specific data points from the California Dashboard for "All Students" and Student Group achievement data points.

Goal 1:

Over the past year, Dublin USD developed and utilized a standardized template to create course outlines with essential standards for core academic subjects at all grade levels. These course outlines form the foundation for ensuring all students receive a guaranteed and viable curriculum in grades TK-12. The district has also adopted standards-aligned instructional materials in all content areas, and the Curriculum and Instruction (C&I) Team, along with content-area specialists, has provided timely professional development for each adopted program. Going forward, the C&I Team will focus on helping teachers implement elements of the adopted instructional programs specifically designed to expand access and provide appropriate scaffolding for all learners, especially those with IEPs and English learners.

In conjunction with program-based professional learning, the district embarked on an ambitious project two years ago to ensure all Preschool through 3rd-grade teachers receive the professional development needed to provide research-based early reading instruction. Approximately half of Preschool through Grade 3 teachers have either completed the training or are currently involved in that training. The other half will receive professional development in reading instruction over the next two years.

The DUSD Curriculum Council, composed of teachers, administrators, parents, and students, regularly reviews and provides input on curriculum needs.

DUSD uses a Professional Learning Community model to monitor student progress through a cycle of inquiry model. School site School Plans for Student Achievement (SPSA) goals are aligned with LCAP goals and are in the same three-year cycle with an annual review and approval. Aligning the SPSA and LCAP cycles has helped build more cohesion with priority areas across DUSD.

All students in grades 1-10 take a Universal Screener assessment for proficiency in Reading (Renaissance Star) and Math (Renaissance Star and iReady Diagnostic). Students who are below standard are given additional diagnostic assessments to target specific learning needs. In addition, students are regularly assessed using curriculum-embedded assessments. This balanced approach allows us to build a robust intervention program at each DUSD site. Each site has an Intervention Coordinator who analyzes site data and works with the other intervention providers, grade-level teams, and/or departments to develop specific learning plans to address gaps in student learning. Data is analyzed by student, by standard, with a specific emphasis on ensuring that our unduplicated student groups and each underperforming student group (African American) are supported appropriately. Wells Middle School has revamped its intervention support model, moving away from rostered intervention sections to providing support throughout the school day to reach more students. Wells Middle School has also implemented an acceleration of learning model with their math intervention team, allowing for more frontloading of content to be successful in current units of study as opposed to the more traditional approach of remediation of skills.

Each site has English Language Development (ELD) Specialists to support our multilingual learners. At the elementary level, the specialists push into classrooms to support students and teachers, as well as pull out newcomer and novice students for additional support. At the secondary level, students receive designated ELD during their school day with an ELD teacher. We are in the process of updating our ELD instructional materials at this level which will help align instruction across our sites. In addition to designated ELD with our adopted curriculum, DUSD uses Lexia English to support students with oral language development. The implementation of the supplemental blended learning program is an area we will continue to target for more consistent practice. For integrated ELD, we continue to leverage BeGlad strategies. There have been multiple training opportunities for teachers to learn integrated ELD strategies that can be used with any content at any grade level to allow meaningful access for students. BeGlad training opportunities will be continued moving forward. DUSD has an experienced Teacher on Special Assignment (TSA) who oversees state compliance, ELPAC testing, reclassification, and translation services. In addition, we are currently developing a process to quickly identify and support newcomers with wrap-around services. We also have developed guidelines for the ELD Specialists to better align their instructional support. A multilingual strategic plan, which will begin development next year, can help to communicate our program and support for students in a comprehensive document. The plan will be developed with a committee and will be a guiding document for the district. See Required Actions Appendix. Throughout the LCAP, we will connect specific actions to meet the needs of our most vulnerable student groups and sites. The required actions are outlined in the "Low Indicator/Required Actions" document in the Appendix

To address achievement gaps, as seen on the CA Dashboard for Students with Disabilities (SWD) in English Language Arts (ELA) and African Americans in math at Wells Middle School, we developed a plan for co-teaching within our general education/special education staff.



We are approximately one year delayed from our original plan. In 2023-24, we launched three co-teaching teams at Fallon Middle School and Emerald High School; however, we had none at Wells Middle School. To address achievement gaps in ELA for Students with Disabilities as seen on the CA Dashboard, we are adding them into our intervention cycles when appropriate, to increase the level of support services. See required Actions Appendix.

Goal 2: The new co-teaching Memo of Understanding (MOU) for 2024-25 seeks to increase co-teaching teams for 6th and 9th grades. In 6th grade, the goal is for co-teaching teams in the core areas of ELA and math. For the 9th grade, the co-teaching goals are for ELA, math, and science teams. We have planned training and release days for co-teaching teacher teams. To address ELA achievement gaps for Students with Disabilities, we have focused professional development efforts on training all mild/mod special educators in core grade-level instructional materials alongside their general education peers over the past two years. We continue to reduce structural barriers to increase meaningful inclusion opportunities. For example, in 2024-25, we will pilot the first Learning Center Model at Green Elementary, which will ensure that 15 students who are now in self-contained programs will return to the general education classrooms. In addition, we continue to increase access and inclusion for Special Day Class (SDC) students at the elementary level for specialty classes such as PE, Music, and Science lab. By the end of 2023-24, we will have completed our adoption of an Extensive Support Needs (ESN) curriculum and, thus, will create a plan for professional development over the next 2-3 years. See required Actions Appendix.

#### Goal 2:

The data for the Class of 2023 showcases promising results in college and career readiness. 74.2% of students qualify as "Prepared," indicating they possess the skills and knowledge necessary to thrive in post-secondary education and the workforce. Additionally, 10.2% of students are classified as "Approaching Prepared," suggesting they are on track to meet the rigorous demands of college and career pathways. These statistics highlight the effectiveness of DUSD's initiatives in preparing students for future success, demonstrating the district's commitment to fostering a well-rounded education that equips students with the tools they need to excel in their academic and career endeavors.

One of the cornerstones of this work is the widespread implementation of Achievement Via Individual Determination (AVID) programs across our secondary sites. In particular, Wells Middle School's effort to become an AVID demonstration school exemplifies this commitment by integrating effective AVID strategies schoolwide. DUSD's focus on Career Technical Education (CTE) pathways showcases a dedication to preparing students for various career opportunities. With a significant increase in student participation and completion of CTE programs, alongside substantial investment in these pathways, the district equips students with practical skills and real-world experiences essential for success in the workforce. Collaborations with partners like Tri-Valley Regional Occupational Program (ROP) further expand these opportunities.

Despite these strides, challenges persist as evidenced by Valley High School's College Career Indicator (CCI) data indicating a need for targeted support. While no students from the senior class of 2023 qualify as "College and Career Prepared," 13.5% of students classified as "Approaching Prepared" underscores the growth potential. Through tailored interventions, such as academic support programs and Workforce Innovation and Opportunity Act mentorship initiatives, DUSD aims to address Valley High School students' unique needs and ensure that all learners have the skills and knowledge necessary for success in higher education and the workforce. Through collaborative efforts and a commitment to continuous improvement, DUSD remains steadfast in its mission to empower every student for college, career, and life success. See Appendix 1



### Goal 3:

In analyzing Chronic Absenteeism data for all students in DUSD on the 2023 CA School Dashboard, we see that the rate has decreased 1.9% to 10.3% districtwide. This decline is a testament to the district's concerted efforts to address attendance issues. By engaging in the School Attendance Review Team/Board (SART/SARB) process, schools have developed meaningful connections with families and students to support student success. Moreover, the emphasis on social-emotional learning (SEL) curriculum training, mainly through programs like Character Strong and Kimochis, has enhanced SEL implementation across most sites. However, there remains room for improvement for the following sites and populations: Frederiksen Elementary: Student with Disabilities (SWD); Amador Elementary (SWD); Dougherty Elementary (Asian/Hispanic); Murray Elementary (English Language Learners); Wells Middle School (Hispanic). These sites still have these student groups in the red on the California School Dashboard. As a continued step, DUSD is working on ensuring consistent delivery of SEL support district-wide. The ongoing support from the Student Support Team and Student Services has contributed to fostering a greater sense of safety and inclusivity throughout DUSD, presenting clear paths for continued growth in efforts to reduce chronic absenteeism. See Appendix 1

Turning to suspension data, it is encouraging to see that the Suspension Rate on the CA School Dashboard has remained consistent at 1.2%, earning a 'Green' rating. However, the district acknowledges the need for a more targeted approach to address disparities highlighted by the California School Dashboard. Four sites and their respective student groups are listed in the Red on the Dashboard. Those sites include Cottonwood Creek K-8 School (Two or more races); Frederiksen Elementary (African American and SWD); Murray (Low-income and SWD); and Wells Middle School (ELL). See Appendix 1. With support from an external educational partner, R-Joy, and initiatives, such as Restorative Practices training, DUSD is cultivating a culture of restoration and dialogue as alternatives to punitive measures. Additionally, transitioning from the California Healthy Kids Survey (CHKS) to the Panorama platform represents a responsive shift toward inclusivity, enabling a more comprehensive assessment of student well-being and providing relevant data points to support targeted interventions. The district's commitment to developing a professional learning series for principals on alternatives to suspension and implementing Positive Behavior and Interventions Supports (PBIS) at select sites presents intentional paths for further reducing suspension rates and promoting a more equitable disciplinary approach across DUSD.

### Goal 4:

DUSD seeks to provide a modern learning environment with updated standards-aligned instructional materials for all students. The most recent annual Facilities Inspection Report showed 13 schools of our site in "Good Repair" status. We recently provided refreshed technology in our secondary classrooms by updating teacher monitors, laptops, and document cameras. This updated technology allows teachers to utilize modern teaching strategies to keep students engaged. We are also continuing our goal of providing research-based, standards-aligned instructional materials. This year, the DUSD Board of Trustees approved and adopted instructional materials for Mathematics at the secondary level. Integrating newly adopted instructional materials does not end with board adoption. Our Curriculum and Instruction Department provides robust professional development to our math teachers to ensure a smooth transition to our newly adopted instructional materials. In addition, our partnership with Tri-Valley Teacher Induction Program (TV-TIP) provides support for our new teachers.

Moving forward, an area of concern is providing technology for a modern learning environment and adopting standards-aligned instructional materials with the District's challenging budget constraints. We plan to extend the shelf life for refreshed technology to last longer than we would typically. Our instructional materials adoption must be intentional and focus on our core instructional program. Budget challenges

aside, DUSD is poised to continue to provide students with a safe and modern learning environment with highly qualified personnel and standards-aligned instructional materials.

**Reflections: Technical Assistance**

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

Not Applicable

**Comprehensive Support and Improvement**

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

***Schools Identified***

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

Not Applicable

***Support for Identified Schools***

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

Not Applicable

***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Members of the Educational Services Department visited all site staff meetings (Classified and Certificated Staff) to present a common slide deck of information regarding the current 2021-24 LCAP as well as to elicit feedback via a Google Survey to provide input on shaping the goals of the upcoming 2024-27 LCAP. As part of the presentation, consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups as indicated by CA Dashboard and locally identified priorities.</p> <p>Additionally, a separate survey was sent to all Dublin Unified staff in order to gain specific feedback to target areas of need. Teachers were additionally represented on the District LCAP Advisory Committee (PAC) which met five times over the course of the 2023-24 school year to review data and provide input on the development of new LCAP goals and actions.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings Staff, Student, Committee Groups Post Meeting Survey 680 Responses Community Surveys Parent Responses 60 Student Responses 146</p>

Educational Partner(s)	Process for Engagement
	<p>Staff Responses 420  LCAP Committee (PAC Parent Advisory Committee) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Principals	<p>Principals were engaged in helping to develop the LCAP writing process by creating a timeline and process to disseminate and gather information for the public (i.e., staff, parents, and students). Principals create their School Plans for Student Achievement (SPSAs) with their staff and School Site Council to be aligned with the District's Current LCAP.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Administrators	<p>The process of developing the 2024-27 LCAP began with reviewing all educational partner survey results with the Superintendent. As themes emerged, thus became our areas of focus for the upcoming LCAP. Administrators were additionally represent on the District LCAP Advisory Committee (PAC) which met five times over the course of the 2023-24 school year to review data and provide input on</p>

Educational Partner(s)	Process for Engagement
	<p>the development of new LCAP goals and actions. The Superintendent engaged the School Board and the Budget Committee to create the vision of the 2024-27 LCAP. The Educational Services Department identified high leverage services and supports to be allocated in support of our unduplicated and historically underserved student groups.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Other School Personnel	<p>Members of the Educational Services Department visited all site staff meetings (Classified and Certificated Staff) to present a common slide deck of information regarding the current 2021-24 LCAP as well as to elicit feedback via a Google Survey to provide input on shaping the goals of the upcoming 2024-27 LCAP. As part of the presentation, consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups as indicated by CA Dashboard and locally identified priorities. Additionally, a separate survey was sent to all Dublin Unified staff in order to gain specific feedback to target areas of need.</p> <p>Timeline: October 2023 - May 2024</p>

Educational Partner(s)	Process for Engagement
	<p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Bargaining Units	<p>Members of Dublin Teachers Association (DTA) as well as the California School Employee Association (CSEA) were part of the LCAP Parent Advisory Group (PAC) which met five times over the course of the 2023-24 school year to review data and provide input on the development of new LCAP goals and actions.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>

Educational Partner(s)	Process for Engagement
Parents	<p>Members of the Educational Services Department visited all site Parent Faculty Club or School Site Council Meetings meetings to present a common slide deck of information regarding the current 2021-24 LCAP as well as to elicit feedback via a Google Survey to provide input on shaping the goals of the upcoming 2024-27 LCAP. As part of the presentation, consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups as indicated by CA Dashboard and locally identified priorities. Additionally, a separate survey was sent to all Dublin Unified families in order to gain specific feedback to target areas of need. Parents were an integral part of the District LCAP Advisory Committee (PAC) which met five times over the course of the 2023-24 school year to review data and provide input on the development of new LCAP goals and actions.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Students	<p>Members of the Educational Services Department visited all secondary site student leadership meetings to present a common slide deck of information regarding the current 2021-24 LCAP as well as to elicit feedback via a Google Survey to provide input on shaping the goals of the upcoming 2024-27 LCAP. As part of the presentation,</p>

Educational Partner(s)	Process for Engagement
	<p>consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups as indicated by CA Dashboard and locally identified priorities. Additionally, a separate survey was sent to all Secondary (Grades 6-12) Dublin Unified students in order to gain specific feedback to target areas of need. Students were additionally represented on the District LCAP Advisory Committee (PAC) which met five times over the course of the 2023-24 school year to review data and provide input on the development of new LCAP goals and actions.</p> <p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
District English Learner Advisory Committee (DELAC)	<p>Member of the Educational Services Department attended a DELAC meeting to present a common slide deck of information regarding the current 2021-24 LCAP as well as to elicit feedback via a Google Survey to provide input on shaping the goals of the upcoming 2024-27 LCAP. As part of the presentation, consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups as indicated by CA Dashboard and locally identified priorities.</p>



Educational Partner(s)	Process for Engagement
	<p>Timeline: October 2023 - May 2024</p> <p>40+ Meetings  Staff, Student, Committee Groups  Post Meeting Survey  680 Responses  Community Surveys  Parent Responses 60  Student Responses 146  Staff Responses 420  LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents; including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.  5 Meetings: November 2, 30, January 11, March 7, and May 9th</p>
Special Education Local Plan Area (SELPA)	<p>A member of the Educational Services Department met with the county representative to review the 2024-27 Draft LCAP. Feedback was given and agreed upon: Consider more inclusive practices at the lower grade level. If a student has not experienced inclusion until the secondary years, it would be harder for them to overcome deficits (such as academic, social, organizational, etc.). The achievement gap is significantly higher in the secondary grades. DUSD is expanding inclusion opportunities to elementary schools to allow for Special Education students to have increased time learning along with their General Education peers.</p> <p>A continued focus on Dublin's special education department has been in significant disproportionality for the past 3 years.</p> <p>May 8, 2024</p>

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

This year's LCAP Committee (PAC) met five times in person. The committee reviewed CA Dashboard data, LCAP development timeline, proposed goals, and actions. The PAC gave feedback and input over the course of the meetings throughout the year. District English Learner Advisory Committee (DELAC) gave input and feedback on shaping the upcoming LCAP. The LCAP educational partner presentations included the timeline for the upcoming 2024-27 LCAP development. As a part of the presentations, CA Dashboard data was shared, district

enrollment and attendance data were shared, the LCAP development timeline was reviewed, and at the end, participants were given a two-question survey to share what they felt was going well and what could be improved at their school site. A separate survey was also sent to all Dublin Unified staff, families, and students in grades 6-12 to gain specific feedback to target areas of need. The Educational Services Department and the PAC reviewed the information from all surveys, and themes and patterns emerged to help shape the plan. Data from the feedback shows that the groups wanted to continue to support the work with our intervention program for academic support. Data also shows that there is a strong desire to continue the work of social-emotional wellness. Counselors, mental health and welfare staff are seen as integral in order to continue the work that is needed. Educational Partners' feedback also stated that our Special Education students require additional resources to help them succeed. The overarching theme of the 2024-27 Dublin Unified School District's LCAP is access and inclusion. The academic support centers around reteaching, intervention, and tutoring. The social-emotional supports center around student and staff relationships and focus on connectedness, trusted adults, and a sense of belonging. Parent and student engagement continues to be a priority throughout this LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	DUSD will improve academic outcomes for all students in English Language Arts, Math, and Science with an emphasis on our unduplicated students (Multilingual Learners, Socioeconomically Disadvantaged, and Foster Youth) as well as DUSD’s historically underserved student groups (i.e., Black, Hispanic, and Students with Disabilities).	Broad 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.

On the 2023 California School Dashboard, the “All Students” group has a color designation of Blue (the highest) on the Academic Indicators--English Language Arts and Mathematics. However, on the Language Arts indicator, three student groups are in the yellow or orange range: African American (yellow), Hispanic (yellow), and Students with Disabilities (orange). In Mathematics, four student groups are in the yellow rating: African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

On the 2023 California Science Test (CAST), 61% of students overall met or exceeded standards. However, only 23% of African American students, 30% of Hispanic, 11% of English Learners, 33% of Socioeconomically Disadvantaged Students, and 19% of Students with Disabilities met or exceeded standards.

We used Dashboard data and CAST data in our Educational Partner Engagement activities to point out that while DUSD is doing well for students overall and is progressing toward closing the achievement gap in both ELA and Math, there are still gaps between some groups and our overall performance.

In addition, the district’s strategic plan for multilingual learners has not been reviewed and revised in several years, so it is essential for us to update the Multilingual Learner Strategic Plan to reflect current research, law, and policy.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>State Priority 2A Local Indicator: Implementation of the academic content and performance standards adopted by the state board</p> <p>Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool (Source 2023 Dashboard)</p>	<p>Met: 23% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)</p>			<p>Met 75% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)</p>	
1.2	<p>State Priority 2B Local Indicator: How the programs and services will enable English Learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic con</p> <p>Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool (Source 2023 Dashboard)</p>	<p>Met 0% of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)</p>			<p>Met 50% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)</p>	
1.3	Distance From Standard (DFS) for all students	All students:73 points above			All students-> 73 points above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(and student groups) - CAASPP ELA  (Source 2023 Dashboard)	African American: 13.7 points below Hispanic: 0.7 points above Multilingual Learners: 23.3 points above Low Income: 6.7 points above Students w/ Disabilities: 61.3 points below Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			African American: 31.3 points above Hispanic: 45 points above Multilingual Learners: 45 points above Low Income: 45 points above Students w/ Disabilities: 5 points above Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppress (2025-26)	
1.4	DFS CAASPP ELA Students w/ Disabilities  (Source 2023 Dashboard)	Green Elementary: 84.4 points below Murray Elementary: 99.1 points below Wells Middle: 114.2 points below (2022-23)			Green Elementary: 5 points above Murray Elementary: 5 points above Wells Middle: 5 points above (2025-26)	
1.5	DFS for all students (and student groups) - CAASPP Math  (Source 2023 Dashboard)	All students: 58.3 points above African American: 58.4 points below Hispanic: 33.3 points below			All students: > 58.3 points above African American: 5 points above Hispanic: 11.7 points above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 20.3 points above Low Income: 26.6 points below Students w/ Disabilities: 81.9 points below Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			English Learners: 35 points above Low Income: 18 points above Students w/ Disabilities - 5 points above Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppress (2025-26)	
1.6	DFS CAASPP Math African American  (Source 2023 Dashboard)	Wells Middle:112.3 points below (2022-23)			Wells Middle: 5 points above (2025-26)	
1.7	DFS CAASPP Math Students w/ Disabilities  (Source 2023 Dashboard)	Wells Middle:150.1 points below (2022-23)			Wells Middle: 5 points above (2025-26)	
1.8	% Met/Exceeded Standards for all students (and student groups) - CA Science Test  (Source 2023 Dashboard)	All students: 61.5% African American: 23.9% Hispanic: 30.7% English Learners: 11.2% Low Income: 33.6% Students w/ Disabilities:19.7%			All students: 80% African American: 50% Hispanic: 60 % English Learners: 25% Low Income: 60 % Students w/ Disabilities: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppress (2025-26)	
1.9	% of students meeting a-g requirements  Data Source: Infinite Campus Ad Hoc, Data Quest	All students:73% African American: 43.6% Hispanic: 44% English Learners: 25% Low Income: 43.3% Students with Disabilities: 21.5% Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			All students:88% African American: 43.6% Hispanic: 44% English Learners: 50% Low Income:70% Students with Disabilities: 50% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
1.10	% of Graduates who complete a CTE pathway  Data Source: Infinite Campus Ad Hoc, Data Quest	All students:35% African American: 43.6% Hispanic: 44% English Learners: 17% Low Income: 30% Students with Disabilities: 22% Foster Youth*			All students:50% African American: 60% Hispanic: 60% English Learners: 50% Low Income: 50% Students with Disabilities: 50% Foster Youth*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
1.11	% of EL students making progress toward English proficiency on English Language Proficiency Assessments (ELPAC)  Data Source: CA School Dashboard	57.7% (2022-23)			70% (2025-26)	
1.12	% of EL students reclassified as Fluent English Proficient (FEP)  Data Source: Infinite Campus	22.5% (2022-23) (Unofficial)			25% 2025-26	
1.13	% of students who passed an AP exam with a score of 3 or higher  Data Source: AP Central	1,282 students taking AP exams All Students: 91% Pass African American: 43.6% Hispanic: 44% English Learners: 100% Low Income: 100% Students with Disabilities: 100% Foster Youth* *Due to privacy concerns, data for			All students:>1282 students >91% African American: 60% Hispanic: 60% English Learners: 100% Low Income: 100% Students with Disabilities:100% Foster Youth* *Due to privacy concerns, data for	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student groups with fewer than 11 members is suppressed (2022-23)			student groups with fewer than 11 members is suppressed (2025-26)	
1.14	Local Indicator on implementation of standards in other academic areas.  Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool	Met 0% of areas related to implementation of other academic areas Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)			Met 50% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)	
1.15	Local Reading Assessment  Star Reading	Gr. 3: 86% of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 5: 85% of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 8: 74% of students scoring at proficiency (Scores for 2023/24 as of January 2024) (Scores for 2023-24 as of January 2024)			Gr. 3: 95% Gr. 5: 95% Gr. 8: 95% (2025-26)	
1.16	Local Math Assessment  Star Math Grade 5	Gr. 5: 91% of students scoring at proficiency (Scores for 2023-24 as of January 2024)			Gr. 5: 95% Gr. 8: 95% Gr. 11: 95% (2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Curriculum Embedded Assessment (iReady) Grade 8 CAASP Math: Grade 11	Gr. 8: 39 % of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 11: 69.7 % of students scoring at proficiency (Scores for 2023-24 as of January 2024)			% Target of 95% for all is reflective of the DUSD philosophy that all students can achieve high levels of learning.	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Maintain a Balanced Assessment Plan	Analyze assessment data using effective assessments (screeners, diagnostic, and curriculum-embedded) to plan targeted academic support in ELA and Math. Measured by metrics 1.3, 1.5, 1.8, 1.15, and 1.16	\$139,409.00	No
<b>1.2</b>	Access to Grade Level Instruction	Provide access to rigorous, grade-level instruction and research-based support for all students in English Language Arts, Mathematics, and Science with an emphasis on sites/student groups with the lowest performance on the CAASPP ELA, Math, and Science tests. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25. measured by metric 1.1.	\$2,018,694.00	Yes
<b>1.3</b>	DUSD Multilingual Learner Strategic Plan	To improve academic achievements for Long-Term English Learners (LTELs) and English Learners (ELs), we will develop a strategic plan for Multilingual Learners delineating the available programs and services to ensure equitable access. Plan to include the development of an intake process for newcomers to ensure access to services, translation services, resource nights, and programming. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25. Measured by metrics 1.2, 1.11, and 1.12.	\$1,757,479.00	Yes
<b>1.4</b>	Supplemental Materials	Purchase materials and provide professional learning to ensure staff are prepared to implement effective student support programs to supplement core instruction. Measured by metric 1.1.	\$289,493.00	No
<b>1.5</b>	Professional Development	Provide professional development to certified staff on research-based, high-leverage instructional materials and strategies.(include inclusivity). Measured by metrics 1.1 and 1.14.	\$802,957.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	DUSD will ensure access to a broad course of study and support structures for all students with an emphasis on our unduplicated students (Multilingual Learners, Socioeconomically Disadvantaged, and Foster Youth) as well as DUSD’s historically underserved student groups (i.e., Black, Hispanic, and Students with Disabilities).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>DUSD is committed to ensuring a broad course of study while providing the appropriate support structures for all students to succeed. DUSD will foster an inclusive environment for students with special needs and historically underserved student groups. Inclusion is a core value, and we recognize the importance of ensuring that all students, regardless of their abilities, have access to the resources and support necessary to thrive academically and prepare for post-secondary endeavors. Our Special Education inclusion efforts aim to provide tailored support and accommodations to meet the unique needs of each student, enabling them to participate fully in academic and extracurricular activities alongside their peers.</p> <p>DUSD aims to ensure all students earn a high school diploma and are prepared for post-secondary success. DUSD acknowledges that College Career Readiness encompasses more than just the State Dashboard and the College and Career Indicator. To thrive beyond high school, DUSD students require academic proficiency across various subjects and the cultivation of essential skills and habits necessary for success in careers, technical programs, or college. While DUSD is steadily improving across most metrics indicating college and career readiness at the school level, there remains a notable disparity for specific demographic groups such as Hispanic/Latino, African American, Special Education students, English Learners, and Low-Income students. These groups notably lag behind the overall student population in a-g completion, AP participation, and the State College and Career Indicator.</p>
---

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students "Prepared" for college/career  Data Source: CA School Dashboard	All Students: 74.2% Hispanic: 40% African American:37.5% Students with Disabilities: 16.4% Low Income: 43% English Learners: 18.2% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			All Students: >74.2% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
2.2	% of students "Prepared" for college/career Valley High School  Data Source: CA School Dashboard	All Students:0% Hispanic: 0% African American: 0% Students with Disabilities:0% Low Income: 0% English Learners: 0% Foster Youth:* * Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)			All Students- 15% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of graduates who complete a CTE Pathway  Data Source: Infinite Campus	All Students 36% Hispanic:44% African American: 43.6% Students with Disabilities: 22% Low Income: 30% English Learners:17% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)			51% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
2.4	% of students meeting a-g requirements  Data Source: Infinite Campus Ad Hoc, Data Quest	All Students 73% Hispanic:44% African American: 43.6% Students with Disabilities: 21.5% Low Income: 43.3% English Learners: 25% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)			88% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	% of students who meet a-g requirements AND complete a CTE pathway  Data Source: Infinite Campus	All Students 30% Hispanic: 40% African American:37.5% Students with Disabilities: 16.4% Low Income: 43% English Learners: 18.2% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022/23)			45% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
2.6	Number of co-teaching courses offered consistently across district at Middle and High Schools  Data Source: Infinite Campus	Middle School-2 (not consistent across district) High School-1 (not consistent across district) (2023-24)			Middle School :grades 6, 7,& 8 English Language Arts and Mathematics across district* High School grades 9, 10, & 11 consistency in co-teaching for all graduation required courses courses*  Number of courses is unknown for the 2025-26 school year (2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	<p>% of students with IEPs in general education as measured by state inclusion targets 5A and 5B</p> <p>Data Source: Special Education Information System (SEIS)</p>	<p>5A:50.5%</p> <p>5B: 30.1</p> <p>(2023-24)</p>			<p>5A: 80% or higher</p> <p>5B: 10% or lower</p> <p>(2025-26)</p>	
2.8	<p>Number of students in an AVID elective course.</p> <p>Data Source: Annual AVID Report:</p>	<p>167</p> <p>(2022-23)</p>			<p>250</p> <p>(2025-26)</p>	
2.9	<p>Number of Students enrolled in Alternative Education Middle College York Alternative Learning Center Valley High School</p> <p>Data Source: Infinite Campus</p>	<p>109</p> <p>(2023-24)</p>			<p>Maintain: 109</p> <p>(2025-26)</p>	
2.10	<p>Number of credits recovered</p> <p>Data Source: Infinite Campus</p>	<p>1,905</p> <p>(2022-23)</p>			<p>&gt;1,905</p> <p>(2025-26)</p>	
2.11	<p>% of schools offering courses described in Ed.</p>	<p>100%</p> <p>(2022-23)</p>			<p>100%</p> <p>(2025-26)</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Code 51210 and Ed. Code 51220, as applicable					
2.12	% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students	47% (2022-23)			100% (2025-26)	
2.13	Triennial Assessment Completion Rate	100% (2022-23)			100% (2025-26)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Provide a Multi-Tiered System of Support (MTSS) for students	Analyze data to provide research-based MTSS support for students with an emphasis on sites/student groups with the lowest performance on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25.	\$416,496.00	Yes
<b>2.2</b>	Alternative Education	Expand credit recovery options, for increased graduation rates at all secondary schools (including summer programming) with an emphasis on students at Valley High School. Measured by metrics 2.9 and 2.10. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	\$347,763.00	Yes
<b>2.3</b>	Achievement via Individual Determination (AVID)	Maintain and support Achievement via Individual Determination (AVID) as measured by metric 2.8.	\$188,749.00	No
<b>2.4</b>	Career Technical Education (CTE)	Expand student participation in CTE pathways through a Joint Powers Agreement with Tri-Valley Regional Occupational Programs to support a robust and comprehensive College and Career model that maintains relevant Career Technical Education courses, pathways, and Middle College programming. Measure.d by metric 2.5	\$1,188,824.00	No
<b>2.5</b>	Representation in High-Level Courses	Prepare, enroll, and support more underrepresented students in high-level courses such as AP, Honors, CTE Capstone Courses, Industry Recognized Certification, and Early College Credit programs. Measured by metrics 2.1 and 2.4.	\$0.00	No
<b>2.6</b>	Co-Teaching Courses	Expand co-teaching courses offered to students in grades 6-12 in order for special education students to be learning with their general education peers. Measured by metric 2.6. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25.	\$74,904.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Inclusion	Increase general education access and inclusion for students with IEPs in order for special education students to be learning with their general education peers. Measured by metric 2.7. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	\$39,594.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	DUSD will ensure an inclusive school environment that develops a sense of belonging for all students while engaging families and the community in meaningful partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
---

An explanation of why the LEA has developed this goal.

<p>DUSD continues to provide structures such as training and a curriculum that supports students' social-emotional health and well-being. Professional development on the SEL curriculum deepens yearly to ensure a deeper understanding and systemic use across grade levels. We have expanded the Student Services and Equity staff; as we know, due to educational partner feedback, there is more work to be done in equity, student support, and cultural responsiveness.</p> <p>DUSD continues to have a dedicated goal focused on strengthening and increasing the social-emotional support we provide our students. Additionally, research shows that when parents are engaged in their child's education, student engagement, motivation, and performance are positively affected. We also want to ensure that parents feel they have a voice as educational partners in decisions regarding student learning.</p> <p>Student voice is another element that we include in our various committees. We facilitate student input to ensure that students feel their educational needs are met, they are safe, and they are supported while in school.</p>
---

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Climate and Culture Survey (Family Engagement) The degree to which families	All: 22% Favorable			52% Favorable	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	become involved with and interact with their child's school.					
3.2	District Attendance Rate  Data Source: Business Office	All Students 94.6% African American: 76.3% Hispanic: 79.4% Low Income: 67.8% Students with Disabilities: 77.7% Homeless: 58.3% English Learners 84.9% Foster Youth %* Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			All Students 97% All Students: 0.0% African American: % Hispanic: % Low Income: % Students with Disabilities: % Homeless: % Foster Youth % English Learners % Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	
3.3	Chronic Absenteeism Rate  Data Source: CA Dashboard	All Students:10.3% African American: 23.7 % Hispanic: 20.6% Low Income: 32.2% Students with Disabilities: 22.3% Homeless: 41.7% English Learners: 15.1 % Foster Youth %* *Due to privacy concerns, data for student groups with			All Students: 5% African American: 13% Hispanic:11 % Low Income: 13% Students with Disabilities:11% Homeless: 20% English Learners: 7% Foster Youth %: * *Due to privacy concerns, data for student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 members is suppressed  (2022-23)			with fewer than 11 members is suppressed  (2025-26)	
3.4	Chronic Absenteeism Rate Frederiksen Elementary  Data Source: CA Dashboard	African American-37.5% Students with Disabilities- 27.3% (2022/23)			African American-10% Students with Disabilities- 10% (2025-26)	
3.5	Chronic Absenteeism Rate Amador Elementary  Data Source: CA Dashboard	Students with Disabilities-26.5% (2022/23)			Students with Disabilities-10% (2025-26)	
3.6	Chronic Absenteeism Rate James Dougherty Elementary  Data Source: CA Dashboard	Asian-15.3% Hispanic-27.7% (2022/23)			Asian-10% Hispanic-10% (2025-26)	
3.7	Chronic Absenteeism Rate Murray Elementary  Data Source: CA Dashboard	English Learners-37.2% (2022/23)			English Learners-10% (2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Chronic Absenteeism Rate Wells Middle  Data Source: CA Dashboard	Hispanic-22.8% (2022/23)			Hispanic-10% (2025-26)	
3.9	High School Dropout Rate  Data Source: Infinite Campus	All Students: 2% African American: 14% Hispanic: 29% Low Income: 5.4% Students with Disabilities: 4.3% Homeless: *% English Learners:12.1% Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)			All Students: 0.0% African American: % Hispanic: % Low Income: % Students with Disabilities: % Homeless: % English Learners % Foster Youth % Due to privacy concerns, data for student groups with fewer than 11 members is suppressed  (2025-26)	
3.10	Middle School Dropout Rate  Data Source: DataQuest	All Students: 0.0% African American: 0% Hispanic: 0% Low Income: 0% Students with Disabilities: 0% Homeless: 0% Foster Youth 0% English Learners 0% (2022-23)			All Students: 0.0% African American: 0% Hispanic: 0% Low Income:0% Students with Disabilities: 0% Homeless: 0% Foster Youth: 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners; 0% Due to privacy concerns, data for student groups with fewer than 11 members is suppressed  (2025-26)	
3.11	Suspension Rate  Data Source: DataQuest/CA Dashboard	All Students: 1.2% African American: 7.6% Hispanic: 2.9% Low Income: 4.8% Students with Disabilities: 5.1% Homeless: 2.7% English Learners: 1.4% Foster Youth: 0% (2022/23)			All Students: 1% African American: 2.6% Hispanic: 1.5% Low Income: 1% Students with Disabilities: 2.6% Homeless: 1% English Learners: 1% Foster Youth: 0%  (2025-26)	
3.12	Suspension Rate Cottonwood Creek  Data Source: DataQuest/CA Dashboard	Two or More Races- 8.6% (2022/23)			Two or More Races-3% (2025-26)	
3.13	Suspension Rate Frederiksen Elementary	African American-7.3% Students with Disabilities -6.1% (2022/23)			African American-3% Students with Disabilities -3% (2025-26)	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest/CA Dashboard					
3.14	Suspension Rate Murray Elementary  Data Source: DataQuest/CA Dashboard	Socioeconomically Disadvantaged-6.7% Students with Disabilities -6.1% (2022/23)			Socioeconomically Disadvantaged-3% Students with Disabilities -3% (2025-26)	
3.15	Suspension Rate Wells Middle  Data Source: DataQuest/CA Dashboard	English Learners-12.5% (2022/23)			English Learners- 8% (2025-26)	
3.16	Expulsion Rate  Data Source: DataQuest	0% (2022-23)			0% (2025-26)	
3.17	Climate and Culture Survey (sense of belonging) The degree to which students respond favorably to how much students feel that they are valued members of the school community.	Grades 3-5: 65% Grades 6-12: 36% (2022-23)			Grades 3-5:80% Grades 6-12: 66% (2025-26)	
3.18	% of events with interpretation provided	50% (2022-23)			(2025-26)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.19	# of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities	47% (2022-23)			(2025-26)	
3.20	% of 11th grade students who exceeded standards on CAASPP - ELA  Data source: CA Dashboard	All 11th grade students: 83.1% African American: 54.8% Hispanic: 63.9% Low Income: 65.3% Students with Disabilities: 34.9% Homeless:* English Learners: 0% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2022-23)			All 11th grade students: 95% African American: 70% Hispanic: 79% Low Income: 80% Students with Disabilities: 50% Homeless:* English Learners: 50% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2025-26)	
3.21	% of 11th grade students who exceeded standards on CAASPP - Math  Data source: Dataquest	All 11th grade students: 69.7% African American: 31% Hispanic: 32.9% Low Income: 32.4% Students with Disabilities: 7.3% Homeless:* English Learners: 22.2% Foster Youth:*			All 11th grade students: 85% African American: 50% Hispanic: 50% Low Income: 50% Students with Disabilities: 50% Homeless:* English Learners: 50% Foster Youth:*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Data not available for student groups with fewer than 11 students. (2022-23)			*Data not available for student groups with fewer than 11 students. (2025-26)	
3.22	% of students who graduated high school within four years  Data source: Dataquest	All: 97.6% African American: 100% Hispanic: 94.9% Low Income: 93.7% Students with Disabilities: 94.2% Homeless:* English Learners: 84.8% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2022-23)			All: 100% African American: 100% Hispanic: 100% Low Income: 100% Students with Disabilities: 100% Homeless:* English Learners: 100% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2025-26)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Inclusive Environments	Provide ongoing training and support on ensuring inclusive environments for all that focuses on creating a sense of belonging, addressing implicit bias, Restorative Practices, Trauma-Informed Practices, educator self-awareness, Sexual Orientation, and Gender Identity Expression.	\$395,964.00	No
3.2	Chronic Absenteeism	Provide Attendance and Engagement resources and supports to improve Chronic Absenteeism for all students, emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	\$108,652.00	Yes
3.3	Social-Emotional Learning	Continue to develop an inclusive climate and cultural environment by providing professional development on Social-Emotional Learning emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	\$722,208.00	Yes
3.4	Partnerships	Create and maintain community partnerships to support an increased sense of belonging and cultural connectivity.	\$324,000.00	No
3.5	Suspension/Expulsion	Continue to implement and expand in lieu of suspension and expulsion practices (research-based, age-appropriate strategies that improve behavioral and academic outcomes), such as, Restorative Practices to improve our suspension rates with an emphasis on sites/student groups	\$106,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25		
<b>3.6</b>	Positive Behavior Intervention Supports (PBIS)	Expand and sustain PBIS/Culture and Climate Development	\$199,172.00	No
<b>3.7</b>	Parent/Community Engagement Plan	Develop and implement a Parent/Community Engagement Plan targeted toward underrepresented families to include supports and resources emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	\$291,627.00	Yes
<b>3.8</b>	Student Access	Ensure student access to all school-related activities such as field trips, clubs, dances, and ceremonies.	\$500.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	DUSD will ensure students have a clean, safe, and modern learning environment with highly qualified educators and up-to-date, standards-aligned instructional materials and technology.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational Partners agree that they want equitable facilities at all of our school sites that are clean, safe, and properly maintained. This has been indicated through our parent, staff, and student surveys. Facilities provide routine and preventative maintenance as well as clean and safe learning environments. Technology continues to be instrumental in the ability of students to access and engage with curriculum at school and at home. Our students can utilize up-to-date, standards-aligned instructional materials and technology by regularly updating and maintaining our technology platforms and devices.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of schools that meet "Good Repair" status on the Facilities Inspection Tool.  Data Source: School Accountability Report Cards (SARCs)	13 (2023/24 SARC)			15 (2026/27 SARC)	
4.2	Percent of students with sufficient access to instructional materials Data Source: School Accountability Report Cards (SARCs)	100% (2023/24 SARC)			100% (2026/27 SARC)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of Teacher mis-assignments Data Source: School Accountability Report Cards (SARCs)	4 (2023/24 SARC)			0 (2026/27 SARC)	
4.4	Number of Hotspots/Chromebooks being provided Data Source: Technology Data Tracker)	1550 Devices Being Provided (100% of requested materials) (2023-24)			100% Devices Being Provided (100% of requested materials) (2026-27)	
4.5	% of Tri-Valley Induction Program (TV-TIP) teachers are still in Dublin for a 5th year.  Data Source: DUSD Human Resources Staffing Report	69.7% (3 year average) (2023-24)			79% (3 year average) (2026-27)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Facilities	Conduct regular facility inspections and provide routine and preventative maintenance.	\$6,500.00	No
4.2	Classroom Technology	Update classroom technology and maintain classroom technology standards.	\$0.00	No
4.3	Distance Learning	Provide access for continuous student learning away from the classroom emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25.	\$800,000.00	Yes
4.4	Instructional Materials	Ensure all students and teachers have access to standards-aligned, rigorous, engaging, and accessible instructional materials.	\$1,837,450.00	No
4.5	Teacher Recruitment	Recruit and retain a racially and culturally representative teaching staff by expanding outreach through hiring fairs, attending job fairs, and conducting exit interviews/surveys.	\$0.00	No



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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$3,849,205	\$0

## 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
2.685%	0.055%	\$78,189.75	2.740%

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	<p><b>Action:</b> Access to Grade Level Instruction</p> <p><b>Need:</b> Identified Needs: In Goal 1 and the Measuring and Reporting Results section for academic outcomes, it was identified that African Americans, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities are performing below other students in ELA and Math. The 2023</p>	District-wide, we will focus on helping teachers implement elements of the adopted instructional programs specifically designed to expand access and provide appropriate scaffolding for all learners, especially those with IEPs and those who are English learners. This will empower students to engage actively with standards-aligned, grade-level instruction. Some students at every site need additional time and support. Research-based intervention strategies and programs will be	Metric 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Academic Indicator for ELA showed that the CAASPP Language Arts performance level on the CA School Dashboard for Students with Disabilities at Green, Murray, and Wells schools are performing below all other student groups. The CAASPP Math performance for Students with Disabilities is also performing below all other student groups at Wells.</p> <p>In the Educational Partners section, educational partners identified a need for access and inclusion, including academic support for Multilingual Learners, Socioeconomically Disadvantaged, and Foster Youth, as well as student groups identified as low-performing.</p> <p><b>Scope:</b> LEA-wide</p>	<p>implemented to support students who do not master the grade standards.</p>	
2.1	<p><b>Action:</b> Provide a Multi-Tiered System of Support (MTSS) for students</p> <p><b>Need:</b> Data is used to identify areas of need for students. The data analysis will allow us to provide timely and targeted research-aligned support for students academically, behaviorally, and social-emotionally. CAASPP ELA Data shows that: African Americans are scoring 13.7 points below, Hispanics 0.7 points above, Multilingual Learners: 23.3</p>	<p>Some students at every site need additional time and support with academic learning, social-emotional development and behavioral regulation. Research-based intervention strategies and programs will be implemented to support students with additional needs.</p>	<p>Metrics 1.3, 1.5 (CAASPP ELA and Math scores and 3.17 (Panorama survey Data)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points above, Low Income: 6.7 points above, and Students w/ Disabilities: 61.3 points below Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed</p> <p>CAASPP Math Data is similar:</p> <p>Additionally, 65% of our students who reported on our Panorama Survey responded favorably to their sense of belonging</p> <p><b>Scope:</b> LEA-wide</p>		
2.2	<p><b>Action:</b> Alternative Education</p> <p><b>Need:</b> DUSD desires to accommodate as many learning needs as possible for all our students. Students at our comprehensive sites and continuation school must recover graduation credits and/or have alternative programming to fulfill graduation requirements. DUSD continues to respond to student needs with credit recovery programs and alternative education programming. While the graduation rate for EL students increased in 2023, the rate is at 85%, significantly below the District rate of 98%. Additionally, 12% of all students have a credit deficit toward the graduation requirement and will need some form of credit recovery. This is especially true for EL and SPED students, who</p>	<p>DUSD provides credit recovery options for high school students if they need to make up credits not earned during the school year. DUSD also provides credit recovery options during the school year when students fail a course and can enroll in a credit recovery class during the school year. These two options are critical to help students recover credit, and that allows students to continue their path toward a high school diploma</p>	<p>Metrics 2.9 and 2.10: Number of Students enrolled in Alternative Education and Number of credits recovered</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are 46% and 47% respectively off track for graduation.</p> <p><b>Scope:</b> Schoolwide</p>		
<b>3.3</b>	<p><b>Action:</b> Social-Emotional Learning</p> <p><b>Need:</b> 65% of our students who reported on our Panorama Survey responded favorably to their sense of belonging with Dublin Unified School District (DUSD). EL, Low Income, Foster, and historically underserved Student Groups traditionally comprise an even smaller percentage of respondents. The percentage of favorable responses shows a direct need for improvement. DUSD believes all students feel a sense of belonging on their school campuses.</p> <p><b>Scope:</b> LEA-wide</p>	DUSD prioritizes the development of an inclusive climate and cultural environment through Social Emotional Learning (SEL) training. By providing district-wide professional development, the district ensures consistent implementation of SEL practices across all schools, fostering a responsive and inclusive student environment.	Metric 3.17: Panorama Survey: Students who reported on and responded favorably to their sense of belonging with DUSD.
<b>3.7</b>	<p><b>Action:</b> Parent/Community Engagement Plan</p> <p><b>Need:</b> 22% of our parents who reported on our Panorama Survey responded favorably to their engagement with DUSD. EL, Low Income, Foster, and historically underserved Student Groups traditionally comprise an even smaller</p>	DUSD aims to develop and implement a targeted Parent/Community Engagement Plan. By focusing on underrepresented families, the district ensures that all voices are heard and valued in decision-making processes. Providing support and resources on a district-wide basis promotes equity, a sense of belonging, and inclusivity and strengthens partnerships between schools and the community.	Metric 3.1: Panorama Survey: Parents/Guardians responding favorably to their engagement with DUSD.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>percentage of respondents. The low percentage of favorable responses shows a direct need for improvement.</p> <p><b>Scope:</b> LEA-wide</p>		

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.3</b>	<p><b>Action:</b> DUSD Multilingual Learner Strategic Plan</p> <p><b>Need:</b> A Dublin Unified Multilingual Learner strategic plan</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Data shows that in 2022, 45.6% of our English Learners either maintained or decreased levels as measured by the English Learner Proficiency Assessments for California (ELPAC). In 2023 41.9% of our English Learners either maintained or decreased levels as measured by the English Learner Proficiency Assessments for California (ELPAC). Creating a Strategic Plan for Multilingual Learners will delineate the programs and resources available to ensure meaningful access for our EL students, thereby improving academic achievements.	Metrics 1.11, and 1.12: % of EL students making progress toward English proficiency on ELPAC and % of EL students reclassified as FEP
<b>3.2</b>	<p><b>Action:</b> Chronic Absenteeism</p> <p><b>Need:</b> Per the CA dashboard, our MKV (homeless) students are at a performance level of orange,</p>	Our Child Welfare and Attendance (CWA) will work closely with attendance secretaries and site administration to oversee attendance and check in with students and families struggling with attendance through the SART/SARB process. The teams will work collaboratively during School Attendance Review Team/School Attendance	Metric 3.3: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>indicating a negative trend that needs to be addressed.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Review Board (SART/SARB) meetings to provide resources to families as needed to ensure regular and timely attendance.	
<b>4.3</b>	<p><b>Action:</b> Distance Learning</p> <p><b>Need:</b> Over the past five years, the district's core and world language curriculum have moved from physical textbook to online curriculum. This has increased the need for homework and continued learning online to be done outside of the classroom. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments (Approximately 1.5% of the DUSD population is represented in these student groups); the district must provide internet services and devices to these students to support their continuous learning.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Students are able to checkout a device that also has built in internet, or just the device itself to allow for them to continue learning online outside the classroom. Equipment can be checked out at the school sites to for easy access to students. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments.	Metric 4.5: % of Hotspots/Chromebooks being provided

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.

Dublin's largest group of unduplicated students is the English Learner population. Currently, they make up over 7% of our student population. By creating a Strategic Plan for Multilingual Learners DUSD can delineate the programs and resources available to ensure meaningful access for our EL students, thereby improving academic achievements. The philosophy of the district is that programs and services closest to students will be most impactful. Many of the budgeted dollars to action 1.3 are going toward staff who interact with the EL student group.

They provide direct instruction, assistance, and translation so students can be successful in school. Through different measures of data and the utilization of the COST process (Coordination of Services Team), more needs were identified such as an increased need for support in regular attendance in school. Funds to retain Our Child Welfare and Attendance (CWA) will work closely with attendance secretaries and site administration to oversee attendance and check in with students and families struggling with attendance through the SART/SARB process. The teams will work collaboratively during School Attendance Review Team/School Attendance Review Board (SART/SARB) meetings to provide resources to families as needed to ensure regular and timely attendance. Post Covid-19 we see a large increase in the way instruction is dependent on technology both in and out of the classroom. Example: Over the past five years, the district's core and world language curriculum have moved from physical textbook to online curriculum. This has increased the need for homework and continued learning online to be done outside of the classroom. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments (Approximately 1.5% of the DUSD population is represented in these student groups); the district must provide internet services and devices to these students to support their continuous learning.

**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.

N/A

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



2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	143,384,791	\$3,849,205	2.685%	0.055%	2.740%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,375,537.00	\$230,295.00	\$564,973.00	\$1,885,630.00	\$12,056,435.00	\$7,628,492.00	\$4,427,943.00

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	Maintain a Balanced Assessment Plan	All		No				2024-2027	\$6,158.00	\$133,251.00	\$139,409.00				\$139,409.00	
1	1.2	Access to Grade Level Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$2,018,694.00	\$0.00	\$1,241,436.00		\$434,634.00	\$342,624.00	\$2,018,694.00	
1	1.3	DUSD Multilingual Learner Strategic Plan	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$1,728,422.00	\$29,057.00	\$1,659,001.00			\$98,478.00	\$1,757,479.00	
1	1.4	Supplemental Materials	All		No				2024-2027	\$32,993.00	\$256,500.00	\$289,493.00				\$289,493.00	
1	1.5	Professional Development	All		No				2024-2027	\$590,957.00	\$212,000.00	\$557,635.00			\$245,322.00	\$802,957.00	
2	2.1	Provide a Multi-Tiered System of Support (MTSS) for students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$416,496.00	\$0.00	\$416,496.00				\$416,496.00	
2	2.2	Alternative Education	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dublin and Emerald High Schools	2024-2027	\$272,763.00	\$75,000.00	\$224,103.00			\$123,660.00	\$347,763.00	
2	2.3	Achievement via Individual Determination (AVID)	All		No				2024-2027	\$155,614.00	\$33,135.00	\$188,749.00				\$188,749.00	
2	2.4	Career Technical Education (CTE)	All		No				2024-2027	\$0.00	\$1,188,824.00	\$1,188,824.00				\$1,188,824.00	



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
2	2.5	Representation in High-Level Courses	Multilingual Learners, Foster Youth, Homeless, Students with Disabilities, African American and Hispanic Students with Disabilities	No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Co-Teaching Courses	Students with Disabilities	No				2024-2027	\$34,904.00	\$40,000.00	\$19,594.00	\$55,310.00			\$74,904.00	
2	2.7	Inclusion	Students with Disabilities	No				2024-2027	\$19,594.00	\$20,000.00	\$0.00	\$39,594.00			\$39,594.00	
3	3.1	Inclusive Environments	All	No				2024-2027	\$395,964.00	\$0.00	\$54,721.00	\$29,391.00	\$130,339.00	\$181,513.00	\$395,964.00	
3	3.2	Chronic Absenteeism	Foster Low Income Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	\$97,902.00	\$10,750.00	\$108,652.00				\$108,652.00	
3	3.3	Social-Emotional Learning	English Learners Foster Low Income Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$705,208.00	\$17,000.00	\$722,208.00				\$722,208.00	
3	3.4	Partnerships	All	No				2024-2027	\$0.00	\$324,000.00	\$324,000.00				\$324,000.00	
3	3.5	Suspension/Expulsion	All	No				2024-2027	\$0.00	\$106,000.00		\$106,000.00			\$106,000.00	
3	3.6	Positive Behavior Intervention Supports (PBIS)	All	No				2024-2027	\$12,246.00	\$186,926.00	\$199,172.00				\$199,172.00	
3	3.7	Parent/Community Engagement Plan	English Learners Foster Low Income Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$258,127.00	\$33,500.00	\$277,594.00			\$14,033.00	\$291,627.00	
3	3.8	Student Access	All	No				2024-2027	\$0.00	\$500.00	\$500.00				\$500.00	
4	4.1	School Facilities	All	No				2024-2027	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	

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
4	4.2	Classroom Technology	All	No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Distance Learning	Foster Low Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$800,000.00	\$800,000.00				\$800,000.00	
4	4.4	Instructional Materials	All	No				2024-2027	\$882,450.00	\$955,000.00	\$957,450.00			\$880,000.00	\$1,837,450.00	
4	4.5	Teacher Recruitment	All	No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
143,384,791	\$3,849,205	2.685%	0.055%	2.740%	\$5,449,490.00	0.000%	3.801 %	<b>Total:</b>	\$5,449,490.00
								<b>LEA-wide Total:</b>	\$2,657,734.00
								<b>Limited Total:</b>	\$2,567,653.00
								<b>Schoolwide Total:</b>	\$224,103.00

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	Access to Grade Level Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,241,436.00	
1	1.3	DUSD Multilingual Learner Strategic Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,659,001.00	
2	2.1	Provide a Multi-Tiered System of Support (MTSS) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,496.00	
2	2.2	Alternative Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dublin and Emerald High Schools	\$224,103.00	
3	3.2	Chronic Absenteeism	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$108,652.00	
3	3.3	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$722,208.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Parent/Community Engagement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$277,594.00	
4	4.3	Distance Learning	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$800,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,170,291.46	\$8,836,307.00

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	Develop and implement a balanced assessment plan	No	\$512,246.00	\$482,067
1	1.2	Establish and support the work of a Curriculum Council for Math, English, History-Social Science, and Science	Yes	\$452,932.00	\$365,586
1	1.3	Conduct root cause analysis and identify evidence-based interventions	Yes	\$29,602.00	\$0
1	1.4	Develop and implement School Plans for Student Achievement	Yes	\$43,814.00	\$0
1	1.5	Organize professional learning opportunities grounded in subject-specific pedagogy	Yes	\$532.46	\$218,874
1	1.6	Implement instructional strategies designed to accelerate student learning	Yes	\$600,386.00	\$143,128
1	1.7	Professional Learning Communities training	No	\$365,011.00	\$118,684
1	1.8	Integrate educational technology tools	No	\$156,744.00	\$142,057
1	1.9	Establish Student Learning Hubs across the district	Yes	\$108,510.00	\$14,334
1	1.10	Expand Summer Programming	Yes	\$125,000.00	\$143,913

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	1.11	Implement equitable grading policies	No	\$0.00	\$0
1	1.12	Language software to support newcomer students	Yes	\$7,000.00	\$21,012
1	1.13	ELD Specialists to support newcomer students	Yes	\$1,200,299.00	\$812,010
1	1.14	Classified staff to support newcomer students	Yes	\$363,304.00	\$256,052
1	1.15	Long Term English Learner Support	Yes	\$130,868.00	\$492,857
1	1.16	ELD Training	Yes	\$819.00	\$9,600
1	1.17	ELD Standards Implementation through Designated and Integrated ELD	Yes	\$16,000.00	\$7,501
1	1.18	MTSS Handbook/Training	No	\$0.00	\$0
1	1.19	Built-in Intervention Time	Yes	\$428,700.00	\$657,104
1	1.20	Intervention Programs	Yes	\$312,302.00	\$147,114
1	1.21	Assessment Training	No	\$0.00	\$0
1	1.22	Develop a Plan and Pilot Special/General Ed Co-teaching model	No	\$75,737.00	\$16,255
1	1.23	Implementation and training of Supplemental and Modified Curriculum for Special Education Programs	No	\$0.00	\$0

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	1.24	Curriculum materials for Special Education classrooms	No	\$0.00	\$-17,015
1	1.25	English Learner Assessment and Compliance Specialist	Yes	\$126,336.00	\$112,115
2	2.1	Advancement via Individual Determination (AVID)	Yes	\$451,360.00	\$145,598
2	2.2	Expand Expository Reading and Writing Curriculum (ERWC)	No	\$0.00	0
2	2.3	Career Technical Education (CTE)	No	\$2,210,027.00	\$1,964,938
2	2.4	Access to College Programs and Credit	No	\$0.00	269
2	2.5	Equal Opportunity Schools	Yes	\$25,000.00	\$24,400
2	2.6	Open Access to a Broad Range of Programs	No	\$0.00	0
2	2.7	College and Career Counseling	No	\$0.00	0
2	2.8	Advanced Placement (AP) Summer Boot Camp	Yes	\$25,000.00	0
2	2.9	Advanced Placement (AP) Gael Period	No	\$0.00	0
2	2.10	Increase Employment Training and Job Coaching for Students with IEPs	No	\$0.00	0
2	2.11	Technical programs awareness and training	No	\$0.00	0
3	3.1	Cultural Awareness/Equity Training	Yes	\$64,953.00	\$20,284

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Attendance and Engagement	Yes	\$254,050.00	\$183,948
3	3.3	Developing positive relationships to support Social-Emotional Learning	Yes	\$250,501.00	\$295,771
3	3.4	Staff social-emotional well being	No	\$0.00	0
3	3.5	Mandated Screening	Yes	\$4,902.00	0
3	3.6	Panorama Social-Emotional Survey	No	\$0.00	0
3	3.7	Partnerships	No Yes	\$495,000.00	\$101,774
3	3.8	Trauma-Informed Practices professional development	Yes	\$31,129.00	0
3	3.9	African American/Hispanic student support	No	\$0.00	0
3	3.10	Wellness Coordinator	Yes	\$206,058.00	\$172,659
3	3.11	In lieu of suspension and expulsion programs	Yes	\$51,200.00	\$1,518
3	3.12	Support Mental Health, Social Emotional, Engagement/Attendance student needs, by hiring Mental Health Support Counselors	Yes	\$935,972.00	\$531,969
3	3.13	Attendance and Engagement	No Yes	\$0.00	0



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Essential Supplies	Yes	\$91,500.00	\$7,709
4	4.1	Annual Facilities inspections	No	\$0.00	0
4	4.2	Tri-Valley Teacher Induction Program (TV-TIP)	No	\$0.00	0
4	4.3	Classroom Technology	No	\$1,240,038.00	\$335,197
4	4.4	Ensure all students and teachers have access to rigorous and engaging instructional materials	No	\$2,541,179.00	\$685,199
4	4.5	Teacher Recruitment and Retention	No	\$0.00	0
4	4.6	Technology Equity and Access	No	\$100,000.00	\$115,820
			Yes		
5	5.1	Translation Service	No	\$0.00	0
			Yes		
5	5.2	Parent Committees	No	\$0.00	0
			Yes		
5	5.3	Parent workshops for multilingual students	No	\$0.00	0
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Community Liaison	No	\$12,947.00	\$9,450
			Yes		
5	5.5	Parent/Community Engagement Plan	No	\$1,950.00	\$26
5	5.6	Social Worker	No	\$120,383.00	\$96,530
			Yes		
5	5.7	Child Welfare and Attendance	Yes	\$0.00	0
5	5.8	Parent University	No	\$0.00	0
5	5.9	Parent meetings via video conferencing	No	\$0.00	0
5	5.10	Creation of 6-year Academic Plan in middle school	No	\$0.00	0
5	5.11	Parent participation in programs for unduplicated students	No	\$1,000.00	0

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,644,130	\$6,208,257.46	\$5,108,630.00	\$1,099,627.46	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	Establish and support the work of a Curriculum Council for Math, English, History-Social Science, and Science	Yes	\$452,932.00	\$365,586		
1	1.3	Conduct root cause analysis and identify evidence-based interventions	Yes	\$29,602.00	0		
1	1.4	Develop and implement School Plans for Student Achievement	Yes	\$43,814.00	0		
1	1.5	Organize professional learning opportunities grounded in subject-specific pedagogy	Yes	\$532.46	\$218,874		
1	1.6	Implement instructional strategies designed to accelerate student learning	Yes	\$600,386.00	\$143,128		
1	1.9	Establish Student Learning Hubs across the district	Yes	\$108,510.00	\$14,334		
1	1.10	Expand Summer Programming	Yes	\$125,000.00	\$143,913		
1	1.12	Language software to support newcomer students	Yes	\$7,000.00	\$21,012		
1	1.13	ELD Specialists to support newcomer students	Yes	\$1,200,299.00	\$812,010		
1	1.14	Classified staff to support newcomer students	Yes	\$363,304.00	\$256,052		

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	1.15	Long Term English Learner Support	Yes	\$130,868.00	\$492,857		
1	1.16	ELD Training	Yes	\$819.00	\$9,600		
1	1.17	ELD Standards Implementation through Designated and Integrated ELD	Yes	\$16,000.00	\$7,501		
1	1.19	Built-in Intervention Time	Yes	\$8,000.00	\$657,104		
1	1.20	Intervention Programs	Yes	\$312,302.00	\$147,114		
1	1.25	English Learner Assessment and Compliance Specialist	Yes	\$126,336.00	\$112,115		
2	2.1	Advancement via Individual Determination (AVID)	Yes	\$451,360.00	\$145,598		
2	2.5	Equal Opportunity Schools	Yes	\$25,000.00	\$24,400		
2	2.8	Advanced Placement (AP) Summer Boot Camp	Yes	\$25,000.00	\$0		
3	3.1	Cultural Awareness/Equity Training	Yes	\$64,953.00	\$20,284		
3	3.2	Attendance and Engagement	Yes	\$254,050.00	\$183,948		
3	3.3	Developing positive relationships to support Social-Emotional Learning	Yes	\$250,501.00	\$295,771		
3	3.5	Mandated Screening	Yes	\$4,902.00	\$0		
3	3.7	Partnerships	Yes	\$495,000.00	\$101,774		
3	3.8	Trauma-Informed Practices professional development	Yes	\$31,129.00	\$0		
3	3.10	Wellness Coordinator	Yes	\$172,659	\$172,659		
3	3.11	In lieu of suspension and expulsion programs	Yes	\$51,200.00	\$1,518		

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)
3	3.12	Support Mental Health, Social Emotional, Engagement/Attendance student needs, by hiring Mental Health Support Counselors	Yes	\$531,969	\$531,969		
3	3.13	Attendance and Engagement	Yes	\$0.00	\$0		
3	3.14	Essential Supplies	Yes	\$91,500.00	\$7,709		
4	4.6	Technology Equity and Access	Yes	\$100,000.00	\$115,820		
5	5.1	Translation Service	Yes	\$0.00	\$0.00		
5	5.2	Parent Committees	Yes	\$0.00	\$0.00		
5	5.3	Parent workshops for multilingual students	Yes	\$0.00	\$0.00		
5	5.4	Community Liaison	Yes	\$12,947.00	\$9,450		
5	5.6	Social Worker	Yes	\$120,383.00	\$96,530		
5	5.7	Child Welfare and Attendance	Yes	\$0.00	\$0.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
141,531,170	3,644,130	1.09%	3.665%	\$5,108,630.00	0.000%	3.610%	\$78,189.75	0.055%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage



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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

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

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

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

### **Limited Actions**

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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



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

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

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

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

### **LCFF Carryover Table**

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

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

California Department of Education  
November 2023

## Dublin Unified 2024-25 LCAP Required Actions Appendix

Required Action	School	Student Group	Indicator	Goal #	Action #	Metric#
Required Action for English Learners	District	English Learner	N/A	1	1.3	1.11
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1	1.3	1.12
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	2	2.6 & 2.7	2.6 & 2.7
School Student Group Lowest Performance	Wells Middle	African American	Math	1	1.2	1.6
School Student Group Lowest Performance	Frederiksen Elementary	African American	Suspension	3	3.5	3.13
School Student Group Lowest Performance	James Dougherty Elementary	Asian	Chronic Absenteeism	3	3.2	3.6
School Student Group Lowest Performance	Murray Elementary	English Learner	Chronic Absenteeism	3	3.2	3.7
School Student Group Lowest Performance	Wells Middle	English Learner	Suspension	3	3.5	3.15
School Student Group Lowest Performance	James Dougherty Elementary	Hispanic	Chronic Absenteeism	3	3.2	3.6
School Student Group Lowest Performance	Wells Middle	Hispanic	Chronic Absenteeism	3	3.2	3.8
School Student Group Lowest Performance	Murray Elementary	Socioeconomically Disadvantaged	Suspension	3	3.5	3.14
School Student Group Lowest Performance	Frederiksen Elementary	Students with Disabilities	Chronic Absenteeism	3	3.2	3.4
School Student Group Lowest Performance	J. M. Amador Elementary	Students with Disabilities	Chronic Absenteeism	3	3.2	3.5
School Student Group Lowest Performance	John Green Elementary	Students with Disabilities	ELA	1	1.2	1.4
School Student Group Lowest Performance	Murray Elementary	Students with Disabilities	ELA	1	1.2	1.4
School Student Group Lowest Performance	Wells Middle	Students with Disabilities	ELA	1	1.2	1.4
School Student Group Lowest Performance	Wells Middle	Students with Disabilities	Math	1	1.2	1.7
School Student Group Lowest Performance	Frederiksen Elementary	Students with Disabilities	Suspension	3	3.5	3.13
School Student Group Lowest Performance	Murray Elementary	Students with Disabilities	Suspension	3	3.5	3.14
School Student Group Lowest Performance	Cottonwood Creek	Two Or More Races	Suspension	3	3.5	3.12
School-wide Lowest Performance	Valley High (Continuation)	All Students	CCI	2	2.2	2.2