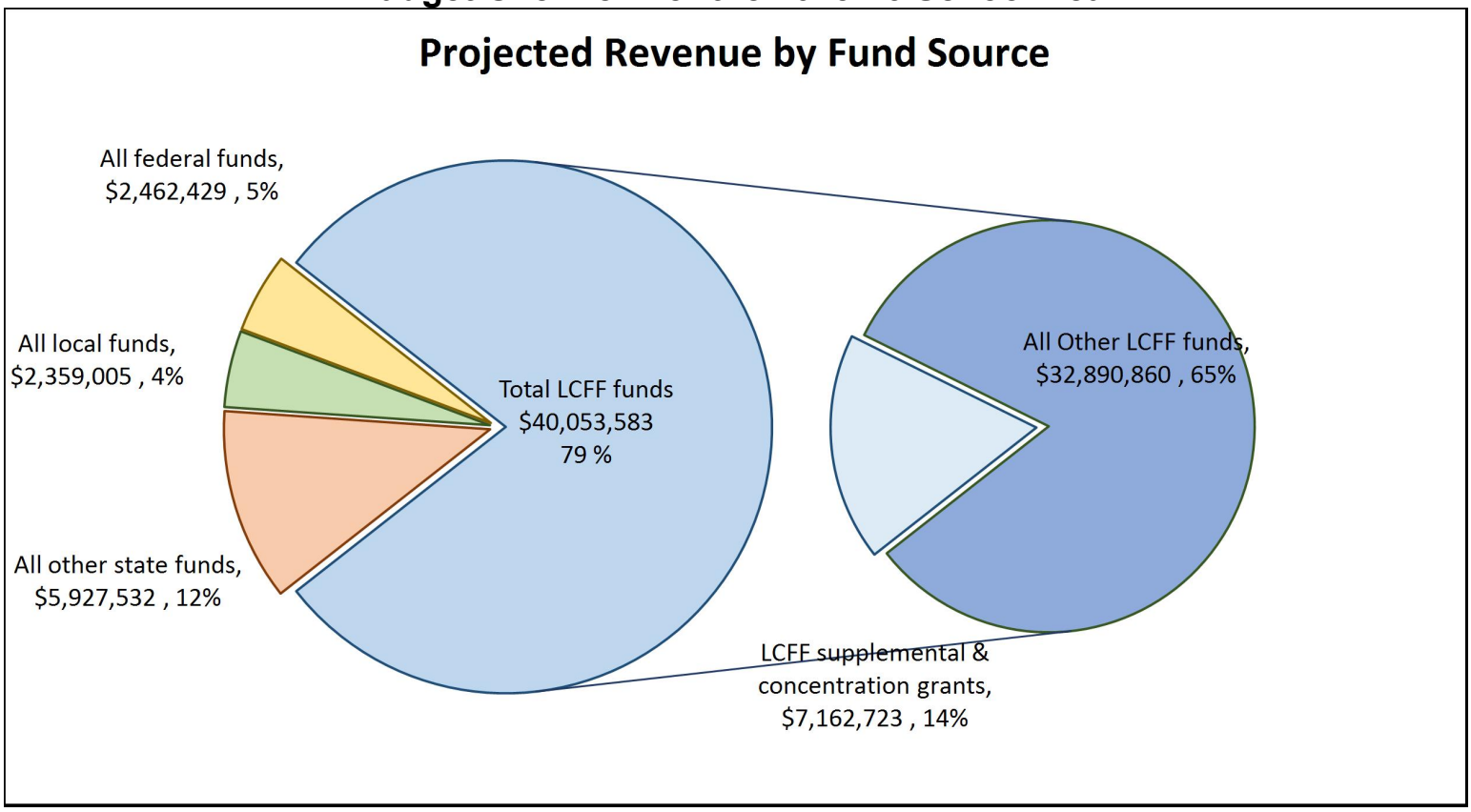
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dixon Unified School District
CDS Code: 48 70532 000000
School Year: 2025-26
LEA contact information:
Brett Barley
Superintendent
BBarley@dixonusd.org
(707) 693-6300

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 2025-26 School Year

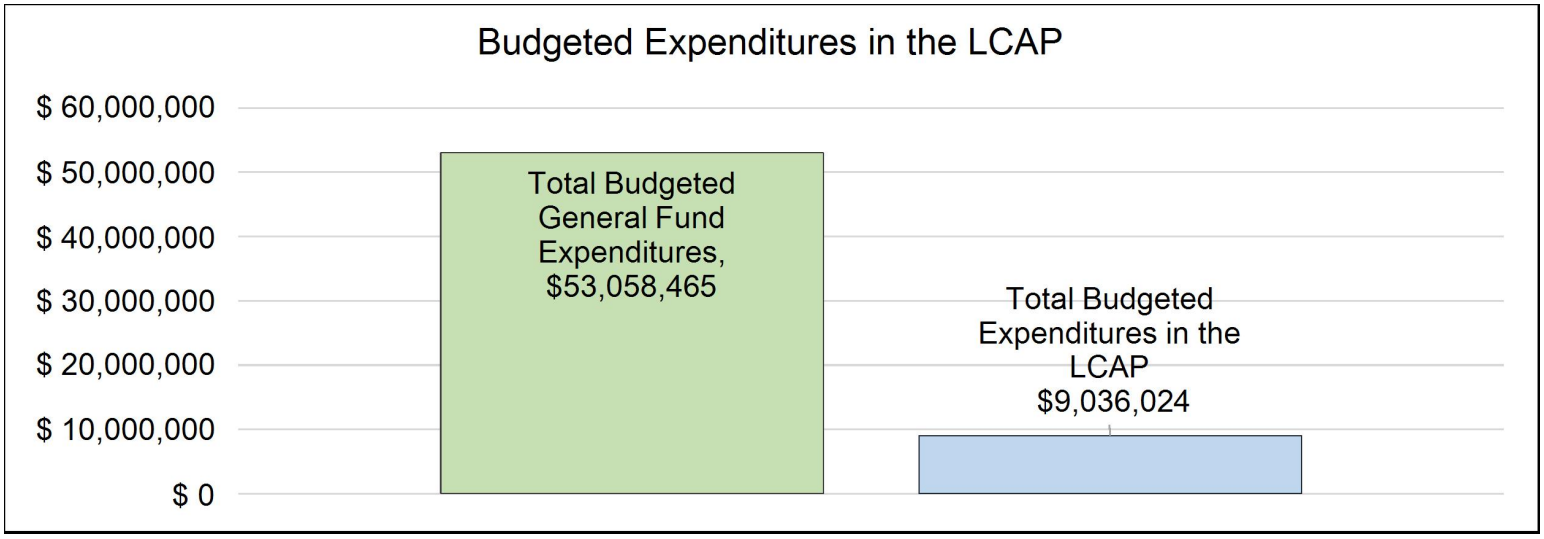


This chart shows the total general purpose revenue Dixon Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dixon Unified School District is $50,802,549, of which $40,053,583 is Local Control Funding Formula (LCFF), $5,927,532 is other state funds, $2,359,005 is local funds, and $2,462,429 is federal funds. Of the $40,053,583 in LCFF Funds, $7,162,723 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 Dixon Unified School District plans to spend for 2025-26. 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: Dixon Unified School District plans to spend $53,058,465 for the 2025-26 school year. Of that amount, $9,036,024 is tied to actions/services in the LCAP and $44,022,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

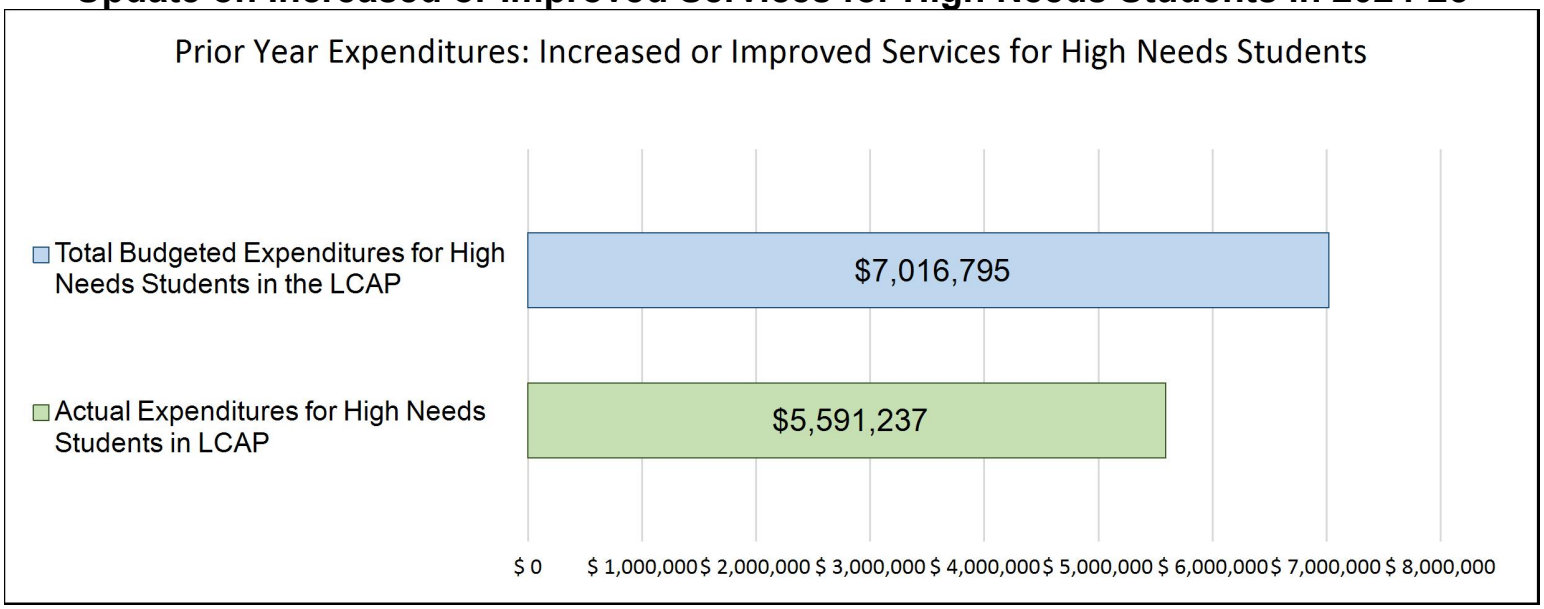
General Fund expenditures not specified in the LCAP include basic direct services to students including, but not limited to classroom teachers and site support staff, basic materials, and supplies. These expenditures encompass all regular, alternative, and special education base programs, state and federal categorical funds, special education transportation, and excess costs. Other support costs not included in the LCAP are custodial services, central office staff such as business services, human resources, maintenance & operations, pupil services, special education services, and educational services.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Dixon Unified School District is projecting it will receive $7,162,723 based on the enrollment of foster youth, English learner, and low-income students. Dixon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dixon Unified School District plans to spend $8,942,524 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 2024-25



This chart compares what Dixon 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 Dixon 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 2024-25, Dixon Unified School District's LCAP budgeted $7,016,795 for planned actions to increase or improve services for high needs students. Dixon Unified School District actually spent $5,591,237 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,425,558 had the following impact on Dixon Unified School District’s ability to increase or improve services for high needs students:

The $1,425,558 difference between Dixon Unified School District’s budgeted and actual expenditures was primarily due to several key factors that limited the district’s ability to fully utilize allocated funds, particularly for high-needs students. Expiring one-time funding created the need to prioritize the use of these funds, which impacted the expected expenditures previously allocated in the 2024-2025 LCAP. Additionally, the district faced challenges in filling open staffing positions, which left budgeted salaries and benefits unspent. A planned strategic shift from Tier 2 to Tier 1 instruction, based on student performance data, reduced the need for some targeted interventions and FTE. Finally, prior administration adopted an LCAP plan with goals that proved challenging to fully implement with the intended level of rigor. The new administration has since taken a thoughtful approach in developing a revised LCAP that aligns more closely with current capacity and priorities. These factors collectively impacted the district's ability to utilize all funding.

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
Dixon Unified School District	Brett Barley Superintendent	brett.barley@dixonusd.org (707) 693-6300

Plan Summary [2025-26]

General Information

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

Dixon Unified School District serves a diverse group of students with the mission to “close the achievement gap by preparing all students for college and career readiness and success in a global society”. While the District has made progress in its efforts to meet its mission of graduating all students college and career ready, there is still much work to be done. This plan continues and builds upon many of the structures, actions, and services that were present in prior LCAPs, and also includes new actions and services responsive to the students we currently serve.

Our mission is to close the achievement gap by preparing all students for college and career readiness and success in a global society. Three DUSD goals address our work to reach that mission:

Goal 1: Engage all students in standards-aligned rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.
Goal 2: Engage all students in social-emotional and behavioral learning which ensures safe, healthy, and culturally responsive schools.
Goal 3: Engage families and the community to form active partnerships which ensure the academic and social growth of students.

To facilitate our decision making, DUSD has three guiding principles when establishing actions and services to meet our Mission and these goals. They are:

- Recruit, train, and retain high-quality collaborative staff.

- Responsibly allocate and manage resources so they align with our mission and values.
- Employ research-based best practices to maximize human, fiscal, and material resources.

Dixon Unified serves just over 3,000 students. The make-up of our student groups is as follows: 68.7% Socioeconomically Disadvantaged, 21.5% English Learners (EL), and .2% are Foster Youth students. Our student enrollment consists of 58.4% Hispanic/Latino, 27.5% White, and 14% identify as one of the other ethnic groups (African American 2.3%, American Indian/Alaska Native 0.3%, Asian 1.2%, Filipino 2.1%, Pacific Islander 0.5%, Two or More Races 5.2%, and no ethnicity reported for 2.6%)

There are 6 schools in DUSD: 1 comprehensive high school (Dixon High School), 1 middle school (John Knight Middle School), 1 alternative education high school (Maine Prairie High School, which has also been identified as an Equity Multiplier School), and 3 elementary schools (Anderson, Gretchen Higgins, and Tremont). The District also authorizes a Montessori charter school which is required to create its own LCAP. Over the course of this DUSD LCAP, the Governing Board and all other educational partners have remained committed to ensuring the Supplemental and Concentration Grant (SCG) funds authorized by the state as part of the Local Control Funding Formula (LCFF) impact the English Learners, Socio-Economically Disadvantaged students, and Homeless/Foster Youth for whom the District receives these dollars.

Reflections: Annual Performance

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

Key Takeaways from comparing the 2023 to 2024 CA School Dashboard results

Areas of Improvement:
The District experienced an improvement in the College and Career Indicator suggesting positive outcomes from expanded AVID programming and increased dual enrollment opportunities.
In 2023, College/Career was simply marked as "Low" (purple bars, a non-color status) but now it is rated Yellow, indicating some progress toward better preparation for post-secondary success. Even though academic indicators weakened, the district is making strides in College/Career readiness.

The 2024 CA School Dashboard for Dixon Unified School District highlights several areas of positive growth, signaling progress in closing achievement and opportunity gaps for unduplicated pupils. In English Language Arts, although overall performance remains in the Orange level, all students improved by 5.3 points, suggesting early signs of impact from recent instructional initiatives. Among English learners, the English Learner Progress Indicator (ELPI) showed encouraging gains: overall English learners improved by 3.8%, while Long-Term English Learners (LTELs) increased by an impressive 9.9%, indicating that recent targeted supports may be beginning to yield results. Additionally, the College/Career Indicator (CCI) for English learners rose by 6.3%, suggesting improved access to rigorous coursework and postsecondary preparation, potentially through AVID, CTE, or intervention programs.

In the area of school climate, the suspension rate for socioeconomically disadvantaged students declined by 0.6%, and for students with disabilities by 0.5%, indicating positive movement toward more inclusive and supportive behavior systems. The district also demonstrated strength in graduation outcomes, with the overall graduation rate increasing by 1.6% to 92.9%, and the graduation rate for English learners

improving by 3.6%, reaching 90.2%. These trends point to progress in ensuring that more students, especially those in unduplicated groups, are staying on track and completing high school. While significant challenges remain in areas like math and chronic absenteeism, these improvements reflect the effectiveness of recent district efforts and provide a strong foundation for continued growth.

Areas That Stayed the Same:
Graduation Rate remained Green (strong performance sustained).
All local indicators (Implementation of Standards, Parent Engagement, Local Climate, Basics, Access to Broad Course) continue to be Standard Met.
Interpretation: Stability in graduation and internal standards shows ongoing strengths in these areas despite challenges elsewhere.

District Summary:
Educational partner feedback gathered through the annual LCAP Survey and DELAC meetings highlighted a continued need for expanded academic and mental health supports. Chronic absenteeism and English Learner academic achievement remain key areas for continued improvement, particularly for Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students, whose performance remained in the "Orange" or "Red" levels. Academic Performance: Drops in ELA and Math show the need for Tier 1 academic improvements, particularly in literacy and numeracy. English Learners: The shift from yellow to orange for English Learner Progress suggests greater challenges supporting English Learners this year. Positive Trend: A bright spot is the College/Career Indicator moving up — showing progress in preparing students for post-secondary success.

When comparing Dixon Unified to 14 other similar districts in the State with an enrollment between 2,000 and 4,000 and an unduplicated rate between 60% and 80%, DUSD ranks about average on the 2024 CA School Dashboard.
English Language Arts (ELA) 7th of 14
Mathematics 8th of 14
Science Not available
English Learner Progress 8th of 14
Graduation Rate 5th of 14
College/Career 5th of 14
Chronic Absenteeism 15th of 14
Suspension Rate 11th of 14

Summary of Schools on the 2024 CA School Dashboard:
Dixon High: Green for College/Career (CCI); Blue for Graduation Rate (meaning even better than green). However, Red in the English Learner Progress Indicator (ELPI) shows a decrease from 2023.

John Knight Middle: Blue in English Learner Progress, Orange in English Language Arts, and Yellow in Mathematics.

Tremont Elementary: Yellow and Orange in academics, however, Green in ELPI and Yellow in Chronic Absenteeism (CHRO).

Gretchen Higgins Elementary: Orange in English Language Arts and Mathematics, Red in ELPI, Yellow in CHRO, and Blue in Suspension.

Anderson (Linford L.) Elementary: Orange and Yellow in Academics and Yellow in Chronic Absenteeism, and Green in Suspension Rate.

Maine Prairie High (Continuation): Red in College and Career Indicator (CCI), Yellow in Graduation Rate, and Orange and Suspension Rate. A positive is that the graduation rate increased by 24.5%.

Strategies to Impact Dashboard Challenges for ELA, Math, and Chronic Absenteeism

- In particular, the academic performance of English Learners, Homeless students, African American students, students with disabilities, and socioeconomically disadvantaged students will remain a focus of District efforts and resources, as evidenced in multiple actions and services in this LCAP.

-The College and Career Indicator is a priority. While overall, students are graduating at a rate commensurate with local and state data, current data demonstrate they are not graduating frequently enough with the skills and experiences to maximize opportunities for success in their post-secondary lives.

- Although the District made improvements with regard to Chronic Absenteeism, still more than 1 in 4 students were chronically absent in 2023-2024. While this is reflective of a larger national and statewide trend, initiatives to encourage and ensure higher attendance rates is critical if Dixon Unified is going to make growth in other indicators.
- A focus on equitable educational opportunities for Students with Disabilities has been added to this LCAP to address current College and Career Readiness, Graduation Rates, English Language Arts, and Math outcomes, currently in the red, or very low Performance Level for student groups.

There remain a number of challenges at the individual school site and student group level. As required by Ed Code, the 2025 LCAP, being the second year of the three year LCAP, continues to display the list of each school and student group that earned a Red, or Very Low, Performance Level on the 2023 CA School Dashboard and each student group that received a Red or Very Low Performance Level on the 2023 CA School Dashboard at the District level. For each item below, the LCAP action that addresses the item is also included.

Lowest Performance Level: Schools:
Gretchen Higgins Elementary: English Learner Progress (Action 1.8, 1.9, 1.10)
Maine Prairie High School: Suspension Rate (Action 4.2)
Maine Prairie High School: Graduation Rate (Action 4.1)
Maine Prairie High School: College/Career Readiness (Actions 1.31, 4.1)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at the District Level:
Suspension Rate: Homeless and Students with Disabilities (Action 2.2)
English Language Arts: English Learners (Actions 1.6, 1.21, 1.29, 1.30)
Mathematics: English Learners, Homeless, African-American (Actions 1.6, 1.27, 1.29, 1.30)
College/Career Readiness: English Learners, Students with Disabilities (Actions 1.31, 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Anderson:
Chronic Absenteeism: Two or More Races (Action 2.3)

English Language Arts: Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Dixon High:
Mathematics: English Learners, Socioeconomically Disadvantaged (Actions 1.6, 1.27, 1.29, 1.30)
College/Career Readiness: English Learners, Students with Disabilities (Actions 1.31, 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Gretchen Higgins Elementary:
English Learner Progress: English Learners (Action 1.8)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at John Knight Middle School:
Suspension Rate: Students with Disabilities (Action 2.2)
English Language Arts: English Learners, Socioeconomically Disadvantaged, Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Maine Prairie High School:
Suspension Rate: Socioeconomically Disadvantaged, Hispanic (Action 2.2)
Graduation Rate: Socioeconomically Disadvantaged (Action 2.6)
College/Career Readiness: English Learners, Socioeconomically Disadvantaged, Hispanic, White (Actions 1.31 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Tremont Elementary:
Suspension Rate: Students with Disabilities (Action 2.2)
English Language Arts: English Learners, Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)
Mathematics: Students with Disabilities (Actions 1.6, 1.27, 1.29, 1.30)

Learning Recovery Block Grant (LREBG):
The district has $1,630,196 of unspent LREBG funding. The district will utilize the 2025-2026 year as a planning year. A Needs Assessment will be completed and once data is
obtained from our Educational Partners, a plan to spend down these funds through appropriate
actions and services will be created. Implementation of this plan will begin in 2026-2027.

Reflections: Technical Assistance

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

Dixon met Differentiated Assistance eligibility for the Long-Term English Learner student group for the indicators of suspension and chronic absenteeism based on the 2024 CA Dashboard and is currently working with Solano County Office of Education partners to address Differentiated Assistance in the following areas.

English Language Learners had eligibility in 2024 based on 2023 CA School Dashboard:

Dixon Unified and SCOE partners have conducted empathy interviews with Long Term English Learners to better understand their needs and experiences. Additionally, staff took a deep dive on a number of cumulative folders to look for trends and insights. Training on the ELPAC and strategies for implementing embedded English Language Development standards into core content areas has also occurred in the secondary schools. In 2025-26, DUSD will continue the ELD course at MPHS, and work will continue to train this staff in specialized instructional strategies. This work also includes the ELA, Math, and College/Career Indicators for Academic Achievement on the CA School Dashboard.

Students with Disabilities had eligibility in 2024 based on 2023 CA School Dashboard:
The performance of Students with Disabilities on the Suspension and College/Career Indicator qualifies for Technical Assistance. Special Education staff, in partnership with Pupil Services and Educational Services began this work in 2024-25. These needs are also addressed with additional staffing and training in the Special Education Department.

Long-Term English Learners:
A review of the 2024 California School Dashboard reveals significant areas of concern for our Long-Term English Learner (LTEL) student group, particularly in the areas of chronic absenteeism and suspension rates. On both indicators, LTELs received a Red performance level, signifying the lowest level of performance statewide and identifying this student group as requiring urgent support and intervention. For chronic absenteeism, 31.9% of LTELs were identified as chronically absent, representing a 5% increase compared to the previous year. This rate not only reflects a substantial barrier to academic access and progress for LTELs, but it also exceeds the rates of most other student groups within the district. 72 students were identified as being chronically absent, suggesting that a meaningful proportion of our LTEL population is disengaged from consistent school attendance. Similarly, the suspension rate for LTELs reached 8.8%, also showing an increase of 1.3% from the prior year. With 228 students identified as suspended, it demonstrates an upward trend in disciplinary exclusion indicates systemic challenges in school climate, student behavior supports, and culturally responsive discipline practices. Given these findings, LTELs clearly fall within the category of student groups performing at the lowest level on multiple state indicators, aligning them with LCAP and Equity Multiplier focus goal requirements. Addressing these outcomes will require targeted, evidence-based actions—such as early intervention programs, inclusive behavior supports, and partnerships with families—to re-engage LTEL students and reduce the underlying conditions contributing to chronic absenteeism and exclusionary discipline.

Actions Supporting Behavior and Suspension Reduction for LTEL Students
1. Goal 2, Action 2.2: Professional Development to Improve School Climate
Description: This action includes PD for staff in cultural competency, social-emotional learning (SEL), restorative practices, and trauma-informed strategies. It also includes coaching for PBIS and structured non-instructional supervision.
Relevance to LTELs: As unduplicated pupils, including LTELs, are overrepresented in discipline data, this action targets school climate and culturally responsive strategies that indirectly benefit LTELs by improving behavior outcomes and reducing suspensions.
Scope: LEA-wide
Targeted Needs: Suspension rates (red for multiple groups), behavior support, SEL, and school safety.

2. Goal 2, Action 2.4: Social-Emotional and Behavioral Leadership and Coordination
Description: Funds a leadership team to coordinate SEL, mental health, and behavior supports districtwide.
Relevance to LTELs: Supports systems that proactively reduce behavior incidents and suspensions among LTELs and other unduplicated students.

Targeted Indicators: Suspension rate, chronic absenteeism.

3. Additional Supports Mentioned in the Narrative
Actions and services such as peer mentorship, anti-bullying programs, drug/alcohol intervention alternatives to suspension, and increased campus supervision are all part of a broader strategy aimed at reducing suspensions and improving safety for unduplicated students, including LTELs.

Actions Aimed at Improving Attendance for LTEL Students

1. Goal 1, Action 10: Teacher Professional Development for LTELs
Description: Provide focused PD on embedded ELD strategies and specifically designed PD in increase the academic achievement and outcomes of our LTELs.
2. Goal 1, Action 15: Elementary Reading and Math Supports for MLLs.
Description: This action is especially critical for Long-Term English Learners (LTELs), who often face persistent challenges with academic language and literacy despite years of instruction. By embedding ELD intervention within a literacy-focused framework, the district provides sustained, high-leverage support that addresses the complex linguistic and academic needs of LTELs, helping them progress toward reclassification and succeed in core subjects.
2. Goal 2, Action 2.3: Actions and Initiatives to Improve Attendance Rates for Unduplicated Students
Description: Utilizes bilingual liaisons, site teams, and partnerships (e.g., with Attendance Works and Solano COE) to identify and intervene early with students at risk for chronic absenteeism.
Relevance to LTELs: LTELs are included in the unduplicated count. The data-driven, root-cause-based strategies are aimed at improving attendance specifically for these student groups.
Scope: Principally directed to unduplicated student groups
Metrics: Chronic absenteeism, average daily attendance.
3. Goal 2, Action 2.12: PBIS Coaching and Implementation
Description: Provides staff training and site-level coaching in PBIS to proactively address behavioral issues, increase student engagement, and improve attendance.
Relevance to LTELs: As part of unduplicated groups in high-need categories, LTEL students benefit from systemwide climate improvements that increase their school connection and daily attendance.
Scope: LEA-wide.
Summary of Impact for LTEL Students
While the LCAP does not always isolate LTEL students specifically in every action, they are consistently included within "unduplicated pupil groups." The actions mentioned above collectively aim to:
Reduce suspensions via restorative practices, SEL, and behavior interventions.
Improve attendance through targeted outreach, family engagement, and coordinated leadership.

Equity Multiplier:
MPHS is receiving funds for the equity multiplier, which is a state program for school sites within a local educational agency (LEA) that qualify for targeted funding under the Local Control Funding Formula (LCFF) Equity Multiplier program due to high rates of student mobility and socioeconomic disadvantage.

A school qualifies as an Equity Multiplier school if it meets both of the following conditions based on prior-year data: Nonstability Rate > 25%: This means more than 25% of students either: Attended the school for fewer than 245 days between July 1 and June 30, or Exited the school due to truancy, expulsion, or unknown reasons with no stable re-enrollment.

Socioeconomically Disadvantaged Rate > 70%: This includes students whose families meet criteria such as: Neither parent has a high school diploma, Eligibility for free/reduced lunch, Identification as foster youth, homeless, migratory, or enrolled in a juvenile court school.

These criteria are defined in Education Code Section 42238.024 and based on CDE's annual Stability Rate Data File.

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.

Maine Prairie High School

Support for Identified Schools

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

DUSD supports its lone CSI eligible school in the development of its plan by directly supporting the work around the SPSA. Annually the District and Solano County Office of Education staff work with the site to complete the SWIFT Fidelity Integrity Assessment (FIA) to identify areas of focus. These areas of focus are informing and driving the work of of the Maine Prairie school plan. District staff also collaborate with the site in evaluating assessment data, CA Schools Dashboard, and other relevant indicators to monitor the effectiveness of planned actions and services. The District is supporting the site with AVID resources and professional development. The AVID work has been especially impactful in redefining instructional practices at the school site, and DUSD and MPHS are working with AVID Center as they develop a tool to measure the effectiveness of AVID in the alternative education setting. In partnership with the Solano County Office of Education, DUSD is also engaged in Improvement Science focusing on improving outcomes for secondary English Language Learners. A disproportionate amount of English Learners finish their schooling at MPHS, and too many do not graduate, or graduate not having met college and career readiness standards. The District's work with SCOE is intended to disrupt this trend so the District graduates English Learners having fulfilled its Mission to ensure all students graduate college and career ready.
One of the district’s central strategies is the districtwide implementation of AVID (Advancement Via Individual Determination) as a preventative academic and behavioral intervention. AVID equips students with the skills, mindsets, and support systems necessary to succeed in rigorous coursework and remain on a path toward graduation. By embedding AVID practices across all secondary schools and integrating its strategies into core instruction, DUSD aims to identify and intervene with students early, helping them remain engaged and on track—reducing the need for placement at Maine Prairie High School (MPHS), the district’s continuation high school.

AVID (Advancement Via Individual Determination) is a critical strategy for Dixon Unified School District because it provides students—especially those in traditionally underrepresented or at-risk groups—with the academic skills, structures, and support systems they need to succeed in rigorous coursework and stay on track for graduation. Implementing AVID across the district serves as an early intervention that helps prevent students from falling behind academically or disengaging from school, which are common pathways that lead students to attend our continuation high school, Maine Prairie High School (MPHS).
By focusing on areas such as organization, note-taking, critical thinking, inquiry, and college/career readiness, AVID builds students' confidence and capacity to succeed in the general education setting. It supports teachers in adopting proven instructional strategies that engage all learners and helps create a positive academic culture that encourages perseverance and high achievement.
AVID is especially important in a district like DUSD where chronic absenteeism, high suspension rates among certain student groups, and disproportionality in continuation school enrollment—particularly for English Learners and socio-economically disadvantaged students—are pressing concerns. Implementing AVID districtwide helps address these challenges at their root, equipping students with the tools and support they need before academic struggles escalate, and thereby reducing the need for alternative placement at MPHS or providing tools and strategies for students who are attending MPHS.

Monitoring and Evaluating Effectiveness

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

The site's plan will be presented to the Board and community annually. The principal and staff will share the process of how the plan was developed, including community engagement, what data the site considered as part of its needs assessment, the goals developed by the team, expected outcomes, the actions and services the site will execute to meet their goals, and budgets to adequately support the actions and services. Additionally, the site will be asked to share goal progress at principals meetings. When the MPHS CA School Dashboard is released, the principal will present the results with school staff to ensure all understand the data and to discuss critical next steps to improve student outcomes. Finally, MPHS, District, and AVID Center staff will use the new Small School AVID CCI rubric to measure the schools progress toward improving systems, culture, instruction, and leadership.

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
Parent Advisory Committee	Parents and guardians participate in district decision-making and work to improve the educational experience for all students. PAC provides a platform for parents to voice their opinions, offer suggestions, and collaborate with the staff around annual planning efforts. Tuesday, March 18 at 2 PM Tuesday, April 8 at 2 PM Tuesday, May 6 at 3 PM Tuesday, June 3 at 2 PM
Teachers	District staff presented the CA School Dashboard to all principals when it was released. The intent of this initial presentation was to ensure full understanding of the Dashboard and its results, as well as to generate conversations at the site level about next steps. Principals were requested to share the data with their teachers and requested feedback which was shared with district leadership. Subsequent to these meetings, an LCAP survey was provided to teachers where they could provide feedback and suggestions.
Principals	Principals meet monthly with the Assistant Superintendent of Educational Services and other staff to discuss progress on LCAP goals. Wednesday, September 25, 2024 Wednesday, October 9, 2024 Wednesday, November 6, 2024

Educational Partner(s)	Process for Engagement
	Wednesday, December 4, 2024 Wednesday, January 29, 2025 Wednesday, February 26, 2025 Wednesday, March 19, 2025 Wednesday, April 9, 2025 Wednesday, May 21, 2025
Administrators, SELPA	A district administrator at a minimum, meets bi-weekly to consult on progress toward District goals. The district administrator also meets weekly with the Assistant Superintendent of Educational Services to consult. The Superintendent and the Director of Special Education have a monthly meeting with the SELPA to review and seek feedback on the LCAP goals, progress, and adjustments that may need to be made.
Support Staff	Support staff who are directly linked to actions and services outlined in the LCAP, such as Parent Liaisons and Compliance Specialists, have standing meetings with District leaders to consult on needs with regard to the initiatives they support.
Local Bargaining Units of the LEA	Dixon Teachers Association (DTA) leaders participate in joint labor management meetings with District leadership to discuss concerns related to their members. The leadership of SEIU 1021, our local classified bargaining unit, participates in joint labor management meetings with District leadership to discuss concerns related to their members.
Parents	Parents are invited to participate in a variety of school-based groups, such as School Site Councils, English Language Advisory Councils, and Parent Teacher Organizations, to provide feedback and ideas to leaders with regard to the site. Principals are expected to act as a conduit to District staff so that these local priorities can be incorporated into the District's LCAP. In addition to these site-based parent input opportunities, the District hosted parent nights where the CA School Dashboard was reviewed to solicit feedback for priorities with regard to LCAP Goals, Actions, and Service. Finally, staff created and distributed a survey to all parents in the spring to gather input to influence the final LCAP.

Educational Partner(s)	Process for Engagement
Student Advisory Committee	The Student Advisory Committee (SAC) provides a process for engaging secondary students in meaningful dialogue about their educational experience. Student representatives from middle and high schools collaborate with district staff to share insights, offer feedback, and discuss school climate, academic programs, and student needs. This process ensures that student voice is included in decision-making and helps inform district goals, policies, and initiatives from a student-centered perspective.
District English Language Advisory Council (DELAC)	The DELAC meets at least four times annually (typically more), and discussions generally focus on services for English Learners in the District. Items specific to the LCAP frequently populate the agenda, and the council looks at a final summary of the Goals, Actions, and Services prior to it going to the Board in June. Wednesday, October 16 Wednesday, November 20 Wednesday, January 22 Wednesday, March 19 Wednesday, April 30 Wednesday, May 28
Migrant Education Parent Advisory Council (Migrant PAC)	The Migrant PAC meets monthly throughout the year to focus on services for Dixon Unified's migrant student population. At a meeting in the fall and the spring, the LCAP is reviewed for input.
Board Meetings	Board of Education meetings are opportunities for the Board to become better informed about actions by staff across the district, the cost of those actions, and to receive updates on data to monitor actions. Throughout the year, at these meetings, staff provide a series of updates on these topics for the Board. Thursday, September 19 Thursday, October 3 Thursday, October 17 Thursday, November7 Thursday, December19 Thursday, January 16 Thursday, February 6

Educational Partner(s)	Process for Engagement
	Thursday, March 20 Thursday, April 17 Thursday, May 1 Thursday, May 15 Thursday, June 5 Thursday, June 12 Thursday June 26
District Staff Meetings	District Staff meetings are opportuntities for district leaders to share important updates about various district actions and initiatives and to receive feedback from staff. Friday, August 16, 2024 Friday, September 6, 2024 Friday, September 20, 2024 Friday, October, 18 2024 Friday, November 8, 2024 Friday, January 17, 2025 Friday, February, 14, 2025 Friday, March 21, 2025 Friday, May 16, 2025 Friday, June 13, 2025
Superintendent Council Meetings	Superintendent Council meetings are educational partner sessions aimed to gather input on desired programs and initiative across the district and to inform partners about the progress of those actions. Thursday, August 22, 2024 Thursday, September 26, 2024 Monday, October 28, 2024 Thursday, January 23, 2025 Thursday, February 27, 2025 Thursday, March 27, 2025 Thursday, May 22, 2025
Maine Prairie High School School Site Council (Equity Multiplier School)	Throughout the 2024–2025 academic year, the Maine Prairie High School Site Council was actively consulted on a range of key topics, including the school budget, academic and support programs, the School Plan for Student Achievement (SPSA), the Equity Multiplier

Educational Partner(s)	Process for Engagement
	designation, and the development of the required LCAP goals, metrics, and actions.

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

This year an LCAP survey was sent out to students, staff, families and the community. Survey results show that students at DUSD generally feel they have access to the textbooks and instructional materials they need for learning both at home and in the classroom, with an average rating of 3.96 on a five point scale. Teachers and staff are viewed as respectful and supportive toward students, earning a rating of 3.91. School safety was rated at 3.85, suggesting that most participants feel schools provide a safe environment. Effective communication with families received a 3.73, while the feeling that families are welcomed and encouraged to participate in activities and decision-making was rated at 3.62. When asked if their opinions and ideas are valued at school, respondents gave an average rating of 3.61. The perception of how well schools support students' academic success scored 3.56. Regarding progress toward major district goals, participants rated DUSD′s progress toward Goal 3 (Family and Community Engagement) at 3.43, and both Goal 2 (Student Safety and Well-being) and Goal 1 (High-Quality Instruction and Student Achievement) at 3.41 each.

Feedback from educational partners highlighted the importance of strong instruction to improve student success, especially for students who are low-income, English Learners, and traditionally underperforming. Feedback also pointed toward the need to review metrics and the targets associated with many of those metrics to increase alignment with CA Dashboard data and equity expectations. Goals remained unchanged, however new metrics were introduced to increase alignment with CA Dashboard data and equity expectations. Additionally, targets were revised, following Educational Partner feedback, to reflect more realistic and achievable targets.

The district is moving to allocate additional funding for the investment in competitive salaries which directly supports the district′s ability to recruit and retain high-quality educators, which in turn enhances academic outcomes for the targeted student population. This aligns with both the California Department of Education (CDE) guidelines and the district′s commitment to improving services for unduplicated pupils (low-income students, English learners, and foster youth).

The feedback received from educational partners informed the redevelopment of the LCAP to help all educational partners better monitor progress. Specifically, the district reorganized district actions from a short list of 9 actions that were complex and inclusive of multiple distinct actions into a list of 50 separate LCAP actions that could each be implemented and monitored individually.

A significant amount of feedback was received, including the following strengths:

- Strong sense of community with strong family-school connections
- Dedicated, caring, and professional teachers and staff
- Access to Chromebooks and digital learning tools
- Widespread AVID program supporting college and career readiness
- Wellness centers and mental health clinicians are available on campuses
- Social Emotional Learning (SEL) practices like PBIS and restorative strategies
- Family engagement through school events and community celebrations

- Improved communication through ParentSquare, emails, and superintendent messages
- Focus on diversity and inclusion with cultural celebrations and welcoming initiatives
- Efforts to provide academic rigor through AP, Honors, and CTE programs

And the following areas for improvement:
- Better recruitment, pay, and retention of qualified teachers
- Expand career and technical education (CTE) options like welding, CNA, EMT programs
- Offer more advanced courses and dual enrollment opportunities starting in middle school
- Stronger enforcement of behavior expectations and improved campus safety
- Reduce excessive standardized testing to protect classroom learning time
- Expand mental health services and offer mandatory SEL education
- Improve consistency and clarity in communication, with better translations
- Strengthen support for Special Education and 504 students
- Upgrade facilities, playgrounds, and address overcrowding
- Reopen campuses to rebuild family involvement and partnerships post-COVID

Some specific areas to make improvements were shared by District Goal.

For example, for Goal 1:

Instruction and Curriculum
- Strengthen foundational math skills and simplify confusing curriculum approaches
- Expand access to advanced courses, honors, AP, and career technical education (CTE)
- Increase hands-on learning opportunities, dual enrollment, and career exploration options
- Provide updated textbooks, learning materials, and classroom technology
- Continue or expand AVID

Teacher Quality and Staffing
- Hire, develop, and retain highly qualified teachers and support staff
- Improve teacher salaries and working conditions to reduce turnover
- Offer professional development in rigorous instruction, SEL, and classroom management
- Add more counselors, paraeducators, and behavior specialists to support student
- Add more bilingual staff at school sites

Student Support and School Environment
- Expand intervention programs (RTI), tutoring, and after-school supports
- Enforce consistent discipline and behavior expectations across all campuses
- Address overcrowded classes and ensure a safe, supportive learning environment
- Promote athletics, arts, field trips, and enrichment activities to keep students engaged

Communication, Equity, and Family Engagement

- Strengthen communication with families through meetings, updates, and transparency
- Prioritize support for bilingual learners and culturally responsive teaching
- Hold families accountable for supporting academic and behavioral expectations
- Celebrate diversity and foster inclusive, welcoming environments for all students

For Goal 2:

Mental Health and Wellness Support

- Establish Wellness Centers on all campuses to provide students with a dedicated space for self-regulation, counseling access, and emotional support throughout the school

day.

- Expand access to mental health clinicians and school counselors to ensure timely, school-based mental health services for students, including individual and small group

counseling.

- Implement and support social skills groups and emotional regulation programs to proactively teach students coping strategies, emotional awareness, and interpersonal skills.

Social Emotional Learning (SEL) and Behavior Programs

- Continue implementation and refinement of PBIS (Positive Behavioral Interventions and Supports) across all sites, including systems like "The Ram Way" and positive

incentive programs that reinforce expected behaviors.

- Embed SEL lessons into daily classroom instruction to help students build skills in self-awareness, empathy, responsible decision-making, and relationship-building.
- Train staff in restorative practices and de-escalation strategies to address behavior in supportive and relationship-centered ways that minimize punitive responses.
- Expand peer support programs such as WEB (Where Everybody Belongs) to foster mentorship, student connection, and smoother transitions into middle and high school.

Cultural Responsiveness and Inclusion

- Promote school-wide events and activities that celebrate diverse cultures and identities, increasing visibility, belonging, and appreciation of all students and families.
- Support culturally responsive teaching practices through ongoing professional development that equips educators to affirm diverse student backgrounds and learning needs.
- Ensure each campus is a safe, inclusive, and welcoming environment, with explicit efforts to address bias and ensure equitable treatment of all students.

Communication and Staff Engagement

- Maintain regular and transparent communication with families through ParentSquare, principal newsletters, and school websites.

- Prioritize supportive and responsive interactions between staff and families, fostering strong home-school partnerships and trust.
- Conduct school-wide assemblies promoting positive behavior and safety

For Goal 3:

Parent and Family Engagement
- Reopen campuses for volunteering and events
- Bring back family activities
- Create a welcoming environment post-COVID
- Implement parent codes of conduct
- Emphasize shared school-home responsibility
- College and Career information and support provided to families

Communication Improvements
- Increase frequency and clarity of communication
- Use multiple formats: emails, texts, calls, flyers
- Ensure complete, accurate translations
- Improve website and public calendars

Rebuild Trust with Families
- Actively listen and respond to parent concerns
- Retrain staff for professional, proactive communication
- Expand bilingual family support

Support Beyond Academics
- Offer parenting workshops and principal coffee chats
- Create student summer jobs and community service opportunities
- Strengthen school-business partnerships

Structural and Administrative Changes
- Hire more aides, teachers, and support staff
- Improve attendance and discipline follow-up
- Expand opportunities for parent feedback

Maine Prairie High School (Equity Multiplier Site)
- Educational partners at Maine Prairie High School including faculty, staff, students, parents, and community members provided valuable input that shaped the adopted LCAP.

Feedback highlighted the need for increased academic and behavioral support to improve student achievement and address school climate issues. Educational partners also emphasized the importance of prioritizing college and

career readiness, calling for
expanded guidance, career exploration opportunities, and post-secondary planning. In addition, there
was a strong call for enhanced coordinated pupil services to provide more comprehensive support for students' academic, behavioral, and social-emotional needs.

In alignment with the principles of transparency and meaningful stakeholder engagement, the Superintendent (or designee) will provide a written response to comments or questions submitted by the Parent Advisory Committee and the English Learner Advisory Committee, as required.

DUSD presented the developed LCAP to the following advisory committees:

- Parent advisory committee
- English learner parent advisory committee
- Student Advisory Committee

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage all students in standards-aligned rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dixon Unified School District is committed to its Mission to close the achievement gap by ensuring all students graduate college and career ready. In order to do this, DUSD embraces a system-wide approach, seeking to build and maintain systems, culture, leadership, and instruction which supports students in a rigorous, standards-aligned curriculum. Therefore, in developing a "broad goal" focused on ensuring students' needs are met wherever they are on their academic journey in Dixon, the District seeks to create a cohesive and intentional series of actions and services which ensure conditions for learning are optimized, standards are taught and learned, students have access to courses and supports that meet their needs, and pupil achievement improves for all students groups at all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-aligned Materials: CA School Dashboard Local Indicator #1- Percent of Students with Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home (Priority 1)	2023 CA School Dashboard: 100%	2024 CA School Dashboard: 100%		100%	same, 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CA School Dashboard Local Priority: Instances Where Facilities Meet the "Good Repair" Standard (Priority 1)	2023 CA School Dashboard: Anderson: Yes Gretchen Higgins: Yes Tremont: Yes John Knight Middle School: No Dixon High School: No Maine Prairie HS: Yes	2024 CA School Dashboard: Anderson: No Gretchen Higgins: No Tremont: Yes John Knight Middle School: Yes Dixon High School: Yes Maine Prairie HS: Yes		Yes for all schools	Declined to not meeting: Anderson and Gretchen Higgins: Improved or continued to meet: Tremont, John Knight Middle School, Dixon High School, and Maine Prairie HS
1.3	CAASPP ELA: Percent of students meetings standards by scoring level 3 or 4 from ETS/CAASPP Reporting Website. (Priority 4)	2023 CAASPP Results: All: 34.18% Hispanic/Latino: 28.57% White:43.72% English Learners: 9.15% Long-Term English Learners: 4.72% Socio-Economically Disadvantaged: 26.77% Students w/ Disabilities: 12.44%	2024 CAASPP Results All: 34.7% Hispanic/Latino: 30.4% White: 41.3% English Learners: 9.9% Long-Term English Learners: 9.7% Socio-Economically Disadvantaged: 29.2% Students w/ Disabilities: 6.7%		Improve all metrics by 2% over Baseline	All: improved 0.5% Hispanic/Latino: improved 2% White: decreased 2.5% English Learners: improved .5% Long-Term English Learners: improved 3% Socio-Economically Disadvantaged: improved 2.5% Students w/ Disabilities: decreased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of State Standards: Percent of students meeting end of year grade level standards on iReady assessments as Reported in iReady System. (Priority 2)	2024 Results: ELA: 35% Math: 27%	As of January 2025 ELA: 33% Math: 20%		Improve all metrics by 2% over Baseline	ELA decreased 2% Math decreased 7%
1.5	Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential Local Data on Staff Vacancy Data	2023 CA School Dashboard: 2021-22 85.4% Local Data: 2023-2024: 66% Local Data: 2023-2024: 12%	2024 CA School Dashboard 2022-2023 85.3% Local Data on Percent of Teachers with a Clear Credential: 2024-2025: 64% Local Data on Staff Vacancies: 2024-2025 19%		CA Dashboard: 90% Local Data on Percent of Teachers with a Clear Credential: 68% Local Data on Staff Vacancies: 10%	CA Dashboard:: same Local Data on Percent of Teachers with a Clear Credential: Decrease 2% Local Data on Staff Vacancies: Increased by 7%
1.6	CAASPP Math: Percent of students meeting standards by scoring level 3 or 4 from ETS/CAASPP Reporting Website.. (Priority 4)	2023 CAASPP Results: All: 25.16% Hispanic/Latino: 19.27% White: 33.33% English Learners: 4.46% Long-Term English Learners: 0.94%	2024 CAASPP Results: All: 24.0%% Hispanic/Latino: 19.9% White: 29.8% English Learners: 6.8% Long-Term English Learners: 7.6%		Improve all metrics by 2% over Baseline	All: decreased 1% Hispanic/Latino: improved 0.5% White: decreased 3.5% English Learners: improved 2.5% Long-Term English Learners: improved 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 19.51% Students w/ Disabilities: 10.14%	Socio-Economically Disadvantaged: 19.5% Students w/ Disabilities: 6.9%			Socio-Economically Disadvantaged: same Students w/ Disabilities: decresed 3%
1.7	CAASPP ELA: School performance level on CA School Dashboard for Academic Performance. (Priority 4)	2023 Dashboard: Anderson: Orange Gretchen Higgins: Yellow Tremont: Yellow John Knight MS: Orange Dixon HS: Green Maine Prairie HS: No Performance Color	2024 Dashboard: Anderson: Orange Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: No Color		Improve all to Yellow, Green or Blue	Anderson: same Gretchen Higgins: decreased to orange Tremont: same John Knight MS: improved to yellow Dixon HS: decreased to orange Maine Prairie HS: No Color
1.8	CAASPP Math: School performance level on CA School Dashboard for Academic Performance. (Priority 4)	2023 Dashboard: Anderson: Orange Gretchen Higgins: Yellow Tremont: Orange John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: No Performance Color	2024 Dashboard: Anderson: Orange Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Orange Dixon HS: Yellow Maine Prairie HS: No Color		Improve all to Yellow, Green or Blue	Anderson: same Gretchen Higgins: decreased to orange Tremont: improved to yellow John Knight MS: decreased to orange Dixon HS: improved to yellow Maine Prairie HS: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner Progress Indicator: School Performance Level on CA School Dashboard for English Learner Progress. (Priority 4)	2023 Dashboard: Anderson: Yellow Gretchen Higgins: Red Tremont: Green John Knight MS: Blue Dixon HS: Yellow Maine Prairie HS No Performance Color	2024 Dashboard: Anderson: Yellow Gretchen Higgins: Yellow Tremont: Red John Knight MS: Yellow Dixon HS: Red Maine Prairie HS No Color		Improve all to Yellow, Green or Blue	Anderson: same Gretchen Higgins: improved to Yellow Tremont: decreased to Red John Knight MS: decreased toYellow Dixon HS: decreased to Red Maine Prairie HS No Color
1.10	Percentage of Students Completing UC/CSU "A-G" Requirements as reported on DataQuest. (Priority 4)	2023 Graduating Class: 35.2%	2024 Graduating Class: 34%		45%	decreased 3.1%
1.11	EL Reclassification Rate: Percent of English Learners who reclassify to Fluent English Proficient as Reported in ELLevation. (Priority 4)	2023-2024 Totals: 7%	2024-2025 7.5%		10%	improved 0.5%
1.12	Implementation of programs and services to ensure English Learner access to CCSS and ELD standards: Percent of Elementary Designated ELD Lessons with ELD	2023: 100%	2024: 100%		100%	same, 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards Alignment as Observed During Walkthroughs Using Program Walkthrough Tool. (Priority 2)					
1.13	AP Pupil Achievement: AP Percentage of AP students with passing exam scores (3+) as Reported on AP Central. (Priority 4)	2023: 65.82%	2024: 51%		68%	decreased 15%
1.14	Early Assessment Program: Percent of pupils demonstrate college preparedness by scoring a "4" on ELA and Math CAASPP as reported in AERIES LCAP Dashboard. (Priority 4)	2023: ELA: 20% Math: 6.4%	2024: ELA: 16.7% Math: 7.5%		Improve all metrics by 2% over Baseline	ELA: decreased 3.3% Math: increased 1%
1.15	College/Career Indicator: Percentage of Students Graduating College and Career Ready as Defined on CA School Dashboard. (Priority 4)	2023 CA School Dashboard: Overall: Low Dixon HS: Medium Maine Prairie HS: Very Low	2024 CA School Dashboard: Overall: Yellow Dixon HS: Green Maine Prairie HS: Red		Improve all to Yellow, Green or Blue	Overall: improved to Yellow Dixon HS: improved to Green Maine Prairie HS: same Red
1.16	AVID Implementation: Schools Progress Toward Achieving AVID Schoolwide as Define by	2023: Anderson: Certified	2024: Anderson: Implementing		Certified or Highly Certified for all	Anderson: Implementing Dixon High School: Highly Certified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	AVID Coaching and Certification Instrument. (Priority 8)	Dixon High School: Highly Certified Gretchen Higgins: Implementing John Knight Middle School: Certified Maine Prairie High School: Implementing Tremont: Certified	Dixon High School: Highly Certified Gretchen Higgins: Implementing John Knight Middle School: Certified Maine Prairie: Implementing Tremont: Highly Certified			Gretchen Higgins: Implementing John Knight Middle School: Certified Maine Prairie: Implementing Tremont: Highly Certified
1.17	Percent of LCAP Created Positions Filled for the Entire Academic Year as reported on Personnel Vacancy Report. (Priority 1)	2023-24: 73%	2024-25: 73%		75%	0, no change
1.18	Access to a Broad Course: CA School Dashboard Local Indicator (Priority 7)	February 2024: Standard Met	February 2025: Standard Met		Standard Met	same
1.19	Course Access and Programs and Services for Unduplicated Pupils: A-G Completion Rates for Unduplicated Students and Students with Disabilities (Priority 7)	2023: English Learners: 7.9% Socioeconomically Disadvantaged: 39.2% Homeless Youth: 29.4% Foster Youth: NA Students with Disabilities: 6.7% Migrant Education: 35.7%	2024: English Learners: 20% Socioeconomically Disadvantaged: 30.8% Homeless Youth: 19.2% Foster Youth: NA Students with Disabilities: 3.1% Migrant Education: 38.1%		Improve all metrics by 2% over Baseline	English Learners: improved 12% Socioeconomically Disadvantaged: decreased 8% Homeless Youth: decreased 10% Foster Youth: same Students with Disabilities: decreased 3.5% Migrant Education:increased 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Met UC/CSU and Completed at Least One CTE Pathway as Reported on DataQuest (Priority 4)	2023: All: .7%	2024: All: 3.3%		5%	improved 2.5%
1.21	CAST Science: Percent meeting or Exceeding Standard	2023: All: 18.63% LTEL: 1.47%	2024: All: 18.57% LTEL: 0%		Improve both metrics by 2% over Baseline	Decreased 0.06% Decreased 1.47%
1.22	Local Assessment in ELA: percent of all students at or above grade level	2023-2024 Local Assessment: iReady ELA Diagnostic 2: 31%	2024-2025 Local Assessment iReady ELA Diagnostic 2: 30%		Improve both metrics by 2% over Baseline	Decreased 1%
1.23	Local Assessment in Math: percent of all students at or above grade level	2023-2024 Local Assessment: iReady Math Diagnostic 2: 20%	2024-2025 Local Assessment: iReady Math Diagnostic 2: 23%		Improve both metrics by 2% over Baseline	Increased 3%

Goal Analysis [2024-25]

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

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

The overall implementation of planned actions was carried out with commitment; however, notable differences emerged between the original plan and actual execution. These differences primarily stemmed from the district's inability to fill multiple key positions and to sustain several initiatives proposed by the previous district administration.
Staffing shortages had a direct impact on the district's ability to fully implement certain instructional and student support services. These challenges affected the scale and consistency of services delivered, leading to delays or reductions in planned activities. The district adapted by reallocating one-time resources, prioritizing critical needs, and focusing on high-impact strategies that could be supported with existing staff.

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.

The difference between what was budgeted in Goal 1 in the 2024-2025 LCAP and what was actually expended was $1,060,685. The material differences between budgeted expenditures and estimated actual expenditures were primarily due to three key factors. Multiple staffing positions that were budgeted for could not be filled, resulting in lower personnel costs than anticipated. Second, the district strategically utilized expiring one-time funding to support certain programs and services, which offset some of the originally planned expenditures from ongoing funds. Finally, the actual costs for several programs and contracted services came in lower than projected, further contributing to the variance.
These factors collectively led to a reduction in overall expenditures compared to the budgeted amounts. As a result, the estimated actual percentage of improved services delivered was also affected, particularly in areas where staffing limitations constrained full implementation. However, the district continued to prioritize high-need students and maintained core services to the extent possible within the adjusted financial and staffing realities.
Conversely, the district experienced increased actual expenses related to recruitment and retention efforts. This rise in costs is directly connected to the district's strategic shift toward Tier I instruction, designed to address the specific academic needs of all students, especially our unduplicated student population. These investments were critical in ensuring that high-quality staff were in place to support effective, differentiated instruction across the district.

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

1. Expansion of College and Career Readiness (AVID & CTE Programs)
Effectiveness:

The College and Career Indicator (CCI) improved from 2023 to 2024. Data from National First Fall Enrollment sources demonstrate that AVID graduates from Dixon Unified enroll in college immediately following high school at rates that exceed the national average, affirming AVID's positive impact.
AVID implementation continued across all schools with varied certification levels; Tremont moved to "Highly Certified", while Maine Prairie and Gretchen Higgins remained in the "Implementing" phase.
Early college exposure was maintained through AVID field trips, electives, and tutoring.
CTE sequence completion increased modestly but remained low overall (2024 data not fully reported).
Conclusion: Promising progress has been made in post-secondary readiness, particularly at Dixon High, indicating that AVID and early college initiatives are having a positive impact. Continued expansion and support at the alternative and middle school levels will help ensure these gains are sustained and extended to all students.

2. Targeted English Learner (EL) Supports
Effectiveness:
Actions included ELD instructional coaching, newcomer programs, dedicated EL specialists, and secondary PD.

Despite these investments, English Learner Progress on the Dashboard declined from Yellow to Orange, and ELs remained at just 9.92% meeting ELA standards and 6.84% in Math.
Tremont fell from Green to Red in the EL Progress Indicator; Dixon High also dropped to Red.
Conclusion: While support structures were expanded, student outcomes particularly for Multilingual Language Learners did not show the desired improvement, especially at sites with higher MLL populations. This suggests that expanded efforts must be paired with more impactful instructional shifts and a stronger, more cohesive focus on MLL progress. To better support these students, the district recognizes the need for a refreshed approach to English Language Development (ELD). As part of this effort, the district is also implementing the Walk to Read program at all elementary sites, aiming to build a strong foundation in literacy that supports long-term success for all learners, including MLLs.

3. Supplemental Academic Supports (Intervention Teachers, Library Access, Class-Size Reduction)
Effectiveness:
Libraries were updated with inclusive, multicultural materials.
Reading scores showed modest growth: overall ELA improved from 34.18% to 34.7%, and SED students from 26.8% to 29.2%.
However, students with disabilities declined from 12.4% to 6.7% in ELA, and from 10.1% to 6.9% in Math.
Math scores overall dropped slightly (from 25.2% to 24%).
Conclusion: The results reflect mixed progress. Low performance across all subgroups demonstrates a need to focus on Tier I instruction.

4. Professional Development and Instructional Coaching
Effectiveness:
PD was offered on AVID and ELD.
Teacher vacancy rates (27%) presented challenges to the full implementation of intervention programs.
Conclusion: While strong professional development plans were established, staffing shortages limited the full impact of these efforts. To ensure long-term success, continued investment in recruitment and retention strategies is critical. In response to these challenges, the district is also shifting focus toward strengthening Tier I instruction, aiming to build a more consistent foundation of high-quality teaching for all students.

5. AVID Systemwide Support
Effectiveness:
AVID continues to be a key district-wide initiative supporting college and career readiness for all students. During the reporting period, AVID-related actions, including elective course offerings, academic tutoring, college campus visits, site team collaboration, and targeted professional development, were either sustained or strategically expanded. As a result of ongoing implementation efforts, four out of six Dixon Unified schools earned AVID certification, as verified through the AVID CCI (Certification and Coaching Instrument).
Data from National First Fall Enrollment sources demonstrate that AVID graduates from Dixon Unified enroll in college immediately following high school at rates that exceed the national average, affirming AVID's positive impact. Sites continue to prioritize the enrollment and engagement of unduplicated students, particularly English Learners and socioeconomically disadvantaged students, in AVID programs. These student groups benefit from AVID's emphasis on academic discourse, rigorous instruction, and college-going culture. Continued focus on improving college and career readiness outcomes for English Learners remains essential to advancing equity.
Conclusion: Promising. CCI indicator on the dashboard for Dixon increased. There are still too few students meeting this requirement.

Key Successes
CCI moved from “Low” to “Yellow”; Dixon High to “Green”.
AVID programs were expanded and certified.
Small gains in EL and SED achievement.
Infrastructure for EL support and intervention was built out.

Key Challenges
Chronic staffing shortages limited intervention delivery.
Dashboard ELA and Math ratings declined from Yellow to Orange.
Students with Disabilities regressed in academic performance.
EL subgroup performance remains very low, with Tremont and Dixon High moving to Red on the ELPI.

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.

In reflecting on progress toward Goal 1, the District determined that broader actions from the prior year needed to be refined into more specific, targeted activities to better address persistent performance gaps for unduplicated pupils.

Goal 1, Action 1 (Recruitment and Retention of High Quality Staff) was discontinued and replaced with Action 1.6 (Competitive Compensation to Improve Staffing) and Action 1.7 (Comprehensive Recruitment and Retention Plan).

Goal 1, Action 2 (Strategic Supports for English Learners) was discontinued and replaced with Actions 1.8 through 1.14, which now individually address Targeted ELD Instruction, ELD Coaching, Secondary Teacher Professional Development for Long-Term English Learners, Newcomer Student Support, and supplemental instructional resources for multilingual learners.

Goal 1, Action 3 (Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups) was discontinued and replaced with Actions 1.15 through 1.24, including Reading Intervention Teachers, Class Size Reductions, Expanded Library Access, and Data Monitoring Systems.

Goal 1, Action 4 (Professional Development Activities) was discontinued and replaced with Actions 1.25 through 1.30, targeting instructional coaching, math alignment, equity practices, and Special Education support.

Goal 1, Action 5 (AVID Districtwide Initiative) was discontinued and replaced with Actions 1.31, including AVID Membership, AVID Weekly Access, Professional Development, and College Readiness Supports.

The goal statement remained consistent, but new metrics were introduced to increase alignment with CA Dashboard data as well as the addition of local metrics and equity expectations. Additionally, targets were revised, following Educational Partner feedback, to reflect more realistic and achievable targets.

The shifts in the metrics under LCAP Goal 1 were made in direct response to thoughtful and constructive feedback from our educational partners. Educational Partners emphasized the importance of ensuring that our metrics and associated targets more accurately reflect both state priorities and local equity commitments. In particular, feedback highlighted a need for stronger alignment with the California School Dashboard indicators, which serve as key tools for monitoring student outcomes and school performance.

In response, the district conducted a comprehensive review and revision and/or addition of metrics 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.19, 1.20, 1.21, 1.22, and 1.23. These updates were made to enhance coherence with statewide accountability measures, increase transparency, and more effectively reflect equity-driven goals. The revised metrics are designed to improve progress monitoring and guide more strategic resource allocation to support student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruitment and Retention of High Quality Staff	This action is discontinued and being replaced by actions 1.6 and 1.7 (Actions to improve DUSD's recruitment and retention of high quality teachers, support staff, and administrators to ensure LCAP Goals are met. These actions include, but are not limited to, increased compensation to ensure DUSD is competitive with neighboring Districts. This action is needed to ensure full staffing, especially for targeted programs designed to meet the needs of prioritized pupils. In addition to compensation increases, the District will also create a recruitment and retention plan that addresses other factors which impact staffing, such as participating in job fairs, increasing staff satisfaction with non-compensation working conditions, and other activities germane to this critical need. This action has now moved into 1.6 and 1.7.)	$0.00	No
1.2	Strategic Supports for English Learners	This action is discontinued and being replaced by actions 1.8 through 1.14 (Additional elementary FTE to create smaller ELD courses aligned with student grade and ELPAC level. This action is designed to go beyond the statutory requirements to accelerate student learning.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ELD instructional coaching to coordinate professional learning, and assist in coordination of services. The coach(es) will provide direct support and training to designated ELD teachers and professional development on the use of integrated ELD strategies to ensure multilingual learners' needs are met throughout the instructional day. Secondary professional development on the use of embedded ELD strategies to increase achievement of Long Term English Learners. English Learner (EL) Specialist supports and implements the English Language Development program to ensure English Language Learners meet proficiency goals for LCAP, as well as ensuring that academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of Dixon Schools. This position will be available to provide direct instruction and support to English Learners in the following manner: -Participates in the administering the ELPAC and other local assessments -Provides designated ELD to newly arrived students not fluent in English. -Provide push-in support to newly arrived students in their content area courses providing integrated ELD. -Provides intervention and support to newly arrived students in language acquisition and content areas, as needed. -Supports teachers by sharing information, resources, and strategies to foster the success of our EL students. -Provides intervention and support to students participating through the migrant camp. -Enhance services for English Learners, leading the ELD Leads group, acting as the District point person for working with Migrant Education, and partnering with leaders to ensure the implementation of the District's English Learner Master Plan. Strategic actions to respond to the unique needs of Newcomer students in Dixon, especially in the secondary setting. Activities include professional learning specific to English Language Learners, exploration, adoption, and implementation of a Newcomer program in the secondary setting, and continuous monitoring of their academic progress to provide additional supports and placements as needed. Additionally, add English Learner		

Action #	Title	Description	Total Funds	Contributing
		specific bilingual instructional aides to facilitate the transition of secondary newcomer students at Dixon High School and John Knight Middle School. Supplemental instructional resources specifically designed to meet the needs of multilingual learners. Continue working with Solano County Office of Education on the Improvement Science Project to improve outcomes for Long-Term English Learners. This work is intended to address the root causes leading to students not acquiring academic English proficiency within six years of enrollment, provide support and training to staff to address these root causes, and monitor effectiveness of initiatives.)		
1.3	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	This action is discontinued and being replaced by actions 1.15 through 1.24 (Elementary Reading Intervention Teachers will provide unduplicated support through small group instruction. Students served will be those not meeting grade level expectations, who are disproportionately English Learners, Socio-Economically Disadvantaged Students, and Homeless/Foster Youth. This allows for regular classroom teachers to also provide unduplicated Universal Access (UA) support to all other students based on individual learning needs. Positions may be blended with both Reading and ELD duties. Maintain smaller class sizes in secondary courses designed to support the academic achievement of unduplicated student groups. Such courses may include designated ELD courses, especially for newcomers, AVID Electives, core support programs, and others dependent on site and student needs. Continue to sustain and support the Learning Center model at Dixon High School, and implement a program at John Knight Middle School. Specific outreach and marketing of the programs will occur for students on the unduplicated student group list.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Additional paraprofessional support at Maine Prairie High School to work with English Learners in the alternative education setting. In order to increase access for unduplicated students fund 1.0 (.5 from SCG) FTE of a District Librarian, in addition to three Library Technicians. Additionally, allot funds for the purposes of upgrading the catalogue at each site to build a more inclusive collection which represents the makeup of the community, includes multi-cultural literature and Spanish language literature options for student and families. Continue assessment system implementation to monitor the progress of unduplicated student groups, provide interventions and enrichment where data indicate they are appropriate, improve first instruction practice, and report out progress to families and other educational partners as appropriate. This program is linked to the reading intervention and other supplemental support systems to ensure programming is impacting unduplicated student groups as designed. Continue expansion of support staff to enhance data monitoring and planning for English Learners and other unduplicated student groups. These positions monitor and track the progress of English Learners using District adopted data systems, create reports for site leaders and teacher to utilize in instructional planning and implementation activities, and provide data to ensure student placements are appropriate to their academic needs. Supplemental instructional materials to deepen alignment with CCSS, increase course access for unduplicated student groups by providing additional curricular supports, and diversify content offerings. These support include instructional technology platforms and applications to increase student engagement. This action is designed to accelerate the closure of the opportunity gap for unduplicated student groups. Teacher(s) on Special Assignment to assist in the coordination and implementation of reading intervention and other supplemental academic supports.		

Action #	Title	Description	Total Funds	Contributing
		In order to continue expansion of Advanced Placement courses to unduplicated student groups, in particular Socioeconomically Disadvantaged students, provide additional funding to support access to AP exams.)		
1.4	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	This action is discontinued and being replaced by actions 1.25 through 1.30 (In order to close the opportunity gap currently experienced by our unduplicated student groups, a well-rounded, systematic, and targeted professional development plan is required. Dixon Unified will do the following to meet this need: Professional development activities to create program alignment in order to increase and improve access for students who are English Learners and Students with Disabilities. Activities include the updating of curriculum guides for ELA and Mathematics, coaching to provide direct instructional support to teachers, and learning centered on new curricular adoptions. Instructional coaching to support effective instructional practices centered on high quality first instruction. Specifically, instructional coaching which focuses on high quality first instruction to proactively address and impact the persistent opportunity gap for unduplicated student groups, especially in ELA and mathematics. Secondary mathematics professional development and coaching to create an aligned 6-12 system that supports unduplicated students throughout their schooling. Support for new Special Education staff with curriculum modification, IEP implementation, and Compliance through the addition of staff to the Special Education Department. Students with Disabilities make up a large portion of our unduplicated student group. Special education support will help to create more access to rigorous learning and improve outcomes for this subsection of the group.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional development to improve staff ability to: +Differentiate through engagement strategies +Integrate academic language supports within and across curricular areas +Improve lesson design to account for all learners (such as Universal Design for Learning) +Increase capacity to implement systems to promote equity and equitable outcomes +Identify and implement effective Tier 2 instructional strategies within the regular classroom setting +Increase access to Advanced Placement courses for unduplicated student groups +Ensure horizontal and vertical alignment of curriculum and instruction. +Modify curriculum and accommodate Students with Disabilities in the least restrictive environment, to support rigorous first instruction for our Students with Disabilities, many of whom are in our unduplicated student group. +Write and maintain compliant IEPs and assessment reports, which supports increased positive outcomes for Students with Disabilities, many of whom are in our unduplicated student group This action includes additional compensation for professional learning activities which occur outside of the contractual work day and/or calendar, and is inclusive of teaching, support, and administrative staff. Additional professional development activities may be included based on unduplicated student group needs that present over the course of this plan.)		
1.5	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners,	This action is discontinued and being replaced by actions 1.31 (Key activities within this action include: -AVID Membership: The AVID membership fee will give our teams access to AVID professional learning events, curricular supports, and coaching from our AVID Center Program Manager.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	-AVID Elementary Weekly & AVID Weekly: Access to the AVID Elementary Weekly and AVID Weekly library which provides differentiated, CCSS aligned lessons by grade band that support building higher levels of literacy through critical reading strategies. -AVID Site Coordinators: Stipend for AVID Site Coordinator who is responsible for supporting successful implementation schoolwide including coordinating AVID Site Team activities, completion of AVID Data, and Coaching and Certification Instrument (CCI). -AVID Professional Learning: Provide professional learning opportunities for staff to sustain AVID implementation and support District vision of preparing all students for college and career readiness and success in a global society. -AVID Supplemental Materials: Provide sites with necessary materials to successfully implement AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR). -AVID Tutors: Paid high school and college tutors to support AVID Elective students in bi-weekly tutorial sessions. -AVID Family Nights: Family night to increase awareness and support for college and career readiness activities. -AVID College Field Trips: AVID Elective students to participate in college field trips in order to continue to motivate students to complete college entrance requirements and ultimately, admission to a 4-year college upon high school graduation.)		
1.6	Competitive Compensation to Improve Staffing	Provide increased compensation for teachers, support staff, and administrators to ensure Dixon Unified remains competitive with neighboring districts. Competitive salaries and benefits are critical for recruiting and retaining high-quality staff, particularly for targeted programs	$3,702,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supporting prioritized student groups, thereby ensuring full staffing to meet district LCAP goals.		
1.7	Comprehensive Recruitment and Retention Plan	Develop and implement a districtwide recruitment and retention plan focused on non-compensation factors impacting staff stability. Key activities include active participation in regional job fairs, improvement of non-compensation working conditions to increase staff satisfaction, and targeted initiatives addressing other critical recruitment factors. This comprehensive approach supports sustained staffing, contributing directly to achieving district goals.	$94,258.00	Yes
1.8	Targeted ELD Instruction	Provide additional elementary teacher FTEs to create smaller English Language Development (ELD) classes aligned to students' specific grade levels and English Language Proficiency Assessments for California (ELPAC) results. This action goes beyond statutory requirements to accelerate multilingual students' language acquisition and academic progress.	$123,975.00	Yes
1.9	ELD Instructional Coaching and Professional Development	Fund ELD instructional coach(es) to coordinate professional learning, provide direct support and training to designated ELD teachers, and facilitate ongoing professional development for all teachers in integrated ELD strategies. This ensures multilingual learners' linguistic and academic needs are addressed consistently throughout the instructional day.	$195,053.00	Yes
1.10	Teacher Professional Development for English Learners and Long-Term English Learners	1.10a. Provide focused professional development for educators on embedded English Language Development (ELD) . This training is specifically designed to increase academic achievement and English proficiency outcomes for Long-Term English Learners (LTELs). 1.10b. Provide professional development on language acquisition to help educators better understand the English Language Development (ELD) standards and the various proficiency levels of English Learners. This training will equip teachers with the knowledge and tools necessary to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		differentiate instruction effectively and support ELs in progressing toward full language proficiency and academic success.		
1.11	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	1.11a. Dixon Unified will employ an English Learner Specialist to provide focused, districtwide support for Long-Term English Learners (LTELs). This position will play a key role in ensuring compliance with state and federal requirements related to LTELs, including accurate identification, tracking of progress, and support for appropriate placement and services. The specialist will assist in the analysis of assessment data such as ELPAC and local benchmarks to inform instructional planning and monitor growth in English proficiency. In collaboration with site staff, the specialist will support the delivery of designated English Language Development (ELD) aligned with the specific needs of LTELs, helping to ensure implementation fidelity. The role will also involve maintaining detailed documentation, supporting reclassification processes, and coordinating interventions aimed at improving academic outcomes and re-engaging LTELs in their language development pathways. In addition, the specialist will help deepen educator understanding of second language acquisition to ensure that instructional decisions and supports are developmentally appropriate and aligned with students' linguistic needs. 1.11b. The specialist will also be responsible for ensuring compliance with state and federal EL requirements, including accurate identification, classification, and monitoring of EL students' progress through tools such as the English Language Proficiency Assessments for California (ELPAC) and local assessments. A key component of this role includes maintaining regular communication with classroom teachers to provide updates on EL students' language development, academic progress, reclassification status, and areas of need. This ongoing collaboration supports teachers in making data-informed instructional decisions that align with each student's language proficiency level and stage of language acquisition.	$85,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, the specialist will support the coordination and documentation of services and assist with the implementation of designated ELD. These efforts will align with the district's English Learner Master Plan and ensure that ELs receive consistent, targeted support that promotes both academic success and the development of English language proficiency. The specialist will also contribute to building educator understanding of the language acquisition process, helping to ensure instructional strategies are linguistically responsive and developmentally appropriate.		
1.12	Newcomer Student Support Program	Implement a specialized Newcomer Student Support Program designed to meet the unique needs of newly arrived students. This program includes strategic actions such as providing targeted professional development for staff on best practices for supporting newcomer students, developing and implementing a dedicated newcomer instructional program and continuously monitoring student academic progress to identify and address additional support needs in a timely manner.	$5,000.00	Yes
1.13	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners.	In response to persistent achievement gaps among our unduplicated student groups, specifically Multilingual Language Learners, Dixon Unified will adopt new curriculum. This curriculum will be principally directed toward unduplicated pupils and are expected to be effective in improving their access to rigorous, grade-level instruction through culturally relevant content, embedded language supports, and aligned teacher professional development. Curriculum and instructional materials will be selected and implemented to deepen alignment with the California Common Core State Standards (CCSS), increase course access for unduplicated student groups by providing additional curricular supports, and diversify content offerings. These supports include instructional technology platforms and applications designed to increase student engagement and participation.	$480,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Improvement Science Project with Solano County Office of Education	Partner with Solano County Office of Education to implement the Improvement Science Project, explicitly targeting delayed academic English proficiency among Long-Term English Learners (LTELs). This collaboration involves identifying the underlying root causes of why students are not achieving English proficiency within six years, delivering targeted training and professional development to educators to address these identified challenges, and consistently monitoring and evaluating the effectiveness of implemented strategies to ensure measurable improvements in student outcomes.	$500.00	Yes
1.15	Elementary Reading and Math Supports for Multilingual Language Learners	Provide additional elementary FTE positions to offer small-group instruction for reading and math supports for Multilingual Language Learners and unduplicated students. These roles may be blended, allowing targeted support through small-group instruction aligned with individual learning needs. This action facilitates support for students for Universal Access (UA).	$179,920.00	Yes
1.16	Class-size reduction	Maintain reduced class sizes to accelerate academic achievement among unduplicated student groups. Courses may include designated ELD classes for newcomers, AVID electives, core academic support courses, or other targeted interventions aimed at closing achievement gaps.	$811,678.00	Yes
1.17	Paraprofessional Support at Maine Prairie High School	Fund additional paraprofessional to assist students attending Maine Prairie High School, providing targeted instructional support tailored to the unique needs of students in the alternative education setting.	$0.00	No
1.18	District Librarian and Library Technicians to Expand Library Access	Increase access to library services for unduplicated student groups by funding 1.0 FTE of a District Librarian position, along with three Library Technician positions. Allocate additional funds to enhance library resources by diversifying collections and increasing instructional materials and resources, improving equitable access to learning opportunities, particularly for unduplicated student populations.	$226,087.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Inclusive Instructional Library Resources	Allocate supplemental funds specifically to enhance library collections and curricular materials that support engagement, inclusivity, multicultural representation, and instructional technology resources. This initiative accelerates opportunity-gap closure for unduplicated student groups by providing enriched, culturally responsive materials.	$0.00	No
1.20	Expanded Support Staff for Data Monitoring and Planning	Expand support staffing dedicated to data monitoring, planning, and intervention strategies specifically targeted to English Learners and other unduplicated student groups. These positions ensure accurate monitoring, strategic planning, and reporting of student progress to site leaders, educators, and families, ensuring programs effectively meet student needs.	$360,431.00	Yes
1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination	Fund Teacher(s) on Special Assignment (TOSAs) to coordinate, implement, and monitor the district's reading intervention programs. These TOSAs support educators in effective intervention delivery, enhance supplemental instructional practices, and ensure alignment across school sites and programs to benefit unduplicated student groups.	$123,975.00	Yes
1.22	Newcomer Class-Size Reduction	Maintain reduced class sizes in courses specifically serving English Learner newcomers. Smaller class sizes facilitate personalized support, accelerating language acquisition and academic achievement for newly arrived multilingual students.	$528,648.00	Yes
1.23	Supplemental Instructional Materials and Technology	Provide supplemental instructional resources specifically designed to support unduplicated student populations. This includes purchasing instructional technology platforms, applications, and curricular materials to enhance student engagement, deepen instructional differentiation, and support alignment with district curricular goals and student learning needs.	$0.00	No
1.24	Implementation and Coordination of	Sustain the district-wide implementation of a comprehensive assessment, monitoring, and reporting system focused on unduplicated students'	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning Support Systems	academic achievement. Use collected data to refine first instruction, inform targeted interventions and reading supports, provide continuous professional learning for educators, and ensure transparent communication of progress to families and educational partners. This action directly supports closing the achievement gap.		
1.25	Professional Development to support Students with Disabilities	Provide professional development activities designed to align district-wide programs, improving access for English Learners and Students with Disabilities. Specific activities include updating curriculum guides in English Language Arts (ELA) and Mathematics, instructional coaching to offer direct classroom support to teachers, and targeted learning focused on increasing access and success for these prioritized groups.	$0.00	No
1.26	Instructional Coaching for Improved Access and Equity	Provide instructional coaching to teachers, focusing on implementing effective Tier 1 instructional strategies, curriculum alignment, and equity-based practices. Coaches will support staff in enhancing instructional quality, identifying effective Tier 1 strategies, promoting equitable access to Advanced Placement courses, and improving horizontal and vertical curriculum alignment across the district. This action specifically targets improved outcomes for unduplicated student groups.	$0.00	No
1.27	Mathematics Professional Development and Alignment	Deliver professional development to create and sustain a cohesive mathematics instructional system, designed explicitly to support unduplicated students throughout their education. Professional learning and alignment activities will focus on mathematics instruction, curriculum, and assessment practices to ensure coherence and equity in math courses district-wide.	$0.00	No
1.28	Special Education Staff Expansion and Support	Increase Special Education department staffing to provide robust support to special education teachers and staff, particularly new personnel. This includes assisting with curriculum modification, Individualized Education Program (IEP) implementation, compliance support, and ensuring accommodations for rigorous academic experiences. Given the significant	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		representation of Students with Disabilities within the unduplicated pupil groups, this action directly impacts student learning and outcomes.		
1.29	Supplemental Pay for Professional Development Outside Regular Hours	Provide compensation for certificated, classified, and administrative staff participating in professional development and collaboration activities that occur outside contractual hours or the standard school calendar. This supplemental pay supports ongoing staff engagement in activities essential to meeting the specific learning needs of unduplicated students, ensuring the sustainability and effectiveness of professional learning initiatives. The use of the funds in this action can also be utilized to pay for substitutes to cover staff when professional development occurs during the duty day.	$99,744.00	Yes
1.30	Comprehensive Professional Development	Provide comprehensive professional development to all teaching, support, and administrative staff, focused on effective instructional practices that support unduplicated student groups. Professional learning will emphasize strategies for differentiation and equity, including implementing instructional techniques that address individual student needs, identifying effective Tier 2 interventions within the general classroom setting, and ensuring both horizontal and vertical alignment of curriculum across grade levels and school sites. Staff will also engage in training designed to increase equitable access to Advanced Placement courses for unduplicated students, enhance curriculum alignment district-wide, and apply inclusive instructional strategies for Students with Disabilities. Additional professional development activities will be provided as new student needs emerge during the course of the plan.	$0.00	No
1.31	AVID	Maintain districtwide AVID, providing educators with access to professional learning events, curricular resources, and ongoing coaching support from the AVID Center Program Manager. This support ensures alignment with current best practices designed to increase student achievement and expand access to rigorous coursework.	$130,152.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engage all students in social-emotional and behavioral learning which ensures engaging, safe, healthy, and culturally responsive schools so that all students graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A consistent theme from educational partners was the need to account for the social-emotional, behavioral, and mental health of our students. Additionally, ensuring our schools are safe places for all students, regardless of cultural, linguistic, or other identity, is seen as a priority by our school community. Ample research demonstrates that unless and until students fundamental needs to feel safe, engaged, and validated in school are met they will be negatively impacted academically. Therefore, this goal is not designed to standalone; rather, the actions described below are all intended to provide and ensure all students can come to a school environment conducive to rigorous academics and high expectations.

To address these priorities and respond to the input from educational partners Goal 2 is organized around fourteen actions. Action 9 describes the LEA level systems work to support pupil engagement and school climate. Actions 4 and 5 describe the social-emotional and mental health supports to ensure student well-being. The District's commitment to proactively support student behavior to increase engagement and ensure positive school climate is addressed in the third action. Action 4 specifically addresses DUSD's efforts to impact engagement and graduation rates. Finally, the fifth action memorializes the District's commitment to culturally responsive schools by describing our equity based work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Course Access: The extent to which students are enrolled in a broad course of study as	2023 Dashboard: Standard Met	2024 Dashboard: Standard Met		Standard Met	same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	defined in CA School Dashboard Local Indicator. (Priority 7)					
2.2	School Attendance: Average Daily Attendance Rate as Reported in AERIES (Priority 5)	2024 Total ADA: 92.84%	2024-2025: 92.96%		93%	0.12% increase
2.3	Percentage of Students Completing a career technical education (CTE) sequence as Reported in DataQuest. (Priority 4)	2023 Graduating Class: All: 5.3% Hispanic/Latino: 7.8% White: 2.5% English Learners: 3.8% Socio-Economically Disadvantaged: 6.0%	2024 Graduating Class: All: 9.3% Hispanic/Latino: 7.9% White: 10.3% English Learners: 6.7% Socio-Economically Disadvantaged: 7.1%		Improve all by 2% over Baseline	2024 Graduating Class: All: increase 4% Hispanic/Latino: incresae 0.1% White: increase 7.8% English Learners: increase 3.9% Socio-Economically Disadvantaged: increase 1.1%
2.4	CA School Dashboard Chronic Absenteeism Indicator: Defined as Percent of Elementary and Middle School Students Who Miss 10% or More of Enrolled Days. (Priority 5)	2023 Dashboard: Overall: Yellow Anderson: Yellow Gretchen Higgins: Yellow Tremont: Yellow John Knight MS: Yellow	2024 Dashboard: Overall: Orange Anderson: Red Gretchen Higgins: Yellow Tremont: Red John Knight MS: Red		Improve all to Green or Blue	Overall: decreased to orange Anderson: decreased to Red Gretchen Higgins: same Tremont: decresed to Red John Knight MS: decreased to Red

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School Dropout Rates as Reported in AERIES (Priority 5)	2024: 0%	2024-2025: 0%		0%	0, no change
2.6	High School Dropout Rates as Reported in Aeries. (Priority 5)	2024: 5.7%	2024-2025: 2.3%		2%	Decease 3.4%
2.7	CA School Dashboard High School Graduation Rates (Priority 5)	2023 Dashboard: Overall: Green Dixon HS: Blue Maine Prairie HS: Red	2024 Dashboard: Overall: Green Dixon HS: Blue Maine Prairie HS: Yellow		Green or Blue	Overall: same Dixon HS: same Maine Prairie HS: improved to Yellow
2.8	CA School Dashboard Suspension Rate Indicator: Defined as Percent of Students Suspended At Least Once in an Academic Year (Priority 6) Local Data: Aeries Suspension Data:	2023 Dashboard: Overall: Yellow Anderson: Green Gretchen Higgins: Blue Tremont: Orange John Knight MS: Orange Dixon HS: Green Maine Prairie HS: Red Local Data: 2023-2024 Aeries Suspension Data: 6%	2024 Dashboard: Overall: Orange Anderson: Yellow Gretchen Higgins: Blue Tremont: Green John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: Orange Local Data: 2024-2025 Aeries Suspension Data: 8%		Green or Blue Local Data: Aeries Suspension Data: 4%	Overall: decreased to Orange Anderson: decreased to Yellow Gretchen Higgins: same Tremont: improved to Green John Knight MS: improved to Yellow Dixon HS: decreased to Orange Maine Prairie HS: improved to Orange Local Data:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Aeries Suspension Data: Increased by 2%
2.9	Expulsion Rate as Reported in AERIES. (Priority 6)	2024 Total: All: .06%	2024-2025: .06%		All: .025%	0, no change
2.10	California Healthy Kids Survey Results: Total School Supports Measure which captures School Environment, School Connectedness, and Academic Motivation Scales (Priority 6)	2023 Grade 5: 62% Grade 7: 35% Grade 9: 40% Grade 11: 39% Non Traditional: 48%	2024 Grade 5: 53% Grade 7: 47% Grade 9: 35% Grade 11: 46% Non Traditional: N/A		Improve all by 2%	Grade 5: -9% Grade 7: +12% Grade 9: -5% Grade 11: +7% Non Traditional: N/A

Goal Analysis [2024-25]

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

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

The district remained committed to its goal of engaging all students in social-emotional and behavioral learning to ensure safe, healthy, and culturally responsive school environments. However, the overall implementation of planned actions experienced substantive differences due to key challenges.
A primary obstacle was the difficulty to fill positions. Additionally, new administration began taking steps to balance the budget deficit. Despite these challenges, there were notable successes. Existing staff worked collaboratively to maintain core social-emotional supports, and schools continued to prioritize student well-being through impactful programs and services. The district also leveraged available resources to maintain culturally responsive practices and positive behavior interventions. The district also continued to work with Solano County Office of Education on PBIS district wide.

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.

The difference between was what budgeted in Goal 2 in the 2024-2025 LCAP and what was actually expended was $595,209. Material differences between budgeted and estimated actual expenditures, as well as between the planned and estimated actual percentages of improved services, primarily resulted from various budgeted positions remained unfilled or were filled later in the academic year and associated expenditures were lower than planned. The district continued to implement core components of its social-emotional learning framework and made strategic use of available staff and resources to maintain essential services where possible.

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

Goal 2 aims to engage all students in social-emotional and behavioral learning that ensures schools are engaging, safe, healthy, and culturally responsive, thereby supporting all students to graduate college and career ready. This goal directly addresses State Priorities 4, 5, 6, and 7, with a strong emphasis on school climate, engagement, and equitable access.

Effectiveness of Specific Actions Taken in 2024
1. Site-Based Mental Health Clinicians and Interns
Effectiveness:
The addition of site-based mental health clinicians provided tiered mental health support (Tier 1–3), a notable expansion aligned with student wellness needs. This infrastructure allowed broader access to services such as SEL groups and 1:1 counseling. However, despite these efforts, school-level outcomes like chronic absenteeism and suspension rates worsened, indicating that while service access improved, these supports were not yet sufficient to influence system-wide student engagement metrics.
Conclusion: TBD

2. Expansion of PBIS and School Climate Systems
Effectiveness:
The district invested in PBIS coaching and professional development, including schoolwide behavior systems ("The Ram Way") and staff training. Some individual school sites, such as Tremont Elementary (Green suspension rating), showed improvement. However, others—John Knight Middle and Dixon High—experienced rising suspension rates. Overall, the District's Dashboard suspension rate declined from Yellow to Orange, reflecting inconsistency in implementation or impact across sites.
Conclusion: Partially effective. While PBIS had localized success, broader implementation fidelity and alignment need strengthening.

3. Peer Mentorship and Student Leadership (e.g., WEB, Link Crew)
Effectiveness:
These programs were launched to support positive peer interactions and reduce bullying, and were well-received at the site level. The California Healthy Kids Survey (CHKS) reported increased perceptions of school connectedness in Grades 7 and 11, suggesting a positive climate impact. However, these gains did not translate into measurable improvements on the Dashboard, indicating a disconnect between student sentiment and system-level outcomes.
Conclusion: TBD

4. Actions to Improve Chronic Absenteeism

Effectiveness:
Actions included empathy interviews, attendance data tracking, and Improvement Science work with SCOE. Despite these strategic efforts, chronic absenteeism worsened across all schools, particularly among English Learners (31.5%), Students with Disabilities (39.1%), and Homeless Youth (44.6%). Several schools shifted into the “Red” level on the Dashboard.
Conclusion: Currently ineffective. Root cause analysis was initiated, but implementation of concrete, effective interventions remains an urgent need.

5. Equity and Inclusion Training
Effectiveness:
Professional development on culturally responsive teaching and supervision staff training were introduced. While these efforts are important for long-term culture change, there is limited evidence of immediate impact on discipline disparities or absenteeism, particularly for vulnerable subgroups.
Conclusion: Too early to fully assess. Promising groundwork laid for more inclusive school environments, but outcome data are not yet showing systemic impact.

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.

Following analysis of Dashboard performance and educational partner feedback, Dixon Unified refined Goal 2 actions for 2024–25 by disaggregating previous broad initiatives into more specific and actionable supports.

Goal 2, Action 1 (Supplemental Social-Emotional and Behavioral Supports) was discontinued and replaced with Actions 2.4 through 2.11, addressing leadership coordination, site-based mental health services, secondary counseling expansion, CTE program development, SEL curriculum, and school safety interventions.

Goal 2, Action 2 (Professional Development Activities) was discontinued and replaced with Actions 2.12 through 2.15, which focus separately on PBIS Coaching, Equity Training, Playground Supervision Training, and SEL Professional Development.

Goal 2, Action 3 (Actions and Initiatives to Improve Attendance Rates) was maintained conceptually but expanded into its own focused action (Action 2.3) to more directly address chronic absenteeism.

Goal 2, Action 16 (Facility Improvements) is a new action that support facilities improvements to enhance learning environments at all schools. It will provide safe, clean, and appropriate facilities for instruction, learning, and engagement.

The goal statement remained consistent, but new metrics were introduced to increase alignment with CA Dashboard data and equity expectations. Additionally, targets were revised, following Educational Partner feedback, to reflect more realistic and achievable targets.

The shifts in the metrics under LCAP Goal 2 were made in response to meaningful feedback from our educational partners. Educational Partners emphasized the need to ensure that our metrics and associated targets more accurately reflect both state priorities and local equity

expectations. Specifically, the feedback highlighted a lack of alignment between existing metrics and the California School Dashboard indicators, which are critical for monitoring student outcomes and school performance.

As a result, we reviewed and revised metrics 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, and 2.10. to improve coherence with statewide accountability measures, enhance clarity, and better address equity-focused outcomes. These changes aim to support more accurate progress monitoring and more effective resource allocation in support of student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	This action is discontinued and replaced with actions 2.4 through 2.11 (Continue the Coordinator of Pupil Services positions in order to expand, manage, and support social-emotional and behavioral supplemental support services and systems. Dixon Unified is committed to ensuring the social-emotional and mental health of its students and has been a consistent priority in prior LCAPs. The following supplemental services are provided to meet this commitment: +Site-based mental health clinicians to provide Tier 1, 2, and 3 mental health services to students. Tier 1 activities include proactive strategies, such as classroom presentations to improve student capacity to self-regulate and engage positively in academic activities. Tier 2 supports include, among other things, social-emotional learning groups for students in need of more services. Tier 3 supports include 1-1 intensive counseling for students in need of this support. +Social-emotional learning curriculum at in grades TK-8. +When possible, contract with Solano County Office of Education to provide Mental Health Interns to expand the scope of mental health counseling services for students. +Suicide prevention programming to provide direct monitoring and support for students demonstrating suicidal ideation and/or other concerning behavior.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Dixon Unified recognizes that in order to increase engagement and improve conditions for learning, a coordinated approach to supporting students to graduate college and career ready is needed. The following supplemental services are provided to meet this requirement: +Additional .5 FTE academic counselor at Maine Prairie HS. +Additional secondary counseling services for the secondary program to serve students at John Knight Middle School and Dixon High School. These services are designed to improve outcomes for targeted student groups by implementing counseling programming to facilitate the transition from middle to high school, responding quickly when students present as at-risk for becoming credit deficient, conducting outreach to families to educate them on college and career requirements, improving student to counselor ratio across the secondary system, and supporting the implementation of the AVID program. +Increase access to CTE programs for all students by enhancing counseling service to students in the secondary setting. Staff will conduct outreach to unduplicated students to increase participation of underrepresented groups in specific career sectors. Deepen alignment to CTE model curriculum standards through ongoing support and monitoring of programs. Expand connections to local industry and employers, and establish written agreements with local post-secondary institutions. +Continue the additional credit recovery support and planning at Dixon High School and Maine Prairie High School. + Addition of curriculum aligned to the alternative pathway to a high school diploma for Students with Disabilities, allowing them to graduate ready for career or enrollment in a two year college degree. In order for students to fully engage academically their schools must be safe, where threats, bullying, violence, and drug and alcohol abuse are minimized. To meet this obligation, and to address suspension rates, expulsion rates, chronic absenteeism, school climate indicators, and overall achievement, Dixon Unified provides the following supplemental services:		

Action #	Title	Description	Total Funds	Contributing
		+Brief Drug Intervention programming to provide an alternative to suspension for students who use alcohol, tobacco, and other drugs. This approach is designed to provide students and families to make safer choices, and to address any root cause conditions leading to these behaviors. +Social media safety training for students and families. +Anti-bullying programming for students and staff. +Additional campus supervision when identified by increases in of fighting, bullying, or other negative behaviors in specific contexts. This supplemental staffing will be responsive to data and when other mitigation tactics have not wielded results. +Peer mentorship programming across the District (i.e., Safe School Ambassadors, Web at middle school, LinkCrew for high school, etc.).)		
2.2	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	This action is discontinued and replaced with actions 2.12 through 2.15 (Professional development strategies to be implemented include: -Coaching and implementation of Positive Behavior and Intervention Supports (PBIS) at all school sites. -Train staff with professional development activities to provide a historical and cultural context for understanding how inequality plays out in schools, and which provides educators with the skills and confidence to lead more equitable schools. Certificated and classified staff will learn to recognize structures that perpetuate inequality, address assumptions about how people learn, and create opportunities for more children to succeed. -Contract with an outside agency to train supervision staff to enhance non-instructional times for students, such as recess and after school activities, to reduce incidences of playground behavioral issues.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Professional development which build staff capacity to implement social-emotional learning in the general education staffing.		
2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Frequent attendance data monitoring to identify students at-risk of becoming chronically absent. When identified, bilingual parent liaisons, classroom teachers, site administrators, and other resources to conduct 1-1 outreach to families. Continue working with Solano County Office of Education on the Improvement Science Project to improve attendance for all student groups, and with additional focus on unduplicated student groups disproportionately represented as chronically absent. This work is intended to address the root causes leading to students absenteeism, implement potential improvement actions, and monitoring their effectiveness. Contract and/or work with outside agencies (such as Attendance Works) to leverage their expertise in impacting attendance rates.	$109,348.00	Yes
2.4	Social-Emotional and Behavioral Leadership and Coordination	Employ districtwide leadership and supplemental management staff to expand, coordinate, and support social-emotional and behavioral systems. These positions oversee the implementation of effective mental health and behavioral supports across schools, ensuring alignment with student needs and district priorities.	$530,871.00	Yes
2.5	Site-Based Mental Health Clinicians and Interns	Provide mental health clinicians at school sites to deliver comprehensive Tier 1 (universal), Tier 2 (small-group), and Tier 3 (individual counseling) mental health services. When available, contract with Solano County Office of Education for mental health interns, further expanding the scope and accessibility of mental health supports for students.	$291,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Counseling and Credit Recovery Support	Fund additional counseling positions at Maine Prairie High School, John Knight Middle School, and Dixon High School, to address academic and socio-emotional needs, facilitate smoother transitions, and support at-risk students. Enhance credit recovery programs at secondary schools, targeting students who require academic interventions to graduate successfully, prioritizing support for Students with Disabilities and socioeconomically disadvantaged students.	$0.00	No
2.7	Career and Technical Education (CTE) Expansion for Equity	Expand and enhance secondary CTE opportunities by increasing counseling support, conducting targeted outreach to unduplicated student groups, strengthening connections with local industry partners, and aligning programming to the CTE Model Curriculum Standards. This initiative aims to increase equitable participation and success of historically underrepresented students in career pathways.	$0.00	No
2.8	Social-Emotional Learning Curriculum and Professional Development	Implement and maintain a districtwide social-emotional learning (SEL) curriculum for grades TK–8. Provide comprehensive professional development for staff to effectively integrate SEL strategies into everyday instructional practices, increasing student engagement, emotional well-being, and overall school climate.	$0.00	No
2.9	School Safety, Climate, and Behavior Intervention Programs	Implement targeted supplemental programs designed to improve school safety, reduce disciplinary incidents, and foster positive school climates. Specific activities include Brief Drug Intervention as an alternative to suspension, anti-bullying programming, social media safety training, and additional campus supervision staffing based on site-specific behavioral data.	$26,500.00	Yes
2.10	Peer Mentorship and Student Leadership Initiatives	Maintain and expand peer mentorship and student leadership programs such as Safe School Ambassadors, WEB (middle school), and Link Crew (high school). These initiatives promote student-led positive behaviors, reduce bullying and absenteeism, and strengthen overall student engagement and connectedness within the school community.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Curriculum and Instructional Enhancements for Equity and Inclusion	Allocate supplemental funds for culturally inclusive, multicultural, and equity-focused curriculum resources districtwide. These instructional materials will better reflect community diversity, support the engagement of unduplicated student groups, and promote an inclusive learning environment across all schools.	$0.00	No
2.12	PBIS Coaching and Implementation	Implement coaching and professional development to establish and sustain Positive Behavior Intervention and Supports (PBIS) systems at all school sites. Staff will receive training and ongoing coaching support to effectively use PBIS strategies, fostering positive behavior, reducing disciplinary issues, and improving overall school climate.	$0.00	No
2.13	Equity Training and Professional Development	Provide district-wide professional development for educators and staff focused on equity, historical context, and cultural competence. Training will equip certificated and classified staff with a deeper understanding of inequality in education, empowering them with strategies to foster inclusive and equitable learning environments for all students.	$0.00	No
2.14	Playground Safety and Supervision Training	Deliver targeted professional development designed specifically for playground and supervision staff to reduce behavioral issues and conflicts. The training, provided through specialized contracts with external providers, will equip supervision staff with the tools to effectively manage student behavior, promote safety, and reduce playground incidents across school sites.	$254,613.00	Yes
2.15	Social-Emotional Learning Professional Development	Implement comprehensive professional development to build staff capacity in integrating social-emotional learning (SEL) practices into general education classrooms. Staff training will focus on SEL instructional strategies, effective classroom integration, and building student competencies in self-management, relationship skills, and responsible	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		decision-making, enhancing overall student engagement and academic success. See 2.8.		
2.16	Facility Improvements	This action will support facilities improvements to enhance learning environments at all schools. It will provide safe, clean, and appropriate facilities for instruction, learning, and engagement. Funds may be used to enhance facilities for new programming, curriculum enrichment during the school day, extra curricular activities, and student safety. These funds may be used for upgrading athletic and visual and performing arts areas, spaces for college and career pathway programs, and/or other facilities to support low-income student access to exploring new interests. Improvements will ensure student safety and efficient use of space to maximize learning time. Funds will be used for services, purchase of equipment, and short term staffing needed to implement projects.	$169,095.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage families and the community to form active partnerships to ensure the academic and social growth of students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Improving parental and community involvement in schools is a priority for Dixon Unified. When surveyed, 92% of parents indicated opportunities for parent education and outreach is important to them, and 95% believe family and community events should be a priority. Additionally, educational partners recognize that in order for DUSD students to graduate college and career ready, there is a need for more articulation and partnership with local post-secondary schools, businesses, and other community organizations so that students have access to experiences which lead to career opportunities.

While the District has made growth in the area of parental involvement, continuing to ensure more parents, especially those whose students are part of the unduplicated count, are integrated into the school community, remains a district priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Promotion of Parental Participation in Programs for Unduplicated Student Groups: Parent Graduation from PIQE (or similar) Program as Reported by Completion Report. (Priority 3)	2023-2024: 170 Graduates	2024-2025: Graduates 170		180 Graduates	0, no change
3.2	Promotion of Parental Participation: Number of Responses for LCAP	2023-2024: 558 Responses	2024-2025: 558 Responses		600 Responses	0, no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Annual Survey as Tracked Using Parentsquare. (Priority 3)					
3.3	Promotion of Parental Participation: Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3)	2023-2024 DELAC: 17 Participants ELAC: 202 Participants	2024-2025: DELAC: 80 Participants ELAC: 173 Participants		DELAC: 30 Participants ELAC: 200 Participants	Increased 63 in DELAC Decreased 29 in ELAC
3.4	ELAC Promotion of Parental Participation: Number of Parents of Students with Exceptional Needs Participating in Advisory Meetings as Tracked by Sign-in Sheets. (Priority 3)	2023-2024: 6 Participants	2024-2025: 22 Participants		25 Participants	Increased by 16 participants
3.5	Number of Articulated Partnerships with Post-Secondary Schools, Apprenticeship Programs, Local Business, and/or Service Groups as Reported by Written Agreements.	2023-2024: 8 Partnerships	2024-2025 8 Partnerships		10 Partnerships	0, no change

Goal Analysis [2024-25]

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

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

There are no substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Dixon Unified School District has made measurable progress toward engaging families and the broader community, but the results across specific actions indicate a mixed level of effectiveness and highlight areas where greater focus and support are needed to meet the overall goal of fostering active partnerships for student academic and social growth.

Several actions have shown clear success. For example, participation in the DELAC (District English Learner Advisory Committee) increased significantly, from 17 to 80 participants, demonstrating effective outreach and coordination efforts to engage parents of English learners at the district level. Similarly, participation in advisory meetings for parents of students with exceptional needs rose from 6 to 22, suggesting growing involvement and interest among families in this critical group.

However, other areas reflect a need for significant improvement. ELAC (English Learner Advisory Committee) participation at school sites dropped from 202 to 77 participants, a decrease of 125, suggesting that while district-level engagement is rising, site-level structures and outreach may not be consistently effective in encouraging and sustaining participation. Additionally, LCAP annual survey responses remained flat at 558, despite a target of 700 responses by 2026–27, highlighting a need for more inclusive and accessible communication channels to capture a broader cross-section of family voices, especially from unduplicated student populations.

In the area of community partnerships, there has been no growth in the number of articulated collaborations with postsecondary institutions, apprenticeship programs, or local businesses, which remains at 8 partnerships against a target of 25. This points to a missed opportunity to expand work-based learning, career exposure, and postsecondary readiness for students, particularly those from underserved backgrounds.

While some efforts under Goal 3 are clearly having a positive impact—particularly in district-level parent engagement—others require strategic revision and renewed investment. To fully realize this goal, Dixon Unified must deepen school site outreach efforts, expand its partnership network, and enhance communication systems that invite families into authentic, two-way relationships that support student success.

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.

Based on reflections on prior practice and feedback from educational partners, Goal 3 actions were reorganized to increase clarity, specificity, and site-level responsiveness.

Goal 3, Action 1 (Promote Parental Involvement in School Programs) was discontinued and replaced with Actions 3.2 through 3.6. These new actions include dedicated district-level coordination of engagement efforts (Action 3.3), continuation of the Bilingual Parent Liaison

Program (Action 3.4), expansion of translation and interpretation services (Action 3.6), and funding for additional site-based community events (Action 3.5).

The goal statement itself remained unchanged, while the associated metrics were enhanced to include more specific targets for survey participation rates, ELAC/DELAC engagement, and community partnership development.

The goal statement remained consistent, but new metrics were introduced to increase alignment with CA Dashboard data and equity expectations. Additionally, targets were revised, following Educational Partner feedback, to reflect more realistic and achievable targets.

The shifts in the metrics under LCAP Goal 3 were made in response to meaningful feedback from our educational partners. Stakeholders emphasized the need to ensure that our metrics and associated targets more accurately reflect both state priorities and local equity expectations. Specifically, the feedback highlighted a lack of alignment between existing metrics and the California School Dashboard indicators, which are critical for monitoring student outcomes and school performance.

As a result, we reviewed and revised metrics 3.1, 3.2, 3.3, 3.4, and 3.5. to improve coherence with statewide accountability measures, enhance clarity, and better address equity-focused outcomes. These changes aim to support more accurate progress monitoring and more effective resource allocation in support of student success. Metric shifts made can be see in the attached document.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	This action is discontinued and replaced with actions 3.2 through 3.6 (-To provide leadership, coordination, and system support fund the Coordinator of Outreach, Engagement, and Innovation position. -Maintain the Bilingual Parent Liaison Program to ensure there are dedicated staff at each site to engage directly with families. Parent Liaisons focus their outreach efforts on students from the unduplicated list, and work hand-in-hand with principals and teachers to ensure positive relationships between home and school. -Maintain additional FTE for bilingual staff to translate for families.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Continue and expand opportunities for parent education. As needed, the District will contract with outside agencies (such as the Parent Institute for Quality Education [PIQE]) to provide family engagement workshops, professional development, and other services to improve engagement. -Enhance opportunities for parent and community involvement in schools by providing each school with a funding allocation to execute at least one additional community outreach event per academic year. The needs of the families of students in the unduplicated count will be the primary consideration in the design and delivery of these events.)		
3.2	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Under the direction of the Public Information Officer, continue with creation and implementation of a community outreach program that celebrates the District's efforts in serving students, enhances the District's reputation in the community and region at large, acts as a recruitment and retainment tool for current and future staff, and decreases the number of Dixon students seeking enrollment in non-DUSD schools. To do this, the program will, among other things, improve the District's online presence by disseminating news and highlights, continue and/or establish events which build community and trust (such as the Back to School Festival), and work with sites to expand and improve student recognition programs. Seek out and establish formal agreements with outside agencies, such as post-secondary education institutions, apprenticeship programs, businesses, and/or non-profit organizations to increase opportunities for students to engage in post-secondary college and career planning. When possible, link these opportunities with current or new Career Technical Education (CTE) programs.	$5,000.00	Yes
3.3	District-Level Coordination of Family Engagement and Outreach	Provide dedicated district leadership by employing staff in roles responsible for coordinating and expanding family engagement strategies district-wide. This includes oversight of programs, outreach efforts, and collaboration across sites to ensure consistent implementation of initiatives that effectively engage families, particularly those of unduplicated students.	$173,078.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Bilingual Parent Liaison Program	Maintain the districtwide Bilingual Parent Liaison Program, assigning dedicated staff members at each school site to directly engage with families. These Parent Liaisons focus outreach specifically on unduplicated student groups and work collaboratively with principals and teachers to foster strong, positive home-school relationships, ensuring families have increased access to information and resources.	$202,990.00	Yes
3.5	Site-Based Community Engagement & Outreach	Allocate additional funding to each school site to support at least one extra community outreach event each year. These events will be designed to meet the specific cultural, linguistic, and social-emotional needs of families of unduplicated students. The goal is to increase meaningful family engagement and strengthen partnerships between schools and the communities they serve.	$12,000.00	Yes
3.6	Translation and Interpretation Services	Provide ongoing districtwide translation and interpretation services by maintaining bilingual support staffing. These services ensure equitable family engagement, clear communication, and increased accessibility for multilingual families across school events, conferences, meetings, and other critical school-home interactions.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase college and career readiness among socioeconomically disadvantaged students at Maine Prairie High School by expanding access to academic supports, career exploration opportunities, and post-secondary planning services and reducing staff vacancies by 2%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed for the purpose of ensuring students at Maine Prairie High School are provided a broad spectrum of both educational and college/career readiness outcomes to support their success in school as part of the new Ed Code requirement for use of Equity Multiplier funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA School Dashboard High School Graduation Rates (Priority 5)	2023 Dashboard: Maine Prairie HS: Red	2024 Dashboard: Maine Prairie HS: Yellow		2026 Dashboard: Maine Prairie HS: Green	Improve two levels
4.2	College/Career Indicator: Percentage of Students Graduating College and Career Ready as Defined on CA School Dashboard. (Priority 4)	2023 CA School Dashboard: Maine Prairie HS: Very Low	2023 CA School Dashboard: Maine Prairie HS: Red		2026 CA School Dashboard: Maine Prairie HS: Green	Stayed the same, lowest level
4.3	Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on	2023 CA School Dashboard: 2021-22	2024 CA School Dashboard 2022-2023		CA Dashboard: 90%	CA Dashboard: Stayed the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential	85.4% Local Data: 2023-2024: 66%	85.3% Local Data: 2024-2025: 64%		Local Data: 68%	Local Data: Decreased by 2%
4.4	Local Staff Vacancy Data	Local Data: 2023-2024: 12%	Local Data: 2024-2025: 19%		Local Data: 10%	Local Data: Increased by 9%

Goal Analysis [2024-25]

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College/Career Readiness Supports	Students at Maine Prairie High School will have clear pathways to post-secondary options. Staff will support the improvement of student goal-setting for post-secondary options.	$0.00	No
4.2	Identifying and Supporting Students Through Coordinated Pupil Services	The Pupil Services Coordinator will proactively identify students in need and ensure they receive timely and equitable support. Services will be strategically coordinated to provide students with access to school-based counseling, mental health care, academic and behavioral interventions, and referrals to community-based resources. This comprehensive approach is designed to promote healing, emotional well-being, and academic success, particularly for students impacted by trauma or other adverse experiences. The Pupil Services Coordinator will proactively identify students in need and ensure they receive timely and equitable support. Services will be strategically coordinated to provide students with access to school-based counseling, mental health care, academic and behavioral interventions, and referrals to community-based resources. This comprehensive approach is designed to promote healing, emotional well-being, and academic success, particularly for students impacted by trauma or other adverse experiences.	$93,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,162,723	$637,303

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
21.966%	5.453%	$1,759,800.59	27.419%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Competitive Compensation to Improve Staffing **Need:** When engaging educational partner groups, all stated that recruiting and retaining high quality staff was their number one priority. This was stated by staff, students, parents, and management. For example, DUSD conducted a parent survey that asked families to rate the importance of 23 District priorities and	This Action allows the District to more competitively recruit and retain staff. As California is a collective bargaining state, any increases in compensation must be done at the LEA level. The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive	The district will specifically monitor the percentage of teachers currently classified as "clear" on the CA School Dashboard. Additionally, we will monitor the percentage of positions created in the LCAP that have been filled for the entire academic

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
	initiatives. Of the 486 respondents, 300 (62%) rated it as Most Important, and 156 (32%) rated it as Very Important. The remaining 6% of respondents rated it as Important, and not a single respondent labeled recruitment and retainment of high quality staff as Not Important. From an unduplicated student need standpoint, DUSD has significant areas in need of improvement. In 2023, our English Learner student group qualifies for Differentiated Assistance based on our California School Dashboard results. 28.9% are Chronically Absent, which speaks to academic engagement. Suspension rates for unduplicated groups remain in high status (Homeless 7.4%, Socioeconomically Disadvantaged 7%), and Homeless students are a Red on the Dashboard for this indicator. All unduplicated student groups are in Low or Very Low status for all Dashboard Academic Achievement Indicators, and they did not improve last year. English Learners are at 84.3 points below standard in ELA, and 106.9 points below in math; Socioeconomically Disadvantaged students are 57.7 points below standard in ELA, and 85.5 points below in math; and Homeless youth are 49.9 points below in ELA, and 97.2 points below in math. In short, there is much work to do in DUSD to meet our Mission to ensure all students graduate college and career ready, and this simply will not happen if we are not able to recruit, hire, and retain high quality staff.	compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Investing in competitive salaries is essential to attract and retain experienced, credentialed educators who can implement research-based strategies, differentiate instruction, and provide culturally responsive support. Additionally, ongoing professional development and training in effective pedagogical approaches—especially in serving English Learners, students with disabilities, and socioeconomically disadvantaged youth—are vital to strengthening the district's instructional capacity and reversing current trends.	year, and our local HR Staffing Report DUSD commits to working with labor partners to identify other ways to enhance recruitment and retention, as well as to identify other funding sources to continue this compensation increase should its continuance be required through the negotiations process. In addition to this metric, the District will expect to see a decrease in its Chronic Absenteeism rate, and a corresponding increase in ADA, as academic engagement is principally driven by high-quality, fully credentialed, and experienced staff. Finally, the District will monitor student group academic achievement, especially that of unduplicated student groups, to ensure this action is having the intended impact on the achievement gap. Metrics:

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	The District has conducted numerous compensation studies for staff in our region, and the District has not kept pace with salaries of neighboring districts over the past five years for teachers, administrators, and classified employees. For example, starting salaries for DUSD teachers are 15.6% lower than those offered in Davis, 13.21% lower than Esparto, 17.46% in Winters, and 26.19% lower than Travis. This has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. As such, multiple vacancies have inhibited DUSD from fully implementing actions and services described in prior LCAPs. In 2023-24, 27% of the positions called for in the LCAP were unfilled for all or part of the academic year. Practically, this has had a significant impact on our ability to deliver the actions and services outlined in the plan, which has a disproportionate effect on our unduplicated students and potentially further exacerbates the existing opportunity gaps. As an example, the District's elementary reading intervention program, a key strategy to meet the needs of English Learners, socio-economically disadvantaged students, students with disabilities, and homeless and foster youth has not been fully staffed since 2019. Teachers slated for these positions have had to be placed in regular classroom teaching assignments as the District has been unable to staff them. The result: the amount of time with a highly qualified reading specialist has been decreased, and the students most in need of this service are from unduplicated		1.5 Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential Local Data on Staff Vacancy Data

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
	student groups. Moreover, teachers in these positions also work in our elementary ELD program, which is designed to provide services to students in smaller classes and in more discreet ability groups. As a result of these shortages, English Learners have been placed in larger class sizes during their designated ELD time, and with more mixed ability grouping, contrary to best practices and the intent of the program. While the District is statutorily compliant, our efforts to accelerate the closure of the opportunity gap has been greatly impacted. While we are fortunate in our area to have high quality teaching credential programs (UC Davis, Sac State, etc.), graduates from these programs are not interested in our District as a first choice. The reason we hear over and over is that our compensation is not competitive. Moreover, we often have vacancies late in the hiring cycle (i.e., June), as other local Districts recruit from our teaching pool due to our lower salaries, which means this number is likely to rise in the coming weeks. **Scope:** LEA-wide		
1.7	**Action:** Comprehensive Recruitment and Retention Plan **Need:**	This Action allows the District to to remain competitive in recruiting and retaining high-quality staff, the District must take proactive steps to strengthen its human capital systems. As California is a collective bargaining state, any	The district will specifically monitor the percent of teachers currently classified as "clear" on the CA School Dashboard.

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	When engaging educational partner groups, all stated that recruiting and retaining high quality staff was their number one priority. This was stated by staff, students, parents, and management. For example, DUSD conducted a parent survey that asked families to rate the importance of 23 District priorities and initiatives. By far, the most highly rated in terms of importance was the statement "Please rate the importance of the following: Recruit and retain high quality staff." Of the 486 respondents, 300 (62%) rated it as Most Important, and 156 (32%) rated it as Very Important. The remaining 6% of respondents rated it as Important, and not a single respondent labeled recruitment and retainment of high quality staff as Not Important. From an unduplicated student need standpoint, DUSD has significant areas in need of improvement. In 2023, our English Learner student group qualifies for Differentiated Assistance based on our California School Dashboard results. 28.9% are Chronically Absent, which speaks to academic engagement. Suspension rates for unduplicated groups remain in high status (Homeless 7.4%, Socioeconomically Disadvantaged 7%) , and Homeless students are a Red on the Dashboard for this Indicator. All unduplicated student groups are in Low or Very Low status for all Dashboard Academic Achievement Indicators, and they did not improve last year. English Learners are at 84.3 points below standard in ELA, and 106.9 points below in math; Socioeconomically	compensation increases must be negotiated at the LEA level, requiring strategic leadership and coordination. The hiring of highly qualified Human Resource specialist is a critical component of this strategy. This executive leadership role is designed to bring strategic focus to talent acquisition, employee support, and overall workforce stability. A dedicated percentage of this position's responsibilities is specifically targeted to support the implementation of this action, including leading recruitment and retention initiatives and enhancing systems that contribute to a positive and sustainable workplace culture. This targeted leadership investment enables the District to attract top talent, streamline hiring and onboarding processes, improve employee engagement, and ultimately ensure a stable, high-performing workforce committed to student success. The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively all of whom	Additionally, we will monitor the percent of positions created in the LCAP that have been filled for the entire academic year. DUSD commits to working with labor partners to identify other ways to enhance recruitment and retention, as well as to identify other funding sources to continue this compensation increase should its continuance be required through the negotiations process. In addition to this metric, the District will expect to see a decrease in its Chronic Absenteeism rate, and a corresponding increase in ADA, as academic engagement is principally driven by high-quality, fully credentialed, and experienced staff. Finally, the District will monitor student group academic achievement, especially that of unduplicated student groups, to ensure this action is having the

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	Disadvantaged students are 57.7 points below standard in ELA, and 85.5 points below in math; and Homeless youth are 49.9 points below in ELA, and 97.2 points below in math. In short, there is much work to do in DUSD to meet our Mission to ensure all students graduate college and career ready, and this simply will not happen if we are not able to recruit, hire, and retain high quality staff. The District has conducted numerous compensation studies for staff in our region, and the District has not kept pace with salaries of neighboring districts over the past five years for teachers, administrators, and classified employees. For example, starting salaries for DUSD teachers are 15.6% lower than those offered in Davis, 13.21% lower than Esparto, 17.46% in Winters, and 26.19% lower than Travis. This has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. As such, multiple vacancies have inhibited DUSD from fully implementing actions and services described in prior LCAPs. In 2023-24, 27% of the positions called for in the LCAP were unfilled for all or part of the academic year. Practically, this has had a significant impact on our ability to deliver the actions and services outlined in the plan, which has a disproportionate effect on our unduplicated students and potentially further exacerbates the existing opportunity gaps. As an example, the District's elementary reading intervention program, a key strategy to meet the needs of English Learners, socio-	remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Hiring a highly qualified Human Resources specialist is a strategic investment in addressing the needs of unduplicated students by ensuring the district can effectively attract, hire, and retain experienced, credentialed educators who are prepared to meet the diverse learning needs of all students. This leadership role is critical in implementing equitable hiring practices, minimizing teacher vacancies, and building a stable, high-quality workforce. By strengthening systems for recruitment, onboarding, and retention, particularly in hard-to-staff schools and high-need areas, the HR administrator directly supports improved instructional consistency and access to educators trained in culturally responsive teaching and evidence-based strategies for English Learners, students with disabilities, and socioeconomically disadvantaged youth. This role also supports the coordination of professional development aligned with student needs, ultimately increasing the district's capacity to deliver high-impact instruction and improve outcomes for its most vulnerable learners.	intended impact on the achievement gap. 1.5 Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential Local Data on Staff Vacancy Data

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
	economically disadvantaged students, students with disabilities, and homeless and foster youth has not been fully staffed since 2019. Teachers slated for these positions have had to be placed in regular classroom teaching assignments as the District has been unable to staff them. The result: the amount of time with a highly qualified reading specialist has been decreased, and the students most in need of this service are from unduplicated student groups. Moreover, teachers in these positions also work in our elementary ELD program, which is designed to provide services to students in smaller classes and in more discreet ability groups. As a result of these shortages, English Learners have been placed in larger class sizes during their designated ELD time, and with more mixed ability grouping, contrary to best practices and the intent of the program. While the District is statutorily compliant, our efforts to accelerate the closure of the opportunity gap has been greatly impacted. While we are fortunate in our area to have high quality teaching credential programs (UC Davis, Sac State, etc.), graduates from these programs are not interested in our District as a first choice. The reason we hear over and over is that our compensation is not competitive. At the time of this writing, DUSD has 19.4% of its teaching jobs open for the 2024-25 school year, and very few applications from highly qualified teachers are coming in. Moreover, we often have vacancies late in the hiring cycle (i.e., June), as other		

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	local Districts recruit from our teaching pool due to our lower salaries, which means this number is likely to rise in the coming weeks. **Scope:** LEA-wide		
1.13	**Action:** Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners. **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below).	The purchase of new curriculum and instructional materials is a targeted strategy to address the persistent achievement gaps experienced by unduplicated pupils, including English learners, socioeconomically disadvantaged students, and foster youth. These students often encounter barriers to accessing rigorous, grade-level instruction due to outdated materials that lack language supports, cultural relevance, or alignment with current standards. By selecting curricula that are principally directed toward the needs of unduplicated pupils, Dixon Unified is ensuring that instructional materials not only meet the demands of the California Common Core State Standards (CCSS) but also provide embedded scaffolds, culturally responsive content, and integrated language development strategies—all of which are critical to supporting equitable access and engagement. This action also includes the use of instructional technology platforms and applications that enhance student participation and personalize learning, which is especially important for students who may lack academic support at home. In addition, these curriculum adoptions are paired with aligned professional development to ensure teachers are prepared to effectively implement the	1.3 and 1.6 CAASPP Results 1.22 and 1.23 Local ELA and Math Data

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
	These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. There is a persistent performance gap for ELs, Socio-Economically Disadvantaged, Students with Disabilities, and Homeless/Foster Youth. Additionally, this action is designed to address the ELA performance of Students with Disabilities at Anderson, Tremont, and John Knight Middle School; Socioeconomically Disadvantaged and English Learner students at John Knight Middles School; and the Mathematics Performance of Students with Disabilities at Tremont and English Learners and Socioeconomically Disadvantaged students at Dixon High School. Districtwide, this action impacts the Mathematics performance of English Learners, Homeless, and African American students. **Scope:** LEA-wide	materials with fidelity and responsiveness to student needs. Provided on an LEA-wide basis, this action ensures that all students across all schools, particularly those in unduplicated student groups, benefit from a consistent, high-quality instructional experience designed to close opportunity and achievement gaps while promoting academic excellence for all. While all unduplicated students will benefit from this investment, the curriculum selection and implementation process is specifically designed to address the needs of Multilingual Learners, who face both linguistic and academic barriers to success in math.	
1.16	**Action:** Class-size reduction **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly	Maintaining reduced class sizes is a strategic action designed to accelerate academic achievement for unduplicated pupils, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. These student groups often require more individualized instruction, greater teacher feedback, and additional academic support to overcome persistent opportunity and achievement gaps.	1.3 and 1.6 CAASPP Results 1.22 and 1.23 Local ELA and Math Data

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
	qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Investing in competitive salaries is essential to attract and retain experienced, credentialed educators who can implement research-based strategies, differentiate instruction, and provide culturally responsive support. Additionally, ongoing professional development and training in effective pedagogical approaches—especially in serving English Learners, students with disabilities, and socioeconomically disadvantaged youth—are vital to strengthening the district's instructional capacity and reversing current trends. **Scope:** LEA-wide	Smaller class sizes create the conditions for deeper relationships between students and teachers, increased engagement, and more responsive instruction. These environments are especially beneficial for English learners, who need frequent, targeted interactions to build academic language, and for students struggling in core subjects who benefit from immediate, tailored feedback. By implementing this action on a schoolwide or LEA-wide basis, the district ensures that all unduplicated students across all schools have equitable access to these enhanced learning conditions. This systemic approach promotes coherence in intervention strategies, helps normalize support structures across sites, and reinforces the district's broader commitment to equitable outcomes for students who face the greatest educational challenges.	

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1.18	**Action:** District Librarian and Library Technicians to Expand Library Access **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively, all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. To further support academic achievement, particularly in literacy, the district will expand access to high-quality library services by	Expanding access to library services directly supports the academic and engagement needs of unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. These students often face systemic barriers to accessing high-quality, culturally relevant instructional materials and enrichment resources which are barriers that can limit literacy development, academic success, and college and career readiness. By staffing schools with trained library personnel and diversifying library collections and instructional materials, this action ensures equitable access to learning resources that reflect the backgrounds, interests, and academic needs of all students. A District Librarian can lead systemwide efforts to embed research skills, digital literacy, and independent reading into the curriculum, while site-based Library Technicians provide day-to-day support that fosters a welcoming, resource-rich learning environment. Implementing this action on an LEA-wide basis guarantees consistent access to library services across all schools, creating more uniform learning conditions regardless of school assignment or socioeconomic status. This investment is essential to closing opportunity gaps and ensuring that unduplicated students are fully supported in developing the literacy and research skills necessary for lifelong learning.	1.3 and 1.6 CAASPP Results 1.15 CA School Dashboard CCI Rate 1.22 and 1.23 Local ELA and Math Data

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
	providing a District Librarian and site-based Library Technicians. These positions will play a critical role in promoting literacy development, especially for unduplicated pupils who may have limited access to books and literacy resources outside of school. The District Librarian will ensure that library collections are culturally responsive, aligned to academic standards, and inclusive of materials that reflect the diverse backgrounds and interests of students. Library Technicians will help implement reading programs, facilitate book checkouts, and assist students in developing research and digital literacy skills. By expanding library access and integrating library services into the instructional program, this action provides unduplicated students with increased exposure to rich texts, targeted reading supports, and engaging environments that foster a love of reading. This is a key strategy for improving foundational literacy and closing opportunity gaps that directly impact academic outcomes in both ELA and other content areas. **Scope:** LEA-wide		
1.20	**Action:** Expanded Support Staff for Data Monitoring and Planning **Need:**	Expanding support staff for data monitoring and planning plays a critical role in addressing the needs of unduplicated pupils, particularly English learners, foster youth, and socioeconomically disadvantaged students, by ensuring that these	1.3 and 1.6 CAASPP Results 1.9 CA School Dashboard ELPI 1.22 and 1.23 Local ELA and Math Data

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
	The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly	students are not only identified for support but consistently monitored throughout the school year. These positions enable the district to implement more responsive and effective interventions by collecting and analyzing real-time data on academic progress, English language development, attendance, and other key indicators. Timely data reporting equips site leaders, teachers, and families with actionable insights that guide instruction, resource allocation, and support services. For English learners, in particular, regular monitoring aligned with ELPAC performance and reclassification criteria ensures that language development strategies are appropriately aligned with student needs. Providing this action on an LEA-wide basis ensures a cohesive and equitable system for tracking and supporting unduplicated students across all schools, regardless of size or demographics. This infrastructure strengthens the district's ability to close achievement gaps and sustain continuous improvement efforts grounded in evidence-based practices.	

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	underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP **Scope:** LEA-wide		
1.21	**Action:** Teacher(s) on Special Assignment for Reading Intervention Coordination **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 41.9 points below standard, with student groups such as Students with Disabilities falling 124 points below, and English Learners and Long-Term English Learners scoring 74.6 and 106.1 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 71.2 points below standard, and	Funding Teacher(s) on Special Assignment (TOSAs) for Reading Intervention Coordination directly addresses the needs of unduplicated pupils—particularly English learners, foster youth, and socioeconomically disadvantaged students—who are more likely to require structured, targeted support in developing foundational literacy skills. These students often face learning gaps that can widen without consistent and effective intervention. By coordinating reading intervention programs districtwide, TOSAs ensure that instructional approaches are aligned, evidence-based, and equitably implemented across school sites. Their work includes supporting teachers with professional development, providing coaching on effective intervention strategies, and monitoring program fidelity to ensure students receive the level of support needed to succeed. Implementing this action on an LEA-wide basis ensures that all schools, regardless of available site-level capacity, benefit from centralized expertise and consistent practices. This systemic	1.3 and 1.6 CAASPP Results 1.22 and 1.23 Local ELA and Math Data

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	particularly steep gaps for Students with Disabilities (141.2 points below) and Long-Term English Learners (166.1 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. **Scope:** LEA-wide	coordination helps prevent uneven access to quality reading supports and ensures that unduplicated students across all campuses receive high-impact instruction that is tailored to their specific learning needs, accelerating progress and narrowing persistent achievement gaps in literacy.	
1.29	**Action:** Supplemental Pay for Professional Development Outside Regular Hours **Need:** There is a clear identified need to provide supplemental pay for professional development outside regular hours in order to effectively support the learning needs of unduplicated students—particularly English learners, foster youth, and socioeconomically disadvantaged students. These student groups often require targeted instructional strategies, differentiated supports, and consistent intervention systems that go beyond core curriculum delivery. To implement and sustain these supports, staff must engage in ongoing professional learning, including collaboration, curriculum alignment, data analysis, and strategy refinement. However, many of these critical activities must occur outside of contractual hours, especially in districts with limited embedded time during the instructional day.	Providing supplemental pay for professional development outside regular hours addresses the unique and pressing needs of unduplicated pupils by enabling educators and staff to participate in ongoing training and collaboration that directly targets these students' academic and social-emotional needs. These student groups often require specialized instructional strategies, differentiated interventions, and culturally responsive practices that go beyond what is typically covered in standard professional development. However, without compensation, staff may be unable or unwilling to commit additional time outside their contracted hours, limiting the district's ability to implement high-quality, equity-focused professional learning initiatives. By compensating certificated, classified, and administrative staff for participation in training, planning, and collaboration occurring beyond the standard workday or school calendar, the district ensures sustained engagement and wider participation in critical learning activities. These	1.3 and 1.6 CAASPP Results 1.22 and 1.23 Local ELA and Math Data

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	Scope: LEA-wide	may include data analysis to inform targeted interventions, development of inclusive curriculum materials, co-teaching models, and ELD instructional planning. Implemented on an LEA-wide basis, this action promotes consistent practices across all schools, ensures that all unduplicated students benefit from well-trained and aligned educators, and strengthens the district's overall capacity to close opportunity and achievement gaps. This action can also be utilized to cover substitutes if needed for staff if the professional development occurs during their contractual hours.	
1.31	**Action:** AVID **Need:** The College/Career Indicator (CCI) and A-G completion rates for unduplicated students in Dixon Unified reveal a clear and compelling need for expanding AVID programming to support college and career readiness. Only 26.7% of socioeconomically disadvantaged students, 15.3% of English Learners, and 20.7% of students experiencing homelessness are classified as "Prepared" on the CCI, placing these student groups in the Orange and Yellow performance levels. While there were some gains, these percentages remain significantly below the district's goals and statewide averages. Similarly, A-G completion rates, which are critical for UC/CSU eligibility, are far lower for unduplicated students in Dixon compared to the state: only 20% of English Learners and 30% of low-income	The expansion of AVID directly addresses the needs of unduplicated pupils by providing targeted academic support, college and career readiness instruction, and a structured system for developing the skills necessary to succeed in rigorous coursework. By embedding AVID strategies, the district provides systematic academic support, including note-taking, inquiry-based learning, goal-setting, and tutoring. AVID also fosters a college-going mindset and builds critical soft skills such as organization, time management, and perseverance. Implementing AVID on a district-wide basis ensures that unduplicated students across all sites receive consistent support, while reinforcing districtwide goals around equity, rigor, and postsecondary access. This action promotes both academic acceleration and systemic alignment, making it a vital strategy for closing readiness gaps and increasing college and career	1.3 and 1.6 CAASPP Results 1.15 College/Career Indicator 1.10 A-G Completion Rates 1.16 AVID Implementation 1.22 and 1.23 Local ELA and Math Data

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
	students completed A-G requirements, compared to 27% and 45% statewide, respectively. These indicators underscore the urgent need to provide academic scaffolding, college-going supports, and skill-building opportunities that AVID is designed to deliver. AVID helps students develop the organizational, critical thinking, and literacy skills necessary to access and succeed in rigorous coursework while fostering a strong college-going culture. By targeting this intervention districtwide, the district can create coherent, equity-focused systems of support that raise expectations and outcomes for students who have historically been underrepresented in postsecondary pathways. To lead this work, Dixon Unified will employ an AVID Specialist position. This role will be responsible for overseeing the implementation, expansion, and continuous improvement of AVID programming across all school sites. The AVID Specialist will provide leadership, professional development, and coordination to ensure fidelity to the AVID model and alignment with districtwide college and career readiness goals. By centralizing support and strategic planning under this dedicated role, the district can strengthen systems of accountability, expand access to rigorous coursework, and improve postsecondary outcomes for all students particularly those in underserved groups.	preparedness for Dixon's most underserved students. To ensure strong and consistent implementation, Dixon Unified will fund an AVID Specialist position. This role will focus specifically on supporting unduplicated students by coordinating AVID strategies and resources across school sites, analyzing student data to identify areas of need, and collaborating with site teams to improve instructional practices. The AVID Specialist will also provide professional development and coaching to educators, helping to build site-level capacity to support underrepresented students in accessing advanced coursework and achieving postsecondary success. By providing this position at the district level, Dixon Unified demonstrates a commitment to equity and sustainability, ensuring that the AVID system is effectively aligned with the unique needs of unduplicated students districtwide.	

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
	Scope: LEA-wide		
2.3	**Action:** Actions and Initiatives to Improve Attendance Rates for Unduplicated Students **Need:** Dixon USD's performance on the California School Dashboard for chronic absenteeism is of concern. Overall, 28.9% of students missed 10% or more of the 2022-23 academic year. The District has also not recovered its Average Daily Attendance Rate since the year prior the pandemic. Both of these speak to DUSD's need to increase academic engagement for all students, and in particular unduplicated student groups, all of whom are in Very High Status on the Dashboard. Additionally, attendance is a key indicator of academic success, and since our unduplicated student groups were underperforming their peers in 2023, it stands to reason that a focus on attendance for these students as a means to close the achievement gap is warranted. Attendance directly correlates to student academic achievement, and since unduplicated student groups underperform their peers academically, focusing on improving attendance as a means to improve other indicators is necessary. Students who are Two or More Races are in the Red at Anderson. Lastly, at Maine Prairie for	Chronic absenteeism is rampant nationwide and compels systems to take a more thoughtful approach to addressing it. Engaging with our county partners, as well as community members, outside agencies, and other experts is key if we are to fully understand the causes and scope of the reasons underpinning the increase in absenteeism. Addressing root causes of absenteeism is critical to improving in this area. Engaging in Improvement Science to utilize the Plan, Do, Study, Act approach to school improvement will allow the District to take a strategic, data driven approach to this persistent problem of equity.	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.7 CA School Dashboard High School Graduation Rate

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
	Graduation Rate for all students and Socioeconomically Disadvantaged students. **Scope:** LEA-wide		
2.4	**Action:** Social-Emotional and Behavioral Leadership and Coordination **Need:** In Dixon Unified School District, the need for dedicated leadership and coordination in social-emotional and behavioral support is critical, especially for unduplicated students. These students often face additional challenges such as trauma, language barriers, and socio-economic stressors, which can impact their behavior and academic success. Effective leadership ensures that these students receive consistent and targeted support, fostering a safe and inclusive learning environment. The district's commitment to supporting the whole child includes providing social-emotional supports to all students in need. The Mental Health Team, consisting of licensed Mental Health Clinicians, School Psychologists, Behaviorists, and supervised interns, addresses these needs. Providing this leadership and coordination on a district-wide basis ensures that all schools in the district have access to the same level of	The action of providing Social-Emotional and Behavioral Leadership and Coordination addresses the needs of unduplicated pupils by ensuring they receive consistent, targeted support that addresses the emotional and behavioral barriers to learning. These students are more likely to face adverse experiences such as trauma, housing instability, or mental health challenges, which can impact their ability to focus, engage, and succeed in school. Leadership in this area ensures a coordinated, data-driven approach to providing interventions, monitoring student well-being, and supporting staff in delivering effective responses. This action is provided on an district-wide basis to ensure that every school in Dixon Unified has equitable access to trained professionals, such as mental health clinicians and behavior specialists, and benefits from a unified framework for social-emotional learning and behavioral support. A district-wide approach ensures consistency in services, promotes collaboration across schools, and enables efficient use of resources helping to create a supportive and inclusive environment for all students, especially those most in need.	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate

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
	support and resources. This unified approach promotes consistency in addressing the social-emotional and behavioral needs of unduplicated students, ensuring that interventions are equitable and effective across the district. By centralizing these efforts, Dixon Unified demonstrates its commitment to creating a supportive and responsive environment where every student can thrive. **Scope:** LEA-wide		
2.5	**Action:** Site-Based Mental Health Clinicians and Interns **Need:** Dixon Unified, prior to 2023, had a Very High Status for Chronic Absenteeism, and all unduplicated pupil groups were in this status. Additionally, the Suspension Rate Indicator is Red for Homeless Students and for Students with Disabilities. This Indicator is also Red overall and for Hispanic students at Maine Prairie HS and Students with Disabilities at Tremont Elementary and John Knight Middle School. Finally, this action is responsive to research around Adverse Childhood Experiences (ACES). This research finds that students from poverty are more likely to endure traumatic experiences in their childhood, and that the impacts of these	This action supports site-based mental health clinicians and interns by funding FTE positions that are critical to meeting the mental health and emotional well-being needs of Dixon Unified students. Having trained professionals available on campus ensures that students have immediate and accessible access to counseling, crisis intervention, and ongoing support within a familiar and trusted environment. This school-based approach reduces barriers to care, enables early identification of mental health concerns, and contributes to a more positive and supportive school climate. By addressing these needs directly at the school site, the district promotes student resilience, enhances academic outcomes, and fosters overall well-being. Additionally, this action supports student engagement and reduces chronic absenteeism by addressing students' social-emotional and mental health needs. When students feel safe, supported,	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate

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
	experiences are long-lasting and highly predictive of lower academic achievement. For students to fully engage academically, their schools must be safe, where threats, bullying, violence, and drug and alcohol abuse are minimized. **Scope:** LEA-wide	and connected to school, they are more likely to attend regularly and succeed academically. These services help remove barriers to attendance, reduce behaviors that can lead to suspension, and support a positive school climate. This action is especially important for English Learners, socio-economically disadvantaged students, and foster/homeless youth, who are disproportionately impacted by these challenges. Coordinated efforts—such as mental health services, PBIS, professional development, and McKinney-Vento supports—are necessary to meet their needs. Overall, this coordinated approach strengthens student outcomes by focusing on well-being, academic engagement, and safe learning environments.	
2.9	**Action:** School Safety, Climate, and Behavior Intervention Programs **Need:** There is a clear need for Dixon Unified School District to have an action focused on School Safety, Climate, and Behavior Intervention Programs because these areas are foundational to student success and well-being. A safe and supportive school environment directly impacts students' ability to learn, engage, and thrive. When students feel secure and connected at school, they are more likely to attend regularly, perform	This action addresses the needs of unduplicated pupils by creating a school environment where they feel safe, supported, and included. These students are more likely to experience trauma, instability, or discrimination, which can negatively impact their behavior, attendance, and academic performance. By implementing School Safety, Climate, and Behavior Intervention Programs such as PBIS, Dixon Unified provides proactive, equitable supports that reduce reliance on punitive discipline and instead foster positive behavior, connection, and belonging. Providing this action on an district-wide basis ensures consistency in expectations, practices, and support systems across all campuses. This	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate

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
	academically, and develop positive social-emotional skills. Behavior intervention programs such as Positive Behavioral Interventions and Supports (PBIS) help promote positive behavior, reduce disciplinary incidents, and create consistent expectations across school sites. These programs also provide alternatives to exclusionary discipline practices, which can disproportionately affect English Learners, socio-economically disadvantaged students, and foster/homeless youth. Additionally, improving school climate supports equity by ensuring all students, especially those from underserved groups, have access to a learning environment where they feel respected, understood, and valued. Coordinated efforts to enhance school safety and behavior support systems are essential to meeting the district's goals for student engagement, attendance, and achievement. **Scope:** LEA-wide	district-wide approach allows all students, regardless of their background or school site, to benefit from a unified framework that prioritizes student well-being and equity. It also supports staff in implementing best practices through coordinated training, resources, and data analysis, ultimately leading to improved student engagement, reduced behavior issues, and stronger academic outcomes for the district's most vulnerable populations.	
2.10	**Action:** Peer Mentorship and Student Leadership Initiatives **Need:** In Dixon Unified School District, implementing peer mentorship and student leadership initiatives is essential to support unduplicated	Peer mentorship and student leadership initiatives address the specific needs of unduplicated pupils by building supportive peer relationships, fostering a sense of belonging, and increasing student engagement. These students often face social and academic challenges that can lead to isolation, low confidence, or disengagement from school. Peer mentorship connects them with trained student	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate

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
	students by fostering a sense of belonging, enhancing academic engagement, and promoting personal growth. These students often face unique challenges such as cultural adjustment, economic instability, and lack of familial educational support, which can impact their confidence and academic success. Peer mentorship programs provide these students with relatable role models who offer guidance, encouragement, and practical advice, helping them navigate the school environment and build resilience. Additionally, student leadership initiatives empower unduplicated students to take active roles in their education, develop leadership skills, and contribute to a positive school culture, further enhancing their sense of agency and connection to the school community. Providing these programs on a district-wide basis ensures that all students, regardless of their background or school site, have equitable access to supportive relationships and leadership opportunities. A unified approach allows for consistent implementation, shared resources, and coordinated efforts across schools, maximizing the impact of these initiatives. By investing in peer mentorship and student leadership, Dixon Unified demonstrates its commitment to creating an inclusive and supportive learning environment where all students can thrive academically and personally. **Scope:**	mentors who offer guidance, encouragement, and help navigating school life, while leadership programs empower them to use their voice, build self-efficacy, and develop valuable skills for future success. This action is provided on a district-wide basis to ensure that all unduplicated students, regardless of which school they attend, have equitable access to the same opportunities for connection, support, and leadership development. A unified, district-level approach also promotes consistency in training, implementation, and oversight, which strengthens the effectiveness of the program.	2.7 CA School Dashboard High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.14	**Action:** Playground Safety and Supervision Training **Need:** Playground safety and supervision training is crucial in Dixon Unified School District to ensure the well-being of all students, particularly unduplicated pupils. These students often face additional challenges such as trauma, language barriers, and socio-economic stressors, which can impact their behavior and academic success. Properly trained playground supervisors are essential in identifying and addressing potential hazards, managing conflicts, and providing a safe environment that supports positive social interactions and emotional development. This training is provided on a district-wide basis to ensure consistency and equity across all schools. By standardizing safety protocols and supervision practices, Dixon Unified ensures that every student, regardless of their background, has access to a safe and supportive playground environment. A unified approach allows for shared resources, common expectations, and collaborative efforts among educators and staff, fostering an inclusive culture where all students can thrive. In order to fully address the equity gaps which are the impetus for Goal 2, staff need additional professional learning and follow up	Playground safety and supervision training addresses the needs of unduplicated pupils by ensuring that staff are equipped to create a safe, inclusive, and well-managed environment during recess and outdoor activities. These students may be more vulnerable to social conflicts, injuries, or unsafe situations due to factors like trauma or language barriers. Well-trained supervisors can proactively prevent accidents, manage behavior effectively, and support positive interactions, which contributes to students' overall well-being and readiness to learn. Providing this training on an district-wide basis ensures consistent safety standards and supervision practices across all schools in the district. This equity-focused approach guarantees that every student, regardless of their school or background, benefits from a secure playground environment. District-wide implementation also promotes collaboration among staff, efficient use of resources, and ongoing monitoring to maintain a safe and supportive atmosphere for all students.	2.2 Average Daily Attendance 2.8 CA School Dashboard Suspension Rate 2.9 Expulsion Rate 2.10 CA Healthy Kids Survey Results

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
	to ensure positive and productive climate and culture and our schools. **Scope:** LEA-wide		
2.16	**Action:** Facility Improvements **Need:** Educational Partner feedback received stated that upgrading facilities, playgrounds, and the district addressing overcrowding at the school sites are a priority. Facility improvements are essential for Dixon Unified School District to ensure that all students, particularly unduplicated pupils, have access to safe, modern, and equitable learning environments. These students often face additional challenges that can impact their educational experience, and substandard facilities can exacerbate these issues by hindering engagement, attendance, and academic performance. Upgrading classrooms, libraries, and essential infrastructure like HVAC systems and restrooms not only enhances the learning environment but also supports the district's goals of providing a rigorous, inclusive, and supportive education for all students. Providing facility improvements on a district-wide basis ensures that all schools, regardless of location or student demographics, receive equitable access to necessary upgrades. This	To address the need to build spaces that encourage student engagement and participation, the district has allocated funds to increase usefulness of learning environments, athletic areas, spaces used for extra-curricular activities, and other shared spaces used by low-income students on school grounds. These improvements will include repairs and upgrades to athletic fields and gymnasiums, enhancements to classrooms and shared spaces, and/or upgraded facilities designated for visual and performing arts. The district expects that this action will lead to not only increased attendance for its unduplicated students, but also improved outcomes on performance on chronic absenteeism rates. However, because we expect that all students will benefit, this action is being provided on a LEA-wide basis.	2.4 Chronic Absentee Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	approach aligns with the district's commitment to equity, as outlined in its Local Control Accountability Plan (LCAP), by addressing disparities in school facilities and promoting a consistent standard of excellence across the district. By investing in facility improvements, Dixon Unified demonstrates its dedication to creating an environment where every student can thrive academically and socially.. In the article "Accelerating Learning as We Build Back Better" Linda Darling Hammond outlines the importance of "reinvention" following the pandemic to accelerate students' engagement and connection to school. This includes providing spaces for students to, "engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning." Ensuring facilities are in good repair for safe participation are fundamental to providing engagement and enrichment activities (Hammond, 2021) . Investing in facilities has a positive impact on student outcomes according to a 2017 study based on LAUSD schools. The study found that moving students out of deteriorating school facilities and into new ones yielded gains in both standardized test scores and other non-academic measures of educational quality (Lafortune & Schönholzer, 2017). **Scope:**		

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	LEA-wide		
3.2	**Action:** Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment **Need:** Engaging with community partners is crucial for Dixon Unified School District to enhance opportunities for unduplicated students. These students often face additional challenges that can impact their academic success and overall well-being. By collaborating with local organizations, businesses, and service providers, the district can offer a more comprehensive support system that addresses the diverse needs of these students. Community partnerships can provide access to resources such as mentorship programs, after-school activities, mental health services, and college readiness workshops, all of which contribute to a more enriching and supportive educational experience. Providing this action on a district-wide basis ensures that all schools, regardless of location or student demographics, have equitable access to these valuable partnerships. A unified approach allows for consistent implementation of programs and services, maximizing their impact and ensuring that no student is left behind. Additionally, engaging with community partners helps to strengthen the district's standing in the community,	This action addresses the needs of unduplicated pupils by expanding their access to community resources and support networks that can help overcome barriers to academic success and personal growth. Many unduplicated students face challenges beyond the classroom, such as limited access to enrichment programs, mental health services, or career guidance. Partnering with community organizations enables the district to provide these essential supports, creating a more holistic educational experience that meets students' diverse needs. Providing this action on a district-wide basis ensures that all unduplicated students, regardless of which school they attend, benefit equally from these enhanced opportunities. A district-wide approach fosters consistency in partnership development and program delivery, maximizing resource sharing and impact. It also strengthens the district's reputation and relationships within the broader community, which can lead to increased student enrollment and sustained support for equity-focused initiatives, ultimately promoting success for all students across Dixon Unified.	3.1 Promotion of Parental Participation 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3)

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	fostering a sense of shared responsibility and collaboration in supporting student success. This collective effort not only enhances student enrollment by attracting families seeking a well-rounded educational experience but also promotes a positive school climate where students feel valued and supported. DELAC: 17 Participants ELAC: 202 Participants **Scope:** LEA-wide		
3.3	**Action:** District-Level Coordination of Family Engagement and Outreach **Need:** In Dixon Unified School District, district-level coordination of family engagement and outreach is essential to effectively support unduplicated students by building strong partnerships between families, schools, and the community. Many unduplicated students face challenges such as language barriers, limited access to resources, or lack of familiarity with the school system, which can hinder their full participation in their children's education. Coordinated family engagement efforts help bridge these gaps by providing families with the information, tools, and support they need to actively advocate for and	By providing centralized and coordinated support and coaching for outreach, the District will address the needs identified by parents. This Public Information Officer (PIO) position is essential to ensure the District builds and maintains public support for its Mission to ensure all students graduate college and career ready. Moreover, the position oversees and coordinates a variety of non-classroom based programming designed to increase participation of students and their families in District run opportunities. Parent education activities will increase and improve services for English Learners, Socio-Economically Disadvantaged students, and Homeless/Foster Youth as parents of students in these student groups will be targeted in design, delivery, and outreach.	3.1 Promotion of Parental Participation 3.2 LCAP surveys completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings

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
	support their children's academic and social success. Providing this coordination on a district-wide basis ensures consistent and equitable outreach to all families across schools, fostering a welcoming and inclusive environment where every family feels valued and connected. A centralized approach allows the district to align strategies, share resources, and collaborate with community partners to enhance support services. This unified effort not only increases student opportunities and strengthens the district's reputation but also helps maximize student enrollment by building trust and engagement within the community, ultimately promoting equity and positive outcomes for all students. **Scope:** LEA-wide		
3.4	**Action:** Bilingual Parent Liaison Program **Need:** In Dixon Unified School District, the Bilingual Parent Liaison Program is essential to support unduplicated students, particularly English learners and their families, by bridging language and cultural barriers that can hinder effective communication and engagement with schools. Many families of unduplicated students face challenges understanding school policies, accessing resources, or	The Parent Liaison program ensures families have a direct line of communication and support at each school site, and provides insights to leadership about the needs and desires of families from the unduplicated student group. Parent education activities will increase and improve services for English Learners, Socio-Economically Disadvantaged students, and Homeless/Foster Youth as parents of students in these student groups will be targeted in design, delivery, and outreach.	3.1 Promotion of Parental Participation 3.2 LCAP survyes completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings

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
	advocating for their children due to limited English proficiency. Bilingual liaisons serve as trusted intermediaries who provide translation, cultural navigation, and personalized outreach, ensuring families are informed, involved, and empowered to support their children's academic success. Providing this program district-wide ensures that all schools can offer equitable access to these critical services, fostering stronger family-school partnerships across diverse communities. A unified approach enhances the district's reputation for inclusivity and responsiveness, helping to build trust and collaboration with families and community partners. **Scope:** LEA-wide		
3.5	**Action:** Site-Based Community Engagement & Outreach **Need:** In Dixon Unified School District, site-based community engagement and outreach are vital for addressing the unique needs of unduplicated students. These students often face additional challenges that can impact their academic success and overall well-being. By establishing strong connections between schools and their local communities, the district can provide tailored support that meets	This action is designed to directly address the barriers that unduplicated pupils such as English learners, foster youth, and low-income students often face in accessing school resources and engaging in their education. By providing additional funding for outreach events, schools can create culturally responsive, language-accessible, and family-centered experiences that reflect the unique needs of these students and their families. Offering this support on a schoolwide basis ensures all families benefit from stronger school-community relationships while specifically prioritizing unduplicated students, who are more	3.1 Promotion of Parental Participation 3.2 LCAP survyes completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings

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
	the specific needs of these students. Site-based engagement allows for the development of programs and services that are culturally relevant and responsive, ensuring that all students have the resources and support they need to succeed. Providing this engagement on a district-wide basis ensures consistency and equity across all schools, allowing every student to benefit from the same level of support and resources. A unified approach enables the district to coordinate efforts, share best practices, and maximize the impact of community partnerships. This comprehensive strategy not only enhances student opportunities and strengthens the district's standing in the community but also fosters a sense of belonging and empowerment among unduplicated students and their families. **Scope:** LEA-wide	likely to face systemic challenges. A schoolwide approach allows for inclusive planning and implementation while maintaining a clear focus on equity and targeted engagement. Parent education activities will increase and improve services for English Learners, Socio-Economically Disadvantaged students, and Homeless/Foster Youth as parents of students in these student groups will be targeted in design, delivery, and outreach.	3.5 Number of Articulated Partnerships with Post-Secondary Schools, Apprenticeship Programs, Local Business, and/or Service Groups as Reported by Written Agreements
3.6	**Action:** Translation and Interpretation Services **Need:** Parents across the District have identified the need for more family education and outreach opportunities as a top priority. However, families of students in the unduplicated student count such as English learners, low-income students, and foster youth have historically had lower levels of participation in	Providing high-quality translation and interpretation services directly supports the District's goal of expanding family education and outreach by ensuring that all families especially those of Multilingual Language Learners. Providing these supports can ensure that all families can access and understand important information. Language should never be a barrier to engagement, and offering these services makes it possible for more families to participate fully in school and district events.	3.1 Promotion of Parental Participation 3.2 LCAP surveys completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs

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
	these events. This underscores the need for the District to be more strategic and inclusive in how it plans, promotes, and delivers outreach. Providing high-quality translation and interpretation services is essential to ensuring that all families, regardless of language background, can access information, engage meaningfully, and feel fully included in these efforts. **Scope:** LEA-wide	These services are particularly critical for families of students in the unduplicated student count, who have historically been underrepresented in outreach efforts. By making communication accessible in families' home languages, the District demonstrates its commitment to equity, inclusion, and respect for diverse communities. This not only builds trust but also empowers families to be active partners in their children's education.	participating in Advisory meetings

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
1.8	**Action:** Targeted ELD Instruction **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-	In providing additional elementary teacher FTEs to create smaller English Language Development (ELD) classes, DUSD commits to providing designated ELD instruction that is highly targeted, based on students discrete language level and grade, in a smaller class setting. The adopted ELD curriculum is dependent on ample opportunity for students to collaborate and practice speaking. These activities are better suited to smaller class sizes.	1.9 CA Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP Lowest Performing School: Gretchen Higgins Elementary **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** ELD Instructional Coaching and Professional Development **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both	The ELD Instructional Coaching and Professional Development action is strategically designed to address the linguistic and academic needs of multilingual learners, a key group within the unduplicated student population. English learners in Dixon Unified face persistent achievement gaps, as evidenced by low performance on state assessments in both English language development and core academic subjects. Many continue to struggle with reclassification and long-term academic success due to inconsistent implementation of designated and integrated ELD instruction across classrooms and grade levels. By funding ELD instructional coaches, this action ensures that designated ELD teachers receive targeted support and training to deliver standards-aligned instruction that explicitly develops English language skills. Equally important, the coaches provide ongoing professional learning for all	1.9 CA Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Arts and Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	teachers to embed integrated ELD strategies within content-area instruction, so English learners receive language support across the school day—not just during designated periods. Coaches also promote coherence in ELD practices across sites and support classroom teachers in differentiating instruction, analyzing student language data, and adapting curriculum for multilingual learners. This capacity-building model ensures systematic and sustainable improvements in how ELD services are delivered, helping to close opportunity and achievement gaps and supporting English learners in reaching proficiency and academic success.	
1.10	**Action:** Teacher Professional Development for English Learners and Long-Term English Learners **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP.	Teacher professional development (PD) for Long-Term English Learners (LTELs) addresses their needs by equipping educators with targeted strategies to support students who struggle with academic English despite years in U.S. schools. In Dixon Unified School District, PD often in partnership with the Solano County Office of Education through the Improvement Science Project focuses on identifying the root causes of delayed language development and providing effective instructional practices that build academic vocabulary, reading comprehension, and engagement. By training teachers to recognize and address specific language gaps and implement research-based approaches, PD ensures that instruction is responsive to LTELs' unique challenges, ultimately leading to measurable improvements in English proficiency and academic success.	1.9 CA Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.11	**Action:** English Learner Specialist to support the administration of the ELPAC and support delivery of ELD **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP **Scope:** Limited to Unduplicated Student Group(s)	Employing an English Learner Specialist will directly address the needs of English learners by ensuring that students receive high-quality, targeted support aligned to their specific language proficiency levels and academic needs. Through the administration of the ELPAC and local assessments, the specialist will help accurately identify each student's English language development stage and monitor progress over time. By delivering designated English Language Development (ELD) instruction and providing targeted push-in support, this action goes above and beyond by ensuring that English Learners receive daily, structured opportunities to develop language skills in both academic and social contexts. Additionally, staff will work closely with classroom teachers to implement high-impact, standards-aligned instructional strategies that accelerate English acquisition, promote meaningful access to core content, and support long-term academic success. In addition, the specialist's collaboration with teachers—providing resources, modeling effective strategies, and guiding instructional planning—will build overall educator capacity to meet the diverse needs of English learners across content areas. Their leadership in the ELD Leads group and partnership with Migrant Education will ensure coherence in services, support for migrant students, and effective implementation of the English Learner Master Plan across the district,	1.9 CA School Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate 1.3 and 1.6 CAASPP Results 1.15 CA School Dashboard College/Career Indicator 1.22 and 1.23 Local ELA and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		leading to more equitable outcomes and sustained academic growth.	
1.12	**Action:** Newcomer Student Support Program **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	Implementing a Newcomer program will directly address the needs of these students by ensuring that students receive high-quality, targeted support aligned to their specific language proficiency levels and academic needs. Through the administration of the ELPAC and local assessments, the district will be able to accurately identify each student's English language development stage and monitor progress over time. By delivering designated ELD instruction and providing push-in support, especially for newly arrived multilingual learners, the district will offer consistent, personalized instruction to accelerate language acquisition.	1.9 CA School Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate 1.3 and 1.6 CAASPP Results 1.15 CA School Dashboard College/Career Indicator 1.22 and 1.23 Local ELA and Math Data
1.14	**Action:** Improvement Science Project with Solano County Office of Education **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English	Addressing the needs of Long-Term English Learners (LTELs) is a priority to ensure academic equity and success. LTELs are students who have been in U.S. schools for six years or more but have not yet achieved English proficiency, often facing challenges in mastering academic language needed across subjects. To support these students, DUSD provides targeted English Language Development (ELD), specialized	1.9 CA School Dashboard English Learner Progress Indicator (ELPI) 1.11 EL Reclassification Rate 1.3 and 1.6 CAASPP Results 1.22 and 1.23 Local ELA and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	summer programs, and strong parent engagement through advisory committees. Additionally, DUSD partners with the Solano County Office of Education to implement the Improvement Science Project, which directly targets the root causes of delayed English proficiency among LTELs. This initiative focuses on identifying why students struggle to become proficient within six years, delivering focused professional development for educators, and closely monitoring the impact of these interventions. Through this strategic collaboration and data-driven approach, the district aims to boost LTEL reclassification rates and improve long-term academic outcomes.	
1.15	**Action:** Elementary Reading and Math Supports for Multilingual Language Learners **Need:** Recent performance data from the California School Dashboard highlight the ongoing and urgent need for Dixon Unified School District to strengthen its support systems for English Learners (ELs). Currently, only 40.7% of ELs are making progress on the English Language Proficiency Indicator (ELPI), placing the group in the Orange performance band and reflecting a 3.8% decline from the previous year. Long-Term English Learners (LTELs) are similarly underperforming, with just 39.9% showing progress and a 9.9% drop in year-over-year performance. These trends are consistent with broader academic outcomes for ELs, who are	The provision of additional elementary FTE positions for Reading and English Language Development (ELD) support directly addresses the needs of unduplicated pupils, particularly English learners and socioeconomically disadvantaged students, who often require targeted, differentiated support to access grade-level literacy content and develop academic English proficiency. By offering small-group instruction tailored to ELPAC levels and individual learning profiles, this action ensures that instruction is personalized, focused, and responsive to the specific gaps that may hinder progress. The flexible, blended design of these roles allows TOSAs and paraeducators to deliver both foundational reading skills and designated ELD, creating a more coherent and efficient system of support.	1.3 and 1.6 CAASPP Results 1.9 CA School Dashboard ELPI 1.22 and 1.23 Local ELA and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	scoring over 100 points below standard in both English Language Arts and Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	This action is especially critical for Long-Term English Learners (LTELs), who frequently face persistent challenges in mastering academic language and literacy despite years of English instruction. LTELs often benefit from intensified, sustained interventions that address complex language demands, reading comprehension, and written expression across content areas. By embedding ELD intervention within a literacy-focused framework, the district ensures that LTELs receive the type of high-leverage, language-rich instruction necessary to close longstanding achievement gaps. These supports help address both linguistic and academic barriers that often prevent LTELs from meeting reclassification criteria and succeeding in core academic subjects. Implementing this action on a district-wide basis ensures equity in access to intervention services across all elementary sites, where unduplicated pupils are dispersed. Moreover, it provides structured opportunities for all students to receive the precise instruction they need to accelerate their growth. This systemic approach is essential for closing opportunity gaps early and building the literacy and language foundation that is critical for long-term academic success.	
1.22	**Action:** Newcomer Class-Size Reduction **Need:** The performance of English Learners at the middle and high school levels in Dixon Unified School District indicates a critical need for intensified support. Dashboard data show that	The Newcomer Class-Size Reduction action addresses the critical needs of unduplicated pupils, specifically newcomer English learners who are often at the greatest risk of falling behind academically due to language barriers, interrupted education, and the challenges of adjusting to a new school system.	1.3 and 1.6 CAASPP Results 1.9 CA School Dashboard ELPI 1.22 and 1.23 Local ELA and Math Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	only 31.7% of English Learners and 31% of Long-Term English Learners at these levels are making progress toward English proficiency—both in the Red performance band, the lowest possible. Moreover, these rates reflect a decline from the previous year, with progress dropping by 8.7% for English Learners and 7.8% for Long-Term English Learners. These outcomes underscore persistent challenges in ensuring English Learners acquire the language skills necessary to access rigorous academic content and succeed in school. Although a subset of Long-Term English Learners at another point in the district was reported as having 61.5% making progress (Orange level), that too represents a 10.1% decline, suggesting a systemic issue across grade spans. These indicators highlight an urgent need for comprehensive, differentiated English Language Development (ELD) services, targeted professional development for teachers, and more intensive academic and socio-emotional support for multilingual learners to reverse declining trends and close persistent achievement gaps. **Scope:** Limited to Unduplicated Student Group(s)	By maintaining smaller class sizes, the district creates a more focused and supportive instructional environment that allows for individualized attention, differentiated instruction, and stronger student-teacher relationships. These conditions are essential for accelerating both English language development and content mastery, enabling newcomer students to engage more fully in academic learning and build confidence. Implementing this action on a schoolwide basis at targeted sites ensures that all newcomer students within these campuses have equitable access to the supports they need, regardless of the course or grade level. It reflects the district's commitment to equity by removing structural barriers and creating instructional conditions that meet the complex, overlapping needs of multilingual learners and other unduplicated student groups.	

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

N/A

Additional Concentration Grant Funding

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

Dixon Unified has used, or plans to use, the additional concentration grant add-on funding to make the following additions to staff who will provide direct services to students:

1. Additional Elementary Response to Intervention (RtI) Teachers at Anderson, Gretchen Higgins, and Tremont Elementary Schools (Goal 1.26)

In order to expand access to reading and math intervention, additional FTE added at each elementary site to accelerate student progress toward grade level proficiency.

2. At-Promise Counselor (Goal 2.1)

The At-Promise Counselor position is designed to work with vulnerable cohorts of students in the 6-8 setting to ensure these students transition to high school ready with the academic and social habits needed to graduate college and career ready.

3. Additional Mental Health Clinicians (Goals 2.1, 2.4, and 2.5)

Additional FTE for mental health clinicians to expand mental health services to students in need. The added FTE allows sites to be proactive in their approaches to social-emotional and behavioral well-being. For example, clinicians are able to present tier 1 lessons to all students whereas before their efforts were more reactive responding to students in crisis.

4. Parent Liaisons (Goals 2.3, 3.1, and 3.4)

Parent Liaisons to conduct targeted outreach to ELs, foster youth, and low-income students.

5. Additional Elementary ELD Teachers (Goals 1.2 and 1.9)

In order to provide targeted designated ELD services to students beyond what is required in statute, additional elementary teaching staff will be hired.

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	NA	25:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	17:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	32,608,178	7,162,723	21.966%	5.453%	27.419%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,942,524.00	$93,500.00	$0.00	$0.00	$9,036,024.00	$8,313,429.00	$722,595.00

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	Recruitment and Retention of High Quality Staff	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.2	Strategic Supports for English Learners	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.3	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	
1	1.4	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.5	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.6	Competitive Compensation to Improve Staffing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2027	$3,702,962.00	$0.00	$3,702,962.00				$3,702,962.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.7	Comprehensive Recruitment and Retention Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$94,258.00	$0.00	$94,258.00				$94,258.00	
1	1.8	Targeted ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$123,975.00	$0.00	$123,975.00				$123,975.00	
1	1.9	ELD Instructional Coaching and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$195,053.00	$0.00	$195,053.00				$195,053.00	
1	1.10	Teacher Professional Development for English Learners and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.11	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$85,462.00	$0.00	$85,462.00				$85,462.00	
1	1.12	Newcomer Student Support Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.13	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$480,000.00	$480,000.00				$480,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	Improvement Science Project with Solano County Office of Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$500.00	$0.00	$500.00				$500.00	
1	1.15	Elementary Reading and Math Supports for Multilingual Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$179,920.00	$0.00	$179,920.00				$179,920.00	
1	1.16	Class-size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$811,678.00	$0.00	$811,678.00				$811,678.00	
1	1.17	Paraprofessional Support at Maine Prairie High School	All	No			Specific Schools: Maine Prairie High School	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.18	District Librarian and Library Technicians to Expand Library Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$226,087.00	$0.00	$226,087.00				$226,087.00	
1	1.19	Inclusive Instructional Library Resources	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.20	Expanded Support Staff for Data Monitoring and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$360,431.00	$0.00	$360,431.00				$360,431.00	
1	1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$123,975.00	$0.00	$123,975.00				$123,975.00	
1	1.22	Newcomer Class-Size Reduction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$528,648.00	$0.00	$528,648.00				$528,648.00	

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	1.23	Supplemental Instructional Materials and Technology	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.24	Implementation and Coordination of Learning Support Systems	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.25	Professional Development to support Students with Disabilities	Students with Disabilities	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.26	Instructional Coaching for Improved Access and Equity	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.27	Mathematics Professional Development and Alignment	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.28	Special Education Staff Expansion and Support	Students with Disabilities	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.29	Supplemental Pay for Professional Development Outside Regular Hours	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$99,744.00	$0.00	$99,744.00				$99,744.00	
1	1.30	Comprehensive Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.31	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$130,152.00	$0.00	$130,152.00				$130,152.00	
2	2.1	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
2	2.2	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	

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	2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$99,348.00	$10,000.00	$109,348.00				$109,348.00	
2	2.4	Social-Emotional and Behavioral Leadership and Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$530,871.00	$0.00	$530,871.00				$530,871.00	
2	2.5	Site-Based Mental Health Clinicians and Interns	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$291,184.00	$0.00	$291,184.00				$291,184.00	
2	2.6	Counseling and Credit Recovery Support	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.7	Career and Technical Education (CTE) Expansion for Equity	All	No			Specific Schools: Dixon High School	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.8	Social-Emotional Learning Curriculum and Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.9	School Safety, Climate, and Behavior Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$26,500.00	$26,500.00				$26,500.00	
2	2.10	Peer Mentorship and Student Leadership Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	2025-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.11	Curriculum and Instructional Enhancements for Equity and Inclusion	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.12	PBIS Coaching and Implementation	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.13	Equity Training and Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.14	Playground Safety and Supervision Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$254,613.00	$0.00	$254,613.00				$254,613.00	

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	2.15	Social-Emotional Learning Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	2.16	Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$169,095.00	$169,095.00				$169,095.00	
3	3.1	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
3	3.2	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	District-Level Coordination of Family Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$173,078.00	$0.00	$173,078.00				$173,078.00	
3	3.4	Bilingual Parent Liaison Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$202,990.00	$0.00	$202,990.00				$202,990.00	
3	3.5	Site-Based Community Engagement & Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.6	Translation and Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$5,000.00	$0.00	$5,000.00				$5,000.00	
4	4.1	College/Career Readiness Supports	All	No			Specific Schools: Maine Prairie High School 9-12	2025-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Identifying and Supporting Students Through Coordinated Pupil Services	All	No			Specific Schools: Maine Prairie High	2025-2027	$93,500.00	$0.00		$93,500.00			$93,500.00	

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
							School 9-12									

2025-26 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
32,608,178	7,162,723	21.966%	5.453%	27.419%	$8,942,524.00	0.000%	27.424 %	**Total:**	$8,942,524.00
								LEA-wide Total:	$7,818,966.00
								Limited Total:	$1,123,558.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.6**	Competitive Compensation to Improve Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,702,962.00	
1	**1.7**	Comprehensive Recruitment and Retention Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,258.00	
1	**1.8**	Targeted ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$123,975.00	
1	**1.9**	ELD Instructional Coaching and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$195,053.00	
1	**1.10**	Teacher Professional Development for English Learners and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	**1.11**	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,462.00	

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	1.12	Newcomer Student Support Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	1.13	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$480,000.00	
1	1.14	Improvement Science Project with Solano County Office of Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
1	1.15	Elementary Reading and Math Supports for Multilingual Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$179,920.00	
1	1.16	Class-size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$811,678.00	
1	1.18	District Librarian and Library Technicians to Expand Library Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,087.00	
1	1.20	Expanded Support Staff for Data Monitoring and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,431.00	
1	1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,975.00	
1	1.22	Newcomer Class-Size Reduction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$528,648.00	
1	1.29	Supplemental Pay for Professional Development Outside Regular Hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,744.00	
1	1.31	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,152.00	
2	2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,348.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Social-Emotional and Behavioral Leadership and Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,871.00	
2	2.5	Site-Based Mental Health Clinicians and Interns	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$291,184.00	
2	2.9	School Safety, Climate, and Behavior Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,500.00	
2	2.10	Peer Mentorship and Student Leadership Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$10,000.00	
2	2.14	Playground Safety and Supervision Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,613.00	
2	2.16	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,095.00	
3	3.2	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	District-Level Coordination of Family Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,078.00	
3	3.4	Bilingual Parent Liaison Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,990.00	
3	3.5	Site-Based Community Engagement & Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
3	3.6	Translation and Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,250,956.00	$5,591,237.00

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**	Recruitment and Retention of High Quality Staff	Yes	$500,000.00	$2,526,993
1	**1.2**	Strategic Supports for English Learners	Yes	$1,184,166.00	$379,527
1	**1.3**	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	Yes	$2,047,983.00	$475,738
1	**1.4**	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	Yes	$1,030,488.00	$319,452
1	**1.5**	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	Yes	$237,758.00	$238,000
2	**2.1**	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	Yes	$1,423,570.00	$808,466

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	Yes	$127,624.00	$157,519
2	**2.3**	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Yes	$55,000.00	$45,000
3	**3.1**	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	Yes	$622,367.00	$618,000
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Yes	$22,000.00	$22,542

2024-25 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)
$6,118,354.00	$7,016,795.00	$5,591,237.00	$1,425,558.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Recruitment and Retention of High Quality Staff	Yes	$500,000.00	$2,526,993		
1	**1.2**	Strategic Supports for English Learners	Yes	$1,184,166.00	$379,527		
1	**1.3**	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	Yes	$1,937,135.00	$475,738		
1	**1.4**	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	Yes	$907,175.00	$319,452		
1	**1.5**	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	Yes	$237,758.00	$238,000		

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)
2	**2.1**	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	Yes	$1,423,570.00	$808,466		
2	**2.2**	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	Yes	$127,624.00	$157,519		
2	**2.3**	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Yes	$55,000.00	$45,000		
3	**3.1**	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	Yes	$622,367.00	$618,000		
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Yes	$22,000.00	$22,542		

2024-25 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)
$32,269,204.00	$6,118,354.00	3.820%	22.780%	$5,591,237.00	0.000%	17.327%	$1,759,800.59	5.453%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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