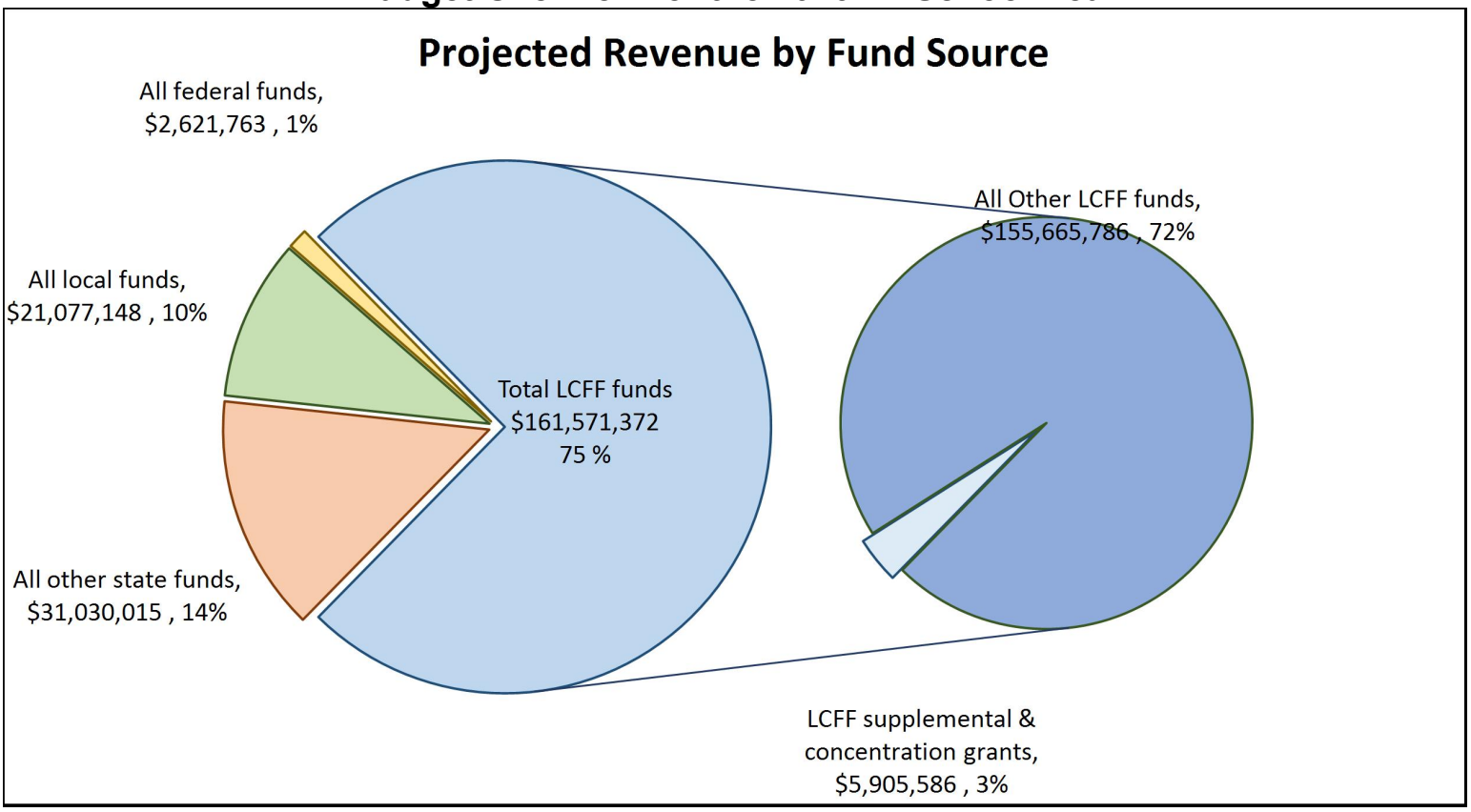
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dublin Unified School District
CDS Code: 01750930000000
School Year: 2026-27
LEA contact information:
Matt Campbell
Superintendent
campbellmatt@dublinusd.org
925.828.2551

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

Budget Overview for the 2026-27 School Year

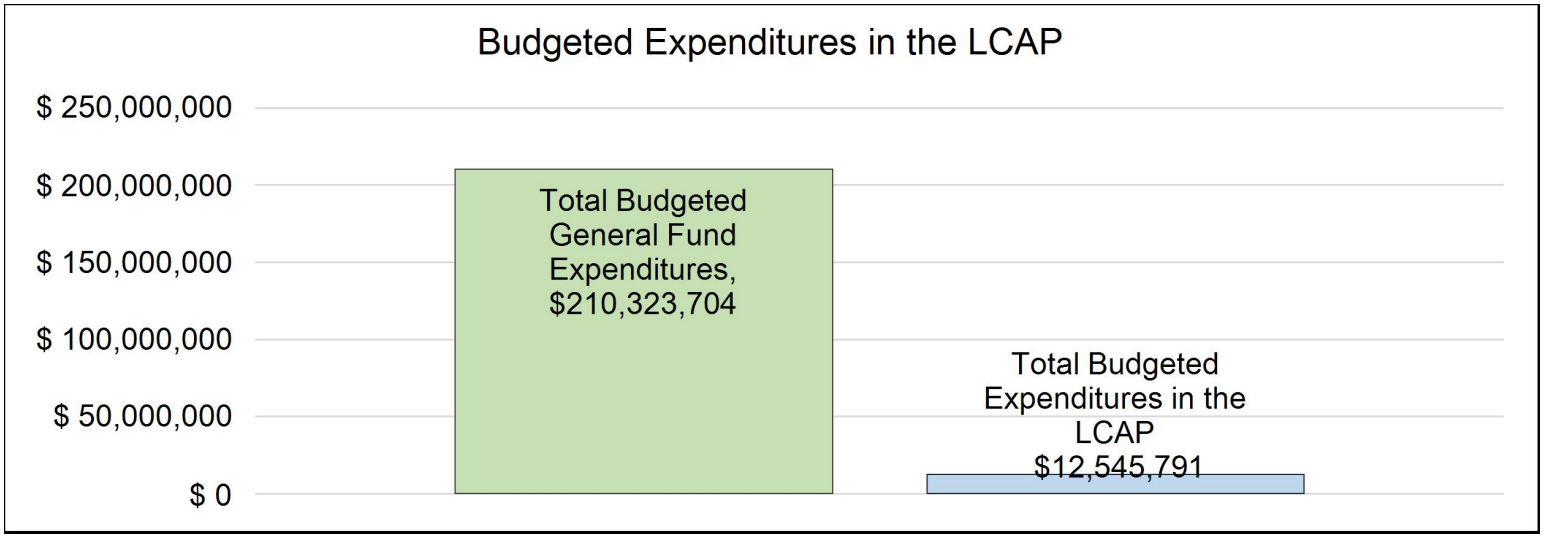


This chart shows the total general purpose revenue Dublin Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dublin Unified School District is $216,300,298, of which $161,571,372 is Local Control Funding Formula (LCFF), $31,030,015 is other state funds, $21,077,148 is local funds, and $2,621,763 is federal funds. Of the $161,571,372 in LCFF Funds, $5,905,586 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dublin Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

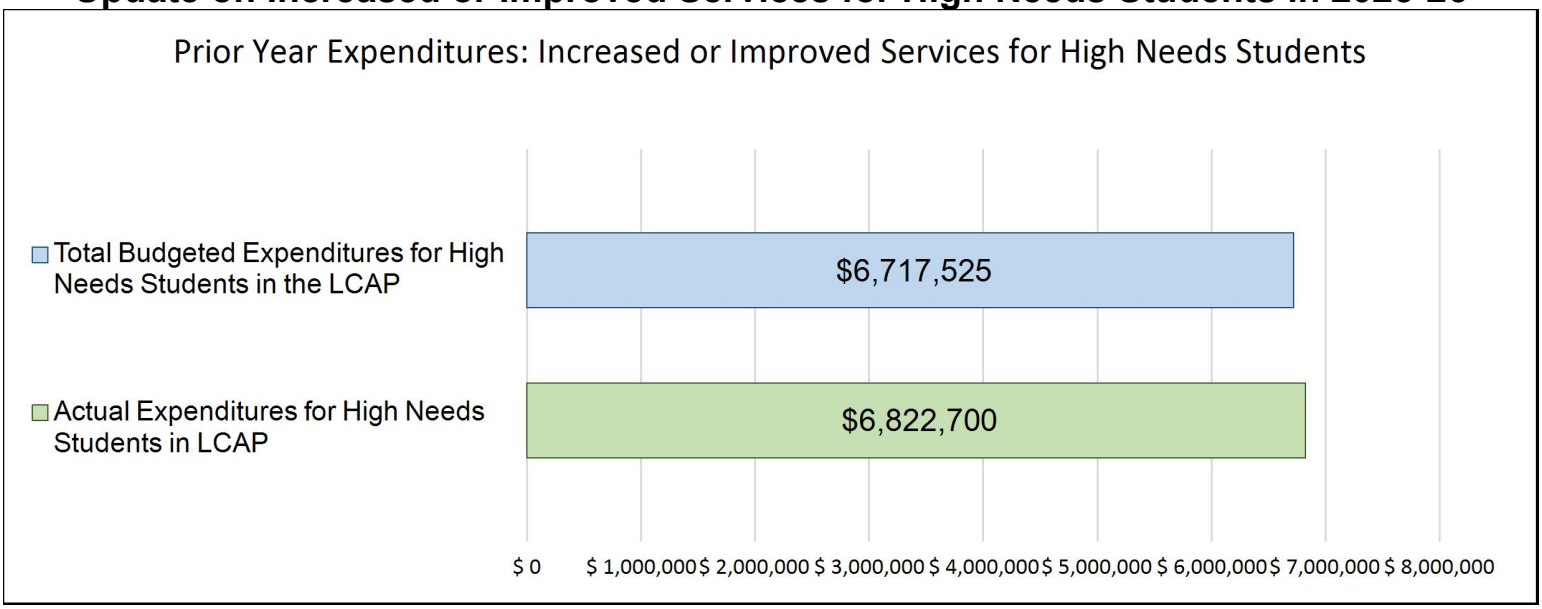
The text description of the above chart is as follows: Dublin Unified School District plans to spend $210,323,704 for the 2026-27 school year. Of that amount, $12,545,791.00 is tied to actions/services in the LCAP and $197,777,913 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Dublin Unified School District is projecting it will receive $5,905,586 based on the enrollment of Foster Youth, English learner, and low-income students. Dublin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dublin Unified School District plans to spend $5,989,339.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Dublin Unified School District's LCAP budgeted $6,717,525.00 for planned actions to increase or improve services for high needs students. Dublin Unified School District actually spent $6,822,700.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dublin Unified School District	Matt Campbell Superintendent	campbellmatt@dublinusd.org 925.828.2551

Plan Summary [2026-27]

General Information

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

2025-26 Update:
The Dublin Unified School District (DUSD) serves over 12,864 students, taught by 622 teachers. The district is comprised of seven elementary schools (5,197 students), two middle schools (2,698 students), 1 TK-8 school (1,016 students), one continuation high school (45 students), two comprehensive high schools (3,851 students), and one alternative learning center, which supports students on long-term independent study through a virtual learning platform. The newest high school, Emerald High, opened its doors to a class of freshmen during the 2023-24 school year. Each year, another class will be added so that all four class levels will be served beginning in the 4th year. The student population is 64.1% Asian, 4.3% Filipino, 0.2% Pacific Islander, 11.3% White, 9.8% Hispanic, 7.0% Two or more races, 3.0% African American, 0.1% American/Alaskan. 4.7% English Learners, 8.6% Students with Disabilities, and 17.7% Low-Income. (Data Source: California Longitudinal Pupil Achievement Data System (CALPADS) and our Student Information System (SIS), Infinite Campus (IC).

The City of Dublin is located in eastern Alameda County, approximately 30 miles west of San Francisco. Dublin was incorporated in 1982 and has a population of over 72,000 residents. Dublin has consistently been one of the fastest-growing cities in Alameda County for the past several years. Dublin is projected to have a total population of 75,000 at build-out. As the population has grown, the district has added school sites over the past few years.

The Dublin Unified School District is ranked among California's "Best School Districts." Its schools have been recognized with numerous accolades, including Advanced Placement Honor Roll, National Blue Ribbon School, Gold Ribbon Award, Project Lead The Way Distinguished School, California School of Character, National School of Character, Educational Results Partnership Honor Roll, California

Distinguished School, and Title 1 Academic Achievement Award School. Fallon Middle School was named as a 2025 California Distinguished School. Dublin Elementary was honored as a "Model Professional Learning Community (PLC)" school. Recently, Dublin High, Fallon Middle School, Wells Middle School, and Frederiksen Elementary School met the Purple Star Program qualifications and received recognition.

Given the district's tremendous growth over the last 20 years, the Dublin Unified School District has turned to the community for support through various bond measures. Our community has passed four bond measures (C, E, H & J). These measures have and will continue to help Dublin renovate schools, expand classrooms, and fund the development of future schools. Measures C & E were fully expensed as of June 30, 2024. Measure H & J will continue to fund school renovations and expansions in the future year(s).

2024-25 Update:
The Dublin Unified School District (DUSD) serves over 12,674 students, taught by 646 teachers. The district is comprised of seven elementary schools (5,050 students), two middle schools (2,698 students), 1 TK-8 school (983 students), one continuation high school (26 students), two comprehensive high schools (3,915 students), and one alternative learning center which supports students on long-term independent study through a virtual learning platform. The newest high school, Emerald High, opened its doors to a class of freshmen during the 2023-24 school year. Each year, another class will be added so that all four class levels will be served beginning in the 4th year. The student population is 63.5 % Asian, 4.3% Filipino, .2% Pacific Islander, 12.3% White, 9.6% Hispanic, 7.1% Two or more races, 2.9% African American, .05% American/Alaskan. 6.8% English Learners, 8% Students with Disabilities, and 8.3% Low-Income. (Data Source: California Longitudinal Pupil Achievement Data System (CALPADS) and our Student Information System (SIS), Infinite Campus (IC). The City of Dublin is located in eastern Alameda County, approximately 30 miles west of San Francisco. Dublin was incorporated in 1982 and has a population of over 72,000 residents. Dublin has consistently been one of the fastest-growing cities in Alameda County for the past several years. Dublin is projected to have a total population of 75,000 at build-out. As a result of the growing population, the district has added additional school sites over the past few years.
The Dublin Unified School District is ranked as one of California's "Best School Districts." Its schools have been recognized with numerous accolades, including Advanced Placement Honor Roll, National Blue Ribbon School, Gold Ribbon Award, Project Lead The Way Distinguished School, California School of Character, National School of Character, Educational Results Partnership Honor Roll, California Distinguished School, and Title 1 Academic Achievement Award School. Dublin High School and Wells Middle School were named 2024 California Distinguished Schools, and Fallon Middle and Kolb Elementary were recognized as 2022 National Blue Ribbon Schools. Most recently, Dublin Elementary received the honor of being a "Model Professional Learning Community (PLC)" school. Given the district's tremendous growth over the last 20 years, the Dublin Unified School District has turned to the community for support through various bond measures. Our community has passed four bond measures (C, E, H & J). These measures have and will continue to help Dublin renovate schools, expand classrooms, and fund the development of future schools. Measures C & E were fully expensed as of June 30, 2024. Measure H & J will continue to fund school renovations and expansions in the future year(s). Learning Recovery and Emergency Block Grant DUSD does not have any current unexpended LREBG funding for the 2025-26 LCAP year.

2024:
The Dublin Unified School District (DUSD) serves over 12,823 students taught by 550 teaching positions. The district is comprised of seven elementary schools (5,340 students), two middle schools (2,553 students), 1 TK-8 school (1,037 students), one continuation high school (48 students), two comprehensive high schools (3,800 students), and one alternative learning center which supports students on long-term

independent study through a virtual learning platform. The newest high school, Emerald High, opened its doors to a class of freshmen during the 2023-24 school year. Each year, another class will be added so that all four class levels will be served beginning in the 4th year. The student population is 61.7% Asian, 13.9% White, 9.4% Hispanic, 7.2% Two or more races, 2.8% African American, 6.8% English Learners, 8% Students with Disabilities, and 8.3% Low-Income. (Data Source: California Longitudinal Pupil Achievement Data System (CALPADS) and our Student Information System (SIS), Infinite Campus (IC). The City of Dublin is located in eastern Alameda County, approximately 30 miles west of San Francisco. Dublin was incorporated in 1982 and has a population of over 72,000 residents. Dublin has consistently been one of the fastest-growing cities in Alameda County for the past several years. Dublin is projected to have a total population of 75,000 at build-out. As a result of the growing population, the district has added additional school sites over the past few years. The Dublin Unified School District is ranked as one of California's "Best School Districts." Its schools have been recognized with numerous accolades, including Advanced Placement Honor Roll, National Blue Ribbon School, Gold Ribbon Award, Project Lead The Way Distinguished School, California School of Character, National School of Character, Educational Results Partnership Honor Roll, California Distinguished School, and Title 1 Academic Achievement Award School. Dublin High School and Wells Middle School were named 2024 California Distinguished Schools, and Fallon Middle and Kolb Elementary were recognized as 2022 National Blue Ribbon Schools. Kolb Elementary School was named a 2025 California Distinguished School. Most recently, Dublin Elementary received the honor of being a "Model Professional Learning Community (PLC)" school. Given the district's tremendous growth over the last 20 years, the Dublin Unified School District has turned to the community for support through various bond measures. Our community has passed four bond measures (C, E, H & J). These measures have and will continue to help Dublin renovate schools, expand classrooms, and fund the development of future schools. Measures C & E will be fully expensed as of June 30, 2024. Measure H & J will continue to fund school renovations and expansions in the future year(s).

Reflections: Annual Performance

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

2026:
On the 2025 California School Dashboard (CA Dashboard), Dublin Unified performed well overall, with most indicators in the Green and Blue color ranges (Blue and Green are the highest indicator colors of the five possible colors). Areas to address: Suspension rate and English Learner Progress, which both dropped a level from Green to Yellow.

English/Language Arts: Blue (up from Green)
Mathematics: Blue
Graduation Rate: Blue
Suspension Rate: Yellow (down from Green)
English Learner Progress: Yellow (down from Green)
Chronic Absenteeism: Green
College/Career Ready: Blue

2025 CAASPP results show that 78.5% of students Met or Exceeded Standards in English/Language Arts and 74.9% Met or Exceeded Standards in Mathematics. The test scores have been very stable over the last number of years (ELA: 2022 - 81.0%, 2023 - 79.8%, 2024 - 79.5% & Math: 2022 - 74%, 2023 - 74%, 2024 - 74%).

During Year 2 of the current LCAP cycle, Dublin Unified continues to prioritize the needs of the lowest-performing student groups and school sites identified on the 2023 California School Dashboard. Progress toward addressing these specific needs is integrated into the updates for Goals 1–4, with a particular focus on Actions 1.2, 1.3, 2.2, 2.6, 2.7, 3.2, and 3.5. These targeted actions are strategically aligned to support Long-Term English Learners (LTELs), Students with Disabilities (SWD), African American students, and identified sites such as Wells Middle School and Murray Elementary. Detailed information and ongoing progress monitoring for these initiatives can be found in the Required Actions Appendix.

Educational partner feedback from the Parent Advisory Committee emphasized the importance of maintaining focused implementation efforts and clearly connecting actions, services, and outcomes to identified student needs. As a result, the district refined portions of the Annual Performance reflections to more explicitly connect identified student groups, actions, and outcome measures aligned to Dashboard needs and Required Actions.

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

Learning Recovery and Emergency Block Grant:
DUSD has $168,634 of unexpended LREBG funds remaining for the 2026–27 school year. These funds are allocated to Goal 2, Action 2.7, and monitored through Metric 2.7, which measures the percentage of students with IEPs participating in general education settings through state inclusion indicators 5A and 5B. The district's needs assessment and review of California School Dashboard data identified ongoing academic and access barriers for Students with Disabilities (SWD), particularly in English Language Arts and Mathematics. District and site-level data demonstrated that many SWD continued to perform significantly below grade-level standards and experienced reduced access to core instruction in inclusive settings following disruptions to in-person learning and instruction during and after the pandemic. The district also identified that students receiving instruction in more restrictive settings had fewer opportunities for grade-level academic engagement, peer interaction, and access to Tier 1 instruction. Action 2.7 was selected because expanding inclusive instructional opportunities and reducing structural barriers to general education access directly addresses the identified needs related to learning recovery, academic engagement, and access to rigorous grade-level instruction. The district revised the continuum of services by reducing self-contained mild/moderate placements, expanding co-teaching and supported classroom models, and increasing opportunities for students with IEPs to receive instruction alongside general education peers with appropriate supports and services. This action functions as an evidence-based learning recovery strategy because research supports inclusive instructional models, co-teaching, and increased access to core instruction as effective practices for improving academic achievement, engagement, and social-emotional outcomes for students with disabilities. Increasing participation in general education settings is intended to improve learning recovery outcomes by providing students with greater exposure to grade-level curriculum, language-rich instructional environments, peer modeling, and consistent access to standards-aligned instruction. Progress is monitored through inclusion indicators (5A and 5B), CAASPP performance data, and ongoing review of student achievement and access metrics.

Goal 1:
Action 1.1 Ongoing Implementation
Based on the DUSD Assessment Calendar, we are on track with administering BOY screeners and MOY progress monitoring for grades K 10. After each assessment window, members of the Ed Services Team meet with school site admins and intervention teams to discuss academic and social-emotional patterns and identify areas of strength, growth, and need to target appropriate interventions. We will continue

to monitor student progress and program effectiveness through ongoing data talks and results from the EOY assessment window data to plan proactively for the next school year. The Governing Board adopted Multitudes, a universal screening tool to help identify learning challenges, including dyslexia, in young readers. Multitudes was implemented and given to all TK-2 students in the Fall of 2025.

Action 1.2 Ongoing Implementation
Teachers have engaged in district-wide and site-based professional learning focused on implementing elements of adopted instructional programs that enhance access for all students. Specific training on scaffolding strategies for English learners and students with IEPs has been provided to ensure equitable access to grade-level content. To address the needs of student groups identified on the 2023 California School Dashboard, including Students with Disabilities (SWD), African American students at Wells Middle School, and multilingual learners, each site has an allocation for intervention support and develops plans each intervention cycle for students not meeting grade-level standards. These targeted efforts are strategically aligned to support those demonstrating lower performance on CAASPP indicators as outlined in the Required Actions Appendix. Data is collected and reviewed by site teams every 6–8 weeks to monitor student progress and program effectiveness through ongoing data talks and Dashboard-aligned metrics.

Action 1.3 Ongoing Implementation
The Multilingual Learner Strategic Plan was developed in response to identified performance concerns for English Learners and Long-Term English Learners (LTELs) identified in the 2023 California School Dashboard and the district's Differentiated Assistance status. The plan includes strategies to strengthen integrated and designated ELD instruction, improve coordination of services for dually identified students, and increase equitable access to grade-level curriculum. These actions are targeted to improve English proficiency and academic outcomes for student groups, such as LTELs, who demonstrated lower performance on CAASPP indicators in ELA and Mathematics, as well as suspension indicators. Progress will continue to be monitored through ELPAC results, reclassification rates, and Dashboard-aligned metrics to ensure program effectiveness as outlined in the Required Actions Appendix.

Action 1.4 Ongoing Implementation
Ed Services reviews supplemental materials on an ongoing basis for usage and effectiveness.

Action 1.5 Ongoing Implementation
All certificated staff participated in the District-Wide Professional Development (PD) Day on August 7, 2025, engaging in sessions designed to strengthen their Tier 1 instructional practices through research-based, high-leverage instructional materials and strategies.
Teacher and staff professional growth were planned to continue on the following District-Wide PD Day, scheduled for March 12, 2026. Unfortunately, the PD day did not move forward as planned due to a work stoppage. Part of the PD Day continued for our classified staff and administrators. Teacher and staff professional growth will continue around the theme of Strengthening Tier 1 during the 2026-2027 school year. In addition to these dedicated PD days, certificated staff engage in ongoing, curriculum-based professional development throughout the school year via release days. Examples include K-3 LETRS training, Math lesson studies, and the Grade 6 and 7 Science Common Summatives Committee.

Goal 2:
Action 2.1 Planned
We are currently reviewing our COST process to ensure consistent implementation of Multi-Tiered Systems and Structures (MTSS) across the district. We are no longer partnering with Character Strong.

Action 2.2 Ongoing Implementation
To address college and career readiness concerns identified for students at Valley High School and others at risk of not graduating, credit recovery and alternative education options have been expanded. By centralizing these efforts through the York Alternative Learning Center, the district has improved individualized planning and intervention for students with significant credit deficiencies who require coordinated academic and counseling support to maintain their graduation trajectory. These targeted services are strategically aligned to support historically underserved student groups as identified in the Required Actions Appendix. Ongoing progress is monitored through graduation pathway data, credit recovery completion rates, and Dashboard-aligned College/Career Indicator metrics to ensure program effectiveness.

Action 2.3 Full Implementation
Each secondary site has Advancement Via Individual Determination (AVID) elective courses. Our AVID District Director supports the program's needs and meets quarterly with AVID teachers to set goals, coordinate across sites, and plan. Through this practice, we can better use data to identify programmatic needs.

Action 2.4 Ongoing Implementation
DUSD has expanded student participation in Career Technical Education (CTE) pathways through a Joint Powers Agreement with Tri-Valley Regional Occupational Programs. This collaboration supports a comprehensive College and Career model by maintaining relevant CTE courses and pathways with additional funding that has been secured through this collaboration.

Action 2.5 Ongoing Implementation
Mid-year progress shows increased efforts to enroll and support underrepresented students in advanced coursework. Expanded outreach and targeted academic support to Advanced Placement (AP), Honors, CTE Capstone, and Early College Credit programs have contributed to greater participation. Creating and enhancing monitoring and intervention strategies are helping students succeed in these rigorous courses.

Action 2.6 Ongoing Implementation
Co-teaching partnerships have been expanded districtwide from 3 to 16 partnerships to increase inclusive access to grade-level instruction for Students with Disabilities (SWD), including those identified at Wells Middle School and other secondary sites. This strategic expansion is intended to improve academic outcomes, as students with IEPs benefit from core instruction, scaffolded supports, and collaborative planning between general education and special education teachers within the least restrictive environment. The planned expansion into ELA and Mathematics courses directly addresses Dashboard performance concerns for SWD in these content areas, as outlined in the Required Actions Appendix. Ongoing progress is monitored through inclusion metrics, CAASPP performance, and course access data to ensure program effectiveness.

Action 2.7 Ongoing Implementation
The district continues to refine the continuum of special education services to expand inclusive opportunities for Students with Disabilities (SWD) as identified in the Required Actions Appendix, including students at Murray Elementary and Wells Middle School. By reducing self-contained mild/moderate placements and implementing additional supported and co-taught courses, the district has increased student access to grade-level curriculum and interaction with general education peers. These strategic shifts address lower student performance with IEPs in ELA and Mathematics on Dashboard indicators by prioritizing instructional settings within the least restrictive environment. Progress

continues to be monitored through state inclusion indicators 5A and 5B, CAASPP performance, and increased participation in general education coursework to ensure program effectiveness as outlined in the Required Actions Appendix.

Goal 3:
Action 3.1 Ongoing Implementation
District staff lead staff training on implicit bias, restorative practices, student sexual orientation and gender expression, and trauma-informed practices.

Action 3.2 Full Implementation
The School Attendance Review Team (SART), School Attendance Review Board (SARB), and Positive Attendance Care (PAC) processes remain active to provide targeted support for families and student groups identified with elevated chronic absenteeism rates on the 2023 California School Dashboard. These efforts are strategically focused on Students with Disabilities (SWD), English Learners, Hispanic students, and identified sites such as Murray Elementary and Wells Middle School, where chronic absenteeism has been identified as a primary barrier to student engagement and academic proficiency. Through coordinated intervention and supportive measures implemented in partnership with the Alameda County Office of Education, the district continues to monitor progress through Dashboard-aligned metrics and ongoing attendance reviews to ensure program effectiveness as outlined in the Required Actions Appendix.

Action 3.3 Ongoing Implementation
The District Equity and Site Equity Team is engaged in coaching and professional learning on culturally responsive practices embedded in Positive Behavior Interventions and Support (PBIS) and Multi-Tiered Systems and Structures (MTSS). Counselors, Mental Health Counselors, and Certificated and Classified Staff have been included in the training.

Action 3.4 Ongoing Implementation
PBIS training is implemented to support sites in building systems that foster a sense of belonging and inclusion within their MTSS. District staff currently lead PBIS training for sites.

Action 3.5 Full Implementation
District counselors continued implementing alcohol, tobacco, and drug intervention supports in lieu of suspension to address disproportionate suspension outcomes identified for student groups in the Required Actions Appendix, including English Learners, Students with Disabilities, African American students, and identified school sites. Restorative and counseling-based alternatives are intended to improve student engagement and reduce exclusionary discipline, as suspension data indicated that these student groups experienced higher rates of disciplinary removal. Progress is monitored through suspension rate data and student support referral outcomes.

Action 3.6 Ongoing Implementation
District staff trains all certificated and leadership staff on implicit bias.

Action 3.7 Ongoing Implementation
The Parent Cafe model is being implemented, as requested, at school sites to engage families in a way that makes them feel welcome and comfortable. Parent education workshops, care coordination, resource and referrals are ongoing and provided to families in their native

language when needed. Families also access community support staff for a range of services, including basic needs, stabilization, and case management.

Action 3.8 Ongoing Implementation
The Family Engagement Liaison partners with sites to ensure that finances do not prevent students from attending field trips, clubs, dances, and ceremonies.

Goal 4:
Action 4.1 Full Implementation
Facility inspections were conducted in December 2025. The School Accountability Report Cards (SARCs) were updated, adopted, and posted to the California Department of Education (CDE) in January 2026.

Action 4.2 Full Implementation
New Chromebooks have been purchased and integrated into the classrooms. The IT Services department purchased $425,000 of the allocated budget and an additional $120,000 donated from an outside organization (DPIE).

Action 4.3 Full Implementation
We have changed our take-home program to an all-in-one hotspot/Chromebook unit. We have ordered and implemented 70 additional units to support student needs. We also updated our current wireless hotspot models to provide better, faster connections for students in need.

Action 4.4 Full Implementation
All students and teachers have access to standards-aligned, rigorous, engaging, and accessible instructional materials.

Action 4.5 Partial Implementation
The district has proactively attended two recruitment fairs hosted at the Alameda County Office of Education focusing on hiring trained paraeducators. DUSD has partnered with ACOE and their Professional Advancement and Training Hub (PATH) program to place teacher residents participating in the residency programs focusing on Special Education. While recruitment momentum is strong, diversity in staffing remains an aspirational focus.

2025:
On the 2024 California School Dashboard (CA Dashboard), Dublin Unified performed well overall with most indicators in the Green and Blue color range (Blue and green are the highest indicator colors of the five possible colors).
English/Language Arts: Green (Down from blue)
Mathematics: Blue
Graduation Rate: Blue
Suspension Rate: Green
English Learner Progress: Green
Chronic Absenteeism: Green (Up from yellow)
College/Career Ready: Blue

2024 CAASPP results show that 79.5% of students Met or Exceeded Standards in English/Language Arts and 74.% Met or Exceeded Standards in Mathematics. The test scores have been very stable over the last number of years (ELA: 2022 - 81.0%, 2023- 79.8 Math: -2022 74%, 2023-74%).

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

Goal 1:
Action 1.1 Ongoing Implementation
Based on the DUSD Assessment Calendar, we are on track with administering BOY screeners and MOY progress monitoring for grades K-10. After the conclusion of each assessment window members of the Ed Services Team meet with each school site admin and intervention teams to discuss the academic and social-emotional patterns to identify areas of strength, growth, and need to target appropriate interventions. We will continue to monitor student progress and program effectiveness through ongoing data talks and results from the EOY assessment window data to plan proactively for the next school year.

A reading difficulties screener will be selected and implemented in the Fall of 2025, pending Board approval in the Spring of 2025.

Action 1.2 Ongoing Implementation
Teachers have engaged in district-wide and site-based professional learning focused on implementing elements of adopted instructional programs that enhance access for all students.
Specific training on scaffolding strategies for English learners and students with IEPs has been provided to ensure equitable access to grade-level content.

Each site has an allocation for intervention support and develops plans each intervention cycle for students not meeting grade-level standards. Data is collected and reviewed by site teams.

Action 1.3 Ongoing Implementation
A team of ten educational partners, including staff and students, has been assembled to review and discuss the plan incrementally as it is being developed. To date, three chapters have been written based on the ELA/ELD framework, EMultilingual LearnerL Roadmap, toolkit resources, and current practice. In addition, additional educational partners, including ELD specialists and site administrators, will have the opportunity to give feedback. Action plan items are being identified during this process.

Action 1.4 Ongoing Implementation
Ed Services reviews supplemental materials on an ongoing basis for usage and effectiveness.

Action 1.5 Ongoing Implementation
All certificated staff participated in the District-Wide Professional Development (PD) Day on November 1, 2024, engaging in sessions designed to enhance their instructional practices through research-based, high-leverage materials and strategies.

Their professional growth will continue on the next District-Wide PD Day, scheduled for March 14, 2025.
In addition to these dedicated PD days, certificated staff engage in ongoing, curriculum-based professional development throughout the school year via release days. Examples include K-3 LETRS training, Eureka Math² Lead Teacher Training, and the Grade 6 Science Common Summatives Committee.

Goal 2:

Action 2.1 Ongoing Implementation
Sites are engaged with coaching via Character Strong to implement Multi Tiered Systems and StructuresS (MTSS) school wide. Additionally sites are receiving coaching to build sustainable MTSS systems.

Action 2.2 Partial Implementation
Credit recovery options are available to students during the summer for all High School students. We continue to work on providing more credit recovery and alternative education options for students

Action 2.3 Full Implementation
Each secondary site has Advancement Via Individula Determination (AVID) elective courses. Our AVID District Director supports the needs of the program and meets with the AVID teachers quarterly for goal setting, coordination across sites, and planning.

Action 2.4 Ongoing Implementation
DUSD has expanded student participation in Career Technical Education (CTE) pathways through a Joint Powers Agreement with Tri-Valley Regional Occupational Programs. This collaboration supports a comprehensive College and Career model by maintaining relevant CTE courses and pathways.with additional funding that has been secured through this collaboration.

Action 2.5 Ongoing Implementation
Mid-year progress shows increased efforts to enroll and support underrepresented students in advanced coursework. Expanded outreach and targeted academic support to Advanced Placement (AP), Honors, CTE Capstone, and Early College Credit programs have contributed to greater participation. Creating and enhancing monitoring and intervention strategies are helping students succeed in these rigorous courses.

Action 2.6 Ongoing Implementation
Expanded co-teaching partnerships at the secondary level from 3 partnerships in 2023-24 SY to 8 partnerships this school year. We are currently planning avenues to continue expansion for 2025-26 school yearSY to target ELA/Math for 6th and 7th graders and graduation requirement courses for 9th/10th graders.

Action 2.7 Ongoing Implementation
1) Pilot learning center at Green Elementary for this school year. 2) Created general education space for students in 4th/5th grade mild/mod Special Day Class (SDC) placements 3) Improved access and inclusive experiences for all students in mild/mod SDC program during prep times (PE, music, and science); improved access to prep content areas for students in Extensive Support Need) (ESN)ESN SDC placements

Goal 3:

Action 3.1 Ongoing Implementation
Executive Cabinet receive training on implicit bias, A train the trainer model is used for Assistant Principals and Principals to inform Trauma Informed Practices. Supportive measures are in place to support students sexual orientation and gender expression. Principals are offered RJOY training to develop their Restorative Practices skill set.

Action 3.2 Full Implementation
School Attendance Review Team (SART), School Attendance Review Board (SARB), and PositivePosative Attendance Care (PAC) team act process is implemented to support students and families in partnership with the Alameda County Office of Education to reduce chronic absenteeism and provide supportive measures for families.

Action 3.3 Ongoing Implementation
District Equity and Site Equity Team are engaged in coaching and professional learning on culturally responsive practices that are embedded into Positive Behavior Interventions and Support (PBIS) and Multi Tiered Systems and Structures (MTSS). Counselors, Mental Health Counselors, Certificated and Classified Staff have been included in trainings.

Action 3.4 Ongoing Implementation
PBIS training, Collective Equity training are implemented to support sites build systems that enhance sense of belonging and inclusion within their MTSS systems.

Action 3.5 Full Implementation
TobaccoTobbaco Use Prevention Education (TUPE) and Restorative Practices are used in lieu of suspension and supported by district office.

Action 3.6 Ongoing Implementation
E-Cabinet receive training on implicit bias, A train the trainer model is used for Assistant Principals and Principals to inform Trauma Informed Practices. Supportive measures are in place to support students sexual orientation and gender expression. Principals, Assistant Principals, Counselors and other staff are offered Restorative Justice for Oakland Youth (RJOY) training to develop their Restorative Practices skill set.

Action 3.7 Partial Implementation
The Parent Cafe model is being implemented as requested at school sites to engage families in a way that they feel welcome and comfortable. Parent education workshops, care coordination, resource and referrals are ongoing and provided to families in their native language when needed. Families also access community support staff for various services such as basic needs, stabilization, and case management.

Action 3.8 Partial Implementation
Family Engagement Liaison partners with sites to ensure that finances are not a barrier to students attending field trips, clubs, dances and ceremonies.

Goal 4:

Action 4.1 Full Implementation
Facilities inspections took place in December 2024. The School Accountability Report Cards (SARCs) were updated, adopted, and posted to the California Department of Education (CDE) on 1/31/25.

Action 4.2 Partial Implementation
New Chromebooks have been purchased and being integrated into the classrooms.

Action 4.3 Partial Implementation
We have changed our take home program to an all in one hotspot/Chromebook unit. 4/5ths of these units have been checked out by students.

Action 4.4 Full Implementation
All students and teachers have access to standards-aligned, rigorous, engaging, and accessible instructional materials.

Action 4.5 Partial Implementation
The District is making efforts to recruit and retain staff focusing on our hard to fill positions by holding two onsite District Classified Recruitment Fairs and attending certificated recruitment fairs at universities (San Jose State Chico, and San Francisco State) who specialize in training students in hard to fill areas, such as, Special Education.

Previous Annual Performance Data

2024:

On the 2023 California School Dashboard (CA Dashboard), Dublin Unified performed well overall with most indicators in the Green and Blue color range (Blue and green are the highest indicator colors of the five possible colors).
English/Language Arts: Blue
Mathematics: Blue
Graduation Rate: Blue
Suspension Rate: Green
English Learner Progress: Green
Chronic Absenteeism: Yellow
College/Career Ready: High

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

results for the 2019-2020 and 2020-2021 school years. See Metrics 1.3-1.12 in Goal 1 for specific data points from the California Dashboard for "All Students" and Student Group achievement data points.

Goal 1:
Over the past year, Dublin USD developed and utilized a standardized template to create course outlines with essential standards for core academic subjects at all grade levels. These course outlines form the foundation for ensuring all students receive a guaranteed and viable curriculum in grades TK-12. The district has also adopted standards-aligned instructional materials in all content areas, and the Curriculum and Instruction (C&I) Team, along with content-area specialists, has provided timely professional development for each adopted program. Going forward, the C&I Team will focus on helping teachers implement elements of the adopted instructional programs, specifically designed to expand access and provide appropriate scaffolding for all learners, especially those with IEPs and English learners. In conjunction with program-based professional learning, the district embarked on an ambitious project two years ago to ensure all Preschool through 3rd-grade teachers receive the professional development needed to provide research-based early reading instruction. Approximately half of Preschool through Grade 3 teachers have either completed the training or are currently involved in that training. The other half will receive professional development in reading instruction over the next two years. The DUSD Curriculum Council, composed of teachers, administrators, parents, and students, regularly reviews and provides input on curriculum needs. DUSD uses a Professional Learning Community model to monitor student progress through a cycle of inquiry model. School site School Plans for Student Achievement (SPSA) goals are aligned with LCAP goals and are in the same three-year cycle with an annual review and approval. Aligning the SPSA and LCAP cycles has helped build more cohesion with priority areas across DUSD. All students in grades 1-10 take a Universal Screener assessment for proficiency in Reading (Renaissance Star) and Math (Renaissance Star and iReady Diagnostic). Students who are below standard are given additional diagnostic assessments to target specific learning needs. In addition, students are regularly assessed using curriculum-embedded assessments. This balanced approach allows us to build a robust intervention program at each DUSD site. Each site has an Intervention Coordinator who analyzes site data and works with the other intervention providers, grade-level teams, and/or departments to develop specific learning plans to address gaps in student learning. Data is analyzed by student, by standard, with a specific emphasis on ensuring that our unduplicated student groups and each underperforming student group (African American) are supported appropriately. Wells Middle School has revamped its intervention support model, moving away from rostered intervention sections to providing support throughout the school day to reach more students. Wells Middle School has also implemented an acceleration of learning model with their math intervention team, allowing for more frontloading of content to be successful in current units of study as opposed to the more traditional approach of remediation of skills. Each site has English Language Development (ELD) Specialists to support our multilingual learners. At the elementary level, the specialists push into classrooms to support students and teachers, as well as pull out newcomer and novice students for additional support. At the secondary level, students receive designated ELD during their school day with an ELD teacher. We are in the process of updating our ELD instructional materials at this level, which will help align instruction across our sites. In addition to designated ELD with our adopted curriculum, DUSD uses Lexia English to support students with oral language development. The implementation of the supplemental blended learning program is an area we will continue to target for more consistent practice. For integrated ELD, we continue to leverage BeGlad strategies. There have been multiple training opportunities for teachers to learn integrated ELD strategies that can be used with any content at any grade level to allow meaningful access for students. BeGlad training opportunities will be continued moving forward. DUSD has an experienced Teacher on Special Assignment (TSA) who oversees state compliance, ELPAC testing, reclassification, and translation services. In addition, we are currently developing a process to quickly identify and support newcomers with wrap-around services. We have also developed guidelines for the ELD Specialists to better align their instructional support. A multilingual strategic plan, which will begin development next year, can help to communicate our program and support for students in a comprehensive document. The plan will be developed with a committee and will be a guiding document for the district. See Required Actions Appendix. Throughout the LCAP, we will

connect specific actions to meet the needs of our most vulnerable student groups and sites. The required actions are outlined in the "Low Indicator/Required Actions" document in the Appendix to address achievement gaps, as seen on the CA Dashboard forLong-Term English Learners (LTEL) district wide, Students with Disabilities (SWD) in English Language Arts (ELA) and math as well as African Americans in math at Wells Middle School, and students with disabilities at Murray elemenrtary. We developed a plan for co-teaching within our general education/special education staff.We are approximately one year delayed from our original plan. In 2023-24, we launched three co-teaching teams at Fallon Middle School and Emerald High School; however, we had none at Wells Middle School. To address achievement gaps in ELA for Students with Disabilities as seen on the CA Dashboard, we are adding them into our intervention cycles when appropriate, to increase the level of support services.See required Actions Appendix.

Goal 2:The new co-teaching Memo of Understanding (MOU) for 2024-25 seeks to increase co-teaching teams for 6th and 9th grades. In 6th grade, the goal is for co-teaching teams in the core areas of ELA and math. For the 9th grade, the co-teaching goals are for ELA, math, and science teams. We have planned training and release days for co-teaching teacher teams. To address ELA achievement gaps for Students with Disabilities, we have focused professional development efforts on training all mild/mod special educators in core grade-level instructional materials alongside their general education peers over the past two years. We continue to reduce structural barriers to increase meaningful inclusion opportunities. For example, in 2024-25, we will pilot the first Learning Center Model at Green Elementary, which will ensure that 15 students who are now in self-contained programs will return to the general education classrooms. In addition, we continue to increase access and inclusion for Special Day Class (SDC) students at the elementary level for specialty classes such as PE, Music, and Science lab. By the end of 2023-24, we will have completed our adoption of an Extensive Support Needs (ESN) curriculum and, thus, will create a plan for professional development over the next 2-3 years. See required Actions Appendix.
The data for the Class of 2023 showcases promising results in college and career readiness. 74.2% of students qualify as "Prepared," indicating they possess the skills and knowledge necessary to thrive in post-secondary education and the workforce. Additionally, 10.2% of students are classified as "Approaching Prepared," suggesting they are on track to meet the rigorous demands of college and career pathways. These statistics highlight the effectiveness of DUSD's initiatives in preparing students for future success, demonstrating the district's commitment to fostering a well-rounded education that equips students with the tools they need to excel in their academic and career endeavors. One of the cornerstones of this work is the widespread implementation of Achievement Via Individual Determination (AVID) programs across our secondary sites. In particular, Wells Middle School's effort to become an AVID demonstration school exemplifies this commitment by integrating effective AVID strategies schoolwide. DUSD's focus on Career Technical Education (CTE) pathways showcases a dedication to preparing students for various career opportunities. With a significant increase in student participation and completion of CTE programs, alongside substantial investment in these pathways, the district equips students with practical skills and real-world experiences essential for success in the workforce. Collaborations with partners like Tri-Valley Regional Occupational Program (ROP) further expand these opportunities. Despite these strides, challenges persist, as evidenced by Valley High School's College Career Indicator (CCI) data, indicating a need for targeted support. While no students from the senior class of 2023 qualify as "College and Career Prepared," 13.5% of students classified as "Approaching Prepared" underscores the growth potential. Through tailored interventions, such as academic support programs and Workforce Innovation and Opportunity Act mentorship initiatives, DUSD aims to address Valley High School students' unique needs and ensure that all learners have the skills and knowledge necessary for success in higher education and the workforce. Through collaborative efforts and a commitment to continuous improvement, DUSD remains steadfast in its mission to empower every student for college, career, and life success. See Appendix 1.

Goal 3:

In analyzing Chronic Absenteeism data for all students in DUSD on the 2023 CA School Dashboard, we see that the rate has decreased 1.9% to 10.3% districtwide. This decline is a testament to the district's concerted efforts to address attendance issues. By engaging in the School Attendance Review Team/Board (SART/SARB) process, schools have developed meaningful connections with families and students to support student success. Moreover, the emphasis on social-emotional learning (SEL) curriculum training, mainly through programs like Character Strong and Kimochis, has enhanced SEL implementation across most sites. However, there remains room for improvement for the following sites and populations: Frederiksen Elementary: Student with Disabilities (SWD); Amador Elementary (SWD); Dougherty Elementary (Asian/Hispanic); Murray Elementary (English Language Learners); Wells Middle School (Hispanic). These sites still have these student groups in the red on the California School Dashboard. As a continued step, DUSD is working on ensuring consistent delivery of SEL support district-wide. The ongoing support from the Student Support Team and Student Services has contributed to fostering a greater sense of safety and inclusivity throughout DUSD, presenting clear paths for continued growth in efforts to reduce chronic absenteeism. See Appendix 1. Turning to suspension data, it is encouraging to see that the Suspension Rate on the CA School Dashboard has remained consistent at 1.2%, earning a 'Green' rating. However, the district acknowledges the need for a more targeted approach to address disparities highlighted by the California School Dashboard. Four sites and their respective student groups are listed in Red on the Dashboard. Those sites include Cottonwood Creek K-8 School (Two or more races); Frederiksen Elementary (African American and SWD); Murray (Low-income and SWD); and Wells Middle School (ELL). See Appendix 1. With support from an external educational partner, R-Joy, and initiatives, such as Restorative Practices training, DUSD is cultivating a culture of restoration and dialogue as alternatives to punitive measures. Additionally, transitioning from the California Healthy Kids Survey (CHKS) to the Panorama platform represents a responsive shift toward inclusivity, enabling a more comprehensive assessment of student well-being and providing relevant data points to support targeted interventions. The district's commitment to developing a professional learning series for principals on alternatives to suspension and implementing Positive Behavior and Interventions Supports (PBIS) at select sites presents intentional paths for further reducing suspension rates and promoting a more equitable disciplinary approach across DUSD.

Goal 4:
DUSD seeks to provide a modern learning environment with updated standards-aligned instructional materials for all students. The most recent annual Facilities Inspection Report showed 13 schools of our site in “Good Repair” status. We recently provided refreshed technology in our secondary classrooms by updating teacher monitors, laptops, and document cameras. This updated technology allows teachers to utilize modern teaching strategies to keep students engaged. We are also continuing our goal of providing research-based, standards-aligned instructional materials. This year, the DUSD Board of Trustees approved and adopted instructional materials for Mathematics at the secondary level. Integrating newly adopted instructional materials does not end with board adoption. Our Curriculum and Instruction Department provides robust professional development to our math teachers to ensure a smooth transition to our newly adopted instructional materials. In addition, our partnership with Tri-Valley Teacher Induction Program (TV-TIP) provides support for our new teachers. Moving forward, an area of concern is providing technology for a modern learning environment and adopting standards-aligned instructional materials with the District's challenging budget constraints. We plan to extend the shelf life for refreshed technology to last longer than we would typically. Our instructional materials adoption must be intentional and focus on our core instructional program. Budget challenges 2024-25 Local Control and Accountability Plan for Dublin Unified School District Page 6 of 94 aside, DUSD is poised to continue to provide students with a safe and modern learning environment with highly qualified personnel and standards-aligned instructional materials.

Reflections: Technical Assistance

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

Dublin Unified is receiving Differentiated Assistance (DA) from the Alameda County Office of Education (ACOE) based on the 2025 California School Dashboard. The district was identified for DA due to performance concerns for Long-Term English Learners (LTELs) in the following state priority areas:
Priority 4: English Learner Progress Indicator
Priority 5: Chronic Absenteeism
As part of the DA process, DUSD is collaborating with ACOE to strengthen systems and supports for LTEL students through targeted academic, engagement, and attendance interventions.

Action 1.3, the development and implementation of the Multilingual Learner Strategic Plan, is a primary improvement effort connected to DA. This action focuses on strengthening integrated and designated English Language Development (ELD), improving coordination of services for dually identified students, increasing access to grade-level curriculum, and improving systems of support for multilingual learners, including LTELs. These supports are intended to improve English Learner Progress outcomes because LTEL students identified on the Dashboard demonstrated lower rates of progress toward English proficiency. Progress is monitored through Metric 1.11, which now includes LTELs as a disaggregated student group to monitor English Learner Progress and reclassification outcomes.

Action 3.2 supports the district's DA improvement efforts related to chronic absenteeism. Through the School Attendance Review Team (SART), School Attendance Review Board (SARB), and Positive Attendance Care (PAC) processes, the district collaborates with students and families to reduce attendance barriers and increase student engagement. These supports are intended to improve attendance outcomes for LTEL students because chronic absenteeism was identified as a significant barrier to academic progress and school connectedness. Progress is monitored through Dashboard chronic absenteeism data and ongoing attendance reviews of identified student groups, including LTELs. The metrics in Goal 3 have been updated to include LTEL data disaggregated from the overall English Learner group to reflect new state monitoring requirements.

In addition, DUSD continues to coordinate services across Educational Services, Student Services, ELD staff, counselors, and special education staff to strengthen interventions and improve outcomes for LTEL students, including students who are dually identified as English learners and students with disabilities.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were represented on the District LCAP Advisory Committee (PAC), which met twice during the 2025-26 school year to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year. All staff were surveyed through our Panorama survey platform. The Panorama surveys elicited responses to questions about school climate, school safety, academic programs, and social-emotional programs. Timeline: Jan - May 2026 LCAP Committee (PAC Parent Advisory Committee) Comprised of Certificated and Classified staff, parents, including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president. 2 Meetings: January 29 and May 13.
Principals	Site administrators were represented on the District LCAP Advisory Committee (PAC), which met twice during the 2025- 26 school year. All principals engaged in the LCAP review process by reviewing site data and providing feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year at their school site. Additionally, Principals create their School Plans for Student Achievement (SPSAs) with their staff and School Site Council, which are directly tied to the district's

Educational Partner(s)	Process for Engagement
	LCAP goals, aligned with the District's Current LCAP. All staff were surveyed through our Panorama survey platform. The Panorama surveys elicited responses to questions about school climate, school safety, academic programs, and social-emotional programs. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting. Timeline: January - May 2026 LCAP Committee (PAC Parent Advisory Committee) Comprised of Certificated and Classified staff, parents, including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president. 2 Meetings: January 29 and May 1.
Administrators	The process of reviewing the 2025-26 LCAP began with reviewing all educational partner (Staff, Students, and Community) feedback/input. All staff were surveyed through our Panorama survey platform. The Panorama surveys elicited responses to questions about school climate, school safety, academic programs, and social-emotional programs. As an Educational Services Team, we also reviewed the most recent data from our Panorama survey to update metrics and possibly propose changes to goals or actions. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting. Timeline: February - May 2026 Meeting Dates: April 30 (APs), April 15, 22, 29 & May 6 (Educational Services)
Bargaining Units	Members of the Dublin Teachers Association (DTA), as well as the California School Employee Association (CSEA), were part of the LCAP Parent Advisory Group (PAC), which met two times over the course of the 2025-26 school year to review data and provide feedback/input on the implementation of year two 2024-27 LCAP goals and actions. All staff were surveyed through our Panorama survey platform in May 2026. The Panorama surveys elicited

Educational Partner(s)	Process for Engagement
	responses to questions regarding school climate, school safety, academic programs, and social-emotional programs. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting. Timeline: January - May 2026 LCAP Committee (PAC Parent Advisory Committee) Comprised of Certificated and Classified staff, parents, including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president. 2 Meetings: January 29 and May 13.
Parents	Parents were represented on the District LCAP Advisory Committee (PAC), which met twice during the 2025-26 school year to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year. All families were surveyed through our Panorama survey platform in May 2026. The Panorama surveys elicited responses to questions about school climate, school safety, academic programs, and social-emotional programs. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting. Timeline: January - May 2026 LCAP Committee (PAC Parent Advisory Committee) Comprised of Certificated and Classified staff, parents, including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president. 2 Meetings: January 29 and May 1.
Students	Students were represented on the District LCAP Advisory Committee (PAC), which met twice during the 2025-26 school year to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year.

Educational Partner(s)	Process for Engagement
	Educational Services, the Superintendent, and our School Board student representative met with a group of Secondary Students to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year. All students were surveyed through our Panorama survey platform in May 2026. The Panorama surveys elicited responses to questions regarding school climate, school safety, academic programs, and social-emotional programs. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting. Timeline: January - May 2026 LCAP Committee (PAC) Comprised of Certificated and Classified staff, parents, including Multilingual Learner and Special Education parents, students, School Board Members, District Leadership, and Dublin Teachers Association Bargaining Unit president.
District English Learner Advisory Committee (DELAC)	DELAC serves as the district's English Learner Parent Advisory Committee. A member of the Educational Services Department attended a DELAC meeting to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year. As part of the presentation, consistent with required protocols, engagement opportunities allowed for input on strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups, as indicated by the CA Dashboard and locally identified priorities. Additionally, DELAC members were represented on the District LCAP Advisory Committee (PAC), which met twice during the 2025-26 school year to review data and provide feedback/input on the results of year two data and proposed implementation to the 2024-27 LCAP goals and actions for the 2026-27 school year. A 2025-26 focus on Dublin's Educational Services department has been newly identified as in Differentiated Assistance (DA) with the

Educational Partner(s)	Process for Engagement
	County due to our academic performance and the suspension of our Long Term English Learner population (LTELS). A draft of the proposed 2026-27 LCAP was presented at the DELAC Meeting on April 15, 2026. Timeline: January - May 2026
Special Education Local Plan Area (SELPA)	A member of the Educational Services Department met with the county representative to review the 2025-26 Annual Update and the 2026-27 LCAP Draft. Feedback was given and agreed upon: DUSD continues to expand inclusion opportunities in elementary and secondary schools to allow Special Education students to have increased time to learn alongside their General Education peers. A continued focus on Dublin's special education department has been disproportionate for the past 4 years. Therefore, we are reviewing the special education eligibility process, special education referrals, student study team procedures, and the specific uniform look at the MTSS process. A draft of the proposed 2026-27 LCAP was presented at the May 13 PAC Meeting with the SELPA Director in attendance.
Other School Personnel	Members of the Educational Services Department engaged with the CA School Dashboard and presented areas of strength and need for schools and student groups. Additionally, they reviewed survey results from staff, students, and families to develop updated metrics and action items where applicable. Timeline: January - May 2026 Data talks reviewing Dashboard data were conducted at all sites in February-March. Site teams included administrators, PBIS leads, Intervention staff, EL teachers, and counselors with members of the Educational Services team in attendance.

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

The development of the 2026–27 LCAP was significantly influenced by feedback from educational partners, including students, families, staff, bargaining unit representatives, DELAC, ELAC, the Parent Advisory Committee (PAC), SELPA representatives, site leadership teams, and community partners. Educational partner feedback helped the district refine actions, strengthen implementation priorities, and improve alignment between identified student needs, services, and outcome measures.

Across engagement opportunities, educational partners consistently emphasized the importance of continuing and strengthening academic intervention systems, social-emotional wellness supports, inclusive instructional practices, and family engagement structures. Feedback

demonstrated strong support for continuing the district's academic support intervention programs, including reteaching, intervention, tutoring, and site-based support systems designed to increase access to grade-level learning and improve outcomes for historically underserved student groups. These themes reaffirmed the district's commitment to the 2024–27 LCAP goals and directly informed continued implementation of Goal 1 actions related to academic intervention supports, site-based student support teams, balanced assessment systems, and multilingual learner supports.

Feedback from DELAC, ELAC, and PAC reinforced the need to continue prioritizing supports for Long-Term English Learners (LTELs), multilingual learners, Students with Disabilities, African American students, and other student groups demonstrating persistent outcome disparities across Dashboard indicators. Educational partners emphasized the importance of strengthening implementation of the Multilingual Learner Strategic Plan, improving culturally responsive family engagement opportunities, expanding translation and interpretation supports, and providing clearer communication regarding student assessment results, English learner progress, reclassification pathways, and college and career readiness expectations. DELAC feedback specifically influenced the continuation of multilingual learner strategies, including ongoing implementation of Lexia English and BeGLAD instructional supports reflected in Goal 1 ELD-related actions.

Educational partner feedback also demonstrated a strong desire to continue the district's work related to social-emotional wellness, school connectedness, and belonging. Families, students, and staff identified counselors, mental health staff, social workers, and wellness supports as integral to continuing this work. Educational partners emphasized the importance of Positive Behavioral Interventions and Supports (PBIS), restorative practices, attendance intervention systems, trusted adult relationships, and expanded student wellness supports across all schools. Feedback also highlighted concerns regarding suspension disparities and the need to strengthen Tier 1 restorative and relationship-based practices to improve student engagement and connectedness. This feedback continues to guide implementation of Goal 3 actions related to social-emotional learning, school climate, attendance intervention systems, and family engagement efforts.

Feedback from PAC and SELPA representatives also strongly influenced refinements to Goal 2 actions related to inclusion and access for students with disabilities. Educational partners emphasized that Students with Disabilities require additional instructional resources and support systems to succeed academically and socially within inclusive learning environments. Families and staff expressed strong support for expanding co-teaching models and increasing inclusive placement opportunities while also identifying the need for additional professional learning and instructional supports for general education teachers serving students with IEPs. As a result, the district refined Goal 2 implementation efforts by continuing expansion of co-teaching partnerships, strengthening inclusive instructional practices, and expanding the Learning Center model at the elementary level as part of the revised continuum of special education services.

Educational partners also provided feedback regarding college and career readiness pathways, including access to Advanced Placement (AP), Honors, Career Technical Education (CTE), dual enrollment, and A–G completion opportunities. Families requested stronger communication regarding college readiness expectations, earlier academic planning support, and improved monitoring systems to identify students who may be off track for graduation or postsecondary eligibility requirements. PAC members also emphasized the importance of expanding awareness of career pathways and ensuring equitable access to rigorous coursework and pathway participation for historically underserved student groups. As a result, the district refined Goal 2 actions related to alternative education, advanced coursework access, AVID, and CTE pathways and strengthened monitoring systems for student participation, persistence, and readiness outcomes.

Educational partners also emphasized the importance of maintaining focused implementation efforts and clearly connecting district actions, services, and expenditures to identified student needs and outcomes. This feedback informed revisions to the Annual Performance

reflections and Goal Analysis sections to more explicitly connect Dashboard-identified needs, Required Actions, implementation efforts, and progress monitoring metrics.

Overall, the overarching theme of the 2024–27 Dublin Unified School District LCAP continues to be access and inclusion. Academic support efforts center on intervention, reteaching, and tutoring; social-emotional supports focus on student connectedness, trusted adult relationships, belonging, and wellness; and family and student engagement remain foundational priorities throughout the LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 2A Local Indicator:	Met:	Met:	Met:	Met	ALL: +47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of the academic content and performance standards adopted by the state board Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool (Source 2023 Dashboard)	23% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)	65% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2023-24)	70% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2024-25)	75% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)	
1.2	State Priority 2B Local Indicator: How the programs and services will enable English Learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic con Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool (Source 2023 Dashboard)	Met 0% of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)	Met 0% of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2023-24)	Met: 33% of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2024-25)	Met 50% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)	ALL: +33%
1.3	Distance From Standard (DFS) for all students (and student groups) - CAASPP ELA (Source 2023 Dashboard)	All students:73 points above African American: 13.7 points below Hispanic: 0.7 points above	All students:69.8 points above African American: 32.1 points below Hispanic: 0.2 points above	All students:69.9 points above African American: 28.7 points below Hispanic: 5.9 points below	All students-> 73 points above African American:31.3 points above Hispanic: 45 points above	All students: -3.1 points African American: -15 points Hispanic: -6.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Multilingual Learners: 23.3 points above Low Income: 6.7 points above Students w/ Disabilities: 61.3 points below Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	Multilingual Learners: 28.7 points above LTELS: 81 points below Low Income: .7 points above Students w/ Disabilities: 67.8 points below Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	Multilingual Learners: 28.7 points above LTELS: 83.9 points below Low Income: 17.2 points above Students w/ Disabilities: 79.5 points below Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	Multilingual Learners: 45 points above LTELS: TBD Low Income: 45 points above Students w/ Disabilities: 5 points above Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppress (2025-26)	Multilingual Learners: +5.4 points LTELS: -2.9 points Low Income: +10.5 points Students w/ Disabilities: -18.2 points Foster Youth: NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)
1.4	DFS CAASPP ELA Students w/ Disabilities (Source 2023 Dashboard)	Green Elementary: 84.4 points below Murray Elementary: 99.1 points below Wells Middle: 114.2 points below (2022-23)	Green Elementary: 101 points below Murray Elementary: 98.9 points below Wells Middle: 113.5 points below (2023-24)	Green Elementary: 116.6 points below Murray Elementary: 97.7 points below Wells Middle: 126 points below (2024-25)	Green Elementary: 5 points above Murray Elementary: 5 points above Wells Middle: 5 points above (2025-26)	Green Elementary: -32.2 points Murray Elementary: +1.4 points Wells Middle: -11.8 points
1.5	DFS for all students (and student groups) - CAASPP Math (Source 2023 Dashboard)	All students: 58.3 points above African American: 58.4 points below Hispanic:33.3 points below English Learners: 20.3 points above Low Income: 26.6 points below	All students: 69.8 points above African American: 32.1 points below Hispanic: .2 points below Multilingual Learners: 28.7 points above LTELS: 126.6points below	All students: 64.6 points above African American: 74.8 points below Hispanic: 36.1 points below Multilingual Learners: 23.9 points above LTELS: 130.8 points below	All students: > 58.3 points above African American: 5 points above Hispanic: 11.7 points above Multilingual Learners: 35 points above LTELS: TBD Low Income: 18	All students: +6.3 points African American: -16.4 points Hispanic: -2.8 points Multilingual Learners: +3.6 points LTELS: -4.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/ Disabilities: 81.9 points below Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	Low Income: .7 points below Students w/ Disabilities: 67.8 points below Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	Low Income:118.3 points below Students w/ Disabilities: 95.1 points below Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	points above Students w/ Disabilities - 5 points above Foster Youth-NA Due to privacy concerns, data for student groups with fewer than 11 members is suppress (2025-26)	Low Income: -91.7 points Students w/ Disabilities: -13.2 points Foster Youth: NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)
1.6	DFS CAASPP Math African American (Source 2023 Dashboard)	Wells Middle:112.3 points below (2022-23)	Wells Middle: 170.6 points below (2023-24)	Wells Middle: 125.9 points below (2024-25)	Wells Middle: 5 points above (2025-26)	Wells Middle: -13.6 points
1.7	DFS CAASPP Math Students w/ Disabilities (Source 2023 Dashboard)	Wells Middle:150.1 points below (2022-23)	Wells Middle:137.1 points below (2023-24)	Wells Middle: 153.4 points below (2024-25)	Wells Middle: 5 points above (2025-26)	Wells Middle: -3.3 points
1.8	% Met/Exceeded Standards for all students (and student groups) - CA Science Test (Source 2023 Dashboard)	All students: 61.5% African American: 23.9% Hispanic: 30.7% English Learners: 11.2% Low Income: 33.6% Students w/ Disabilities:19.7% Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	All students: 64.9% African American: 22.99% Hispanic: 35.07% English Learners: 15.72% LTELS: * Low Income: 40.43% Students w/ Disabilities:11.31% Foster Youth: *	All students: 63.4% African American: 24.4% Hispanic: 31.7% English Learners: 3.7% LTELS: 0% Low Income: 43.6% Students w/ Disabilities: 14.03%	All students: 80% African American: 50% Hispanic: 60 % English Learners: 25% LTELS: TBD Low Income: 60 % Students w/ Disabilities: 40% Foster Youth-NA Due to privacy concerns, data for student groups	All students: +1.9% African American: -0.5% Hispanic: +1% English Learners: -7.5% LTELS: * Low Income: +10% Students w/ Disabilities: +2.72%% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23)	*NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	Foster Youth- NA Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	with fewer than 11 members is suppress (2025-26)	*Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
1.9	% of students meeting a-g requirements Data Source: Infinite Campus Ad Hoc, Data Quest	All students:73% African American: 43.6% Hispanic: 44% English Learners: 25% Low Income: 43.3% Students with Disabilities: 21.5% Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	All students:79.2% African American: 36.4% Hispanic: 48.4% English Learners: 42.1% LTELS: * Low Income: 48.4% Students with Disabilities: 24.6% Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	All students:80.9% African American: 54.5% Hispanic: 54.7% English Learners: 58.6% LTELS: * Low Income: 62.4% Students with Disabilities: 32.1% Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	All students:88% African American: 43.6% Hispanic: 44% English Learners: 50% LTELS: TBD Low Income:70% Students with Disabilities: 50% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	All students: +7.9% African American: +10.9% Hispanic: +10.7% English Learners: +33.6% LTELS: * Low Income: +19.1% Students with Disabilities: +10.6% Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)
1.10	% of Graduates who complete a CTE pathway Data Source: Infinite Campus Ad Hoc, Data Quest	All students:35% African American: 43.6% Hispanic: 44% English Learners: 17% Low Income: 30% Students with Disabilities: 22%	All students: 34.3% African American: 6.1% Hispanic: 21.9% English Learners: 25.6% LTELS: *	All students:46% African American: 28.6% Hispanic:22.1% English Learners: 20% LTELS: *	All students:50% African American: 60% Hispanic: 60% English Learners: 50% LTELS: TBD Low Income: 50%	All students:+11% African American: -15% Hispanic: -21.9% English Learners: +3% LTELS: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	Low Income: 25% Students with Disabilities: 24.6% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	Low Income: 14.8% Students with Disabilities: 1.8% Foster Youth: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	Students with Disabilities: 50% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	Low Income: -15.2% Students with Disabilities: -20.2% Foster Youth: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
1.11	% of EL students making progress toward English proficiency on English Language Proficiency Assessments (ELPAC) Data Source: CA School Dashboard	All: 57.7% (2022-23) English Learners: 64.8% LTELs: 63% (2024-25)* *Baseline for LTELs was established in the 2025-26 LCAP cycle, beginning with the 2024-25 school year data. In addition, the English Learners group was also added for accuracy in metrics.	All: 64.8% LTELs: 63% English Learners: 64.8% (2023-24) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements	All: 56.1% LTELs: 41.5% English Learners: 56.1% (2024-25)	English Learners: 70% (2025-26) All: 70% LTELs: 65% (2025-26) *Outcome data added for the after the results from the 2024-25 school year	ALL: -1.6% English Learners: -6.7% LTELs: -21.5% *Baseline for LTELs was established in the 2025-26 LCAP cycle. In addition, the English Learners group was also added for accuracy in metrics.
1.12	% of EL students reclassified as Fluent English Proficient (FEP) Data Source: Infinite Campus	22.5% (2022-23)	22% (2023-24)	30.1% (2024-25)	25% 2025-26	ALL: +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	% of students who passed an AP exam with a score of 3 or higher Data Source: AP Central	1,282 students taking AP exams All Students: 91% Pass African American: 43.6% Hispanic: 44% English Learners: 100% Low Income: 100% Students with Disabilities: 100% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	1,515 students taking AP exams All Students: 89% African American: 87% Hispanic: 84% English Learners: * LTELS: * Low Income: 87% Students with Disabilities: * Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	1,627 students taking AP exams All Students: 94% African American: 75% Hispanic: 90% English Learners: * LTELS: * Low Income: 92% Students with Disabilities: * Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	All students:>1282 students >91% African American: 60% Hispanic: 60% English Learners: 100% LTELS: TBD Low Income: 100% Students with Disabilities:100% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	Students taking AP exams: +345 students All Students: +3% African American: +31.4% Hispanic: +46% English Learners: * LTELS: * Low Income: -8% Students with Disabilities: Local data needed to calculate Foster Youth: Local data needed to calculate *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
1.14	Local Indicator on implementation of standards in other academic areas. Data Source: 2023 CA Dashboard Local Indicator Self-Reflection Tool	Met 0% of areas related to implementation of other academic areas Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2022-23)	Met 33% of areas related to implementation of other academic areas Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2023-24)	Met 80% of areas related to implementation of other academic areas Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2024-25)	Met 50% of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) (2025-26)	ALL: +80 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Local Reading Assessment Star Reading	Gr. 3: 86% of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 5: 85% of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 8: 74% of students scoring at proficiency (Scores for 2023/24 as of January 2024) (Scores for 2023-24 as of January 2024)	Gr. 3: 75.4% of students scoring at proficiency (Scores for 2024-25 as of January 2025) Gr. 5: 74.1% of students scoring at proficiency (Scores for 2024-25 as of January 2025) Gr. 8: 61% of students scoring at proficiency (Scores for 2024-25 as of January 2025)	Gr. 3: 80.3% of students scoring at proficiency Gr. 5: 79.7% of students scoring at proficiency Gr. 8: 79.4% of students scoring at proficiency (Scores for 2025-26 as of January 2026)	Gr. 3: 95% Gr. 5: 95% Gr. 8: 95% (2025-26)	Gr. 3: -5.7% Gr. 5: -5.3% Gr. 8: +5.4%
1.16	Local Math Assessment Star Math Grade 5 Curriculum Embedded Assessment (iReady) Grade 8 CAASP Math: Grade 11	Gr. 5: 91% of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 8: 39 % of students scoring at proficiency (Scores for 2023-24 as of January 2024) Gr. 11: 69.7 % of students scoring at proficiency (Scores for 2023-24 as of January 2024)	Gr. 5: 86.6% of students scoring at proficiency (Scores for 2024-25 as of January 2025) Gr. 8: 48.8% of students scoring at proficiency(Scores for 2024-25 as of January 2025) Gr. 11: 62.31 % of students scoring at proficiency (Scores for 2024-25 as of January 2025)	Gr. 5: 85.6% of students scoring at proficiency Gr. 8: 50.6% of students scoring at proficiency Gr. 11: 77.34% of students scoring at or above proficiency (scores for 2025-26 as of January 2026)	Gr. 5: 95% Gr. 8: 95% Gr. 11: 95% (2025-26) % Target of 95% for all is reflective of the DUSD philosophy that all students can achieve high levels of learning.	Gr. 5: -5.40% Gr. 8: +11.60% Gr. 11: +7.64%

Goal Analysis [2025-26]

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

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

The district has made strong, steady progress on Goal 1: improving academic outcomes for all students, with a focus on historically underserved and unduplicated students.

Action 1.1 is being implemented successfully, with ongoing administration of BOY and MOY assessments for K–10 students as planned in the DUSD Assessment Calendar. Post-assessment data talks between Ed Services and site teams ensure targeted academic and social-emotional interventions. With EOY assessments and the implementation of a reading Difficulties Screener, the district continues to build a proactive, data-driven framework for early identification and response.

Action 1.2 is progressing with district-wide and site-specific professional learning focused on increasing access for English Multilingual Learners and students with IEPs. Site-based intervention cycles are aligned with data review, supporting timely identification and support for students below grade level. To further strengthen access to rigorous core content, the district successfully conducted a middle school math pilot this year. Following the pilot's success, the Board approved Eureka Math Squared for the 2026-27 school year, ensuring middle school students have updated, research-based materials that support grade-level mastery. The professional learning emphasis on scaffolding and inclusion, paired with this new curriculum, contributes to equitable classroom instruction.

Action 1.3 reflects thoughtful and inclusive planning for the Multilingual Learner Strategic Plan (MLSP). As of March 2026, all eight chapters have been developed using the ELA/ELD Framework, EL Roadmap, and toolkit resources. Expanded stakeholder engagement includes staff, students, and ELD specialists, demonstrating authentic collaboration and reflective practice. The MLSP will be presented to the Governing Board in May 2026 for approval.

Actions 1.4 and 1.5 demonstrate consistent follow-through on professional development and material review. Supplemental material use and effectiveness are regularly evaluated. All certificated staff engaged in the August 2025 District PD Day. A significant highlight of this year’s implementation was the successful pilot of middle school mathematics curricula; based on pilot data and teacher feedback, the Board has approved the adoption of Eureka Math Squared for district-wide use in grades 6-8 starting in the 2026-27 school year. Ongoing curriculum-specific PD (e.g., LETRS, Eureka Math², Science, and ELA summatives) enhances instructional alignment and practice.

Despite ongoing budget reductions, the district maintains momentum through strategic budgeting and sustained investment in inclusive teaching. Challenges persist in supporting Long-Term English Learners (LTELs), particularly those with dual identification. However, the district’s comprehensive, data-informed approach is laying a solid foundation for sustained academic improvement and equity-focused growth.

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.

Actions 1.4 and 1.5 - Supplemental Materials and Professional Development: Budget constraints due to shrinking funds have necessitated creative budgeting to maintain supplemental materials and professional development. This represents a material difference as the financial resources originally anticipated for this action have been reduced, impacting the ability to deliver professional development at the initially planned scale. The district is managing to maintain the provision of professional development, but the scope is limited compared to original expectations. This affects the quality and breadth of professional learning opportunities available to educators, influencing the effectiveness of instructional strategies and materials used in classrooms. The implications for student services include a reduction in the quality of instruction, affecting student engagement and learning outcomes, particularly for those requiring additional support.

Overall, the budget variances for Goal 1 have required the district to employ creative strategies to manage financial constraints while maintaining alignment with planned actions. The district has managed to stay on track with most actions, but the financial limitations have necessitated adjustments that impact the overall implementation of the goal. The implications for student outcomes include challenges in delivering high-quality instruction and support, particularly for unduplicated pupils who rely more heavily on enhanced educational services. There are no material differences in the planned versus actual percentages of improved services, as the district has maintained its commitments despite the financial constraints.

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

Action 1.1: Maintain a Balanced Assessment Plan
Status: Partially Effective
Action Description: Analyze assessment data using screeners, diagnostics, and curriculum-embedded assessments to plan targeted academic support in ELA and Math.
Metrics Connected: 1.3, 1.5, 1.8, 1.15, 1.16

This action demonstrated effectiveness in improving local assessment implementation and intervention monitoring because several local metrics improved from baseline, particularly implementation-focused measures (1.15 and 1.16). However, subgroup academic performance remained inconsistent in ELA and Math metrics for English Learners, Students with Disabilities, Hispanic, and African American students. Because the assessment system produced actionable data but did not consistently translate into subgroup acceleration, the action is best categorized as partially effective.

Action 1.2: Access to Grade Level Instruction
Status: Partially Effective
Action Description: Provide rigorous, grade-level instruction and research-based supports in ELA, Math, and Science, especially for student groups with the lowest CAASPP performance.
Metric Connected: 1.1, 1.3, 1.5, 1.8

This action was partially effective because overall CAASPP performance remained high districtwide, and several student groups demonstrated positive movement from baseline. The district also expanded guaranteed and viable curriculum systems, intervention coordination, universal screening, and instructional alignment. However, persistent subgroup disparities remained for multilingual learners,

Students with Disabilities, and African American students in ELA and Math. The district itself acknowledged the need to refine MTSS alignment and intervention accountability processes. Because the action improved access and instructional systems but did not eliminate subgroup achievement gaps, it should be considered partially effective.

Action 1.3: DUSD Multilingual Learner Strategic Plan
Status: Partially Effective
Action Description: Develop a strategic plan for multilingual learners to improve academic achievement, English proficiency, and LTEL reclassification outcomes.
Metrics Connected: 1.2, 1.11, 1.12

This action produced mixed outcomes. English Learner progress indicators improved modestly, and the district strengthened newcomer intake processes, ELD supports, translation services, and Lexia English implementation.
However, LTEL performance concerns persisted strongly enough for Dublin USD to be identified for Differentiated Assistance in 2024 based on LTEL ELA and Math outcomes. Because the targeted student group for this action continued to demonstrate significant performance concerns, this action should be described as only partially effective. However, the components in the Multilingual Learner Strategic Plan will continue to build alignment in our system and improve processes and procedures to support students. Examples include standardized notification forms, improved coordination supports for dually-identified students, and a newcomer intake process.

Action 1.4: Supplemental Materials
Status: Effective
Metric Connected: 1.1

The district successfully maintained access to supplemental instructional resources and standards-aligned materials. The action supported consistency in implementation and instructional access across grade levels. Associated implementation metrics improved from baseline.

Action 1.5: Professional Development

Status: Effective
Action Description: Provide professional development on research-based instructional strategies and inclusive practices.
Metrics Connected: 1.1, 1.14

This action was effective because the district implemented extensive professional development tied to curriculum adoption, early literacy instruction, and inclusive instructional practices. Implementation metrics improved substantially, and the district reported high participation and expansion of Preschool–Grade 3 literacy training.

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 analysis of student outcome data, Dublin Unified refined several Goal 1 actions to strengthen intervention systems, improve multilingual learner outcomes, and increase consistency of instructional implementation across schools.

For Action 1.1 (Balanced Assessment Plan), the district recognized that while assessment and screening systems expanded successfully, subgroup outcome data showed inconsistent academic growth for English Learners, Students with Disabilities, and African American students. As a result, the district will continue refining how assessment data is used within MTSS structures to improve intervention responsiveness and progress monitoring for targeted student groups.

For Action 1.2 (Access to Grade-Level Instruction), reflections on implementation and Dashboard data highlighted the need to strengthen intervention alignment and instructional consistency across school sites, as subgroup achievement disparities persisted despite strong districtwide academic performance. In response, the district will continue refining MTSS implementation, universal screening systems, intervention coordination, and guaranteed and viable curriculum supports to increase access to grade-level instruction for student groups performing below district averages. Metrics 1.3, 1.5, and 1.8 were added to monitor the effectiveness of this action.

For Action 1.3 (Multilingual Learner Strategic Plan), the district identified ongoing concerns regarding LTEL performance and multilingual learner achievement outcomes, including the identification of Differentiated Assistance connected to LTEL academic performance. As a result, the district will continue strengthening designated and integrated ELD supports, newcomer systems, Lexia English implementation, translation services, and professional learning related to multilingual learner instructional strategies.

For Action 1.4 (Supplemental Materials) - no change needed

For Action 1.5 (Professional Development), reflections on implementation demonstrated positive progress in curriculum alignment, early literacy practices, and inclusive instructional strategies. However, the district also identified challenges related to implementation consistency and competing professional development priorities across sites. As a result, the district will continue refining coaching structures, professional learning alignment, and implementation monitoring processes to increase consistency across schools.

The district also refined several metrics (1.3, 1.8, 1.9, 1.10, 1.13) and data-collection processes to improve student group monitoring and better align progress-monitoring systems with student-outcome data. These refinements were driven by the need to more accurately disaggregate student performance trends and monitor the effectiveness of interventions for targeted student groups.

Educational partner feedback from the Parent Advisory Committee (PAC) reinforced the need for stronger implementation support for Long-Term English Learners (LTELs), including improved coordination of academic, attendance, and social-emotional supports. PAC feedback also emphasized the importance of culturally responsive family engagement, translation supports, and clearer communication regarding student assessment data, reclassification progress, and available multilingual learner services. As a result, the district will continue strengthening implementation of the Multilingual Learner Strategic Plan and expanding communication through ELAC and DELAC engagement structures.

Overall, reflections on prior practice reinforced the district’s continued focus on access, inclusion, intervention effectiveness, and equitable academic outcomes for multilingual learners, students with disabilities, and other student groups experiencing persistent achievement disparities.

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	Maintain a Balanced Assessment Plan	Analyze assessment data using effective assessments (screeners, diagnostic, and curriculum-embedded) to plan targeted academic support in ELA and Math. Measured by metrics 1.3, 1.5, 1.8, 1.15, and 1.16	$187,649.00	No
1.2	Access to Grade Level Instruction	Provide access to rigorous, grade-level instruction and research-based support for all students in English Language Arts, Mathematics, and Science with an emphasis on sites/student groups with the lowest performance on the CAASPP ELA, Math, and Science tests. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25. measured by metric 1.1, 1.3, 1.5, 1.8.	$2,601,083.00	Yes
1.3	DUSD Multilingual Learner Strategic Plan	To improve academic achievement and English proficiency in order to reclassify Long-Term English Learners (LTELs) and English Learners (ELs), we will develop a strategic plan for Multilingual Learners, delineating the available programs and services to ensure equitable access. Plan to include the development of an intake process for newcomers to ensure access to services, translation services, resource nights, and programming. This action addresses our identification for Differentiated Assistance (DA) based on the performance of LTEL students in ELA and Math, as indicated on the 2024 California School Dashboard. . SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25. Measured by metrics 1.2, 1.11, and 1.12.	$1,922,140.00	Yes
1.4	Supplemental Materials	Purchase materials and provide professional learning to ensure staff are prepared to implement effective student support programs to supplement core instruction. Measured by metric 1.1.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Development	Provide professional development to certified staff on research-based, high-leverage instructional materials and strategies.(include inclusivity). Measured by metrics 1.1 and 1.14.	$417,010.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

DUSD is committed to ensuring a broad course of study while providing the appropriate support structures for all students to succeed. DUSD will foster an inclusive environment for students with special needs and historically underserved student groups. Inclusion is a core value, and we recognize the importance of ensuring that all students, regardless of their abilities, have access to the resources and support necessary to thrive academically and prepare for post-secondary endeavors. Our Special Education inclusion efforts aim to provide tailored support and accommodations to meet the unique needs of each student, enabling them to participate fully in academic and extracurricular activities alongside their peers.

DUSD aims to ensure all students earn a high school diploma and are prepared for post-secondary success. DUSD acknowledges that College Career Readiness encompasses more than just the State Dashboard and the College and Career Indicator. To thrive beyond high school, DUSD students require academic proficiency across various subjects and the cultivation of essential skills and habits necessary for success in careers, technical programs, or college. While DUSD is steadily improving across most metrics indicating college and career readiness at the school level, there remains a notable disparity for specific demographic groups such as Hispanic/Latino, African American, Special Education students, English Learners, and Low-Income students. These groups notably lag behind the overall student population in a-g completion, AP participation, and the State College and Career Indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students "Prepared" for college/career	All Students: 74.2% Hispanic: 40% African American:37.5%	All Students: 79.2% Hispanic: 48.4%	All Students: 79.4% Hispanic: 48.9%	All Students: >74.2% Hispanic: 67%%	All Students: +5.2% Hispanic: +8.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	Students with Disabilities: 16.4% Low Income: 43% English Learners: 18.2% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23)	African American:36.4% Students with Disabilities: 24.6% Low Income: 48.4% English Learners: 42.1% LTELS: 36.8% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	African American:50% Students with Disabilities: 20.6% Low Income: 63.1% English Learners: 42.4% LTELS: 40% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% LTELS: 50% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	African American: +12.5% Students with Disabilities: +4.2% Low Income: +20.1% English Learners: +24.20% LTELS: -10% Foster Youth: Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
2.2	% of students "Prepared" for college/career Valley High School Data Source: CA School Dashboard	All Students:0% Hispanic: 0% African American: 0% Students with Disabilities:0% Low Income: 0% English Learners: 0% Foster Youth:* * Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)	All Students:0% Hispanic: 0% African American: * Students with Disabilities:* Low Income: 0% English Learners: * LTELS: * Foster Youth:* * Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2023-24)	All Students:35% Hispanic: * African American: * Students with Disabilities:* Low Income: 0% English Learners: * LTELS: * Foster Youth:* * Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2024-25)	All Students- 15% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% LTELS: 50% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	All Students: +35% Hispanic: * African American: * Students with Disabilities: * Low Income: * English Learners: * LTELS: * *: Due to privacy concerns, data for student groups with fewer than 11 members is suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of graduates who complete a CTE Pathway Data Source: Infinite Campus	All Students 36% Hispanic:44% African American: 43.6% Students with Disabilities: 22% Low Income: 30% English Learners:17% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)	All Students: 34.3% Hispanic: 21.9% African American: 6.1% Students with Disabilities: 24.6% Low Income: 25% English Learners: 25.6% LTELS: NA Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2023-24)	All Students:28% Hispanic: 21% African American: 24% Students with Disabilities: 9% Low Income: 26% English Learners: * LTELS: NA Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2024-25)	All Students: 51% Hispanic: 67% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% LTELS: 50% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	All Students: -8% Hispanic: -23% African American: -19.6% Students with Disabilities: -13% Low Income: -4% English Learners: * LTELS: * LTELs and Foster Youth: Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
2.4	% of students meeting a-g requirements Data Source: Infinite Campus Ad Hoc, Data Quest	All Students 73% Hispanic:44% African American: 43.6% Students with Disabilities: 21.5% Low Income: 43.3% English Learners: 25% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022-23)	All Students 75.2% Hispanic: 50% African American: 33.3% Students with Disabilities: 24.6% Low Income: 41.9% English Learners: 46.2% LTELS: * Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11	All students: 80.9% Hispanic: 54.7% African American: 54.5% Students with Disabilities: 32.1% Low Income: 62.4% English Learners: 58.6% LTELS: * Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11	All Students: 88% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% LTELS: 50% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	All Students: +7.9% Hispanic: +10.7% African American: +10.9% Students with Disabilities: +10.6% Low Income: +19.1% English Learners: +33.6% LTELS: * LTELs and Foster Youth: Due to privacy concerns, data for student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			members is suppressed Valley High School (2023-24)	members is suppressed (2024-25)	(2025-26)	groups with fewer than 11 members is suppressed
2.5	% of students who meet a-g requirements AND complete a CTE pathway Data Source: Infinite Campus	All Students 30% Hispanic: 40% African American:37.5% Students with Disabilities: 16.4% Low Income: 43% English Learners: 18.2% Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2022/23)	All Students: 28.3% Hispanic: 15.6% African American: * Students with Disabilities: 8.8% Low Income: 14.5% English Learners: 17.9% LTELS: NA Foster Youth* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed Valley High School (2023/24)	All Students: 25% Hispanic: 18% African American: 13% Students with Disabilities: 4% Low Income: 18% English Learners: * LTELS: NA Foster Youth:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	All Students: 45% Hispanic: 67%% African American:64.5% Students with Disabilities: 35% Low Income: 70% English Learners: 35% LTELS: 50% Foster Youth Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	All Students: -5% Hispanic: -22% African American: -24.5% Students with Disabilities: -12.4% Low Income: -25% English Learners: * LTELS: * LTELs and Foster Youth: Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
2.6	Number of co-teaching courses offered consistently across district at Middle and High Schools Data Source: Infinite Campus	Middle School-2 (not consistent across district) High School-1 (not consistent across district) (2023-24)	Middle School-5 (not consistent across district) High School-3 (not consistent across district) (2024-25)	Middle School: 12 High School: 12 (2025-26)	Middle School :grades 6, 7,& 8 English Language Arts and Mathematics across district* High School grades 9, 10, & 11 consistency in co-teaching for all graduation	Middle School: +3 High School: +2 (not consistent across district)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					required courses courses* Number of courses is unknown for the 2025-26 school year (2025-26)	
2.7	% of students with IEPs in general education as measured by state inclusion targets 5A and 5B Data Source: Special Education Information System (SEIS)	5A:50.5% 5B: 30.1% (2023-24)	5A: 55% 5B: 36.5% (2024-25)	5A: 63% 5B: 18% (2025-26)	5A: 80% or higher 5B: 10% or lower (2025-26)	5A: +12.5% 5B: -12.1%
2.8	Number of students in an AVID elective course. Data Source: Annual AVID Report:	167 (2022-23)	186 (2024-25	173 (2025-26)	250 (2025-26)	ALL: +6
2.9	Number of Students enrolled in Alternative Education Middle College York Alternative Learning Center Valley High School Data Source: Infinite Campus	109 (2023-24)	102 (2024-25)	79 (2025-26)	Maintain: 109 (2025-26)	ALL: -30
2.10	Number of credits recovered	1,905 (2022-23)	1,485 (2023-24)	1,545 (2024-25)	>1,905 (2025-26)	ALL: -360

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Infinite Campus					
2.11	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100% (2022-23)	100% (2023-24)	100% (2024-25)	100% (2025-26)	ALL: Maintained
2.12	% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students	47% (2022-23)	100% (2023-24)	100% (2024-25)	100% (2025-26)	All: +53%
2.13	Triennial Assessment Completion Rate	100% (2022-23)	97% (2023-24)	92% (2024-25)	100% (2025-26)	-8%

Goal Analysis [2025-26]

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

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

The implementation of Goal 2—ensuring student preparedness for college, career, and civic life—has seen marked growth across multiple initiatives.

Action 2.1 reflects deepening MTSS implementation through district-led training, system development, and sustainable system-building across school sites, embedding academic and SEL alignment.

Action 2.2 has focused on improving and expanding credit recovery options. Previously, each high school was responsible for credit recovery, with mixed results. In addition, credit recovery was available during the summer. We brought all credit recovery programs under our Alternative Education program, leading to more timely identification and the creation of individualized learning plans for credit-deficient students. There is a continued need for more robust alternative pathways. Expansion remains a priority, and next year we plan to pilot a cohort program for seniors to provide a more supportive model for recovering credits.

Action 2.3 is fully implemented, with AVID electives at all secondary sites and structured district support through quarterly planning and alignment meetings. While student outcome data would further validate the program's impact, qualitative engagement suggests strong continued momentum.

Action 2.4 has expanded our partnership with the Tri-Valley ROP, and we have successfully expanded student enrollment in CTE pathways. While recent funding boosts have solidified the program's foundation, our next priority is to improve district-wide awareness to ensure that all students are familiar with these career-ready opportunities.

Action 2.5 reflects promising growth in AP, Honors, and early college credit enrollment. By utilizing targeted outreach strategies, we have increased participation among historically underrepresented student groups. Moving forward, we are refining our tracking systems to ensure these students not only enroll but receive the sustained support necessary to succeed.

Action 2.6 demonstrates successful expansion of co-teaching with continued plans to target core subjects in middle and high school. This inclusive instructional model is a cornerstone of academic and SEL support for students with IEPs.

Action 2.7 showcases a thoughtful and inclusive approach to providing special education services by revising the special education continuum of services and creating more opportunities for students with IEPs to access general education instruction and peers.
The district is leveraging coaching, planning, and budget resources effectively, even as some metrics remain underdeveloped. Continued emphasis on disaggregated data and pathway visibility will further strengthen 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.

Action 2.1, Multi-Tiered System of Support (MTSS), The data management system used, eduCLIMBER, was funded under Goal 3 Action 6.

Action 2.2, Alternative Education, came in under budget, with the York Alternative Learning Center and the credit recovery program operating successfully at lower-than-expected costs.

Action 2.3, Achievement via Individual Determination (AVID), the budget was closely followed, enabling the program to proceed without financial challenges or adjustments. The increased expenditure was due to an increase in the program at Emerald High School.

Action 2.4, Career Technical Education (CTE), was executed within budget, ensuring the program's objectives were met without financial issues.

Action 2.5, Supporting Underrepresented Students in High-Level Courses, other funding sources, such as grants, were utilized to facilitate the intended support for students.

Action 2.6, Expanding Co-Teaching Courses, was implemented as planned, with the budget not fully exhausted, allowing for the expansion of co-teaching initiatives without financial challenges. New co-teaching partnerships receive 2 full days of training per year; however, we have not used the 2nd day due to the work stoppage in March.

Action 2.7, Increasing General Education Access for Students with IEPs, was successfully implemented within the budget, with the learning center model being expanded to all elementary schools as planned.

Overall, the financial review of Goal 2 in the school district's LCAP indicates that all actions are aligned with the planned budget. All actions, except 2.6, showed no material differences between budgeted and actual expenditures and were executed as planned, with no significant financial variances or adjustments. Action 2.6 was not fully implemented as the second full day of training was not completed due to a work stoppage in March. There were no adverse implications for student services or goal achievement, and the planned percentages of improved services were maintained as expected.

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

Action 2.1: Provide a Multi-Tiered System of Support (MTSS) for students
Status: Partially Effective
Metrics connected: 1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, & 3.17
The district expanded intervention systems and student support coordination, but subgroup outcomes remained inconsistent. While some attendance, engagement, and readiness indicators improved, persistent subgroup disparities demonstrate the MTSS system has not yet consistently accelerated outcomes for all targeted groups.

Action 2.2: Alternative Education
Status: Partially effective
Metrics connected: 2.9, 2.10
This action was partially effective as credit recovery efforts were centralized at the York Alternative Learning Center, providing more oversight and consistency than when each site managed its own program. Although the York Alternative Learning Center and credit recovery programs were implemented as planned, the district identified an ongoing need for more robust alternative pathways and plans to pilot an additional cohort model for seniors requiring credit recovery. This indicates that the current structure has not yet adequately addressed student needs related to pathway completion, engagement, and graduation readiness. Because the associated metrics continued to show negative movement from baseline and the district identified the need for significant refinement, the action has not yet demonstrated effectiveness in producing the intended target outcomes.

Action 2.3: Achievement via Individual Determination (AVID)
Status: Effective
Metrics connected: 2.8
AVID implementation expanded students' access to college- and career-readiness supports and demonstrated positive participation and readiness trends among participating students.

Action 2.4: Career Technical Education (CTE)
Status: Not Effective
Metrics connected: 2.5

CTE participation and pathway completion rates decreased overall, and performance gaps persist among specific student subgroups. Progress was not evenly distributed across all targeted unduplicated groups, with the most significant performance gap among Students with Disabilities.

Action 2.5: Representation in High-Level Courses
Status: Partially Effective
Metrics connected: 2.1, 2.4
While targeted outreach successfully expanded access to AP, Honors, and early college credit for historically underrepresented student groups, long-term success and outcome monitoring systems are still developing. The district recognizes a critical need to strengthen student tracking, establish early recognition and intervention protocols, and embed academic support. Because these monitoring systems and student interventions are still being established, this action is currently categorized as partially effective.

Action 2.6: Co-Teaching Courses
Status: Effective
Metrics connected: 2.6
This action was effective because the district successfully expanded co-teaching models across core middle and high school courses to increase inclusive instructional access for students with IEPs. The district identified co-teaching as a cornerstone of both academic and social-emotional support for students with disabilities. Educational partner feedback also directly influenced the continued expansion of co-teaching teams and inclusive instructional supports. Although one planned training day was not completed due to a work stoppage, the core implementation and expansion of the model were successful. Because the district expanded inclusive access structures and maintained overall implementation fidelity, this action should be considered effective.

Action 2.7: Inclusion
Status: Effective
Metrics connected: 2.7
This action was effective because the district revised the special education continuum of services and expanded opportunities for students with IEPs to access general education instruction and peers.
The Learning Center model expanded to all elementary schools as planned, and educational partner feedback strongly supported continued inclusion opportunities for special education students.
Because the district increased inclusive placement opportunities and aligned services toward greater access to grade-level peers and instruction, this action demonstrated effectiveness. For state inclusion target 5A, an increase demonstrates effectiveness. For state inclusion target 5B, a decrease demonstrates effectiveness.

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 implementation and student outcome data, Dublin Unified refined several Goal 2 actions to strengthen access, inclusion, and pathway completion for student groups that continue to demonstrate disparities in college and career readiness outcomes.

For Action 2.1 (Provide a Multi-Tiered System of Support), the district identified the need to strengthen consistency in MTSS implementation across school sites and improve coordination of academic, behavioral, and attendance interventions. While intervention systems expanded districtwide, student group outcome data demonstrated continued disparities for English Learners, Students with Disabilities, Hispanic students, African American students, and students experiencing chronic absenteeism. As a result, the district will refine progress monitoring systems, strengthen coordination between intervention teams and student services staff, and improve alignment between academic, behavioral, and attendance supports. These refinements are intended to ensure earlier identification of student needs and more consistent implementation of interventions across schools.

For Action 2.2 (Alternative Education), the district identified the continued need for more robust alternative pathways because current credit recovery and alternative education structures have not yet produced sufficient improvement in student outcome metrics related to engagement and graduation readiness. As a result, the district plans to pilot a cohort model for seniors who need credit recovery support to provide a more structured, supportive pathway toward graduation.

For Action 2.3 (AVID), the district determined that AVID successfully expanded access to college- and career-readiness supports for participating students. However, the district identified a continued need to strengthen equitable participation for historically underrepresented student groups within advanced academic and postsecondary pathways. As a result, the district will continue refining recruitment and outreach practices, strengthen coordination between AVID staff and counselors, and improve monitoring of student participation and readiness outcomes. These refinements are intended to improve equitable access to college and career readiness opportunities for underserved student groups.

For Action 2.4 (Career Technical Education), the district expanded its partnership with Tri-Valley ROP, leading to an overall increase in pathway enrollment. However, a review of local data highlights an ongoing need for targeted outreach to ensure equitable access for historically underrepresented student groups. Moving forward, the district will focus on strengthening student recruitment and expanding awareness of available career pathways.

For Action 2.5 (Supporting Underrepresented Students in High-Level Courses), the district identified the need to strengthen tracking systems to monitor not only enrollment but also persistence and success in AP, Honors, and dual enrollment coursework for historically underrepresented students. This refinement resulted from reviewing participation and outcome trends that showed improved access but uneven success rates across student groups. Parent Advisory Committee (PAC) feedback identified the need for stronger communication with families regarding A-G eligibility requirements, advanced coursework pathways, and early identification of students who may be off track for college and career readiness benchmarks. As a result, the district will continue refining outreach and student monitoring systems and increase efforts to provide earlier academic planning support for students and families.

For Actions 2.6 and 2.7, reflections on educational partner feedback and implementation data reinforced the importance of expanding inclusive instructional models and increasing access to general education settings for students with IEPs. As a result, the district will continue expanding co-teaching models and inclusive service delivery structures, including the Learning Center model and revised special education continuum supports.
Overall, reflections on prior practice demonstrated that while implementation structures expanded successfully, continued refinement is needed to ensure equitable student outcomes across all student groups, particularly English Learners, Students with Disabilities, African American students, and students requiring alternative pathways. Parent Advisory Committee (PAC) feedback reinforced the importance of

continuing to strengthen inclusive instructional practices and identified a need for additional professional learning for general education teachers supporting students with disabilities in co-taught classrooms. PAC members also noted that while inclusive placement opportunities increased significantly, academic outcome growth for Students with Disabilities has not yet accelerated at the same rate. As a result, the district will continue refining co-teaching implementation, staff collaboration structures, and instructional support systems to strengthen academic outcomes for students with IEPs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide a Multi-Tiered System of Support (MTSS) for students	Analyze data to provide research-based MTSS support for students with an emphasis on sites/student groups with the lowest performance on the CA Dashboard.	$87,000.00	Yes
2.2	Alternative Education	Expand credit recovery options, for increased graduation rates at all secondary schools (including summer programming) with an emphasis on students at Valley High School. Measured by metrics 2.9 and 2.10. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$415,845.00	No
2.3	Achievement via Individual Determination (AVID)	Maintain and support Achievement via Individual Determination (AVID) as measured by metric 2.8.	$254,968.00	No
2.4	Career Technical Education (CTE)	Expand student participation in CTE pathways through a Joint Powers Agreement with Tri-Valley Regional Occupational Programs to support a robust and comprehensive College and Career model that maintains relevant Career Technical Education courses, pathways, and Middle College programming. Measured by metric 2.5	$1,310,400.00	Yes
2.5	Representation in High-Level Courses	Prepare, enroll, and support more underrepresented students in high-level courses such as AP, Honors, CTE Capstone Courses, Industry	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Recognized Certification, and Early College Credit programs. Measured by metrics 2.1 and 2.4.		
2.6	Co-Teaching Courses	Expand co-teaching courses offered to students in grades 6-12 in order for special education students to be learning with their general education peers. Measured by metric 2.6. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25.	$191,575.00	No
2.7	Inclusion	Increase general education access and inclusion for students with IEPs in order for special education students to be learning with their general education peers. Measured by metric 2.7. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$11,230.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

DUSD continues to provide structures such as training and a curriculum that supports students' social-emotional health and well-being. Professional development on the SEL curriculum deepens yearly to ensure a deeper understanding and systemic use across grade levels. We have expanded the Student Services and Equity staff; as we know, due to educational partner feedback, there is more work to be done in equity, student support, and cultural responsiveness.

DUSD continues to have a dedicated goal focused on strengthening and increasing the social-emotional support we provide our students. Additionally, research shows that when parents are engaged in their child's education, student engagement, motivation, and performance are positively affected. We also want to ensure that parents feel they have a voice as educational partners in decisions regarding student learning.

Student voice is another element that we include in our various committees. We facilitate student input to ensure that students feel their educational needs are met, they are safe, and they are supported while in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Climate and Culture Survey (Family Engagement) The degree to which families become involved with and interact with their child's school.	All: 45% Favorable African American: 40% Hispanic: 42% Low Income: NA Students with Disabilities: NA Homeless: NA	All: 49% Favorable African American: 43% Hispanic: 42% Low Income: NA Students with Disabilities: 46%	*The data below is updated due to a change in how information is disaggregated in Panorama Survey platform. Student	52% Favorable	Only through Year 1 outcome (see * below) All: +4% African American: +3% Hispanic: +0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners NA Foster Youth NA NA This student group is not identified within our survey platform (2023-24) *The data below is updated due to a change in how information is disaggregated in Panorama Survey platform. Student group breakdown is no longer available. Spring 2024 All: 20% (2023-24)	Homeless: NA English Learners 48% Foster Youth NA NA This student group is not identified within our survey platform (2024-25) *The data below is updated due to a change in how information is disaggregated in Panorama Survey platform. Student group breakdown is no longer available. Spring 2025 All: 39% (2024-25)	group breakdown is no longer available. Spring 2026 All: 33% (2025-26)		Low Income: NA Students with Disabilities: NA Homeless: NA English Learners NA Foster Youth NA *Updated due to a change in how information is disaggregated in Panorama Survey platform. Student group breakdown is no longer available. All: +13%
3.2	District Attendance Rate Data Source: Business Office	All Students 94.6% African American: 76.3% Hispanic: 79.4% Low Income: 67.8% Students with Disabilities: 77.7% Homeless: 58.3% English Learners 84.9% Foster Youth *	All Students 94.96% African American: 91.06% Hispanic: 92.74% Low Income: 92.1% Students with Disabilities: 92.22% Homeless: 61.7%	All Students 95.04% African American: 90 % Hispanic: 92% Low Income: 91% Students with Disabilities: 92% Homeless: 86% English Learners 94%	All Students 97% African American: 93% Hispanic: 95% Low Income: 90% Students with Disabilities: 93% Homeless: 75% Foster Youth 95% English Learners 95%	All Students: +0.44% African American: +13.7% Hispanic: +12.6% Low Income: +23.2% Students with Disabilities: +14.3% Homeless: +27.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	English Learners 93.6% LTELS: 93.54% Foster Youth 94.2% (2023-24)	LTELS: 91.69% Foster Youth:* (2024-25) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	(2025-26) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	English Learners: +9.1% LTELs: -1.85% Foster Youth: * Student groups with fewer than 11 members is suppressed *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)
3.3	Chronic Absenteeism Rate Data Source: CA Dashboard	All Students: 10.3% African American: 23.7 % Hispanic: 20.6% Low Income: 32.2% Students with Disabilities: 22.3% Homeless: 41.7% English Learners: 15.1 % Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	All Students:9.4% African American: 25 % Hispanic: 20.1% Low Income: 23.5% Students with Disabilities: 19.9% Homeless: 52.4% English Learners: 7.19% LTELS: 17.5% Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11	All Students:7.7% African American: 20.3 % Hispanic: 16.9% Low Income: 16.8% Students with Disabilities: 17.1% Homeless: 42.5% English Learners: 13.6% LTELS: 20.5% Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11	All Students: 5% African American: 13% Hispanic:11 % Low Income: 13% Students with Disabilities:11% Homeless: 20% English Learners: 7% Foster Youth %:* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed	All Students: -2.6% African American: -3.4% Hispanic: -3.7% Low Income: -15.4% Students with Disabilities: -5.2% Homeless: +0.8% English Learners: -1.5% LTELS: +3% Foster Youth: Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-23) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	members is suppressed (2023-24)	members is suppressed (2024-25) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	(2025-26) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	members is suppressed *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)
3.4	Chronic Absenteeism Rate Frederiksen Elementary Data Source: CA Dashboard	African American: 37.5% Students with Disabilities: 27.3% (2022/23)	African American:16.1% Students with Disabilities: 18.5% (2023-24)	African American: 23.9% Students with Disabilities:14.7% (2024-25)	African American:10% Students with Disabilities:10% (2025-26)	African American: -13.6% Students with Disabilities: -12.6%
3.5	Chronic Absenteeism Rate Amador Elementary Data Source: CA Dashboard	Students with Disabilities: 26.5% (2022/23)	Students with Disabilities: 15.7% (2023-24)	Students with Disabilities: 11.9% (2024-25)	Students with Disabilities:10% (2025-26)	Students with Disabilities: -14.6%
3.6	Chronic Absenteeism Rate James Dougherty Elementary Data Source: CA Dashboard	Asian:15.3% Hispanic: 27.7% (2022/23)	Asian: 10% Hispanic: 28.4% (2023-24)	Asian: 5.5% Hispanic: 17.8% (2024-25)	Asian:10% Hispanic:10% (2025-26)	Asian: -9.8% Hispanic: -9.9%
3.7	Chronic Absenteeism Rate	English Learners: 37.2%	English Learners: 29.9%	English Learners: 26.5%	English Learners:10%	English Learners: -10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Murray Elementary Data Source: CA Dashboard	(2022/23)	(2023-24)	(2024-25)	(2025-26)	
3.8	Chronic Absenteeism Rate Wells Middle Data Source: CA Dashboard	Hispanic: 22.8% (2022/23)	Hispanic: 19.5% (2023-24)	Hispanic: 15.7% (2024-25)	Hispanic:10% (2025-26)	Hispanic: -7.1%
3.9	High School Dropout Rate Data Source: Infinite Campus	All Students: 2% African American: 14% Hispanic: 29% Low Income: 5.4% Students with Disabilities: 4.3% Homeless: *% English Learners:12.1% Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2022-23) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	All Students: 1.3% African American: 0% Hispanic: 16.7% Low Income: 5.4% Students with Disabilities: 0% Homeless: 1.3% English Learners:25% LTELS: * Foster Youth %* *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	All Students: 1.8% African American: 0% Hispanic: 3% Low Income: 5% Students with Disabilities: 14.5% Homeless: * English Learners:12.1% LTELS: * Foster Youth * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to	All Students: 0.0% African American: 0% Hispanic: 0% Low Income: 0% Students with Disabilities: 0% Homeless: 0% English Learners 0% Foster Youth 0% (2025-26) *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	All Students: -0.2% African American: -14% Hispanic: -26% Low Income: -0.4% Students with Disabilities: +10.2% Homeless: * English Learners: maintained LTELS: * Foster Youth: Due to privacy concerns, data for student groups with fewer than 11 members is suppressed *LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				reflect new state monitoring requirements. (Will be added)		reflect new state monitoring requirements. (Will be added)
3.10	Middle School Dropout Rate Data Source: DataQuest	All Students: 0.0% African American: 0% Hispanic: 0% Low Income: 0% Students with Disabilities: 0% Homeless: 0% Foster Youth 0% English Learners 0% (2022-23)	All Students: 0.0% African American: 0% Hispanic: 0% Low Income: 0% Students with Disabilities: 0% Homeless: 0% Foster Youth 0% English Learners 0% LTELS: 0% (2023-24)	All Students: 0.0% African American: 0% Hispanic: 0% Low Income: 0% Students with Disabilities: 0% Homeless: 0% Foster Youth 0% English Learners 0% LTELS: 0% (2024-25)	All Students: 0.0% African American: 0% Hispanic: 0% Low Income:0% Students with Disabilities: 0% Homeless: 0% Foster Youth: 0% English Learners; 0% Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2025-26)	All Students: Maintained African American: Maintained Hispanic: Maintained Low Income: Maintained Students with Disabilities: Maintained Homeless: Maintained Foster Youth: Maintained English Learners: Maintained LTELS: Maintained
3.11	Suspension Rate Data Source: DataQuest/CA Dashboard	All Students: 1.2% African American: 7.6% Hispanic: 2.9% Low Income: 4.8% Students with Disabilities: 5.1% Homeless: 2.7% English Learners: 1.4% Foster Youth: 0% (2022/23)	All Students: 1.1% African American: 5.3% Hispanic: 2.1% Low Income: 3.8% Students with Disabilities: 4.3% Homeless: 6.3% English Learners: 1.7% LTELS: NA Foster Youth: * *Due to privacy concerns, data for student groups	All Students: 1.4% African American: 6.8% Hispanic: 3% Low Income: 3.2% Students with Disabilities: 4.3% Homeless: 5.7% English Learners: 1.8% LTELS: 10% Foster Youth: * *Due to privacy concerns, data for student groups	All Students: 1% African American: 2.6% Hispanic: 1.5% Low Income: 1% Students with Disabilities: 2.6% Homeless: 1% English Learners:1% Foster Youth:0% (2025-26)	All Students: +0.2% African American: -0.8% Hispanic: +0.1% Low Income: -1.6% Students with Disabilities: -0.8% Homeless: +3% English Learners: +0.40% LTELs: + 10% Foster Youth: Due to privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with fewer than 11 members is suppressed (2023-24)	with fewer than 11 members is suppressed (2024-25)		concerns, data for student groups with fewer than 11 members is suppressed
3.12	Suspension Rate Cottonwood Creek Data Source: DataQuest/CA Dashboard	Two or More Races: 8.6% (2022/23)	Two or More Races: 0% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	Two or More Races: 2.9% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2024-25)	Two or More Races: 3% (2025-26)	Two or More Races: -5.7% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
3.13	Suspension Rate Frederiksen Elementary Data Source: DataQuest/CA Dashboard	African American: 7.3% Students with Disabilities: 6.1% (2022/23)	African American: 3.1% Students with Disabilities: 2.5% LTELS: NA (2023-24)	African American: 2.1% Students with Disabilities: 4.5% LTELS: NA (2024-25)	African American: 3% Students with Disabilities: 3% (2025-26)	African American: -5.2% Students with Disabilities: -1.6% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed
3.14	Suspension Rate Murray Elementary Data Source: DataQuest/CA Dashboard	Socioeconomically Disadvantaged: 6.7% Students with Disabilities: 6.1% (2022/23)	Socioeconomically Disadvantaged: 1.6% Students with Disabilities: 2.3% LTELS: NA (2023-24)	Socioeconomically Disadvantaged: 0.7% Students with Disabilities: 1.8% LTELS: NA (2024-25)	Socioeconomically Disadvantaged-3% Students with Disabilities -3% (2025-26)	Socioeconomically Disadvantaged: -6% Students with Disabilities: -4.30% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						members is suppressed
3.15	Suspension Rate Wells Middle Data Source: DataQuest/CA Dashboard	English Learners:12.5% (2022/23)	English Learners:10% LTELS: * *Due to privacy concerns, data for student groups with fewer than 11 members is suppressed (2023-24)	English Learners: 12.3% LTELS: 5.6% (2024-25)	English Learners: 8% (2025-26)	English Learners: -0.2% LTELS: +5%
3.16	Expulsion Rate Data Source: DataQuest	0% (2022-23)	0% (2023-24)	0% (2024-25)	0% (2025-26)	ALL: 0.0%
3.17	Climate and Culture Survey (sense of belonging) The degree to which students respond favorably to how much students feel that they are valued members of the school community.	All Grades 6-12: 36% African American: 32% Hispanic: 33% Low Income: NA Students with Disabilities: NA Homeless: NA English Learners NA Foster Youth NA NA This student group is not identified within our survey platform (2023-24)	All Grades 6-12: 35% African American: 29% Hispanic: 31% Low Income: NA Students with Disabilities: 36% Homeless: NA English Learners 35% LTELS: NA Foster Youth NA NA This student group is not identified within our survey platform (2024-25)	All Grades 6-12: 43% African American: 32% Hispanic: 40% Low Income: NA Students with Disabilities: 40% Homeless: NA English Learners 45% LTELS: NA Foster Youth NA NA This student group is not identified within our survey platform (2025-26)	All Grades 6-12: 66% African American: 50% Hispanic: 50% Low Income: NA Students with Disabilities: 50% Homeless: NA English Learners 50% Foster Youth NA NA This student group is not identified within our survey platform (2026-27)	All Grades 6-12: +7% African American: no change Hispanic: +7% Low Income: NA Students with Disabilities: +4% (from 2024-25 with no baseline date in 2023-24) Homeless: NA English Learners: +10% (from 2024-25 with no baseline date in 2023-24) LTELS: NA Foster Youth NA NA This student group is not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						identified within our survey platform
3.18	% of events with interpretation provided	50% (2022-23)	50% (2023-24)	Provided for all as needed (Approximately 50%) (2024-25)	100% (2025-26)	Maintained
3.19	# of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities	2 (2022-23) *Updated to reflect the total number of sessions rather than a percentage.	8 (2023-24) *Updated to reflect the total number of sessions rather than a percentage.	12 (2024-25) *Updated to reflect the total number of sessions rather than a percentage.	10 (2025-26) *Updated to reflect the total number of sessions rather than a percentage.	+10
3.20	% of 11th grade students who exceeded standards on CAASPP - ELA Data source: CA Dashboard	All 11th grade students: 83.1% African American: 54.8% Hispanic: 63.9% Low Income: 65.3% Students with Disabilities: 34.9% Homeless:* English Learners: 0% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2022-23)	All 11th grade students: 78.95% African American: 48% Hispanic: 59.26% Low Income: 68.5% Students with Disabilities: 10.81% Homeless:* English Learners: * LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students. (2023-24)	All 11th grade students: 79.62% African American: 27.5% Hispanic: 58.5% Low Income: 54% Students with Disabilities: 13.16% Homeless:* English Learners: 0% LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students. (2024-25)	All 11th grade students: 95% African American: 70% Hispanic: 79% Low Income: 80% Students with Disabilities: 50% Homeless:* English Learners: 50% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2025-26)	All 11th grade students: -3.48% African American: -27.3% Hispanic:-5.4% Low Income: -11.3% Students with Disabilities: -21.74% Homeless: * English Learners: maintained LTELS: * Foster Youth: * *Data not available for student groups with fewer than 11 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.21	% of 11th grade students who exceeded standards on CAASPP - Math Data source: Dataquest	All 11th grade students: 69.7% African American: 31% Hispanic: 32.9% Low Income: 32.4% Students with Disabilities: 7.3% Homeless:* English Learners: 22.2% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2022-23)	All 11th grade students: 62.31% African American: 23.08% Hispanic: 22.09% Low Income: 35.89% Students with Disabilities: 14.29% Homeless:* English Learners: 9.09% LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students. (2023-24)	All 11th grade students: 69.51% African American: 20.93% Hispanic: 21.78% Low Income: 40.13 Students with Disabilities: 0% Homeless:* English Learners: 7.69% LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students.(2024-25)	All 11th grade students: 85% African American: 50% Hispanic:50% Low Income: 50% Students with Disabilities: 50% Homeless:* English Learners: 50% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2025-26)	All 11th grade students: -0.19% African American: -10.07% Hispanic: -11.12% Low Income: +7.73% Students with Disabilities: -7.3% Homeless: * English Learners: -14.51% LTELS: * Foster Youth* *Data not available for student groups with fewer than 11 students.
3.22	% of students who graduated high school within four years Data source: Dataquest	All: 97.6% African American: 100% Hispanic: 94.9% Low Income: 93.7% Students with Disabilities: 94.2% Homeless:* English Learners: 84.8% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2022-23) *LTEL data was disaggregated from the	All: 97.2% African American: 97% Hispanic: 89.5% Low Income: 86.9% Students with Disabilities: 87.7% Homeless:* English Learners:89.5% LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students.	All: 96.9% African American: 97.1% Hispanic: 100% Low Income: 93.7% Students with Disabilities: 85.5% Homeless:* English Learners:87.9% LTELS: * Foster Youth:* *Data not available for student groups with fewer than 11 students.(2024-25)	All: 100% African American: 100% Hispanic: 100% Low Income: 100% Students with Disabilities: 100% Homeless:* English Learners: 100% Foster Youth:* *Data not available for student groups with fewer than 11 students. (2025-26)	All: -0.7% African American: -2.9% Hispanic:+5.1% Low Income: maintained Students with Disabilities: -8.7% Homeless: * English Learners: +3.1% LTELs: * Foster Youth: * *Data not available for student groups with fewer than 11 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	(2023-24)	*LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added) requirements.	*LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)	*LTEL data was disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements. (Will be added)

Goal Analysis [2025-26]

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

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

The implementation of Goal 3—fostering inclusive school climates and engaging families—has matured into a systemic, equity-driven initiative.

Action 3.1 and 3.6 reflect a district-wide commitment to inclusive practices, with executive leadership, principals, and site administrators receiving training on trauma-informed practices, implicit bias, and Restorative Justice Practices. These initiatives support safer, more inclusive environments, particularly for students across identities, including gender expression and sexual orientation. Training has been provided inconsistently, shifting year to year due to competing priorities, funding, and staff turnover.

Action 3.2 is fully implemented, with SART, SARB, and PACT (Positive Attendance Care Team) processes operating in partnership with ACOE. Chronic absenteeism has decreased, aided by transportation support and targeted family engagement from social workers. The challenge remains in scaling awareness so that families access support proactively and administrators refer students for these interventions in a timely manner.

Actions 3.3 and 3.4 represent PBIS training, ensuring culturally responsive practices and belonging-focused systems are part of MTSS implementation. These efforts are positively reflected in climate survey feedback and school culture indicators. Ensuring staff are aware and know how to implement culturally responsive practices continues to be a challenge due to competing professional development priorities and time constraints.

Action 3.5 is fully implemented, leveraging district-facilitated alcohol, tobacco, and drug cessation and restorative practices as alternatives to suspension. While discipline rates have decreased overall, disparities remain for African American and homeless students—highlighting the need for data-informed, targeted interventions.

Action 3.7 is partially implemented, with the Parent Café model now being used on an as-requested basis. Families continue to receive care coordination and interpretation services, but consistent engagement across all sites remains a challenge.

Action 3.8 advances equity in access, helping students overcome financial barriers to participation in school events. The Family Engagement Liaison continues to partner with sites to identify and eliminate these barriers.

Overall, the district has built a foundation of inclusive practice, social-emotional support, and intentional family outreach. Key successes include training structures, restorative systems, and wraparound services. Remaining challenges center on consistent implementation across all sites, funding, and sustaining family engagement efforts.

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 analysis of Goal 3 in the school district's LCAP reveals that all actions align with the planned budget, with no material differences identified between budgeted and actual expenditures. The district has effectively managed its financial resources across various initiatives, including Inclusive Environments, Chronic Absenteeism, Social-Emotional Learning, Partnerships, Suspension/Expulsion, Parent Community Engagement, and Student Access. Each of these actions is on track financially, ensuring that the intended services and programs are delivered as planned.

Action 3.1 This action is related to Inclusive Environments; the budget alignment has enabled the continuation of comprehensive training in areas such as implicit bias. This alignment ensures that the scope and scale of the training programs remain intact, supporting the district's commitment to fostering inclusive educational settings. Budget discrepancies shown are due to variances reflecting the current staffing allocation at this point in the school year.

Action 3.2 In addressing Chronic Absenteeism, the budget has been used effectively to support a social worker who provides rideshares and bus passes to students facing attendance challenges. This strategic allocation of funds ensures that the intended support services are delivered, thereby maintaining the planned scope of the action.

Action 3.3 and 3.6: The implementation of Social-Emotional Learning through PBIS across schools has proceeded as budgeted, ensuring that the planned programs are executed without deviation. This consistent funding supports the district's goal of enhancing students' social-emotional competencies. Budget discrepancies shown are due to variances reflecting the current staffing allocation at this point in the school year.

Actions 3.4 Partnerships with community organizations have been maintained as planned, with the budget on track to support these collaborations. This alignment ensures that the district can continue leveraging community resources to enhance educational outcomes.

Actions 3.5 Efforts to reduce Suspension/Expulsion rates have been supported by the budget, allowing the district to implement strategies that keep students in school.

Actions 3.7 Parent Community Engagement initiatives are progressing as budgeted, with plans in production to increase family representation. This alignment supports the district's goal of fostering stronger connections with families.

Actions 3.8 For Student Access, the budget remains flexible to accommodate varying student needs, indicating a responsive funding approach. This flexibility ensures that resources are allocated based on demand, maintaining the intended scope of the action.

Overall, the district's effective budget management for Goal 3 has ensured that all actions are implemented as planned, with no significant financial variances impacting the scope or scale of services. This alignment supports the achievement of the goal, with positive implications for student outcomes, particularly for unduplicated pupils. There are no material differences between the planned and actual percentages of improved services, indicating that the district is meeting its objectives as intended.

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

Action 3.1: Inclusive Environments
Status: Partially Effective
Climate and belonging indicators fluctuate over the years, but overall, they are positive for all students. The action improved access to supports and inclusive practices, but progress has been slow. Which suggests there are more actions that need to take place to make greater progress toward the goal.

Action 3.2: Chronic Absenteeism
Status: Partially Effective
Attendance and absenteeism metrics decreased from baseline for multiple student groups. The action requires continued coordinated attendance interventions to increase student participation and reduce chronic absenteeism rates.

Action 3.3: Social-Emotional Learning
Status: Partially Effective
SEL implementation expanded districtwide, and as a result, behavior data are trending in a positive direction across all subgroups, except for students classified as English Language Learners. More targeted support may be needed to support students designated as English Language Learners.

Action 3.4: Partnerships
Status: Effective
This action was effective because the district maintained community partnerships that supported student belonging, family engagement, and access to community resources.
The district reported that partnerships supported the foundation of programs positively and enhanced engagement with families and community members. Ongoing implementation included HUME and La Familia mental health and social-emotional resources, strengthening belonging-focused MTSS systems at school sites that cannot be provided by district staff.

Action 3.5: Suspension/Expulsion
Status: Partially Effective
This action demonstrated effectiveness in reducing overall suspension rates by implementing restorative practices, TUPE supports, and alternatives to suspension to keep students engaged in school.
The district reported decreases in suspension rates across multiple student groups and maintained low expulsion rates, supporting evidence of progress.
However, the district also acknowledged that disparities persist for students designated as English Learners, indicating that outcomes remain inequitable across all student groups.
Because discipline outcomes improved overall but disproportionality persists for some student groups, this action is best categorized as partially effective.

Action 3.6: Positive Behavior Intervention Supports (PBIS)
Status: Partially Effective
This action was partially effective because districtwide PBIS implementation improved school climate, strengthened social-emotional learning systems, and contributed to reductions in suspension rates.
The district reported positive feedback from students, staff, and families in the climate survey, indicating stronger social-emotional supports and an improved school culture. Training on culturally responsive practices, trauma-informed systems, restorative practices, and implicit bias was also expanded through PBIS-aligned implementation structures.
The district noted implementation challenges related to competing professional development priorities and inconsistent implementation across sites, but overall, the evidence supports a positive impact on climate and behavioral outcomes.
Because PBIS implementation improved climate indicators and reduced exclusionary discipline, this action should be considered partially effective.

Action 3.7: Parent/Community Engagement Plan
Status: Partially Effective
The district expanded family engagement, translation services, resource nights, and support coordination for families.
However, participation and outcome measures for some student groups remained uneven, indicating that the action improved access but has not yet fully translated into equitable outcome gains.

Action 3.8: Student Access
Status: Partially Effective
The School-Community Liaison and school staff successfully reduced participation barriers for students attending field trips, clubs, and school activities. This action effectively increased access to school-connectedness opportunities. There is no true metric to measure 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, Dublin Unified refined several Goal 3 actions to improve implementation consistency, strengthen family engagement systems, and address persistent disproportionality in student climate and discipline outcomes.

For Action 3.1 (Inclusive Environments), the district will continue implementation of inclusive practices, including training in implicit bias, restorative practices, trauma-informed practices, and support for sexual orientation and gender identity expression, because suspension data and implementation feedback demonstrated progress toward more inclusive school environments.

For Action 3.2 (Chronic Absenteeism), the district will continue implementation of SART, SARB, and PACT processes, along with transportation supports and social worker outreach. The district will also increase efforts to improve family awareness of available attendance supports and strengthen timely referrals for interventions. Due to multiple student groups needing support with chronic absenteeism, the action was changed from limited for Foster Youth and Low-Income to LEA-wide for ELs, Foster Youth, and Low-Income.

For Action 3.3 (Social Emotional Learning), the district will continue implementation of PBIS and social-emotional learning supports because climate survey feedback and suspension data demonstrated positive outcomes related to school climate and student wellness. We continue to strengthen progress monitoring and better measure the impact of PBIS implementation. Additional focus will be placed on supporting staff understanding and implementation of culturally responsive practices across school sites.

For Action 3.4 (Partnerships), the district will continue partnerships with community organizations and coordination through district social workers and community liaisons because these partnerships increased access to services and family supports for students and families. Family engagement and student belonging will continue to be monitored to better evaluate the effectiveness of partnership efforts. The district will also continue refining outreach strategies to strengthen consistent family engagement across all school sites.

For Action 3.5 (Suspension/Expulsion), district data demonstrated reductions in suspension rates overall; however, disparities persisted for students designated as English Learners. As a result, the district will continue refining restorative practices and implementing more targeted, data-informed intervention strategies for student groups experiencing disproportionate discipline outcomes. Parent Advisory Committee (PAC) feedback reinforced the importance of strengthening Tier 1 restorative practices and continuing efforts to reduce suspension disparities for English Learners, homeless students, African American students, and Students with Disabilities. Educational partners emphasized the importance of proactive relationship-building and inclusive school climate practices to improve student belonging and engagement. As a result, the district will continue refining restorative practices implementation and monitoring discipline and climate data across student groups.

For Action 3.6 (PBIS), reflections on implementation showed that districtwide PBIS structures positively affected climate survey feedback and suspension rates, but implementation consistency varied across school sites due to competing professional development priorities and staff capacity constraints. As a result, the district will continue strengthening coaching, culturally responsive practices, and trauma-informed implementation supports across sites.

For Action 3.7 (Parent/Community Engagement), the district modified the action by refocusing resources toward cultural events, family affinity groups, Parent Café implementation, and multilingual family outreach to increase representation from historically underrepresented families.

This refinement resulted from reflections showing inconsistent family engagement across school sites and limited participation data for some student groups. Parent Advisory Committee (PAC) feedback identified a continued need to strengthen family communication systems, including orientation supports for new families, translation and interpretation quality, and clearer communication regarding student assessment results and available support services. Educational partners also emphasized the importance of culturally responsive engagement opportunities that increase participation and connection for historically underserved families. As a result, the district will continue refining family engagement strategies, multilingual communication systems, and community partnership outreach efforts.

For Action 3.8 (Student Access), the district will identify a specific metric to measure effectiveness.

The district also revised several metrics associated with climate survey participation and professional development tracking because prior data-collection methods limited the ability to disaggregate results by student group and to accurately measure implementation participation.

LTEL data was added to metrics beginning in Year 2, as this data has been disaggregated from the overall English Learner group for the first time in the 2023-24 school year to reflect new state monitoring requirements.

Metric 3.1 has been modified as the Panorama Survey platform no longer provides the data we have in the baseline and Year 1 update. In addition, the data is no longer disaggregated by student group and therefore, only all groups is available. The data in baseline and Year 1 have been added to align with the Year 2 data to best demonstrate distance from baseline. No change to the Target for Year 3.

Overall, reflections on prior practice reinforced the need to strengthen implementation consistency, improve subgroup monitoring systems, and expand targeted supports that increase belonging, engagement, and equitable access to school-connected opportunities.

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	Inclusive Environments	Provide ongoing training and support on ensuring inclusive environments for all that focuses on creating a sense of belonging, addressing implicit bias, Restorative Practices, Trauma-Informed Practices, educator self-awareness, Sexual Orientation, and Gender Identity Expression.	$498,787.00	No
3.2	Chronic Absenteeism	Provide Attendance and Engagement resources and supports to improve Chronic Absenteeism for all students, emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$97,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social-Emotional Learning	Continue to develop an inclusive climate and cultural environment by providing professional development on Social-Emotional Learning emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$787,206.00	Yes
3.4	Partnerships	Create and maintain community partnerships to support an increased sense of belonging and cultural connectivity.	$148,960.00	No
3.5	Suspension/Expulsion	Continue to implement and expand in lieu of suspension and expulsion practices (research-based, age-appropriate strategies that improve behavioral and academic outcomes), such as, Restorative Practices to improve our suspension rates with an emphasis on sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$0.00	No
3.6	Positive Behavior Intervention Supports (PBIS)	Expand and sustain PBIS/Culture and Climate Development	$269,765.00	No
3.7	Parent/Community Engagement Plan	Develop and implement a Parent/Community Engagement Plan targeted toward underrepresented families to include supports and resources emphasizing sites/student groups with the lowest indicator on the CA Dashboard. SEE REQUIRED ACTIONS TAB FOR ALL REQUIRED ACTIONS APPENDIX FOR 2024-25	$207,849.00	Yes
3.8	Student Access	Ensure student access to all school-related activities such as field trips, clubs, dances, and ceremonies.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of schools that meet "Good Repair" status on the Facilities Inspection Tool. Data Source: School Accountability Report Cards (SARCs)	13 (2023/24 SARC)	8 (2024-25 (SARC)	7 (2025-26 (SARC)	15 (2026/27 SARC)	ALL: -6
4.2	Percent of students with sufficient access to instructional materials Data Source: School Accountability Report Cards (SARCs)	100% (2023/24 SARC)	100% (2024-25 SARC)	100% (2025-26 SARC)	100% (2026/27 SARC)	ALL: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Number of Teacher mis-assignments Data Source: School Accountability Report Cards (SARCs)	4 (2023/24 SARC)	4 (2024-25 SARC)	2 (2025-26 SARC)	0 (2026/27 SARC)	ALL: -2
4.4	Number of Hotspots/Chromebooks being provided Data Source: Technology Data Tracker)	1550 Devices Being Provided (100% of requested materials) (2023-24)	320 Devices Being Provided (100% of requested materials) (2024-25)	570 Devices Being Provided (100% of requested materials) (2025-26)	100% Devices Being Provided (100% of requested materials) (2026-27)	Maintained 100% requested ALL: -1230 Devices Being Provided
4.5	% of Tri-Valley Induction Program (TV-TIP) teachers are still in Dublin for a 5th year. Data Source: DUSD Human Resources Staffing Report	69.7% (3 year average) (2023-24)	73.14% (2024-25)	75% (2025-26)	79% (3 year average) (2026-27)	+5.3%

Goal Analysis [2025-26]

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

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

Goal 4's implementation, focused on safe facilities, modern technology, and staffing support, reflects meaningful progress and effective management.

Action 4.1 has been fully implemented, with facility inspections completed in December 2024 and SARCs posted by January 2025. Plans for the new Shamrock Hills school remain on track for fall 2026, evidencing strong alignment with facilities planning and fiscal stewardship.

Action 4.2 is fully implemented with new Chromebooks purchased and integrated into classrooms.

Action 4.3 reflects innovation in student technology access, with an all-in-one hotspot/Chromebook system now in place, with the initial units already distributed. The IT Services department ordered 70 additional units to support students in need. These efforts strengthen student access to digital learning tools across diverse household contexts.

Action 4.4 is fully implemented. All students and teachers have access to current, standards-aligned curriculum, providing consistency and equity in instruction. Ongoing material review is occurring, though looming budget cuts may delay pilots and curriculum updates in non-core areas.

Action 4.5 continues to address staffing gaps, especially in hard-to-fill roles. The district has proactively attended two recruitment fairs hosted at the Alameda County Office of Education focusing on hiring trained paraeducators. DUSD has partnered with ACOE and their Professional Advancement and Training Hub (PATH) program to place teacher residents participating in the residency programs focusing on Special Education. While recruitment momentum is strong, diversity in staffing remains an aspirational focus. Our Human Resources department partnered with our Educational Services department and attended the Hiring & Sustaining Black Teachers Workshop focusing on creating a more diverse staff. We are looking at ways to incorporate the workshop with our exit interviews and also plan on attending future opportunities with the Black Teacher Project.

Overall, the district has made significant progress in maintaining clean, connected, and well-staffed schools. Fiscal planning, strategic technology upgrades, and recruitment efforts demonstrate commitment to foundational learning conditions. The key ongoing challenge is budget sustainability, which will require thoughtful prioritization in the coming years.

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 financial analysis of Goal 4 in DUSD’s LCAP shows that the district is effectively managing its budget across various actions, with no material differences identified in the current fiscal year. The actions under this goal, including School Facilities, Classroom Technology, Distance Learning, Instructional Materials, and Teacher Recruitment, are all on track with their respective budgets. This indicates that the district's financial planning and execution are precise and aligned with the budgeted amounts.

Action 4.1: For the School Facilities action, the district reports spending $0. The facilities inspections were held and district-funded. The budget code was not coded to this LCAP.

Action 4.2: In the Classroom Technology area, reduced expenditures from the planned budget are due to district-wide budget reductions. The district is pursuing additional funding sources to ensure students have access to the technology needed to enhance their learning experiences.

Action 4.3: The Distance Learning action exceeded the budgeted amount, reflecting inaccurate projections of the number of students working remotely who need technology. Accurate future projections will enable consistent budget management, ensuring the district can continue to provide robust learning options, which are crucial for maintaining educational continuity.

Action 4.4: While the Instructional Materials action is currently on track, there is a concern about future budget reductions. This may require a review of the timing and selection of new materials, potentially delaying some planned updates. Such delays could impact the availability of up-to-date instructional resources, which are essential for effective teaching and learning. The difference in expenditures is due to moving to restricted funding sources as opposed to general fund expenses.

Teacher Recruitment is proceeding as planned, with the budget aligning with enrollment projections. This indicates that the district has allocated sufficient resources to attract and retain qualified educators, which is vital for maintaining high-quality instruction.

Overall, the district's effective budget management across these actions supports the successful implementation of Goal 4. The alignment of expenditures with budgeted amounts ensures that student services are maintained without disruption, contributing positively to goal achievement. There are no material differences in the planned versus actual percentages of improved services, indicating that the district is meeting its objectives for enhancing educational outcomes.

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

Action 4.1: School Facilities
Status: Partially Effective
Conducted regular facility inspections and preventative maintenance. Facilities inspections, SARC updates, and maintenance requirements were completed on schedule but calibration of the completion of the tool across all sites needs to be improved. Despite this, the district maintained safe and compliant learning environments.

Action 4.2: Classroom Technology
Status: Effective
Chromebook integration expanded across all classrooms. Currently, the district is one-to-one in all grades 1 - 12 classrooms and 2 to 1 in Preschool and TK/K classrooms. Changes in network policies have enabled consistent, high-speed internet across the entire district.

Action 4.3: Distance Learning
Status: Effective
The district successfully transitioned to integrated hotspot/Chromebook devices, and all units were checked out to students. However, implementation remained incomplete, as we ordered additional devices to meet increased demand. Metrics show a decline in devices. This is a result of devices given to support the pandemic. These devices have been returned and are no longer viable.

Action 4.4: Instructional Materials
Status: Effective
All students and teachers maintained access to standards-aligned instructional materials. This year concluded the adoption of math in TK-5 and math in grades 6-8. The district opted to extend the TK-5 math program of Great Minds Eureka Math Squared. Moving forward with the California edition beginning fall 2026. In fall 2025 middle school math teachers participated in a pilot process. In February, the Governing Board adopted Great Minds Eureka Math Squared for grades 6-8 beginning fall 2026. There are no other modifications for this action.

Action 4.5: Teacher Recruitment
Status: Partially Effective
The district expanded recruitment fairs and outreach efforts focused on hard-to-fill positions, particularly Special Education. While implementation was successful, the action remains partially effective because the long-term retention and workforce diversity outcome metrics have not yet been fully achieved.

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 implementation and operational data, Dublin Unified refined several Goal 4 actions to strengthen equitable access to instructional resources, improve technology integration, and support recruitment efforts for hard-to-fill positions.

For Action 4.1 (School Facilities), the district will continue maintaining clean, safe, and modern learning environments because facility inspections, ongoing modernization efforts, and planning for the opening of Shamrock Hills demonstrate that the current approach is effectively supporting facility conditions and student learning environments. However, the completion of the Facility Inspection Tool needs to be calibrated and sites held accountable for the effective completion of the tool. The district will also continue monitoring fiscal sustainability to ensure future facilities needs can be addressed within budgetary constraints.

For Action 4.2 (Classroom Technology), the district has achieved full integration of devices in all classrooms with one-to-one in grades 1 - 12 and two-to-one in reschool and TK/K classrooms. However, the district continued to integrate newly purchased Chromebooks into classrooms by refreshing outdated and damaged devices. As a result, the district will continue supporting classroom technology integration and monitoring equitable student access to instructional technology resources.

For Action 4.3 (Distance Learning), the district has successfully transitioned to an all-in-one hotspot and Chromebook checkout model, with all devices distributed to students. Additional units have been ordered to meet continued demand. Continued refinement is needed to ensure all unduplicated students maintain reliable access to instructional technology and connectivity supports. The number of units needed for remote learning has been reduced as fewer students have enrolled in our alternative learning center for online learning opportunities. Students who requested a replacement device to continue at-home learning were provided one. The district will continue monitoring student access and adjusting distribution systems based on student need.

For Action 4.4 (Instructional Materials), no substantive changes were made for the coming year. The district will continue providing standards-aligned instructional materials and supplemental resources because all students currently have access to guaranteed and viable curriculum materials that support consistent instruction across schools. Revised metrics related to access to instructional materials will continue to be monitored to strengthen evaluation of equitable access and implementation effectiveness. The district will continue reviewing curriculum update timelines and material selection processes.

For Action 4.5 (Teacher Recruitment), the district identified ongoing staffing challenges in hard-to-fill positions, particularly Special Education. As a result, the district expanded recruitment outreach efforts through classified recruitment fairs and university partnerships focused on specialized credential areas. We are continuing our partnership with the Alameda County Office of Education to support the development of future educators through the placement of teacher residents in classrooms across the District. This residency program is designed to strengthen our long-term recruitment pipeline and support hiring efforts in hard-to-fill positions, with a particular focus on Special Education, secondary math, and secondary science. Future refinements will continue emphasizing recruitment and retention strategies that support staffing stability and inclusive instructional programming.

No major modifications were made to Actions 4.1 (School Facilities) or 4.4 (Instructional Materials) because implementation data demonstrated that facilities inspections, SARCs, and standards-aligned instructional materials were fully implemented and maintained successfully across schools.

Overall, reflections on prior practice reinforced the need to sustain operational systems that support equitable student access to learning environments, instructional materials, technology resources, and qualified staff, while continuing to refine implementation consistency and access-monitoring processes.

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	School Facilities	Conduct regular facility inspections and provide routine and preventative maintenance.	$0.00	No
4.2	Classroom Technology	Update classroom technology and maintain classroom technology standards.	$2,137,000.00	No
4.3	Distance Learning	Provide access for continuous student learning away from the classroom emphasizing sites/student groups with the lowest indicator on the CA Dashboard.	$25,000.00	Yes
4.4	Instructional Materials	Ensure all students and teachers have access to standards-aligned, rigorous, engaging, and accessible instructional materials.	$964,780.00	No
4.5	Teacher Recruitment	Recruit and retain a racially and culturally representative teaching staff by expanding outreach through hiring fairs, attending job fairs, and conducting exit interviews/surveys.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,989,339	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.880%	0.000%	$0.00	3.880%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Access to Grade Level Instruction **Need:** Analysis of the 2023 California School Dashboard and local assessment data identified persistent achievement disparities for unduplicated student groups, particularly Multilingual Learners, Socioeconomically Disadvantaged students, and Foster Youth, as well as historically underserved student groups	Action 1.2 provides district-wide access to rigorous, grade-level instruction and research-based academic support in English Language Arts, Mathematics, and Science, with an emphasis on schools and student groups demonstrating the lowest performance outcomes. The action includes district-wide professional learning, aligned MTSS and COST practices, intervention cycles tied to assessment data, inclusive instructional strategies for Multilingual Learners and students with	Metric 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	including African American, Hispanic, and Students with Disabilities. In English Language Arts, African American students performed 13.7 points below standard and Students with Disabilities performed 61.3 points below standard. In Mathematics, African American students performed 58.4 points below standard and Low-Income students performed 26.6 points below standard. On the California Science Test, only 11.2% of English Learners and 33.6% of Socioeconomically Disadvantaged students met or exceeded standards, compared to 61.5% of all students. Educational partner feedback and district implementation reviews also identified inconsistent access to grade-level instruction, varying intervention practices across schools, and a need for stronger alignment of MTSS, intervention cycles, and inclusive instructional practices district-wide. **Scope:** LEA-wide	disabilities, and implementation of updated standards-aligned instructional materials. This action is being implemented on an LEA-wide basis because the identified barriers to achievement are systemic and occur across multiple school sites and grade spans rather than within a single school. Unduplicated pupils access instruction throughout the district and require consistent access to grade-level standards, intervention systems, instructional scaffolds, and inclusive practices regardless of school assignment. Providing this action LEA-wide increases service quality because it establishes consistent instructional expectations, aligned intervention structures, and district-wide professional learning that specifically support the academic needs of Multilingual Learners, Low-Income students, and Foster Youth. The action is principally directed toward unduplicated pupils because these student groups continue to demonstrate lower academic outcomes and require additional scaffolds, targeted interventions, and equitable access to rigorous instruction. District-wide implementation allows staff to identify students earlier through common assessment practices, provide coordinated Tier 2 and Tier 3 interventions, and monitor progress consistently across sites. This approach is intended to improve outcomes because aligned instructional practices, timely interventions, and access to standards-based curriculum reduce variability in instruction and increase access to core academic content for unduplicated pupils.	

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
2.1	**Action:** Provide a Multi-Tiered System of Support (MTSS) for students **Need:** District analysis of California School Dashboard and local college/career readiness data identified persistent disparities in outcomes for unduplicated student groups, particularly English Learners, Low-Income students, and Foster Youth, as well as historically underserved student groups including Hispanic/Latino, African American, and Students with Disabilities. The district identified significant gaps in college and career readiness indicators, a-g completion, CTE pathway completion, and access to support systems necessary for postsecondary success. Metric 2.1 showed that while 74.2% of all students were considered “Prepared” for college/career readiness, only 40% of Hispanic students, 37.5% of African American students, 16.4% of Students with Disabilities, 43% of Low-Income students, and 18.2% of English Learners met the same standard. Additional data demonstrated disparities in: -a-g completion rates for English Learners (25%), Low-Income students (43.3%), and Students with Disabilities (21.5%) -CTE pathway completion for English Learners (17%) and Low-Income students (30%)	Action 2.1 provides a district-wide Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, and social-emotional interventions across all schools to ensure students receive timely and coordinated support. The action includes district-led MTSS training, development of aligned intervention systems, data analysis protocols, coordinated support structures, and ongoing monitoring of student progress with an emphasis on sites and student groups demonstrating the lowest performance on Dashboard indicators. This action is provided on an LEA-wide basis because the identified barriers affecting unduplicated pupils occur across grade spans and school sites and require a consistent district-wide system of intervention and support. Unduplicated pupils frequently transition between schools and programs throughout the district and therefore benefit from a coherent MTSS framework that ensures consistent identification of needs, intervention delivery, progress monitoring, and access to support services regardless of school assignment. The action is principally directed toward unduplicated pupils because district data demonstrates these student groups experience lower levels of college and career readiness, lower participation in rigorous coursework pathways, and greater need for coordinated academic and social-emotional intervention systems. The district-wide MTSS framework increases service quality because it provides staff with consistent intervention protocols, common decision-making	Metrics 1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 2.12, & 3.17

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
	-Access to consistent co-teaching and inclusive instructional structures across secondary schools. Educational partner feedback and implementation reflections also identified inconsistent intervention practices across schools and a need for stronger district-wide alignment of academic, behavioral, and social-emotional supports through MTSS structures. **Scope:** LEA-wide	structures, aligned Tier 1, Tier 2, and Tier 3 supports, and professional learning focused on identifying and addressing barriers experienced by English Learners, Low-Income students, and Foster Youth. The action is expected to improve outcomes because district-wide coordination of interventions allows schools to identify students earlier, implement targeted supports more consistently, and monitor student progress using shared systems and data protocols. By integrating academic, behavioral, and social-emotional supports across the LEA, students experiencing barriers to college and career readiness receive more timely and coordinated services that improve access to rigorous coursework, increase engagement, and strengthen persistence toward graduation and postsecondary readiness. Implementation data already demonstrates positive trends associated with this work. Metric 2.1 showed increases in college/career preparedness for Hispanic students (+8.4%), Students with Disabilities (+8.2%), Low-Income students (+5.4%), and English Learners (+23.9%) compared to baseline data.	
2.4	**Action:** Career Technical Education (CTE) **Need:** To increase representation of unduplicated students in CTE pathways. **Scope:**	DUSD has expanded student participation in Career Technical Education (CTE) pathways through a Joint Powers Agreement with Tri-Valley Regional Occupational Programs. This collaboration supports a comprehensive College and Career model by maintaining relevant CTE courses and pathways with emphasis on our unduplicated student population, as well as other student groups, with additional funding that has	2.3 and 2.5

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
	Schoolwide	been secured through this collaboration. This action is implemented school-wide at Dublin, Emerald, and Valley High sites with less than 40% unduplicated pupil enrollment; it is specifically designed to address the needs of unduplicated students who are at higher risk of being off-track for graduation. This action is provided on a school-wide basis because integrating CTE ensures that unduplicated students can access without logistical barriers. Limiting CTE to targeted student groups would reduce access and the systems of support that benefit those who need them most. Experience from previous years demonstrates that when CTE is offered school-wide, with strategic outreach to EL, SPED, and low-income students, participation, engagement, and completion rates improve.	
3.2	**Action:** Chronic Absenteeism **Need:** District analysis of attendance and school climate data identified chronic absenteeism and inconsistent attendance as significant barriers affecting unduplicated pupils, particularly Low-Income students, English Learners, Homeless students, Students with Disabilities, and Hispanic and African American students. Chronic absenteeism negatively impacts students' access to instruction, connection to school, academic progress, and overall engagement. District attendance data showed substantial attendance disparities among unduplicated student groups. While overall district	Action 3.2 provides district-wide attendance and engagement supports through coordinated chronic absenteeism intervention systems, including SART, SARB, and Positive Attendance Care Team (PACT) processes implemented in partnership with the Alameda County Office of Education. The action also includes targeted family engagement, case management support from social workers, transportation assistance such as bus passes and rideshare support, attendance monitoring, and proactive intervention processes for students experiencing attendance barriers. This action is provided on an LEA-wide basis because chronic absenteeism and attendance barriers affect unduplicated pupils across multiple school sites and grade spans throughout the district. The underlying causes of absenteeism—	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.22

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
	attendance was 94.6%, attendance rates for African American students (76.3%), Hispanic students (79.4%), Low-Income students (67.8%), Students with Disabilities (77.7%), Homeless students (58.3%), and English Learners (84.9%) were significantly lower. Chronic absenteeism data further demonstrated elevated rates among unduplicated student groups: Low-Income students: 32.2% Homeless students: 41.7% Students with Disabilities: 22.3% Hispanic students: 20.6% English Learners: 15.1% African American students: 23.7% Site-level data also showed chronic absenteeism concerns occurring across multiple schools and student groups, including: English Learners at Murray Elementary (37.2%) Hispanic students at Wells Middle School (22.8%) Students with Disabilities at Amador Elementary (26.5%) African American students at Frederiksen Elementary (37.5%). Educational partner feedback and implementation reflections identified the need for coordinated attendance intervention systems, proactive family outreach,	including transportation challenges, social-emotional needs, family instability, disengagement, and inconsistent access to support services—require coordinated district-wide systems rather than isolated site-based responses. The action is principally directed toward unduplicated pupils because district data demonstrates these student groups experience significantly higher rates of absenteeism and lower attendance than the overall student population. Providing the action LEA-wide increases service quality because it ensures students and families receive consistent attendance supports, intervention protocols, referral systems, and wraparound services regardless of school assignment. The district-wide attendance framework improves outcomes because it allows staff to identify attendance concerns earlier, coordinate interventions across departments and sites, engage families proactively, and reduce barriers preventing students from consistently attending school. Transportation assistance, family outreach, social worker support, and coordinated attendance intervention teams increase access to instructional time and school connectedness for unduplicated pupils, which contributes to improved attendance, reduced chronic absenteeism, stronger engagement, and improved academic outcomes. Implementation data demonstrates early effectiveness of these supports. District attendance rates improved for African American	

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
	transportation assistance, and consistent referral processes across schools. **Scope:** LEA-wide	students (+14.76%), Hispanic students (+13.34%), Low-Income students (+24.3%), Students with Disabilities (+14.52%), and English Learners (+8.7%) compared to baseline data. Additionally, chronic absenteeism rates decreased for several student groups, including: Low-Income students: -8.7% Students with Disabilities: -2.4% English Learners: -0.3% Hispanic students: -0.5% These improvements indicate that coordinated district-wide attendance supports are helping unduplicated pupils access school more consistently and engage more fully in learning opportunities.	
3.3	**Action:** Social-Emotional Learning **Need:** 65% of our students who reported on our Panorama Survey responded favorably to their sense of belonging with Dublin Unified School District (DUSD). EL, Low Income, Foster, and historically underserved Student Groups traditionally comprise an even smaller percentage of respondents. The percentage of favorable responses shows a direct need for improvement. DUSD believes all students feel a sense of belonging on their school campuses. **Scope:**	DUSD prioritizes the development of an inclusive climate and cultural environment through Social Emotional Learning (SEL) training. By providing district-wide professional development, the district ensures consistent implementation of SEL practices across all schools, fostering a responsive and inclusive student environment. This approach is the most effective use of funds because it ensures systemic capacity-building: rather than creating fragmented supports, it embeds research-based intervention and access strategies into the daily Tier 1 instruction that all students experience. This aligns with evidence from the California Practitioners Advisory Group and research cited by the CDE, which supports professional development as a high-leverage strategy for closing opportunity gaps. The district considered providing site-specific or subgroup-only coaching,	Metric 3.17: Panorama Survey: Students who reported on and responded favorably to their sense of belonging with DUSD.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	but determined, based on prior implementation cycles and feedback from educators and educational partners, that broad-based professional learning with a clear focus on student group needs yields more sustainable and equitable access to grade-level standards.	
3.7	**Action:** Parent/Community Engagement Plan **Need:** District educational partner feedback, climate survey data, and implementation reflections identified the need to strengthen family engagement, cultural responsiveness, and meaningful partnerships with underrepresented families, particularly families of English Learners, Low-Income students, Foster Youth, Students with Disabilities, Hispanic students, and African American students. The district identified inconsistent participation and representation among these educational partner groups and recognized that barriers such as language access, unfamiliarity with school systems, transportation, scheduling, and cultural disconnects can limit engagement in school decision-making and student support systems. Climate and Culture Survey data showed that only 45% of families overall responded favorably regarding family involvement and interaction with schools, with even lower favorable responses among African American families (40%) and Hispanic families (42%). English Learner families reported 48%	Action 3.7 develops and implements a district-wide Parent/Community Engagement Plan targeted toward underrepresented families and student groups with the lowest indicators on the California Dashboard. The action includes cultural events, parent affinity groups, wellness supports, interpretation and translation services, care coordination, family outreach, and opportunities for families to participate in school and district decision-making processes. This action is provided on an LEA-wide basis because the barriers to family engagement experienced by unduplicated pupils and their families occur across the district and are not isolated to a single school site. Families of English Learners, Low-Income students, Foster Youth, and Students with Disabilities access services and transition among schools throughout the district and therefore benefit from consistent engagement structures, communication systems, and culturally responsive outreach practices across all schools. The action is principally directed toward unduplicated pupils because these student groups and their families experience greater barriers to participation in school systems and educational decision-making processes. The district-wide Parent/Community Engagement Plan increases and improves services for unduplicated pupils	Metric 3.1, 3.17, 3.18

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
	favorable responses in the 2024-25 survey data. The district also identified the need to improve communication accessibility and participation structures for families. Metric 3.18 demonstrated that only 50% of district events provided interpretation services. Implementation reflections further identified inconsistent engagement across school sites and the need for more intentional outreach strategies, cultural events, affinity groups, and wraparound family supports to ensure underrepresented families feel connected to schools and included as educational partners. **Scope:** LEA-wide	because it expands access to interpretation, culturally responsive engagement opportunities, wellness supports, and family partnership structures that are specifically designed to reduce barriers to participation and strengthen relationships between schools and families. The action improves outcomes because stronger family engagement increases communication between schools and families, improves awareness of available student supports, increases family participation in educational decision-making, and strengthens students' connection to school. When families are more connected and informed, schools are better able to identify student needs early, coordinate interventions, support attendance, and reinforce academic and social-emotional supports for unduplicated pupils. The district's implementation reflections demonstrate that cultural events, affinity groups, care coordination, and interpretation services have strengthened outreach efforts and family engagement structures, although continued efforts are needed to ensure consistent implementation and participation across all sites. The district also identified positive progress in expanding family engagement infrastructure, including increased professional development opportunities focused on partnering with families of Students with Disabilities and ongoing efforts to improve interpretation access at district events.	

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
1.3	**Action:** DUSD Multilingual Learner Strategic Plan **Need:** A Dublin Unified Multilingual Learner strategic plan **Scope:** Limited to Unduplicated Student Group(s)	Data shows that in 2022, 45.6% of our English Learners either maintained or decreased levels as measured by the English Learner Proficiency Assessments for California (ELPAC).In 2023 41.9 of our English Learners either maintained or decreased levels as measured by the English Learner Proficiency Assessments for California (ELPAC). Creating a Strategic Plan for Multilingual Learners will delineate the programs and resources available to ensure meaningful access for our EL students, thereby improving academic achievements.	Metrics 1.11, and 1.12: % of EL students making progress toward English proficiency on ELPAC and % of EL students reclassified as FEP
4.3	**Action:** Distance Learning **Need:** Over the past five years, the district's core and world language curriculum have moved from physical textbook to online curriculum. This has increased the need for homework and continued learning online to be done outside of the classroom. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments (Approximately 1.5% of the DUSD population is represented in these student groups); the district must provide internet services and devices to these students to support their continuous learning.	Students are able to checkout a device that also has built in internet, or just the device itself to allow for them to continue learning online outside the classroom. Equipment can be checked out at the school sites to for easy access to students. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments.	Metric 4.5: % of Hotspots/Chromebooks being provided

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)		

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

Dublin's largest group of unduplicated students is the English Learner population. Currently, they make up over 7% of our student population. By creating a Strategic Plan for Multilingual Learners DUSD can delineate the programs and resources available to ensure meaningful access for our EL students, thereby improving academic achievements. The philosophy of the district is that programs and services closest to students will be most impactful. Many of the budgeted dollars to action 1.3 are going toward staff who interact with the EL student group. They provide direct instruction, assistance, and translation so students can be successful in school. Through different measures of data and the utilization of the COST process (Coordination of Services Team), more needs were identified such as an increased need for support in regular attendance in school. Funds to retain Our Child Welfare and Attendance (CWA) will work closely with attendance secretaries and site administration to oversee attendance and check in with students and families struggling with attendance through the SART/SARB process. The teams will work collaboratively during School Attendance Review Team/School Attendance Review Board (SART/SARB) meetings to provide resources to families as needed to ensure regular and timely attendance. Post Covid-19 we see a large increase in the way instruction is dependent on technology both in and out of the classroom. Example: Over the past five years, the district's core and world language curriculum have moved from physical textbook to online curriculum. This has increased the need for homework and continued learning online to be done outside of the classroom. To support students, particularly identified McKenny-Vento and families that cannot afford either internet access and/or a device to complete assignments (Approximately 1.5% of the DUSD population is represented in these student groups); the district must provide internet services and devices to these students to support their continuous learning.

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	154,376,086	5,989,339	3.880%	0.000%	3.880%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,852,036.00	$3,273,102.00	$684,066.00	$736,587.00	$12,545,791.00	$7,049,133.00	$5,496,658.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain a Balanced Assessment Plan	All	No			All Schools	2024-2027	$53,033.00	$134,616.00	$187,649.00				$187,649.00	
1	1.2	Access to Grade Level Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,529,896.00	$71,187.00	$1,754,615.00	$104,617.00	$511,300.00	$230,551.00	$2,601,083.00	
1	1.3	DUSD Multilingual Learner Strategic Plan	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,920,040.00	$2,100.00	$1,853,367.00			$68,773.00	$1,922,140.00	
1	1.4	Supplemental Materials	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Professional Development	All	No			All Schools	2024-2027	$316,260.00	$100,750.00	$306,099.00	$900.00		$110,011.00	$417,010.00	
2	2.1	Provide a Multi-Tiered System of Support (MTSS) for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$87,000.00	$87,000.00	$0.00	$0.00	$0.00	$87,000.00	
2	2.2	Alternative Education	All	No			Specific Schools: Dublin High School and Emerald High School	2024-2027	$380,845.00	$35,000.00	$415,845.00				$415,845.00	
2	2.3	Achievement via Individual Determination (AVID)	All	No			Specific Schools: Cottonwood Creek K-8, Wells Middle School, Fallon	2024-2027	$182,143.00	$72,825.00	$254,968.00				$254,968.00	

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
							Middle School, Dublin High, Emerald High Grades 6-12									
2	**2.4**	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dublin High, Valley High, and Emerald High Schools	2024-2027	$0.00	$1,310,400.00	$1,310,400.00	$0.00	$0.00	$0.00	$1,310,400.00	
2	**2.5**	Representation in High-Level Courses	Students with Disabilities Mutilingual Learners, Foster Youth, Homeless, Students with Disabilities, African American and Hispanic	No			Specific Schools: Dublin High and Emerald High Schools Grades 9-12	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.6**	Co-Teaching Courses	Students with Disabilities	No			Specific Schools: Cottonwood Creek K-8, Wells Middle School, Fallon Middle School, Dublin High, Emerald High Grades 6-12	2024-2027	$169,575.00	$22,000.00		$191,575.00			$191,575.00	
2	**2.7**	Inclusion	Students with Disabilities	No			All Schools	2024-2027	$1,230.00	$10,000.00		$11,230.00			$11,230.00	
3	**3.1**	Inclusive Environments	All	No			All Schools	2024-2027	$433,787.00	$65,000.00	$132,411.00		$172,766.00	$193,610.00	$498,787.00	
3	**3.2**	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$95,544.00	$2,000.00	$97,544.00				$97,544.00	
3	**3.3**	Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$747,206.00	$40,000.00	$787,206.00				$787,206.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Partnerships	All	No			All Schools	2024-2027	$2,460.00	$146,500.00	$148,960.00				$148,960.00	
3	3.5	Suspension/Expulsion	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Positive Behavior Intervention Supports (PBIS)	All	No			All Schools	2024-2027	$9,265.00	$260,500.00	$269,765.00	$0.00	$0.00	$0.00	$269,765.00	
3	3.7	Parent/Community Engagement Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$207,849.00	$0.00	$74,207.00			$133,642.00	$207,849.00	
3	3.8	Student Access	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	School Facilities	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.2	Classroom Technology	All	No			All Schools	2024-2027	$0.00	$2,137,000.00	$137,000.00	$2,000,000.00			$2,137,000.00	
4	4.3	Distance Learning	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
4	4.4	Instructional Materials	All	No			All Schools	2024-2027	$0.00	$964,780.00	$0.00	$964,780.00	$0.00	$0.00	$964,780.00	
4	4.5	Teacher Recruitment	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
154,376,086	5,989,339	3.880%	0.000%	3.880%	$5,989,339.00	0.000%	3.880 %	**Total:**	$5,989,339.00
								LEA-wide Total:	$2,800,572.00
								Limited Total:	$1,878,367.00
								Schoolwide Total:	$1,310,400.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Access to Grade Level Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,754,615.00	
1	1.3	DUSD Multilingual Learner Strategic Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,853,367.00	
2	2.1	Provide a Multi-Tiered System of Support (MTSS) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,000.00	
2	2.4	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dublin High, Valley High, and Emerald High Schools	$1,310,400.00	
3	3.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,544.00	
3	3.3	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$787,206.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Parent/Community Engagement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,207.00	
4	4.3	Distance Learning	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$25,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,448,980.00	$10,672,993.00

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**	Maintain a Balanced Assessment Plan	No	$183,200.00	168,694
1	**1.2**	Access to Grade Level Instruction	Yes	2,087,920.00	2,403,676.00
1	**1.3**	DUSD Multilingual Learner Strategic Plan	Yes	1,764,012.00	1,967,103.00
1	**1.4**	Supplemental Materials	No	$45,000.00	45,000.00
1	**1.5**	Professional Development	No	$313,403.00	291,155.00
2	**2.1**	Provide a Multi-Tiered System of Support (MTSS) for students	Yes	$442,280.00	0
2	**2.2**	Alternative Education	Yes	$251,620.00	455,009.00
2	**2.3**	Achievement via Individual Determination (AVID)	Yes	$262,051.00	304,213
2	**2.4**	Career Technical Education (CTE)	Yes	$1,298,000.00	1,298,000.00
2	**2.5**	Representation in High-Level Courses	No	$35,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Co-Teaching Courses	No	$33,069.00	37,863
2	2.7	Inclusion	No	$28,313.00	28,313
3	3.1	Inclusive Environments	No	$595,886.00	457,633
3	3.2	Chronic Absenteeism	Yes	$95,333.00	95,298
3	3.3	Social-Emotional Learning	Yes	$741,820.00	914,872.00
3	3.4	Partnerships	No	$237,300.00	237,300
3	3.5	Suspension/Expulsion	No	$0.00	0
3	3.6	Positive Behavior Intervention Supports (PBIS)	No	$239,007.00	162,933.00
3	3.7	Parent/Community Engagement Plan	Yes	$385,766.00	350,912
3	3.8	Student Access	No	$500.00	0
4	4.1	School Facilities	No	$0.00	0
4	4.2	Classroom Technology	No	$105,000.00	106,320.00
4	4.3	Distance Learning	Yes	$525,000.00	524,999

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)
4	**4.4**	Instructional Materials	No	$1,779,500.00	823,700
4	**4.5**	Teacher Recruitment	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,950,740.00	$6,717,525.00	$6,822,700.00	($105,175.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Access to Grade Level Instruction	Yes	1,279,735.00	1,641,941.00		
1	1.3	DUSD Multilingual Learner Strategic Plan	Yes	1,697,971.00	1,838,883.00		
2	2.1	Provide a Multi-Tiered System of Support (MTSS) for students	Yes	$442,280.00	0		
2	2.2	Alternative Education	Yes	251,620.00	454,609		
2	2.3	Achievement via Individual Determination (AVID)	Yes	0	0		
2	2.4	Career Technical Education (CTE)	Yes	1,298,000.00	1,298,000.00		
3	3.2	Chronic Absenteeism	Yes	95,333.00	95,298		
3	3.3	Social-Emotional Learning	Yes	741,820.00	843,654		
3	3.7	Parent/Community Engagement Plan	Yes	385,766.00	225,315		
4	4.3	Distance Learning	Yes	525,000.00	425,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
147,819,065	4,950,740.00	.580%	3.929%	$6,822,700.00	0.000%	4.616%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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