



LCFF Budget Overview for Parents

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

CDS Code: 54755310000000

School Year: 2026-27

LEA contact information:

Gina Melkonian

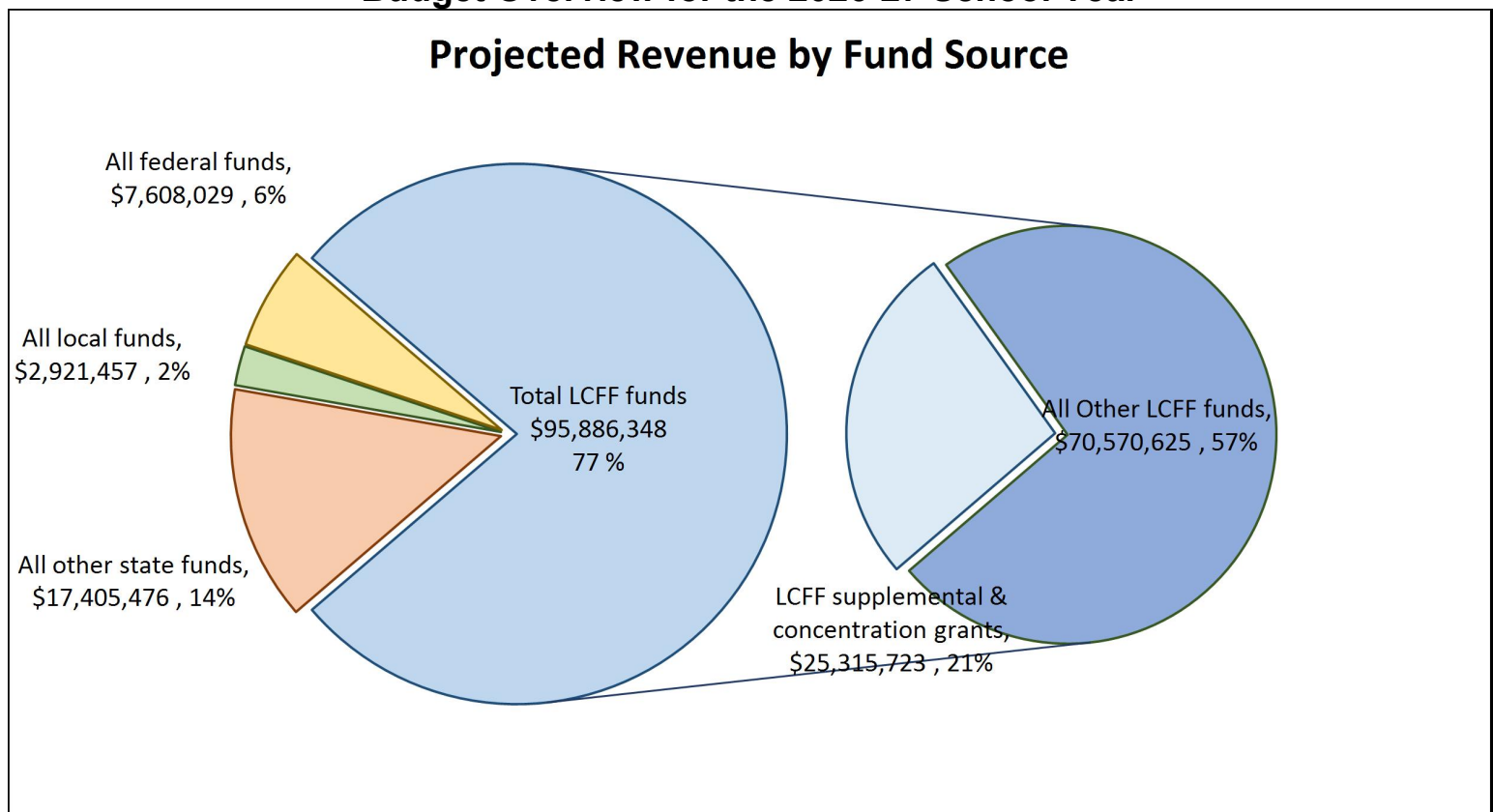
Director of State and Federal Programs

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559-595-7207

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

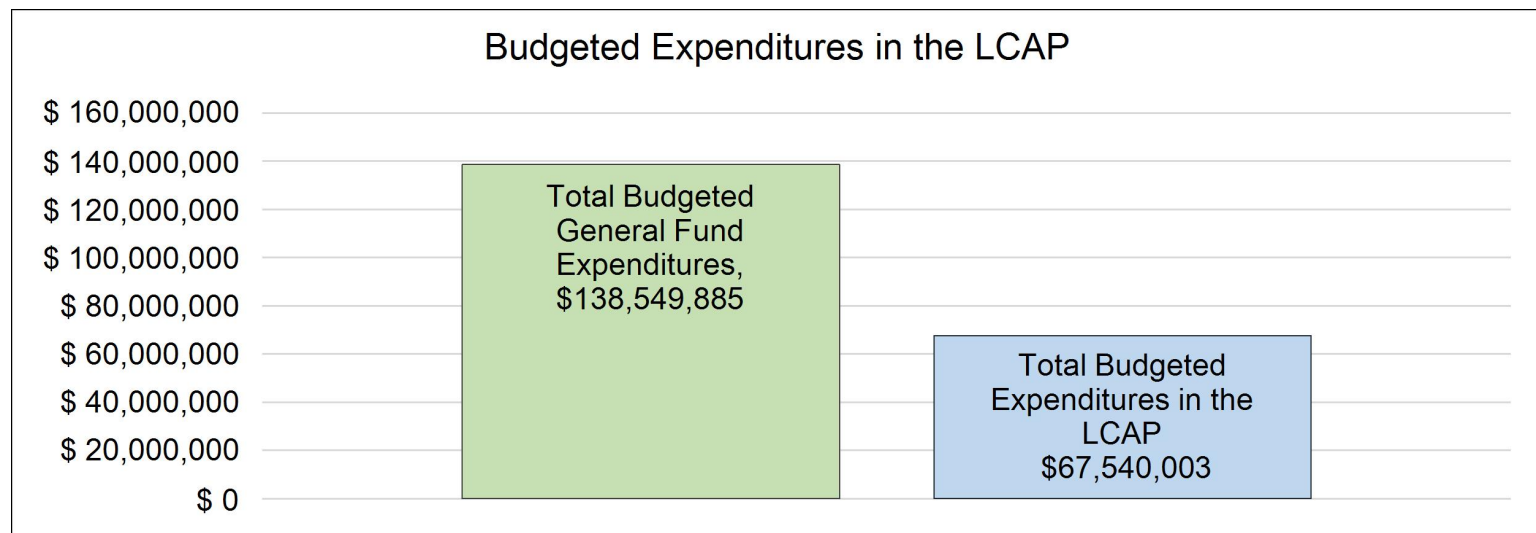


This chart shows the total general purpose revenue Dinuba Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dinuba Unified School District is \$123,821,310, of which \$95,886,348 is Local Control Funding Formula (LCFF), \$17,405,476 is other state funds, \$2,921,457 is local funds, and \$7,608,029 is federal funds. Of the \$95,886,348 in LCFF Funds, \$25,315,723 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Dinuba 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: Dinuba Unified School District plans to spend \$138,549,885 for the 2026-27 school year. Of that amount, \$67,540,003 is tied to actions/services in the LCAP and \$71,009,882 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

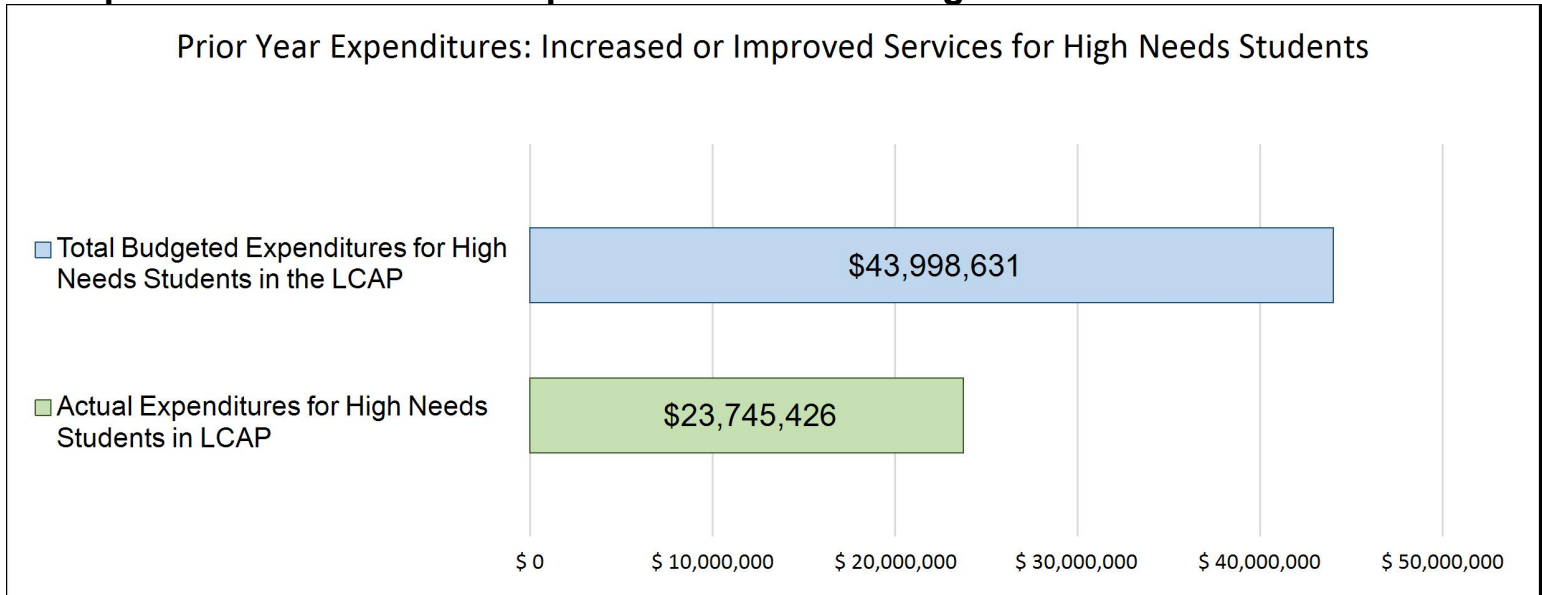
General Fund budgeted expenditures not in the LCAP will be used in the following way; certificated, classified, and administrative salaries along with employee health & welfare benefits. The District will also utilize these funds for classroom materials, supplies, maintenance and operational costs and all other costs associated with the providing the District's educational program.

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

In 2026-27, Dinuba Unified School District is projecting it will receive \$25,315,723 based on the enrollment of foster youth, English learner, and low-income students. Dinuba Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dinuba Unified School District plans to spend \$49,327,405 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 Dinuba 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 Dinuba 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, Dinuba Unified School District's LCAP budgeted \$43,998,631 for planned actions to increase or improve services for high needs students. Dinuba Unified School District actually spent \$23,745,426 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$20,253,205 had the following impact on Dinuba Unified School District's ability to increase or improve services for high needs students:

The difference between planned and actual expenditures had minimal impact in the district's efforts to increase and improve services for high-needs students. Planned expenditures in some instances were over budgeted and costs for other actions came in lower than expected. Another factor is the one-time/grant/state-level funding that is supporting all district initiatives. This allows for all actions to be implemented, even if co-funded. Any LCFF carryover calculated was carried over into the 2026-27 fiscal year and has been incorporated into the LCAP.



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
Dinuba Unified School District	Gina Melkonian Director of State and Federal Programs	gina.melkonian@dinuba.k12.ca.us 559-595-7207

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.

Dinuba Unified School District (DUSD) is a rural district located in California’s Central Valley, serving approximately 6,125 students across eleven campuses within a 35-square-mile area. The district provides a comprehensive TK–12 educational program, including preschool services for high-needs students, Migrant Education in partnership with the Tulare County Office of Education, special education, career technical education, and adult education programs. Approximately 750 employees support student learning and district operations throughout the district.

DUSD schools include six TK–6 elementary schools, two middle schools, one comprehensive high school, and one alternative education campus offering continuation education, independent study, and adult education programs. The district serves a diverse student population, including 27.9% English Learners, 82.6% socioeconomically disadvantaged students, and 0.4% of foster youth.

The district is committed to providing equitable and culturally responsive learning environments that support the academic, social-emotional, and behavioral needs of all students. Through collaborative partnerships, including ongoing work with the Tulare County Office of Education, DUSD continues to provide supports and services to better meet the needs of high-needs student groups. Ronald Reagan Academy and Sierra Vista Alternative receive Equity Multiplier funding to assist students with closing the achievement gap.

DUSD’s work is grounded in its mission to “End Generational Poverty Through Education” by providing rigorous academic programs, meaningful co-curricular opportunities, and comprehensive systems of support designed to promote student achievement and long-term success.

Reflections: Annual Performance

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

Based on a review of the 2025 California School Dashboard and local data, the District demonstrated growth in several key areas. Chronic absenteeism decreased by 1.5% overall, but homeless students and students with disabilities still fall within the red category. Graduation rates increased by 5.9%, while English Language Arts (ELA) increased 10.1 points and mathematics increased 5.8 points. Additionally, 68.1% of students are at the "prepared" level for college/career, an increase of 7% from the previous year.

Despite these areas of progress, several challenges remain. The English Learner Progress Indicator (ELPI) remained virtually unchanged at 41.2%.

Although achievement improved slightly, overall academic performance remains below state standards for many student groups, particularly:

- English Learners
- Students with Disabilities
- Socioeconomically Disadvantaged students
- Long-Term English Learners

School climate and facilities also continue to be areas of concern identified through educational partner feedback. While district facilities are currently rated as "good" with two schools scoring "above", stakeholders expressed a desire for continued improvements in maintenance, campus appearance, and school safety. The District will maintain its current level of School Resource Officer support while continuing to explore additional strategies and resources to enhance campus safety. Locked gates have been installed in at least one school site, where site office staff is required to let visitors onto campus by remotely unlocking the front gate from the office. Crosswalks have been added to at least one school site, and adult monitors are on supervision at the roundabout in front of Dinuba High School.

Discipline data has improved, with a rate of 2.1% compared to 3.3% in the previous two years. We are proud to say that we don't have any student groups in the "red" category for suspensions, two groups in "orange" and one in "yellow". All seven of our other groups were either "green" or "blue" for suspensions.

Based on the 2023 Dashboard, the following sites received a Dashboard indicator of red for the areas and subgroups indicated: District for Asian and Homeless in Chronic Absenteeism and Students with Disabilities in English Language Arts. Dinuba High School for English Learners in English Language Arts and Students with Disabilities in English Language Arts and Math. Lincoln for Students with Disabilities and White in Chronic Absenteeism. Grand View for Socioeconomically Disadvantaged in Suspension. Ronald Reagan Academy for all students in Math and Grad Rate, Hispanic subgroup in Math and Grad Rate, and Socioeconomically Disadvantaged in English Language Arts, Math, and Grad Rate Washington Intermediate English Learners in English Language Arts and Math and Students with Disabilities for English Language Arts and Math.

The District will continue investing in professional development, instructional coaching, and collaborative learning structures such as Professional Learning Communities (PLCs). Remaining Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support ongoing academic recovery efforts, with a continued focus on English Learners, socioeconomically disadvantaged students, and students with disabilities. Dinuba Unified has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be used in the 2026-27 LCAP to support Actions 1.1, 1.2, 1.3, 1.12, 3.3, and 4.1. These actions were selected based on the district's needs assessment, including California School Dashboard data, CAASPP results, ELPI outcomes, local benchmark and early literacy data, chronic absenteeism and school climate data, and educational partner feedback. The data show continued need to accelerate academic recovery and close performance gaps for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, foster youth, homeless students, and students with disabilities. LREBG funds will support allowable uses aligned to academic learning recovery, professional learning, instructional coaching, targeted intervention, credit recovery, social-emotional and counseling supports that address barriers to learning, and parent engagement connected to student academic progress. Research supports these selected actions because effective professional learning, instructional coaching, targeted intervention, credit recovery, integrated student supports, and meaningful family engagement are evidence-based strategies for improving student achievement, attendance, school connectedness, and long-term academic outcomes. The district will monitor the impact of LREBG-funded actions using the related LCAP metrics identified in the action descriptions, including CAASPP ELA and mathematics, ELPI, graduation rate, College/Career Indicator, district benchmark assessments, early literacy assessments, chronic absenteeism, attendance, suspension/expulsion, school climate survey data, and parent engagement participation data.

Reflections: Technical Assistance

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

The District is not under any Technical Assistance.

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.

Ronald Reagan exited CSI according to the 2025-26 ESSA Assistance Status file released in December 2025.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
DELAC (District English Learner Advisory Committee)	Conducted meeting with the District English Learner Advisory Committee (DELAC), focusing on the proposed district goals and budget to enhance the success of English Learners and other student groups (May 2026). Solicited input from DELAC to identify areas requiring improvement and clarify the needs within the district for English Learners and Long-Term English Learners (LTELs). (March and May 2026). A complete draft of the LCAP was presented to the DELAC and input was solicited (May 2026).
PAC (Parent Advisory Committee), including parents of Foster, English Learners (EL) and Socioeconomically Disadvantaged (SED) students	The Parent Advisory Committee (PAC), which includes parents of Foster, EL and SED students, were engaged in meetings as part of the district's strategy to involve all educational stakeholders. The objective was to gather feedback and ensure the inclusive representation of all groups in discussions and decision-making processes. (May 2026) A draft of the LCAP was presented to the PAC and input was solicited (May 2026).
Parents and other Community Members (through surveys and community meeting)	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into the requirements and potential enhancements for the school district. This process included the ability to collect direct responses and suggestions from parents and

Educational Partner(s)	Process for Engagement
	guardians. (May 2026). The District collected 142 more responses than the previous year. A Climate Survey was administered to measure the perceptions of community members towards the school environment and its influence on student success. (April-May 2026) Outreach was conducted through Parent Square to ensure that all community members were afforded the opportunity to provide input. (May 2026) A parent meeting was held (virtually) to gather crucial feedback pertaining to the educational partnership with Equity Multiplier Sites. (May 2026). Posted the LCAP for public comment prior to the public hearing. (June 2026) Held a public hearing to solicit the recommendations and comments of members of the public regarding specific actions and expenditures proposed to be included in the LCAP. (June 2026) Adopted the LCAP and Budget at a board meeting and reported local indicator data as a non-consent item. (June 2026) Will be posted on the district website. (July 2026)
Teachers/Certificated Staff	The LCAP Planning Survey was conducted. This provided Educational Partners the opportunity to contribute their insights to potential actions to meet the needs of students as well as possible updates to the LCAP. (May 2026) A Climate Survey was administered to measure the perceptions of certificated staff members toward the school environment. (April-May 2026)
Classified Staff and Other Personnel	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the school district. (May 2026)

Educational Partner(s)	Process for Engagement
	A Climate Survey was administered to measure the perceptions of classified staff members toward the school environment. (April-May 2026)
District Administrators	An LCAP Planning Survey was conducted with community members in order to gather crucial insights into proposed goals and actions for the LCAP. (May 2026) A Climate Survey was administered to measure the perceptions of administrative staff towards the school environment and its influence on student success. (April-May 2026)
Bargaining units	The LCAP Planning Survey was conducted with all staff, including Bargaining Units, in order to gather feedback on proposed goals and actions to be included in the LCAP. (April -May 2026) A Climate Survey was administered to measure the perceptions of Bargaining Unit members towards the school environment. (April-May 2026) A meeting was held with Dinuba Teachers Association to discuss the LCAP and solicit feedback. (May 2026)
SELPA (Special Education Local Plan Area)	Collaborated with the SELPA regarding LCAP content and goals. Topics included: Reviewing of data for SWDs to identify areas of challenge, root causes, and specific needs Identifying specific actions in the LCAP to address student needs Identifying professional development opportunities needed to support the capacity of teachers and administrations serving SWD
Industry Partners	The LCAP Planning Survey was provided to these Educational Partners. The main objective of this survey was to gather critical insights from Industry Partners on the progress of the school district's strategic goals. (April-May 2026)
Principals	Conducted LCAP planning and climate surveys for all staff, including principals soliciting their input on student needs, potential actions to

Educational Partner(s)	Process for Engagement
	address these needs, and suggestions for prospective updates for the LCAP. (April-May 2026) The following were discussed at administrative team meetings during the 2025-26 school year: Dashboard data (December 2025/January 2026) Standardized test data (December/January 2026) Suspensions (December 2025) Instructional minutes (March 2026)
Students	The Student Voice Workshop was conducted with the objective of capturing student perspectives on the teaching and learning environment. Comments were compiled and analyzed to guide future strategies and actions. (March 2026) Conducted LCAP planning and Climate surveys surveys for students soliciting their input on student needs, potential actions to address these needs, and suggestions for prospective updates for the LCAP. (May 2026) Meetings were held with Leadership students from Washington Intermediate and Dinuba High School and a student group at Sierra Vista to collect direct insights about the school environment and the achievement of curriculum objectives. These groups of students comprised Dinuba's Student Advisory Committee. (May 2026)
Equity Multiplier Sites	An LCAP Planning Survey was conducted with staff, students, and parents of the Equity Multiplier sites in order to gather feedback regarding the use of funding for the Equity Multiplier sites. (May 2026) A Climate Survey was administered students, staff, and parents to gather information relating to the school environment. (May 2026)

Educational Partner(s)	Process for Engagement
	School Site Council (SSC) was consulted to ensure comprehensive considerations for efficient operations in conjunction with Equity Multiplier Sites. (May 2026) Conducted LCAP planning and Climate surveys surveys for all parents and staff soliciting their input on student needs, potential actions to address the specific needs of these sites, and suggestions for prospective updates for the LCAP. (May 2026)

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

Dinuba Unified School District implemented a comprehensive and inclusive process to engage educational partners in the development of the 2026–27 LCAP. The district prioritized meaningful consultation with a broad range of stakeholders, including parents, students, certificated and classified staff, administrators, bargaining units, and community members, to ensure that the plan reflects the needs and priorities of those it serves.

Engagement efforts occurred throughout the 2025–26 school year and included a combination of surveys, advisory committee meetings, focus groups, public forums, and direct outreach. Districtwide LCAP Planning Surveys and Climate Surveys were administered in both English and Spanish to maximize participation and accessibility. Outreach through social media, the district website, and school communication systems ensured that all families had the opportunity to provide input.

Targeted engagement with key advisory groups played a critical role in shaping the LCAP. The District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) reviewed proposed goals and actions, provided feedback on services for English Learners and other student groups, and offered recommendations to improve communication, parent involvement, and access to resources. The district responded formally to comments from these groups, ensuring transparency and accountability in the process.

Student voice was intentionally incorporated through surveys, workshops, and meetings with student leadership groups. Students provided valuable insight into their academic experiences, sense of school connectedness, and the types of supports they find most effective. Their feedback emphasized the importance of access to counseling, mentoring, and engaging instructional practices.

Staff input was gathered through surveys and discussions with teachers, classified staff, and administrators. These stakeholders identified priorities such as professional development, instructional resources, and additional support personnel to better meet student needs. Collaboration with the Special Education Local Plan Area (SELPA) further informed actions to support students with disabilities, including identifying areas of need, appropriate interventions, and professional learning opportunities. Through this collaboration, funding was adjusted to hire a district psychologist with the allotted money from the dissolved IRC at the middle school.

Across all stakeholder groups, several consistent themes emerged. Educational partners emphasized the need for:

Increased academic support, including intervention programs and instructional assistance
Enhanced school safety measures and facility improvements
Expanded social-emotional supports, including counseling and mentoring
Improved communication between schools and families, using both digital and traditional methods
Continued and expanded services for English Learners, including support for Long-Term English Learners and adult education opportunities

This feedback directly influenced the development and refinement of the LCAP goals and actions. For example, stakeholder input reinforced the continuation of investments in instructional coaching, intervention programs, and college and career readiness opportunities. Feedback regarding safety and facilities informed ongoing commitments to campus supervision, maintenance, and monitoring systems. Input related to communication and parent engagement led to expanded efforts to provide workshops, increase outreach, and improve access to information for families.

Additionally, feedback from Equity Multiplier school communities guided the development of targeted supports to address attendance, academic intervention, and student engagement at those sites. Student and parent input also informed the prioritization of counseling services and mentoring programs to strengthen school connectedness and support overall student well-being.

Through this ongoing engagement process, the district ensured that the LCAP reflects a collaborative vision grounded in stakeholder input. DUSD remains committed to continuing these engagement efforts and using educational partner feedback as a central component of its continuous improvement process.

The 2025-2026 Dinuba Unified School District LCAP survey received 322 responses from students, parents, staff, and community members. Parents and guardians represented the largest stakeholder group, and the majority of respondents identified as Hispanic or Latino. Overall, the survey reflected strong community interest in improving academic achievement, student safety, mental health supports, parent engagement, English Learner services, and specialized supports for high-needs students.

Goal #1, Academic Achievement, stakeholders identified college and career opportunities, instructional materials, before- and after-school intervention programs, instructional aides, and professional development as the most important supports for improving student success. A major theme throughout the responses was the need for smaller class sizes so teachers can provide more individualized attention to struggling students. Respondents emphasized the importance of tutoring, reading and math intervention, early academic support, and additional special education services. Many participants connected academic achievement to student well-being, requesting more mental health counseling, anti-bullying efforts, and social-emotional supports. Families and staff also highlighted the value of arts, music, electives, sports, internships, and project-based learning opportunities as ways to increase student engagement and school connectedness. Several respondents recommended organizing fun academic activities in small groups to motivate students to improve their academic performance, implementing individualized mentoring programs for students needing additional support, and increasing after-school opportunities to improve reading, writing, and language development.

Goal #2, Student Safety and Facilities, the highest priorities included increased campus security, co-curricular activities that promote school connection, and improved maintenance and repair of school facilities. Respondents frequently requested additional security measures such as locked gates, surveillance cameras, school resource officers, vape and weapons detectors, and stricter visitor screening procedures. Many comments focused on concerns about bullying, vaping, fighting, drugs on campus, and inconsistent discipline practices. Stakeholders

also emphasized the need for students to feel emotionally safe, respected, and connected to school through positive relationships and extracurricular opportunities. Additionally, many respondents expressed concern about aging facilities, including outdated classrooms, bathrooms, carpets, and damaged campus areas. Several comments specifically requested more surveillance cameras at entrances, stronger campus security, regular surveys to gather parent and student perceptions of school safety, increased mental health counseling and anti-bullying supports, and stricter enforcement of violence prevention policies.

Goal #3, Social-Emotional Health, Behavior, and Attendance, respondents identified mentoring and counseling services, behavioral supports, special school settings for students with significant behavior needs, and additional social workers and psychologists as top priorities. Stakeholders consistently requested more counselors, social workers, and trusted adults available on campuses. Many comments also emphasized concerns about bullying, disruptive student behavior, and the need for consistent consequences and accountability. Parents and staff supported the creation of alternative settings for students with severe behavioral needs and expanded extracurricular activities such as clubs, sports, arts, and mentoring programs to improve school connection and attendance. Additional comments recommended emotional wellness programs with stress-management workshops, life-skills and emotional-development instruction, more outdoor and structured activities for students with behavioral challenges, and stronger parent involvement and accountability in supporting student behavior and emotional well-being.

Goal #4, Parent Engagement, respondents identified improved communication and parent workshops as the most helpful strategies for increasing family involvement. Families requested more timely, consistent, and multilingual communication from schools through websites, phone calls, social media, and paper notices. Many stakeholders also suggested more family-oriented events such as cultural nights, family fun nights, parent volunteer opportunities, and activities that involve parents, students, and teachers together. Working parents requested more flexible meeting times, including evening workshops and childcare support during events. Several responses emphasized the importance of creating stronger school-community partnerships through activities where parents, teachers, and students work together, noting that increased communication, teamwork, and parent involvement can positively impact student attendance, behavior, motivation, and academic success.

Goal #5, English Learner Achievement, stakeholders identified English Learner coaching support and increased EL coordination services as top priorities. Respondents strongly supported dual-language immersion programs, increased small-group and one-on-one support for English Learners, after-school intervention, and specialized support for newcomer students. Many participants expressed the need for better teacher training in effective English Learner strategies, vocabulary development, and English Language Development instruction. Families also requested more translation services and English classes for parents during evenings or weekends. Additional comments emphasized the importance of collaboration between parents and teachers, motivating parents to learn English alongside their children, helping students feel safe and confident practicing English without fear of making mistakes, and creating stronger participation opportunities and support systems for English Learners and their families.

Goal #6, Supports for Sierra Vista and Ronald Reagan Academy, stakeholders prioritized instructional aides, specialized school settings for students with behavioral issues, behavioral supports for students with disabilities, and additional teacher training and materials. Many comments focused on the need for stronger autism supports, specialized classrooms, counseling services, and appropriate placements for students with severe behavioral or emotional needs. Families also expressed concern about aging facilities and requested more college and career opportunities, including college visits and improved counselor communication regarding graduation and postsecondary planning.

Additional comments requested greater language support services, more emotional and learning intervention programs, increased respect and care for students with disabilities, and stronger early intervention supports for students experiencing academic or emotional challenges.

Overall, survey responses demonstrated strong stakeholder support for smaller class sizes, increased mental health services, improved campus safety, stronger special education and English Learner supports, expanded extracurricular and enrichment opportunities, improved parent communication, and additional academic intervention services throughout the district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement in English Language Arts and Mathematics so that all students graduate from high school with the skills necessary to enter college or pursue the career of their choice.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. The California School Dashboard data indicates a clear and continued need to improve English Language Arts and Mathematics along with ensuring readiness for College and Career.

Dinuba Unified's California Dashboard data directly aligns with the district's LCAP Goal #1, which focuses on improving student achievement in English Language Arts (ELA), mathematics, English Learner progress, graduation outcomes, and college and career readiness. The Dashboard serves as an important tool for measuring the effectiveness of the district's actions and services by providing performance data for both the overall student population and targeted student groups.

The Dashboard's Academic Indicator for ELA reflects the district's efforts to improve literacy achievement through standards-based instruction, intervention programs, professional development, and instructional support. Recent Dashboard results showed modest gains in ELA performance, indicating progress toward Goal #1 priorities. At the same time, subgroup data continues to show that English Learners, Long-Term English Learners, and students with disabilities require additional targeted support to close achievement gaps.

Similarly, the Mathematics Academic Indicator aligns closely with Goal #1 actions designed to strengthen math instruction, intervention opportunities, tutoring, and academic support systems. Dashboard results demonstrated slight improvement in mathematics performance across multiple student groups, suggesting that district investments in instructional programs and student supports are contributing to academic growth, although overall math performance levels continue to indicate a need for ongoing improvement efforts.

The English Learner Progress Indicator (ELPI) provides important information regarding the district's progress in supporting English Learners in developing English proficiency. While the district experienced growth in several academic areas, ELPI results identified continued challenges for English Learners and Long-Term English Learners. These findings reinforce the importance of Goal #1 actions related to designated and integrated English Language Development (ELD), intervention supports, and monitoring of English Learner progress.

Graduation rate data from the California Dashboard also supports Goal #1 by measuring the district's success in preparing students for high school completion and postsecondary opportunities. Dinuba Unified's graduation rate improved during the reporting period, reflecting the impact of academic counseling, intervention programs, credit recovery opportunities, and student support services designed to keep students on track toward graduation.

In addition, the College/Career Indicator (CCI) aligns with Goal #1 by measuring how effectively students graduate prepared for college and career pathways. Indicators such as A-G completion, Career Technical Education (CTE) pathway completion, dual enrollment participation, and other readiness measures demonstrate the district's efforts to expand opportunities for students beyond high school. Recent Dashboard data showing increased A-G completion rates indicates progress toward improving college and career readiness outcomes for students across the district.

Overall, the California Dashboard provides measurable evidence of progress toward Dinuba Unified's LCAP Goal #1 while also identifying ongoing areas of need. This data helps the district evaluate the effectiveness of its instructional programs and targeted supports, guiding future actions and resource allocation to improve outcomes for all students, particularly English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

Measuring and Reporting Results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Results	CAASPP Results % Meeting/Exceeding Standards: All= 44.26% SED= 42.26% ELL= 19.88% SWD= 7.79% Foster= 30.76% Homeless= 44.26% Hispanic= 43.57%	CAASPP Results % Meeting/Exceeding Standards: All= 46.50% SED= 44.94% ELL= 19.05% SWD= 9.48% Foster= fewer than 11 students	CAASPP Results % Meeting/Exceeding Standards: All= 48.82% SED= 38.23% ELL= 10.41% SWD= 16.95% Foster= 22.46% Homeless= 26.74%	CAASPP Results, % Meeting/Exceeding Standards: All= 50% SED= 48% ELL= 25% SWD= 15% Foster= 36% Homeless= 48%	CAASPP Results % Meeting/Exceeding Standards: All= 4.56% SED= -4.03% ELL= -9.47% SWD= 9.16% Foster= -8.3% Homeless= -17.52%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White= 50.38%	Homeless= 38.19%	Hispanic= 38.84%	Hispanic= 50%	Hispanic= - 4.73%%
		Asian= 52.63%	Hispanic= 45.92%	White= 61.80%	White= 56%	White= 11.42%%
		ELA Distance from standard (points above or below):	White= 50.79%	Asian= 74.36%	Asian= 58%	Asian= 21.73%
		All= 23.3 below	Asian= 56.26%	ELA Distance from standard (points above or below):	ELA Distance from standard (points above or below):	ELA Distance from standard (points above or below):
		SED= 28.4 below	ELA Distance from standard (points above or below):	All= 7 below	All= 3.3 below	All= 16.3 points
		SWD= 143.8 below	All= 17.1 below	SED= 11.6 below	SED= 8.4 below	SED= 16.8 points
		ELL= 54.9 below	SED= 20.9 below	SWD= 126.6 below	SWD= 123.8 below	SWD= 7.2 points
		Foster= 96.2 points below	SWD= 143.8 below	ELL= 36.7 below	ELL= 34.9 below	ELL= 18.2 points
		Homeless= 55.3 below	ELL= 46.6 below	Foster= 43.1 below	Foster= 85 below	Foster= 53.1 points
		Hispanic= 24.8 below	Foster= data supressed	Homeless= 27.1 below	Homeless= 35.3 below	Homeless= 28.2 points
		White= 2.6 below	Homeless= 39.6 below	Hispanic= 8.3 below	Hispanic= 4.8 below	Hispanic= 16.5 points
		Asian= 4.1 below	Hispanic= 18.8 below	White= 13.6 above	White= 17.4 above	White= 11 points above
		Disaggregated data for Schools receiving "Red" on Dashboard:	White= .5 below	Asian= 4.4 below	Asian= 15.9 above	Asian= -.03 points
		Washington-EL = 10.92%	Asian= 36.6 below	Disaggregated data for Schools previously	Disaggregated data for Schools receiving "Red" on Dashboard:	Disaggregated data for Schools
		Washington-SWD = 4%	Disaggregated data for Schools			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dinuba High-EL = 12.09% Dinuba High-SWD = 11.36% Ronald Reagan-SED = 15% Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2022-23 Source: For data indicating Distance from Standard: 2023 Dashboard	receiving "Red" on Dashboard: Washington-EL = 9.47% Washington-SWD = 4.92% Dinuba High-EL = 17.07% Dinuba High-SWD = 7.5% Ronald Reagan-SED = 15% Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2023-24 Source: For data indicating Distance from Standard: 2024 Dashboard	receiving "Red" on Dashboard: Washington-EL= 10.17% 2025- Now "Yellow"- increased 19.1 points Washington-SWD= 17.85% 2025- Now "Orange"- increased 17.7 points Dinuba High-EL= 17.21% 2025- Now "Yellow"- increased 11 points Dinuba High-SWD= 18.18% 2025- Now "Orange"- increased 14.4 points Ronald Reagan-SED= 18.76% Source: For data indicating % Meeting or	Washington-EL = 16% Washington-SWD = 10% Dinuba High-EL = 17% Dinuba High-SWD = 16% Ronald Reagan-SED = 25%	receiving "Red" on Dashboard: Washington-EL= -0.75% Washington-SWD= 13.85% Dinuba High-EL= 5.12% Dinuba High-SWD= 6.82 % Ronald Reagan-SED= 3.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Exceeding Standards:CAASPP 2024-25 Source: For data indicating Distance from Standard: 2025 Dashboard		
1.2	CAASPP Math Results	CAASPP 2022-23 Results, % Meeting/Exceeding Standards: All= 27.18% SED= 25.35% ELL= 10.75% SWD= 4.71% Foster= 23.07% Homeless= 27.18% Hispanic= 26.64% White= 31.54% Asian= 36.84% Math Distance from standard (points above or below): All= 67.3 below SED= 71.8 points below	CAASPP Results, % Meeting/Exceeding Standards: All= 28.95% SED= 27.65% ELL= 13.32% SWD= 5.28% Foster= Fewer than 11 students Homeless= 18.03% Hispanic= 28.33% White= 37.98% Asian= 37.50% Math Distance from standard (points above or below):	CAASPP Results, % Meeting/Exceeding Standards: All= 37.90% SED= 26.22% ELL= 11.01% SWD= 13.10% Foster= Fewer than 11 students Homeless= 17.58% Hispanic= 25.74% White= 51.01% Asian= 70.30% Math Distance from standard (points above or below):	CAASPP Results, % Meeting/Exceeding Standards: All= 35% SED= 32% ELL= 20% SWD= 15% Foster= 30% Homeless= 30% Hispanic= 34% White= 39% Asian= 44% Math Distance from standard (points above or below): All= 47.3 below	CAASPP Results, % Meeting/Exceeding Standards: All= 10.72% SED= 0.87% ELL= .26% SWD= 8.39% Foster= Fewer than 11 students Homeless= - 9.60% Hispanic= -.90% White= 19.47% Asian= 33.46% Math Distance from standard (points above or below):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD=170.8 points below ELL= 89.9 points below Foster= 114.8 points below Homeless= 52.2 below Hispanic= 68.6 below White= 58.8 below Asian= 40.4 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate= EL- 5.84% Washington Intermediate= SWD- 2.67% Dinuba High= SWD- 0% Ronald Reagan= All- 5% Ronald Reagan= SED- 5.56%	All= 62.7 below SED= 65.8 points below SWD= 172.6 points below ELL= 84.4 points below Foster= fewer than 11 students Homeless= 82.9 below Hispanic= 64.2 below White= 47.6 below Asian= 80.9 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate= EL- 2.85% Washington Intermediate= SWD- 0%	All= 56.9 below SED= 60.5 points below SWD = 172.6 points below ELL = 79.3 points below Foster= fewer than 11 students Homeless= 81.3 below Hispanic= 58.7 below White= 37.8 below Asian= 46.9 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate= EL- 4.45% Washington Intermediate= SWD- 1.79%	SED= 51.8 below SWD= 150.8 below ELL= 69.9 below Foster= 105 below Homeless= 32.4 below Hispanic= 48.6 below White= 38.8 below Asian= 20.4 below Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate= EL- 12% Washington Intermediate= SWD- 10% Dinuba High= SWD- 8%	All= 10.4 points SED= 11.3 points SWD= -1.8 points ELL= 10.6 points Foster= fewer than 11 students Homeless= -29.1 points Hispanic= 4.4 points White= 21 points Asian= -6.5 points Disaggregated data for Schools receiving "Red" on Dashboard: Washington Intermediate= EL -1.39% Washington Intermediate= SWD- .88% Dinuba High= SWD- 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ronald Reagan= Hispanic- 5.88%	Dinuba High= SWD- 0%	Dinuba High= SWD- 0%	Ronald Reagan= All- 15%	Ronald Reagan= All- 8.79%
		Source: For data indicating % Meeting or Exceeding Standards: CAASPP 2022-23	Ronald Reagan= All- 0%	Ronald Reagan= All- 13.79%	Ronald Reagan= SED- 13%	Ronald Reagan= SED- 6.44%
		Source: For data indicating Distance from Standard: 2023 Dashboard	Ronald Reagan= SED- 0%	Ronald Reagan= SED- 12%	Ronald Reagan= Hispanic- 13%	Ronald Reagan= Hispanic- -5.88%
			Ronald Reagan= Hispanic- 0%	Ronald Reagan= Hispanic- 0%		
			Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2023-24	Source: For data indicating % Meeting or Exceeding Standards:CAASPP 2024-25		
			Source: For data indicating Distance from Standard: 2024 Dashboard	Source: For data indicating Distance from Standard: 2025 Dashboard		
1.3	Early Assessment Program (EAP) ELA Results	% Students Conditionally Ready or Ready for College-Level English: All= 54.22% SED= 50.98% ELL= 10.26% Foster= Data suppressed to protect student privacy - less than 11 students	% Students Conditionally Ready or Ready for College-Level English: All= 54.88% SED= 53.64% ELL= 12.71%, Foster= Data suppressed to protect student	% Students Conditionally Ready or Ready for College-Level English: All= 50.4% SED= 48.2% ELL= 24.7% Foster= Data suppressed to protect student	% Students Conditionally Ready or Ready for College-Level English: All= 60% SED= 57% ELL= 20% Foster= Data suppressed to protect student	% Students Conditionally Ready or Ready for College-Level English: All= -3.82% SED= -2.78% ELL= 14.44% Foster= Data suppressed to protect student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CAASPP 2022-23)	privacy - less than 11 students (Source: CAASPP 2023-24)	privacy - less than 11 students (Source: CAASPP 2024-25)% Students Conditionally Ready or Ready for College-Level English:	privacy - less than 11 students	privacy - less than 11 students
1.4	Early Assessment Program (EAP) Math Results	% Students Conditionally Ready or Ready for College-Level Math: All= 21.94% SED= 20.48% ELL= 0% Foster= Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2022-23)	% Students Conditionally Ready or Ready for College-Level Math: All= 21.90% SED= 19.91% ELL= 3.45% Foster= Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2023-24)	% Students Conditionally Ready or Ready for College-Level Math: All= 21.9% SED= 20.7% ELL= 8.8% Foster= Data suppressed to protect student privacy - less than 11 students (Source: CAASPP 2024-25)	% Students Conditionally Ready or Ready for College-Level Math: All= 30% SED= 26% ELL= 10% Foster= Data suppressed to protect student privacy - less than 11 students	All= -0.04% SED= 0.22% ELL= 8.8% Foster= Data suppressed to protect student privacy - less than 11 students
1.5	English Learner Progress Towards English Proficiency (ELPI)	English Learners Making Progress = 52.3% (Source: 2023 Dashboard English)	English Learners Making Progress= 41.1% (Source: 2024 Dashboard English)	English Learners Making Progress= 41.2% (Source: 2025 Dashboard English)	English Learners Making Progress= 58%	-11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learner Progress Indicator)	Learner Progress Indicator)	Learner Progress Indicator)		
1.6	Science (CAST) Results	Baseline data for this metric was established during the 2024-25 school year. 5th= 20.53% 8th= 11.11% 11th/High School= 14.17% (Source: 2024 Dashboard)	% Proficient or Advanced on CAST 5th= 20.53% 8th= 11.11% 11th/High School= 14.17% (Source: 2024 Dashboard)	% Proficient or Advanced on CAST 5th= 33.39% 8th= 31.96% 11th/High School= 34.31 % (Source: 2025 Dashboard)	Science (CAST) Results 5th= 30.53% 8th= 21.11% 11th/High School= 24.17%	Baseline established in Year 1 5th= 12.86% 8th= 20.85% 11th/High School= 20.14%
1.7	Advanced Placement (AP) Passing Rates	Advanced Placement Exams AP Exams Taken= 286 (for reference only) Pass rate = 30.4% (with a score of 3 or higher) (Source: District Calculated AP Tests 2022-23)	AP Exams Taken= 280 (for reference only) Pass rate = 33.6% (with a score of 3 or higher) (Source: District Calculated AP Tests 2023-24)	AP Exams Taken= 218(for reference only) Pass rate = 46% (with a score of 3 or higher) (Source: District Calculated AP Tests 2024-25)	Advanced Placement Exams Pass rate= 35%	15.6%
1.8	Graduation Rates	All= 87.4% SED= 87.2% SWD= 79.4% ELL= 82.4% Hispanic= 86.8%	All= 89.6% SED= 88.9% SWD= 82.3% ELL= 82.0% Hispanic= 89.1%	All= 95.5% SED= 95.1% SWD= 89.1% ELL= 94.3% Hispanic= 96%	All= 90% SED= 90% SWD= 82% ELL= 85% Hispanic= 89%	All= 8.1% SED= 7.9% SWD= 9.7% ELL= 11.9% Hispanic= 9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan= All- 60.3% Ronald Reagan= SED- 60% Ronald Reagan= Hispanic- 56.5% (Source: 2023 Dashboard)	Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan= All- 65.8% Ronald Reagan= SED- 65.4% Ronald Reagan= Hispanic- 63% (Source: 2024 Dashboard)	Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan= All- 72.2% Ronald Reagan= SED- 71.8% Ronald Reagan= Hispanic- 69.7% (Source: 2025 Dashboard)	Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan= All- 62% Ronald Reagan= SED- 62% Ronald Reagan= Hispanic- 58%	Disaggregated data for Schools receiving "Red" on Dashboard: Ronald Reagan= All- 11.9% Ronald Reagan= SED- 11.8% Ronald Reagan= Hispanic- 13.2%
1.9	College/Career Indicator	% of students "Prepared" for College and Career All= 59.8% Hispanic= 59.2% EL= 36.9% SED= 59% SWD= 27.3% Ronald Reagan= EL- Low Ronald Reagan= SWD- Low *Corrected Data	% of students "Prepared" for College and Career All= 59.1% Hispanic= 59.0% EL= 34.9% SED= 56.6% SWD= 29.5% Ronald Reagan= EL- Very Low 9.1%	% of students "Prepared" for College and Career All= 63.9% Hispanic= 63.2% EL= 52.4% SED= 62.7% SWD= 24.1% Ronald Reagan = EL- 33.3% Ronald Reagan=SWD- 0%	All= 63% Hispanic= 63% EL= 40% SED= 62% SWD=31% Ronald Reagan= EL- 12.3% Ronald Reagan= SWD- 0%	All= 4.1% Hispanic= 4% EL= 15.5% SED= 3.7% SWD= -3.2% Ronald Reagan= EL- 28.3% Ronald Reagan= SWD- -9.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ronald Reagan - EL = 5% Ronald Reagan - SWD = 9.1% (Source: 2023 Dashboard)	Ronald Reagan= SWD- Very Low 0% (Source: 2024 Dashboard)	(Source: 2025 Dashboard)		
1.10	NJROTC Enrollment	Number of students enrolled in NJROTC EL= 28.3% SED= 73.3% SWD= 16.7% (Source: 2022-23 DUSD Calculated)	Number of students enrolled in NJROTC EL= 24% SED= 91.3% SWD= 15.3% (Source: 2024-25 DUSD Calculated)	Number of students enrolled in NJROTC EL= 26% SED= 92% SWD= 16% (Source: 2025-26 DUSD Calculated)	Number of students enrolled in NJROTC EL= Maintain or increase SED= Maintain or increase SWD= Maintain or increase	EL= -2.3% SED= 18.7% SWD= -.7%
1.11	A-G Completion Rates	DHS= 30.8% DUSD= 24.3% (Source: 2022-23 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report)	DHS= 35.4% DUSD= 26.9% (Source: 2023-24 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report)	DHS= 59.4% DUSD= 34.6% (Source: 2024-25 Dataquest report - Met UC/CSU Requirement and CTE Pathway Completion Report)	Students at DHS All= 35%	DHS= 28.6% DUSD= 10.3%
1.12	Completion of CTE Pathway	Percentage of students completing at least one CTE Pathway DHS= 39% DUSD= 30.8%	Percentage of students completing at least one CTE Pathway DHS= 55.4% DUSD= 43.9%	Percentage of students completing at least one CTE Pathway DHS= 55.4% DUSD= 43.9%	Percentage of students completing at least one CTE Pathway DHS= 60% DUSD= 45%	DHS= 16.4% DUSD= 13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023 Dashboard - Met UC/CSU Requirements)	(Source: 2024 Dashboard - Met UC/CSU Requirements)	(Source: 2025 Dashboard - Met UC/CSU Requirements)		
1.13	Completion of CTE Pathway and A-G Requirments	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS= 16.5% DUSD= 13% (Source: 2023 Dashboard - Met UC/CSU Requirements)	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS= 24.1% DUSD= 18.8% (Source: 2024 Dashboard - Met UC/CSU Requirements)	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS= 36.1% DUSD= 35.2% (Source: 2025 Dashboard - Met UC/CSU Requirements)	Percentage of students completing at least one CTE Pathway and A-G Requirements DHS= 28% DUSD= 24%	DHS= 19.6% DUSD= 22.2%
1.14	CTE Course Offerings/Enrollment	2022-23 CTE Courses Offered DHS/SV/WIS= 57 Sections (DHS/SV/WIS)= 118 (Source: DUSD Calculated)	2023-24 CTE Courses Offered: DHS/SV/WIS= 45 Sections (DHS/SV/WIS)= 114 Source: DUSD Calculated)	2024-25 CTE Courses Offered: DHS/SV/WIS= 52 Sections (DHS/SV/WIS)= 116 Source: DUSD Calculated)	CTE courses offered will remain the same or increase. The percentage of students enrolled from total 7-12 enrollment will remain the same or increase.	DHS/SV/WIS= -5 Sections (DHS/SV/WIS)= -2
1.15	District Assessment Results – STAR Reading	Star Reading (% passing) 2nd (T2) 44% 3rd (T2) 34% 4th (T2) 33%	Star Reading (% passing) 2nd (T2) 57% 3rd (T2) 54% 4th (T2) 50%	Star Reading (% passing) 2nd (T2) 42.2% 3rd (T2) 60.5% 4th (T2) 51.5%	Star Reading (% Passing) 2nd (T2) 50% 3rd (T2) 40% 4th (T2) 40%	Star Reading (% Passing) 2nd= -1.8%% 3rd= 26.5% 4th= 18.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th (T2) 25%	5th (T2) 51%	5th (T2) 37.7%	5th (T2) 32%	5th= 12.7%
		6th (T2) 20%	6th (T2) 51%	6th (T2) 34.3%	6th (T2) 30%	6th= 14.3%
		7th (S1) 36%	7th (S1) 40%	7th (S2) 31%	7th (S1) 40%	7th= -5%
		8th (S1) 24%	8th (S1) 35%	8th (S2) 17%	8th (S1) 30%	8th= -7%
		(Source: 2023-24 STAR Reading Reports)	(Source: 2024-25 STAR Reading Reports)	(Source: 2025-26 STAR Reading Reports)		
1.16	District Assessment Results – DRA	Benchmark (% meeting or exceeding standard) K DRA (T3) 44.03% 1st DRA (T2) 50.65% 2nd DRA (T2) 56.74% (Source: 2023-24 Benchmarks)	Benchmark (% meeting or exceeding standard) K DRA (T3) 67% 1st DRA (T2) 60% 2nd DRA (T2) 63% (Source: 2024-25 Benchmarks)	Benchmark (% meeting or exceeding standard) K DRA (T3) 32% 1st DRA (T3) 53% 2nd DRA (T3) 66% (Source: 2025-26 Benchmarks)	Results (% passing including at/near or above standard) K DRA (T3) 75% 1st DRA (T2) 75% 2nd DRA (T2) 75%	Results (% passing including at/near or above standard) K DRA= -12.03% 1st DRA= 2.35% 2nd DRA= 9.26%
1.17	District Assessment Results – ELA Benchmarks	2023-24 Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd = 72% 4th = 76% 5th = 89% 6th = 78%	2024-25 Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd (T2) 72% 4th (T2) 70% 5th (T2) 79%	2025-26 Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd (T2) 84.7% 4th (T2) 83.7% 5th (T2) 93.6%	Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd= 75% 4th= 80% 5th= 92% 6th= 80%	Local CCSS ELA Benchmark (% passing including at/near or above standard) 3rd= 12.7% 4th= 7.7% 5th= 4.6% 6th= 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 Interim Assessment Block)	6th (T2) 84% (Source: 2024-25 Interim Assessment Block)	6th (T2) 79.4% (Source: 2025-26 Interim Assessment Block)		
1.18	District Assessment Results – Math Benchmarks	2023-24 Local CCSS Math Benchmark (% Passing) 3rd (T2) 48% 4th (T2) 49.9% 5th (T2) 47.6% 6th (T2) 36.7% (Source: 2023-24 Local CCSS Math Benchmark)	2024-25 Local CCSS Math Benchmark (% Passing) 3rd (T2) 60.1% 4th (T2) 51.6% 5th (T2) 52.2% 6th (T2) 39.2% (Source: 2024-25 Local CCSS Math Benchmark)	2025-26 Local CCSS Math Benchmark (% Passing) 3rd (T2) 58.2% 4th (T2) 60.8% 5th (T2) 59.6% 6th (T2) 46.3% (Source: 2025-26 Local CCSS Math Benchmark)	Local CCSS Math Benchmark (% Passing) 3rd (T2) 54% 4th (T2) 56% 5th (T2) 53% 6th (T2) 43%	Local CCSS Math Benchmark (% Passing) 3rd= 10.2% 4th= 10.9% 5th= 12% 6th= 9.6%
1.19	District Assessment Results - Early Literacy Assessments	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient = 58.6% Letter ID and Letter Sounds (T3) = 67.6% Kindergarten Letter ID and Letter Sounds (T3) = 64.9%	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient - No data available Letter ID and Letter Sounds (T3) = 58% (1 class missing)	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient - No data available Letter ID and Letter Sounds (T3) = 60% (1 class missing)	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness (T3) Proficient= 80% Letter ID and Letter Sounds (T3) = 80% Kindergarten	Results Phonemic Awareness % Met Standard: TK Phonemic Awareness Proficient= N/A Letter ID and Letter Sounds= - 7.6% Kindergarten

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 Local Assessment - Phonemic Awareness)	Kindergarten (T3) Letter ID and Letter Sounds (T3) = 88% (Source: 2024-25 Local Assessment - Phonemic Awareness)	Kindergarten (T3) Letter ID and Letter Sounds (T3) = 87% (Source: 2025-26 Local Assessment - Phonemic Awareness)	Letter ID and Letter Sounds (T3) = 95%	Letter ID and Letter Sounds= 22.1%
1.20	Standards-Aligned Curriculum Access	2023-24 School Year Williams Inspection 100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection. (Source: 2023-24 Williams Visits)	100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection (Source: 2024-25 Williams Visits)	100% of students have access to standards aligned curriculum in all core content areas according to the Williams inspection (Source: 2025-26 Williams Visits)	Williams Inspection 100% of students will have access to standards aligned curriculum in all core content areas according to the Williams inspection.	Maintained
1.21	Students enrolled in or with access to a broad course of study	Percentage of students, including unduplicated and those with special needs, enrolled in or with access to a broad course of study = 100% (Source:)	Maintained 100% (Source: 2024-25 Williams Visits)	Maintained 100% (Source: 2025-26 Williams Visits)	Percentage of students, including unduplicated and those with special needs, enrolled in or with access to a broad course of study = 100%	Maintained
1.22	Credentialed Teacher Assignment	During the 2023-24 school year, 95.2% of teachers were fully credentialed. There was a total of 94.6% of teachers	During the 2024-25 school year, 95.72% of teachers were fully credentialed.	During the 2025-26 school year, 96.32 % of teachers were fully credentialed.	Maintain at least 95% of teachers will be fully credentialed. There will be a total of at least	Fully Credentialed= 1.12% Appropriately Assigned= -.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately assigned according to their credentials. (Source: District calculated)	There was a total of 92.35% of teachers appropriately assigned according to their credentials. (Source: District calculated)	There was a total of 94.48% of teachers appropriately assigned according to their credentials. (Source: District calculated)	95% of teachers appropriately assigned according to their credentials.	
1.23	Professional Development Participation	100% of teachers participated in PD related to CCSS or their specific content area of instruction. (Source: 2023-24 DUSD Calculated)	Maintained 100% (Source: 2024-25 DUSD Calculated)	Maintained 100% (Source: 2025-26 DUSD Calculated)	100% of teachers will participate in PD related to CCSS or their specific content area of instruction.	Maintained
1.24	Standards Implementation Rubrics	State Standards Implementation (2023-24) English Language Arts= 5 English Language Development= 5 Mathematics= 5 Science= 4 History/Social Science= 5 Career Technical Ed.= 5	State Standards Implementation (2023-24): English Language Arts= 5 English Language Development= 5 Mathematics= 5 Science= 4 History/Social Science= 5 Career Technical Ed.= 5	State Standards Implementation (2024-25): English Language Arts= 5 English Language Development= 5 Mathematics= 5 Science= 5 History/Social Science= 5 Career Technical Ed.= 5	State Standards Implementation English Language Arts= 5 English Language Development= 5 Mathematics= 5 Science= 5 History/Social Science= 5 Career Technical Ed.= 5	All maintained with the exception of: Science +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Health Education= 4 Physical Education Content Standards= 5 Visual /Performing Arts= 5 World Language= 4 (Source: Self-Reflection of 2023-24 Indicators)	Health Education= 4 Physical Education Content Standards= 5 Visual /Performing Arts= 5 World Language= 4 (Source: Self-Reflection of 2023-24 Indicators)	Health Education= 4 Physical Education Content Standards= 5 Visual /Performing Arts= 5 World Language= 4 (Source: Self-Reflection of 2024-25 Indicators)	Health Education= 5 Physical Educ. Content Standards= 5 Visual/Performing Arts= 5 World Language= 5	

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.

During the 2025-26 school year, Dinuba Unified implemented the actions in Goal 1 to support academic achievement in English Language Arts, Mathematics, English Learner progress, graduation readiness, and college/career readiness. Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, and 1.12 were implemented to provide professional development, instructional coaching, academic intervention, summer learning, college and career pathways, technology access, TK/K student-to-adult ratio support, teacher credentialing support, enrichment, library services, collaboration time, and staff development.

Implementation successes included continued professional development in ELA, Math, ELD, technology, and curriculum implementation; continued district and site-based coaching; and continued K-6 collaboration time to support lesson planning, data review, and instructional alignment. The district also added or refined several supports during the year, including Math intervention in Action 1.3, Student Success classes, Edgenuity, prep-buyouts, and online instructional resources to support ELA, Mathematics, intervention, and credit recovery. The district also refined Action 1.4 to clarify Summer Learning Academies for K-6 and Summer School for grades 7-12, added software to Action 1.6, and added LREBG information to Actions 1.2, 1.3, and 1.12.

The district continued implementation of college and career readiness supports through CTE Academies, middle school CTE electives, Valley ROP partnerships, academic counseling, parent/student workshops, and NJROTC support. Technology supports were maintained

through the purchase and replacement of devices, software, infrastructure upgrades, and district technology support. Library support services, GATE enrichment, and K-6 PE/VAPA release time continued to provide students with access to reading materials, enrichment opportunities, and teacher collaboration.

A challenge during implementation was aligning expenditures more accurately to the actions where personnel and services were provided. Action 1.1 had previously included a percentage of employee salaries associated with staff development, and the district determined that these costs should be assigned to the individual actions they support. In addition, several Goal 1 actions were underexpended compared with budgeted amounts, indicating a need to improve budgeting and implementation monitoring. Action 1.13, Site Allocations, was removed for the coming year because site apportionments are now included within specific actions and tracked by school and district staff to ensure funds are principally targeted to identified student needs.

Overall, Goal 1 actions were implemented, with no actions reported as not implemented. Some actions were refined or implemented differently than originally planned to better align services, staffing, expenditures, and reporting with student needs. The district will continue to monitor implementation and expenditures to ensure that academic supports, professional learning, intervention services, and college/career readiness opportunities are effectively implemented and aligned to the needs of English Learners, low-income students, foster youth, students with disabilities, and other student groups demonstrating academic need.

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

Action 1.1

The action was underexpended because expenditures totaled approximately 84% of the budgeted amount. Actual personnel, benefit, and operational costs were lower than originally projected during budget development. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as all planned professional development and instructional support services were implemented and unduplicated pupils received the intended services.

Action 1.2

The action was underexpended because expenditures totaled approximately 86% of the budgeted amount. Actual personnel, benefit, and operational costs were lower than originally projected during budget development. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as instructional coaching and support services were implemented as planned.

Action 1.3

The action was underexpended because expenditures totaled approximately 58% of the budgeted amount. Actual implementation costs were lower than anticipated while the planned intervention services were fully implemented. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as targeted academic intervention services continued to be provided to unduplicated pupils.

Action 1.4

The action was underexpended because expenditures totaled approximately 86% of the budgeted amount. Actual personnel, benefit, and operational costs were lower than originally projected during budget development. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as technology integration and instructional supports were implemented as planned.

Action 1.5

The action was underexpended because expenditures totaled approximately 79% of the budgeted amount. Actual implementation costs were lower than anticipated while all planned college and career readiness activities were completed. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as students continued to receive the intended services.

Action 1.6

The action was underexpended because expenditures totaled approximately 32% of the budgeted amount. Actual costs for curriculum and instructional resources were lower than originally anticipated while all necessary materials and resources were provided to support student learning. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as students continued to receive access to standards-aligned instructional materials.

Action 1.7

The action was underexpended because expenditures totaled approximately 78% of the budgeted amount. Actual personnel and benefit costs were lower than originally projected during budget development. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as instructional assistant support continued throughout the school year.

Action 1.8

The action was underexpended because expenditures totaled approximately 16% of the budgeted amount. Actual recruitment costs were significantly lower than originally anticipated because fewer recruitment activities and associated expenditures were necessary during the year. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as staffing efforts continued to support services for unduplicated pupils.

Action 1.9

The action was underexpended because expenditures totaled approximately 37% of the budgeted amount. Actual implementation costs were lower than anticipated while Career Technical Education activities and student opportunities continued as planned. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as students continued to receive the intended services.

Action 1.10

The action was underexpended because expenditures totaled approximately 53% of the budgeted amount. Actual costs for instructional materials and resources were lower than originally anticipated while all planned materials and resources were made available to students. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as instructional supports were fully implemented.

Action 1.11

The action was underexpended because expenditures totaled approximately 74% of the budgeted amount. Actual implementation costs were lower than anticipated because collaboration activities were completed more efficiently than originally projected. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as teacher collaboration and professional learning continued throughout the year.

Action 1.12

The action was underexpended because expenditures totaled approximately 82% of the budgeted amount. Actual personnel, benefit, and implementation costs were lower than originally projected during budget development. There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services, as all planned professional development and implementation support activities were provided.

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

Goal 1 actions were partially effective overall in making progress toward improved academic achievement, English Learner progress, graduation readiness, and college/career readiness. Year 2 outcomes show progress in several areas, including CAASPP ELA for all students, CAASPP Math for all students, graduation rate, College/Career Indicator, A-G completion, CTE pathway completion, ELA benchmarks, Math benchmarks, and several local early literacy measures. However, continued gaps for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless students, and Students with Disabilities indicate that the actions should be continued and refined.

Action 1.1, Staff Development and Other Actions to Support Implementation of the LCAP, was partially effective. The action is monitored by Metrics 1, 2, 3, 4, 5, 7, 8, 9, 11, 15, 16, 17, 18, 19, and 24. Metric 1 showed ELA growth for all students, from 44.26% at baseline to 48.82% in Year 2, but outcomes declined for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Homeless students. Metric 2 showed Math growth for all students, from 27.18% to 37.90%, and improvement for Students with Disabilities, White students, and Asian students, but several student groups remain below desired performance. Metric 5, ELPI, declined from 52.3% at baseline to 41.2% in Year 2. Graduation improved to 95.5% for all students, and CCI increased to 63.9% prepared. Local data were mixed: ELA benchmarks and Math benchmarks improved across grades 3-6, while STAR Reading and DRA showed mixed results. Standards Implementation, Metric 24, was maintained. Based on these results, Action 1.1 should continue, with stronger focus on student groups that did not improve.

Action 1.2, District and Site-Based Coaching and Support, was partially effective. This action is monitored by Metrics 1, 2, 5, 8, 15, 16, 17, 18, and 19. Coaching and support contributed to gains in overall ELA and Math performance, graduation rate, ELA benchmarks, Math benchmarks, and some early literacy outcomes. However, ELPI declined by 11.1 percentage points from baseline, and ELA outcomes declined for several high-needs student groups. Because the action produced some positive academic outcomes but did not result in sufficient growth for English Learners and other targeted groups, the action was partially effective and should be refined to better target coaching cycles, lesson planning, and intervention supports.

Action 1.3, Before, During, and After School Interventions/Classroom Support and Enrichment Activities and Credit Recovery, was partially effective. This action is monitored by Metrics 1, 2, 15, 16, 17, and 18. Year 2 outcomes show improvement in overall ELA and Math,

improved ELA benchmarks in grades 3-6, and improved Math benchmarks in grades 3-6. STAR Reading showed improvement in grades 3-6 but declines in grades 2, 7, and 8. DRA results were mixed, with gains in first and second grade but a decline in one reported DRA measure. These results indicate that intervention services are contributing to academic growth, but implementation should be strengthened for grade levels and student groups that did not improve.

Action 1.4, Summer Learning Academies/Summer School, was partially effective. Although this action is not identified as contributing in the IIS table, it supports Goal 1 outcomes through remediation, summer learning, and credit recovery. The action aligns with progress in overall ELA, overall Math, graduation rate, and credit recovery supports, but subgroup results remain mixed. The action should continue with improved monitoring of participation, completion, and student outcome data.

Action 1.5, College and Career and CTE Academies, was effective overall, with some continued need. This action is monitored by Metrics 9, 10, and 14. Metric 9 showed the College/Career Indicator increased to 63.9% for all students, with gains for English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Metric 10 showed NJROTC enrollment increased for Socioeconomically Disadvantaged students to 92%, though EL and SWD enrollment declined slightly from baseline. Metric 14 showed 45 CTE courses offered and 116 sections in Year 2. Because college/career readiness improved and CTE/NJROTC opportunities continued, Action 1.5 was effective, but should continue to monitor participation and outcomes for Students with Disabilities and English Learners.

Action 1.6, Technology, was partially effective. This action is monitored by Metrics 1, 2, and 8. Overall ELA increased to 48.82%, overall Math increased to 37.90%, and graduation increased to 95.5%. These outcomes suggest technology access and instructional software supported academic and graduation-related outcomes. However, the continued gaps in ELA, Math, and ELPI for high-needs student groups show that technology alone was not sufficient to close achievement gaps. The action should continue with clearer monitoring of how software and devices are used for targeted academic support.

Action 1.7, Student-to-Adult Ratio in TK and Kindergarten, was partially effective. This action is monitored by Metrics 16 and 19. DRA outcomes were mixed, while early literacy outcomes showed improvement in letter sounds and kindergarten letter/sound measures, although phonemic awareness data were not available. Because some early literacy indicators improved but not all measures showed clear progress, Action 1.7 was partially effective and should continue with improved early literacy data collection and monitoring.

Action 1.8, Highly Qualified and Fully Credentialed Teachers, was partially effective. This action is monitored by Metric 22. In Year 2, 94.48% of teachers were appropriately assigned according to their credentials, which was slightly below the desired 95% target. The metric shows improvement in fully credentialed staffing but a slight decline in appropriate assignment from baseline. The action should continue, with attention to hard-to-fill positions and appropriate assignment monitoring.

Action 1.9, Gifted and Talented Education, was partially effective. This action is monitored by Metrics 1 and 2. Overall ELA and Math improved, and GATE/enrichment opportunities continued; however, ELA and Math outcomes remain uneven across student groups. The action should continue with monitoring to ensure English Learners, low-income students, and foster youth are proportionally identified and able to access enrichment opportunities.

Action 1.10, Library Support Services, was partially effective. This action is monitored by Metrics 1, 5, 15, 16, and 17. ELA improved overall, ELA benchmarks improved in grades 3-6, and some STAR/DRA outcomes improved. However, ELPI declined, STAR Reading was mixed,

and DRA was mixed. The action should continue because access to reading materials and library support aligns with literacy needs, but the district should strengthen monitoring of how library services affect reading growth for English Learners and low-income students.

Action 1.11, K-6 Collaboration Time, was partially effective. This action is monitored by Metrics 1, 2, 15, 16, 17, 18, and 19. Overall ELA and Math improved, ELA and Math benchmarks improved across grades 3-6, and several early literacy measures improved. STAR Reading and DRA results were mixed. Collaboration time appears to support planning, data review, and instructional alignment, but the action should continue to focus on grade levels and student groups with limited or negative growth.

Action 1.12, Staff Development, was partially effective. This action is monitored by Metrics 1, 2, 15, 16, 17, 18, and 19. Staff development supported positive outcomes in overall ELA, overall Math, ELA benchmarks, Math benchmarks, and selected early literacy measures. However, outcomes for English Learners and other student groups show continued need, and ELPI declined from baseline. The action should continue with a sharper focus on ELD, designated and integrated ELD, math instruction, intervention practices, and using assessment data to adjust instruction.

Overall, Goal 1 actions were partially effective. The district saw measurable progress in several academic and readiness indicators, including overall CAASPP ELA and Math, graduation rate, CCI, A-G completion, pathway completion, ELA benchmarks, Math benchmarks, and some early literacy measures. At the same time, mixed local assessment results, the decline in ELPI, and persistent student group gaps show that the district should continue and refine Goal 1 actions, strengthen implementation monitoring, and more directly target services to English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless students, and Students with Disabilities.

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 reflection on prior implementation and current outcome data, Dinuba Unified will continue the existing Goal 1 action structure for 2026-27. No new Goal 1 actions were added, and no Goal 1 actions were removed for 2026-27. Action 1.13, Site Allocations, was already removed in the prior year and site-level funds continue to be incorporated into the applicable actions where the funds are principally directed to meet identified student needs.

For 2026-27, the district adjusted planned expenditures across Goal 1 to better align resources with implementation needs, prior-year spending patterns, and areas of continued need in academic achievement. Planned funding increased for Action 1.1 Staff Development and Other Actions to Support Implementation of the LCAP; Action 1.4 Summer Learning Academies/Summer School; Action 1.5 College and Career and CTE Academies; Action 1.6 Technology; Action 1.7 Student to Adult Ratio in TK and Kindergarten; Action 1.8 Highly Qualified and Fully Credentialed Teachers; Action 1.9 Gifted and Talented Education; Action 1.11 K-6th Collaboration Time; and Action 1.12 Staff Development. Planned funding decreased for Action 1.2 District and Site-Based Coaching and Support, Action 1.3 Before/During/After School Interventions/Classroom Support and Enrichment Activities and Credit Recovery, and Action 1.10 Library Support Services.

These adjustments maintain the district's focus on improving English Language Arts, mathematics, English learner progress, graduation, college and career readiness, early literacy, benchmark assessment outcomes, and access to standards-aligned instruction. The district also updated Goal 1 descriptions to reflect continued professional development focused on low-performing student groups identified through Dashboard data and continued implementation of intervention, credit recovery, summer learning, technology, collaboration, and staff

development supports. LREBG references in Actions 1.1, 1.2, 1.3, and 1.12 updated to reflect the applicable 2026-27 implementation year. These LREBG-supported actions were selected based on the district's needs assessment, including Dashboard results, CAASPP ELA and mathematics data, ELPI outcomes, local benchmark and early literacy data, and educational partner feedback. The selected actions support allowable uses aligned to academic recovery, professional learning, instructional coaching, targeted intervention, credit recovery, and expanded academic supports for students with identified needs. Research supports the continued use of professional learning, instructional coaching, targeted intervention, small-group support, credit recovery, and progress monitoring as strategies to accelerate learning recovery and improve student outcomes. The district will monitor the impact of the LREBG-supported Goal 1 actions through the related Goal 1 metrics, including CAASPP ELA and mathematics, ELPI, graduation rate, College/Career Indicator, district benchmark assessments, early literacy assessments, and other academic progress indicators.

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	Staff Development and Other Actions to Support Implementation of the LCAP	Provide administrators, teachers and staff the appropriate training and materials to ensure that the Common Core State Standards (CCSS) are implemented and students have access in English Language Arts and Math. Classified staff will receive 2 days of Professional development as agreed upon during negotiations. Support will be provided to new teachers and tenured teachers needing additional support. Professional Development will be overseen by the Chief Academic Officer to ensure the quality and that the needs of individual staff members are met. Professional development opportunities will be provided to teachers in the areas of ELA, Math, Science, English Language Development as well as effective research-based English Language strategies to increase learning for English Learners. Additional professional development may also include classroom technology, site-based professional development, district-wide curriculum design days, and Summer PD focused on unit design work. Implementation of new curriculum in all areas may also be supported. Additional actions to support the implementation of the LCAP will include administrative oversight of the LCAP, including administrative assistant support. This may also include additional professional development,	\$8,527,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		purchase and support of instructional software programs and resources, additional data technicians and an IT Network Engineer. Selected preschool and VEC staff currently help to provide support to the preschool and programs and activities held at the VEC (Concentration Grant Add-on Funding) Professional development will focus on addressing the low performing subgroups specifically to address the following Reds on the Math Indicator on the 2023 Dashboard: Ronald Reagan - All students, Hispanic, and Socioeconomically Disadvantaged Washington Intermediate - English Learners and Students with Disabilities Dinuba High School - Students with Disabilities Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. Projected amount of these funds to be used: \$836,836 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 3: Early Assessment Program ELA Results Metric 4: Early Assessment Program Math Results Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 7: AP Passing Rates Metric 8: Graduation Rates Metric 9: College/Career Indicator Metric 11: A-G Completion Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments Metric 20: Standards-Aligned Curriculum Access Metric 23: Professional Development Participation Metric 24: Standards Implementation Rubrics		

Action #	Title	Description	Total Funds	Contributing
1.2	District and Site-Based Coaching and Support	DUSD will provide District and Site-based coaching and lesson development support for staff in order to improve instruction across all curricular areas. The district employs Teachers on Special Assignment to serve as coaches at each elementary site and at the district level. Their duties consist of providing professional learning about effective teaching techniques, particularly addressing the needs of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Students with Disabilities, while maintaining a focus on coaching in all subject areas. Collaboration in coaching cycles, lesson labs, and team planning will be encouraged. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. Projected amount of these funds to be used: \$411,113 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 8: Graduation Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments	\$1,908,369.81	Yes
1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	The District will provide intervention opportunities for students not meeting proficiency in English Language Arts and Math before, during, and after school. The coordination of all academic intervention programs, including those before, during and after regular school hours as well as the summer school program, will be directed by the District's Director of Intervention. Additional curriculum will be obtained to further enhance the effective implementation of these interventions. This action will be supported by the following:	\$3,435,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1st-6th grade Intervention teachers will provide support for students identified as at-risk and may back-fill movement of Instructional Assistants to TK-K. Provide intervention teachers a case load of students based on their English language development and their performance on district ELA assessments. Providing instructional materials for the intervention programs at each site. Provide coordinated coaching support for the intervention teachers. Monitor the progress of the students in ELA and Math. Provide administrative support to organize and oversee meetings to discuss and develop plans for students who are not making progress towards English proficiency or mastery of grade level standards. Provide "Student Success" classes at the junior high and high school for credit recovery opportunities. Prep-buy-outs will free up teachers for additional credit recovery opportunities. Edgenuity may also be used for credit recovery opportunities. Provide online instructional resources to support the improvement of English Language Arts reading and Mathematics. Participation in the After School Enrichment program, which is offered by the Tulare County Office of Education Choices Program, will continue. To ensure students have access to quality after-school programs and a safe environment during the out-of-school hours, collaborations will be undertaken with the Choices and City's After-school Programs. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. Projected amount of these funds to be used: \$1,141,695 Related Metrics: Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks		

Action #	Title	Description	Total Funds	Contributing
1.4	Summer Learning Academies/Summer School	Opportunities for Summer Learning Academies (K-6th) and Summer School (7th-12th) will be made available for students who need further support and remediation. Those not meeting their grade level standards will be given the opportunity to attend our Summer School program to increase their learning opportunities. TK-8th grade students will be identified based on literacy levels and provided additional instruction to assist them in attaining grade level benchmark levels. Dinuba High School will make summer sessions accessible for at-risk students. This will allow them to retake failed courses or to gain proficiency in certain standards across all core subjects.	\$1,393,615.00	No
1.5	College and Career and CTE Academies	The district will offer Career and Technical Education (CTE) Academies to address the needs of students. K-8th grade students are surveyed and then introduced to career pathways in the elementary years, in order to develop other pathways of interest. Introductory CTE classes are now offered at the middle school as elective options. The College and Career Director and department will provide workshops to help parents understand college and career readiness. The coordinator will also meet with and recruit students and parents to help students understand college requirements, Linked Learning Academies, AP classes, and "how to prepare for high school." The director and coordinator will continue to work to increase community/industry partnerships to provide opportunities for students to develop career readiness skills. The district will continue to recruit students through academic counseling and presentations to students and families to ensure all students understand requirements.	\$2,633,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will work to expand the partnership with Valley ROP to add additional courses. Provide support to NJROTC through the employment of an additional NJROTC instructor. Specifically to address the following Reds on the College and Career Indicator on the 2023 Dashboard: Ronald Reagan - English Learner (EL) and Students with Disabilities (SWD)		
1.6	Technology	In order to increase opportunities for all students to become proficient in the use of all technology resources, DUSD will continue to purchase appropriate technology, software, replacement computers, and technology devices. Alongside this, a continued commitment to essential upgrades of infrastructure and supply of technician support is paramount and will be supported through this action. DUSD will continue to fund the district-level technology support team used to maintain the increased use of technology. DUSD will continue to support the position of the Director of Information Technology to support the additional technology being purchased. The Director of Educational Technology works to support the implementation of the district's technology plan.	\$4,804,990.00	Yes
1.7	Student to Adult Ratio in TK and Kindergarten	Reduce the student-to-adult ratio in kindergarten by placing an instructional assistant in every TK-Kinder classroom and back-filling IA positions with "Push-In" Intervention teachers, as needed.	\$950,000.00	Yes
1.8	Highly Qualified and Fully Credentialed Teachers	The District will seek to hire only the most qualified staff to fill vacant teaching positions. The district proactively recruits teachers who are fully prepared to serve as effective practitioners. When teacher who are not fully credentialed, are hired, they will be provided on-going support through TIPS, professional development and district and sit-based mentoring.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The personnel department of our district actively attends local job fairs and also organizes joint job fairs with other neighboring districts. These events serve as strategic channels to attract and engage with highly qualified educators and substitute teachers.		
1.9	Gifted and Talented Education (GATE)	Through the employment of a teacher to provide enrichment services, the District provides ongoing support for the Gifted and Talented Education (GATE) program by ensuring that students are properly identified and are then given opportunities to explore their interests. This includes opportunities to compete at local and state levels in events such as History Day, Science Fair, Word Masters, and the Mensa Reading Challenge, among others. Special attention is given to ensuring that students from unduplicated student groups are identified proportionally. Access is available to all qualifying students.	\$597,524.00	Yes
1.10	Library Support Services	In order to increase reading scores and provide low income and English learners access to high interest books, the district has hired a Library Media Specialist and provides library clerks/technicians at all school sites to allow for extended library hours. These library support services provided ensure that all students have access to high interest books and materials. Four additional Library Technicians assist in providing this support. The fully credentialed Library Media Specialist provides mentoring and support to school library clerks/technicians to assist them in making sure low income and EL students continue to have access to high-interest books. This person also serves as a resource to teachers in the use of technology for research purposes and and project based learning.	\$1,021,000.00	Yes
1.11	K-6th Collaboration Time	The district will provide collaboration time for K-6th grade teachers through release time via Elementary PE Teachers assigned to each TK-6 school and the Elementary VAPA Support Team.	\$2,750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PE Teachers provide support to the K-6 educational program so that students have the opportunity to participate in a structured Physical Education program. During PE or VAPA release time, classroom teachers meet to collaborate and plan effective instructional lessons, review data and create units of study. This will also result in healthier students who are better prepared to learn.		
1.12	Staff Development	DUSD will provide support to new teachers and tenured teachers needing additional support. A series of professional development activities will take place throughout the district under the supervision of the Chief Academic Officer. The aim is to foster a culture of reflective teaching and learning, while ensuring integration of and competence in the California Standards of Teaching Profession. In collaboration with consultants from the Tulare County Office of Education, the district will implement effective teaching and learning strategies, as well as the development of instructional units. With the goal of enhancing English Learner achievement and language proficiency, we will offer professional development rooted in the ELA/ELD Framework, the ELD Standards, Academic Discourse, and the application of both Designated and Integrated ELD at K-8 and primary sites. The district will also procure materials and resources necessary to support English Learner programs. In line with these initiatives, we plan to bolster elementary administrator's English Learner pedagogy, materials, and supplies through professional development. Similarly, further professional development will be provided focusing on the ELA/ELD Framework, Speaking and Listening, ELPAC training, EL strategies, and the ELD standards. This initiative will be open to teachers, instructional specialists, and administrators to effectively improve instructional practices for English Learners. The District will also ensure that educators participate in high-quality professional learning in all core areas, such as Math, Science, and Social Studies.	\$7,146,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. Projected amount of these funds to be used: \$592,008 Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 3: Early Assessment Program ELA Results Metric 4: Early Assessment Program Math Results Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 7: AP Passing Rates Metric 8: Graduation Rates Metric 9: College/Career Indicator Metric 11: A-G Completion Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments Metric 24: Standards Implementation Rubrics Specifically to address the following Reds on the English Language Arts Indicator on the 2023 Dashboard: District - Students with Disabilities (SWD) Dinuba High School - English Learner (EL) and Students with Disabilities (SWD) Washington Intermediate - English Learners (EL)and Students with Disabilities (SWD) Ronald Reagan - Socioeconomically Disadvantaged (SED) Specifically to address the following Reds on the Mathematics Indicator on the 2023 Dashboard: Dinuba High School - Students with Disabilities (SWD)		

Action #	Title	Description	Total Funds	Contributing
		Washington Intermediate - English Learners (EL) and Students with Disabilities (SWD) Ronald Reagan - All, Hispanic and Socioeconomically Disadvantaged (SED) Specifically to address the following Reds on the Graduation Rate Indicator on the 2023 Dashboard: Ronald Reagan - All, Socioeconomically Disadvantaged (SED), and Hispanic		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all facilities are in good repair and provide a safe learning environment for students, staff, and parents and promote a sense of pride in all schools. Provide enrichment activities to further student learning and engagement in school.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Dinuba Unified implemented the three Goal 2 actions during the 2025-26 school year to support safe, clean, secure, and well-maintained learning environments and to provide students with access to academic enrichment opportunities.

For Action 2.1, Campus Security, the district continued safety-related services and supports, including campus supervision, campus monitors, school safety procedures, security equipment, and staff training related to school site safety. These efforts supported the district's goal of maintaining safe campuses for students, staff, families, and community members. Stakeholder feedback continued to identify campus safety, supervision, and security as important priorities, and the district continued to use those data to guide implementation.

For Action 2.2, Student Field Trips/Academic Enrichment, the district continued to provide transportation for elementary students in grades 3-5 to participate in academic field trips outside the immediate Dinuba area. This was a successful area of implementation because it expanded student access to enrichment experiences that many students may not otherwise have been able to access.

For Action 2.3, Repair and Maintenance of Facilities, the district continued repair, maintenance, and facility upgrade efforts to support safe and effective learning environments. Facility work included ongoing maintenance and safety-related improvements such as cameras, fencing, fire alarms, and other security features based on assessed site needs. The district also continued facility improvement efforts connected to the opening and operation of the new high school.

Overall, the district implemented Goal 2 actions as planned, with continued success in providing field trip transportation, maintaining safe campuses, and improving facilities. The primary implementation challenge was that actual expenditures differed from budgeted amounts in Actions 2.1 and 2.3, indicating that some costs were lower than projected or that certain planned facility and security expenditures were adjusted based on actual site needs, project timing, or available services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facility Inspection Tool (FIT) Williams Visitation Results	FIT Inspection, September-December 2023 All schools received rating of "Good" or "Exemplary" Data added to baseline: Exemplary- 5 schools Good- 4 schools (Source: FIT Inspection)	FIT Inspections in 2024: All schools received a rating of "Good" (Source: FIT Inspection)	FIT Inspections in 2025: All schools received a rating of "Good", with two schools receiving "Exemplary" status (Source: FIT Inspection)	All schools will receive rating of "Good" or "Exemplary Good- All schools	Two schools received "Exemplary" status...all others maintained.
2.2	Fiscal Reports on Routine & Deferred Maintenance Costs & set-a-sides	15% set aside for yearly routine and deferred maintenance costs during the 2023-24 school year. (Source: DUSD Calculated)	15% set aside for yearly routine and deferred maintenance costs during the 2024-25 school year. (Source: DUSD Calculated)	15% set aside for yearly routine and deferred maintenance costs during the 2025-26 school year. (Source: DUSD Calculated)	Continuation that at least 3% will be set aside yearly for routine and deferred maintenance costs.	Maintained
2.3	California Healthy Kids Survey (CHKS)	Students surveyed reported that they feel safe at school (safe or very safe)= 66% Students surveyed reported that they feel their campus is clean (agree or strongly agree)= 45% *Corrected Baseline Data	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 74% 7th= 41% 9th= 44%	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 74% 7th= 41% 9th= 44%	Students surveyed will report that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 70% 9th= 45% 10th= 51% 11th= 51%	Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 8% 7th= NA 9th= 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 66% 9th= 41% 10th= 46% 11th= 49% 12th= 55% Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 70% 9th= 23% 10th= 23% 11th= 21% 12th= 17% (Source 2022-23 California Healthy Kids Survey)	11th= 47% Students surveyed reported that they feel their campus is neat and clean/clean and tidy (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th= 71% 7th= 19% 9th= 18% 11th= 23% (Source 2024-25 California Healthy Kids Survey)	11th= 47% Students surveyed reported that they feel their campus is neat and clean/clean and tidy (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th= 71% 7th= 19% 9th= 18% 11th= 23% (Source 2024-25 California Healthy Kids Survey) **As of July 31, 2026, the results were not available at the time the LCAP was revised.	12th= 59% Students surveyed will report that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed 6th= 74% 9th= 27% 10th= 27% 11th= 25% 12th= 23%	11th= -2% 12th= NA Students surveyed reported that they feel their campus is neat and clean/clean and tidy (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed - 6th= 1% 7th= NA 9th= -5% 10th= NA 11th= 2% 12th= NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Student, Parent, and Staff Survey	Survey responses from Spring 2024 indicate the following when a respondent selected "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school= 81% There are adults who care about my child/children at school= 92% My child/children like going to school= 75% Staff Responses: I feel Dinuba schools are safe= 74.7% There are caring adults at school for students= 98.8% (Source: 2024 Local Climate Survey)	Survey responses from Spring 2025 indicate the following when a respondent selected "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school= 84.8% There are adults who care about my child/children at school= 94% My child/children like going to school= 92.8% Staff Responses: I feel Dinuba schools are safe= 66.7% There are caring adults at school for students= 93.3% (Data may be slightly inflated due to responses	Survey responses from Spring 2026 indicate the following when a respondent selected "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school= 84.8% There are adults who care about my child/children at school= 94% My child/children like going to school= 92.8% Staff Responses: I feel Dinuba schools are safe= 66.7% There are caring adults at school for students= 93.3% (Data may be slightly inflated due to responses	Survey responses will indicate the following when a respondent selects "agree" or strongly agree" to the statement. Parents/Guardian Responses: I feel my child is safe at school= 85% There are adults who care about my child/children at school= 95% My child/children like going to school= 80 % Staff Responses: I feel Dinuba schools are safe =80% There are caring adults at school for students= 99%	Parents/Guardian Responses: I feel my child is safe at school= 3.8% There are adults who care about my child/children at school= 2% My child/children like going to school= 17.8% Staff Responses: I feel Dinuba schools are safe= - 8% There are caring adults at school for students= -5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			totaling slightly over 100%) (Source: 2025 Local Climate Survey)	totaling slightly over 100%) (Source: 2026 Local Climate Survey)		

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 implemented these actions as planned. One particular success in this goal was being able to continue to provide the transportation costs for 3rd-5th grade field trips outside of the immediate Dinuba area. Improvements were made to campus security and facilities. A new state-of-the-art high school was opened. There were no particular challenges or successes in the implementation process.

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

Material differences occurred in all three Goal 2 actions during the 2025-26 school year.

Action 2.1, Campus Security, was underexpended. The action was budgeted at \$3,360,000, and estimated actual expenditures were \$1,177,075.01. Actual expenditures were approximately 35% of the budgeted amount. This difference occurred because the district budgeted for a higher level of security-related costs than was ultimately needed during the year. Campus security supports continued to be implemented, but some planned costs for equipment, staffing, facility-related safety improvements, or other security measures were lower than projected.

Action 2.2, Student Field Trips/Academic Enrichment, was overexpended. The action was budgeted at \$2,866,423.45, and estimated actual expenditures were \$10,231,709.93. This difference occurred because transportation and enrichment-related costs were significantly higher than projected as the district continued to provide field trip transportation and academic enrichment opportunities for students in grades 3-5.

Action 2.3, Repair and Maintenance of Facilities, was underexpended. The action was budgeted at \$20,117,080.65, and estimated actual expenditures were \$1,953,613.30. Actual expenditures were approximately 10% of the budgeted amount. This difference occurred because fewer repair, maintenance, facility upgrade, and safety-related improvement costs were incurred during the year than originally projected, including possible changes in project timing, project scope, or site facility needs.

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

Actions 2.1, 2.2, and 2.3 were partially effective in helping Dinuba Unified make progress toward Goal 2, as shown through facility inspection results, maintenance set-aside data, CHKS results, and local survey data. The results show continued strengths in maintaining safe and functional school environments, while also identifying continued needs related to student and staff perceptions of safety, campus cleanliness, and facility conditions.

Action 2.1, Campus Security, was monitored through IIS Metric 3, California Healthy Kids Survey, and IIS Metric 4, Student, Parent, and Staff Survey. This action was partially effective. Parent survey results showed improvement, with 84.8% of parents reporting that they felt their child was safe at school, an increase of 3.8 percentage points from the baseline of 81%. However, staff perceptions declined, with 66.7% of staff reporting that Dinuba schools are safe, compared with the baseline of 74.7%. CHKS safety results were also mixed. Sixth-grade students improved from 66% to 74%, ninth-grade students improved from 41% to 44%, and eleventh-grade students declined from 49% to 47%. These results indicate that campus security supports are contributing to improved safety perceptions for some groups, but additional attention is needed to improve staff and student perceptions of safety across grade levels.

Action 2.2, Student Field Trips/Academic Enrichment, was monitored through IIS Metric 3, California Healthy Kids Survey, and IIS Metric 4, Student, Parent, and Staff Survey. This action was effective in providing students in grades 3-5 with access to academic enrichment opportunities outside the immediate Dinuba area. The district continued to provide transportation for field trips, expanding access to experiences that support engagement and connectedness for unduplicated pupils. Local survey results also showed that parent responses to "My child/children like going to school" increased from 75% at baseline to 92.8%, suggesting improved school engagement. Because this action is connected to enrichment and engagement rather than facilities alone, future analysis should continue to evaluate whether these opportunities contribute to student connectedness, attendance, and positive school climate.

Action 2.3, Repair and Maintenance of Facilities, was monitored through IIS Metric 1, Facility Inspection Tool Williams Visitation Results; IIS Metric 2, Fiscal Reports on Routine and Deferred Maintenance Costs and Set-Asides; IIS Metric 3, California Healthy Kids Survey; and IIS Metric 4, Student, Parent, and Staff Survey. This action was partially effective. FIT results showed that all schools continued to receive a rating of Good or Exemplary, demonstrating that facilities were maintained at an acceptable standard. However, the number of schools receiving Exemplary ratings decreased from five schools at baseline to two schools in the current year. The district also maintained a 15% set-aside for routine and deferred maintenance, which exceeds the target of maintaining at least a 3% set-aside. CHKS cleanliness results were mixed: sixth grade increased from 70% to 71%, ninth grade declined from 23% to 18%, and eleventh grade increased from 21% to 23%. These results show that facility maintenance efforts are sustaining overall facility standards, but student perceptions of campus cleanliness remain an area for continued improvement.

Overall, Goal 2 actions were partially effective. The district maintained Good or Exemplary facility ratings, maintained routine and deferred maintenance funding above the target, increased parent perceptions of student safety, and continued providing enrichment opportunities. However, mixed CHKS results and declines in staff safety perceptions indicate that the district should continue refining campus security, supervision, facility maintenance, and cleanliness efforts in 2026-27.

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 reflection on prior-year implementation, expenditure patterns, and current Goal 2 outcome data, Dinuba Unified will continue the existing Goal 2 action structure for 2026-27. No Goal 2 actions were added or removed, and the action descriptions for campus security, student field trips/academic enrichment, and repair and maintenance of facilities remain substantially consistent with the prior year.

For 2026-27, planned expenditures were adjusted to better align resources with anticipated implementation needs. Action 2.1, Campus Security, increased from \$3,360,000 in 2025-26 to \$3,490,000 in 2026-27 to continue safety staffing, supervision, security equipment, safety training, and campus security improvements. Action 2.2, Student Field Trips/Academic Enrichment, increased from \$2,866,423.45 to \$8,139,219 to continue providing transportation and enrichment opportunities for students in grades 3-5. Action 2.3, Repair and Maintenance of Facilities, decreased from \$20,117,080.65 to \$6,082,595 based on prior-year spending, project timing, and anticipated facility repair, maintenance, and safety improvement needs for 2026-27.

These changes maintain the district's focus on safe, clean, secure, and well-maintained campuses while continuing student access to academic enrichment opportunities. The district will continue to monitor effectiveness through FIT/Williams inspection results, routine and deferred maintenance set-asides, California Healthy Kids Survey results, and local student, parent, and staff survey feedback.

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	Campus Security	Provide safe campuses through a variety of means. These include the continued employment of a District Safety Officer to enhance and help ensure that site safety plans and procedures are up to date and practiced on an ongoing basis. The district will enhance campus safety through School Resource Officers and classified campus monitors. Facility upgrades, including additional fencing and cameras to ensure student, staff, and community safety on district campuses will be purchased and installed. The importance of such measures is reinforced by feedback from Educational Partners, as well as staff, student, and parent survey results, and the California Healthy Kids Survey. The district is looking to implement a district-wide radio communication system to support safety. There will be additional training in school site safety and safety procedures for all certificated and classified staff.	\$3,490,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Field Trips/Academic Enrichment	Provide transportation to support elementary school sites in providing academic field trips outside of the immediate Dinuba area for grades 3-5.	\$8,139,219.00	Yes
2.3	Repair and Maintenance of Facilities	Replace, repair and provide upgrades to facilities to ensure a safe and effective learning environment for students and staff. Supplementary security measures such as cameras, safety fences, fire alarms, and other security features are considered for each site based on assessed needs. This is to further ensure the safety of the staff, students, and community members on campus. This is an area frequently commented on from Educational Partners.	\$6,082,595.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support the social-emotional health of students by providing appropriate supports and services and use evidence-based protocols to improve behavioral practices through Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions and expulsions and to improve student attendance rates.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dinuba Unified’s California Dashboard data, California Healthy Kids Survey (CHKS) results, PBIS implementation efforts, attendance data, student engagement opportunities, elementary athletics programs, and stakeholder feedback from the LCAP and Local Governance and School Support Committee (LGSSC) processes all align closely with LCAP Goal #3, which focuses on supporting the social-emotional health of students through evidence-based behavioral supports and services designed to improve student behavior, reduce suspensions and expulsions, strengthen student connectedness, and improve student attendance rates. California Dashboard data demonstrated areas of progress related to student engagement and school climate. During the 2024-25 reporting period, chronic absenteeism declined by approximately 2.9% districtwide, including improvements among several student groups, indicating progress toward increasing student attendance and school engagement. Suspension rates also showed improvement for several student groups, reflecting the district’s continued implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling services, and targeted student interventions. Although expulsions remained low, the district continues to monitor behavioral trends and provide supports designed to reduce exclusionary discipline practices while maintaining positive and supportive learning environments. Attendance and dropout data further support Goal #3 by demonstrating the district’s efforts to keep students engaged, connected, and successful in school through early intervention, student outreach, counseling supports, and attendance improvement efforts. The district’s PBIS framework remains a central component of Goal #3. Schools continued implementing evidence-based behavioral expectations, tiered interventions, student recognition systems, restorative approaches, and social-emotional supports designed to improve school climate and reduce behavioral incidents. PBIS implementation supports the district’s efforts to increase positive student behavior, improve student connectedness, strengthen relationships between students and staff, reduce classroom disruptions, and increase overall student engagement with school. The 2023-2024 California Healthy Kids Survey (CHKS) provided additional data regarding student perceptions of school climate, connectedness, social-emotional wellness, and safety. Both the elementary and secondary CHKS reports included measures related to
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school connectedness, caring relationships, meaningful participation, school engagement, social-emotional supports, antibullying climate, and student wellness. Student responses indicated that many students reported positive relationships with caring adults at school and feelings of connectedness to their campuses. However, survey results also identified continued concerns related to chronic sadness, emotional distress, bullying, cyberbullying, and student stress, reinforcing the need for ongoing mental health services, counseling supports, behavior interventions, and social-emotional learning opportunities.

As part of the district's efforts to strengthen student engagement and connectedness, Dinuba Unified also continued providing elementary athletics and extracurricular opportunities designed to support student wellness, teamwork, leadership skills, and positive peer relationships. Participation in elementary sports programs promotes school involvement, confidence, motivation, positive behavior, and stronger connections to school, all of which contribute to improved attendance and student engagement. These opportunities support the district's goal of creating positive school experiences that encourage students to remain actively connected to their schools and peers.

The district also evaluated the effectiveness and utilization of specialized behavioral support programs for students with severe emotional and behavioral needs. Through the continued implementation of PBIS, restorative practices, counseling services, behavior intervention supports, and early intervention systems, the district experienced a reduction in referrals requiring placement into specialized behavioral classroom settings. Based on current student needs and utilization data, the district will continue maintaining one specialized behavioral support classroom while dissolving the second classroom program due to decreased enrollment and reduced referrals.

Funding previously allocated to maintain the second classroom and teaching position will be redirected to support the addition of a districtwide school psychologist position while continuing behavior interventionist services across school sites. This reallocation of resources will expand access to mental health services, behavioral assessments, counseling supports, crisis response, consultation services, and social-emotional interventions for students throughout the district. Behavior interventionists will continue supporting PBIS implementation, targeted student interventions, staff collaboration, and behavior support services at school sites. The addition of a school psychologist will strengthen the district's ability to proactively address student social-emotional and behavioral needs through prevention, intervention, assessment, and coordinated student support services.

In addition, Educational Partner data collected through the LCAP survey and LGSSC process provided valuable input from students, parents, staff, and community members regarding student behavior, attendance, social-emotional wellness, school climate, counseling services, extracurricular opportunities, and student engagement. Stakeholders expressed appreciation for expanded mental health supports, PBIS systems, counseling services, student wellness efforts, and elementary athletics opportunities, while also identifying continued needs related to student motivation, attendance improvement, behavior interventions, and additional social-emotional supports for students experiencing academic or behavioral challenges.

Together, California Dashboard indicators, CHKS survey data, PBIS implementation evidence, attendance and dropout data, elementary athletics participation, behavioral intervention services, and stakeholder feedback provide Dinuba Unified with multiple measures for evaluating progress toward LCAP Goal #3. These data sources help the district monitor school climate, student engagement, student wellness, behavioral outcomes, attendance trends, and student connectedness while guiding ongoing decisions related to counseling services, PBIS implementation, restorative practices, attendance interventions, extracurricular opportunities, and social-emotional supports designed to improve outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension/Expulsion Rates	Percentage of students suspended at least once during the school year: DUSD= 3.3% SED= 3.6% ELL= 3.7% SWD= 7% Foster= 3.1% Homeless= 4.2% Hispanic= 3.4% White= 3.1% American Indian/Alaska Native= 4.3% Asian= 3.8% Filipino= 0% Expulsion DUSD= .15%	Percentage of students suspended at least once during the school year: DUSD= 3.3% SED= 3.5% ELL= 3.2% SWD= 4.7% Foster= 4.4% Homeless= 2.8% Hispanic= 3.3% White= 4.3% American Indian/Alaska Native= 6.0% Asian= 1.3% Filipino= 0% Expulsion:	Percentage of students suspended at least once during the school year: DUSD= 2.2% SED= 2.2% ELL= 2.9% SWD= 4% Foster= 7.3% Homeless= 3.4% Hispanic= 2.1% White= 2.5% American Indian/Alaska Native= 2.2% Asian= 0% Filipino= 0% Expulsion:	Percentage of students suspended at least once during the school year: DUSD and all subgroups to be 3% or less. DUSD= 3% SED= 3% ELL= 3% SWD= 3% Foster= 3% Homeless= 3% Hispanic= 3% White= 3% American Indian/Alaska Native= 3% Asian= 3%	Percentage of students suspended at least once during the school year: DUSD= -1.1% SED= -1.4% ELL= -.8% SWD= -3% Foster= 4.2%% Homeless= -.8%% Hispanic= -1.3%% White= -.6%% American Indian/Alaska Native= -2.1%% Asian= -3.8% Filipino= 0% Expulsion: DUSD= -.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View= SED-3.2% (Source: 2023 Dashboard for suspension) (Source: 2022-23 Dataquest report used for expulsion rate)	DUSD= .15% Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View= SED-3.5% (Source: 2024 Dashboard for suspension) (Source: 2023-24 Dataquest report used for expulsion rate)	DUSD= .03% No student groups were "Red" for suspensions, but Foster student suspensions increased while all other subgroups decreased. (Source: 2025 Dashboard for suspension) (Source: 2024-25 Dataquest report used for expulsion rate)	Filipino= 3% Expulsion DUSD = Maintain or decrease Suspension Grand View SED= 3%	Disaggregated data for Schools receiving "Red" on Dashboard (Suspension): Grand View= SED-.3%
3.2	Chronic Absenteeism	Chronic Absenteeism DUSD= 23.2% SED= 24.3% EL= 21.8% SWD= 39.3% Foster= 23.5% Homeless= 51.3% Hispanic= 22.8% White= 33.7%	Chronic Absenteeism: DUSD= 20.3% SED= 20.8% EL= 17.4% SWD= 33.6% Foster= 19.0% Homeless= 23.0% Hispanic= 19.9% White= 25.3%	Chronic Absenteeism: DUSD= 18.8% SED= 19.5% EL= 15.1% SWD= 31.6% Foster= 6.7% Homeless= 31.6% Hispanic= 18.6% White= 22.6%	Chronic Absenteeism DUSD= 13% SED= 14% EL= 12% SWD= 29% Foster= 14% Homeless= 40% Hispanic= 13% White= 23%	Chronic Absenteeism DUSD= -4.4% SED= -4.8% EL= -6.7 % SWD= -7.7% Foster= -16.8% Homeless= -19.7% Hispanic= -4.2% White= -11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian= 26.5% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln- SWD= 50% Lincoln- White= 29.7% (Source: 2023 Dashboard)	Asian= 21.4% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln- SWD= 30.0% Lincoln- White= 16.1% (Source: 2024 Dashboard)	Asian= 20.0% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln- SWD= 30.8% Lincoln- White= 16.7% (now "Orange") (Source: 2025 Dashboard)	Asian= 16% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln- SWD= 40% Lincoln- White= 19%	Asian= -6.5% Disaggregated data for Schools receiving "Red" on Dashboard: Lincoln- SWD= -19.2% Lincoln- White= -13%
3.3	School Attendance	P2 ADA data for the 2023-24 school year indicates the following: Grand View= 93.71% Jefferson= 92.98% Lincoln= 93.78% Wilson= 92.92% Roosevelt= 93.76% Kennedy= 92.83% Washington Int= 94.04% Dinuba High School= 88.56%	P2 ADA data for the 2024-25 school year indicates the following: Grand View= 94.13% Jefferson= 92.66% Lincoln= 93.89% Wilson= 92.72% Roosevelt= 93.26% Kennedy= 92.20% Washington Int.= 94.63%	P2 ADA data for the 2025-26 school year indicates the following: Grand View= 93.61% Jefferson= 93% Lincoln= 94.16% Wilson= 93.83% Roosevelt= 93.63% Kennedy= 93.14% Washington Int.= 95.33%	P2 ADA Data will be at least 92% overall annually. Grand View= 95% Jefferson= 94% Lincoln= 95% Wilson= 95% Roosevelt= 95% Kennedy= 94% Washington Int= 95%	P2 ADA Data will be at least 92% overall annually. Grand View= -.1% Jefferson= .02% Lincoln= .38% Wilson= .91% Roosevelt= -.13% Kennedy= .31% Washington Int.= 1.29% Dinuba High School= 5.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Vista= 49.9% Ronald Reagan= 64.94% DUSD= 90.34% (Source: 2023-24 P2 Attendance Data)	Dinuba High School= 88.86% Sierra Vista= 62.48% Ronald Reagan= 70.59% DUSD= 90.27 (Source: 2024-25 P2 Attendance Data)	Dinuba High School= 94.40% Sierra Vista= 62.21% Ronald Reagan= 69.78% DUSD= 93.76% (Source: 2025-26 P2 Attendance Data)	Dinuba High School= 91% Sierra Vista= 53% Ronald Reagan= 68% DUSD= 92%	Sierra Vista= 12.31% Ronald Reagan= 4.84% DUSD= 3.42%
3.4	Dropout Rates	2022-23 HS Rates DISTRICT= 6.7% DHS= 4.1% RRA= 16.6% SV= 59% Middle School= 0% (Source: Dataquest Five-Year Cohort Outcomes 2022-23)	2023-24 HS Rates DISTRICT= 3.9% DHS= 2.3% RRA= 9.1% SV= 12% Middle School= 0% (Source: Dataquest Five-Year Cohort Outcomes 2023-24)	2024-25 HS Rates DISTRICT= 3.5% DHS= 1.7% RRA= 13.6% SV= 9.3% Middle School= 0% (Source: Dataquest Four-Year Cohort Outcomes 2024-25)	HS Rates DISTRICT= 4% DHS= 3.5% RRA= 10% SV= 25% Middle School= 0%	HS Rates DISTRICT= -3.2% DHS= -2.4% RRA= -3% SV= -49.7% Middle School= Maintained
3.5	California Healthy Kids Survey (CHKS)	Students surveyed reported that they feel safe at school (safe or very safe)= 66%	Students surveyed reported that they feel	Students surveyed reported that they feel	Students surveyed will report that they feel safe at school (yes, most of the	Students surveyed reported that they feel safe at school (yes, most of the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students surveyed reported that they feel their campus is clean (agree or strongly agree)= 45% *Corrected Baseline Data Students surveyed reported that they feel safe at school (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 66% 9th= 41% 10th= 46% 11th= 49% 12th= 55% Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 70% 9th= 23%	safe at school (safe or very safe) or (agree or strongly agree)- depending on grade level being surveyed- 6th= 74% 7th= 41% 9th= 44% 11th= 47% Students surveyed reported that they feel their campus is clean (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 71% 7th= 19% 9th= 18% 11th= 23% (Source 2024-25 California Healthy Kids Survey/CHKS)	safe at school (safe or very safe) or (agree or strongly agree)- depending on grade level being surveyed- 6th= 74% 7th= 41% 9th= 44% 11th= 47% Students surveyed reported that they feel their campus is clean (yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 71% 7th= 19% 9th= 18% 11th= 23% (Source 2024-25 California Healthy Kids Survey/CHKS) *As of July 31, 2026, revised data was not available.	time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 70% 9th= 45% 10th= 51% 11th= 51% 12th= 59% Students surveyed will report that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 74% 9th= 27% 10th= 27% 11th= 25% 12th= 23%	time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th= 8% 7th= NA 9th= 3% 11th= -2% 12th= NA Students surveyed reported that they feel their campus is neat and clean/clean and tidy(yes, most of the time or yes, all of the time) or (agree or strongly agree) depending on grade level being surveyed- 6th=1% 7th= 19% Baseline 9th= -5% 11th= 2% 12th= NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th= 23% 11th= 21% 12th= 17% (Source: 2022-23 CHKS)				
3.6	Learning, Guidance, and Student Support Services Center Referrals	*Referrals= 424 *Students/families receiving services from those referrals= 359 (84.7%) *This is for information and data tracking only used to indicate the ongoing need for these services. **During the 2024-25 school year, DUSD will likely be implementing a pre/post survey for families being referred and receiving services to rate effectiveness. It is believed that this will provide a more accurate metric. (Source: 2023-24 Referral Data, DUSD LGSSS Calculated)	Approximate referrals= 460 Students /families receiving services from those referrals= 79% (Source: 2024-25 Referral Data, DUSD LGSSS Calculated)	Approximate referrals= 396 Students /families receiving services from those referrals= 91% (Source: 2025-26 Referral Data, DUSD LGSSS Calculated)	Maintain these services	Approximate referrals= Decrease of 28 referrals Students /families receiving services from those referrals = +6.3%
3.7	SWIS/Educlimber (Decrease Student Discipline Referrals)	Student Discipline/Major Discipline Referrals	Student Discipline/Major Discipline Referrals	Student Discipline/Major Discipline Referrals	All schools and DUSD will be 8% or less	Grand View= %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grand View= 31.47% Jefferson= 4% Lincoln= 16.34% Wilson= 2.56% Roosevelt= 3.60% Kennedy= 11.57% Washington Int= 30.56% Dinuba High School= 1.9% Sierra Vista= 3.44% DUSD= 10.27% (Source: 2023-24 Educlimber Major ODR Data)	Grand View= 18.89% Jefferson= 8.75% Lincoln= 19.02% Wilson= 12.28% Roosevelt= 1.18% Kennedy= 29.09% Washington Int= 16.02% Dinuba High School= 8.59% Sierra Vista= 13.64% DUSD= 12.64% (Source: 2024-25 Educlimber Major ODR Data)	Due to the implementation of a new data management platform, the district's data collection and reporting processes have changed from previous years. As a result, certain metrics may not be directly comparable to historical data. While the district has taken steps to ensure data accuracy within the new system, trend analyses should be interpreted with caution during this transition period. Future years of data will provide a more reliable basis for evaluating long-term trends and program effectiveness. Refer to Metric 3.1 for District data.	Grand View= 8% Jefferson= 8% Lincoln= 8% Wilson= 8% Roosevelt= 8% Kennedy= 8% Washington Int= 8% Dinuba High= 8% Sierra Vista= 8% DUSD= 8%	Jefferson= % Lincoln= % Wilson= % Roosevelt= % Kennedy= % Washington Int= % Dinuba High= % Sierra Vista= % DUSD= %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Students Involved in Elementary Sports Programs	% of 6th graders participating in each sport: Volleyball= 40.9% Basketball= 35.3% Soccer= 40.8% Track= 17.23% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event) (Source: 2023-24 DUSD Calculated)	% of 6th graders participating in each sport: Volleyball= 44.9% Basketball= 33.0% Soccer= 33.8% Track= 19% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event)	% of 6th graders participating in each sport: Volleyball= 48% Basketball= 41% Soccer= 45% Track= 21% of 4th-6th graders participated (this is an unduplicated count as some students participated in more than one event) (Source: 2025-26 DUSD Calculated)	*Volleyball *Basketball *Soccer *Track of 4th-6th graders will participate *Maintain or increase	Volleyball= 5% Basketball= 5.7% Soccer= 4.2% Track= 4.23%

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.

During the 2025-26 school year, Dinuba Unified implemented the Goal 3 actions to support students' social-emotional health, behavior, attendance, school connectedness, and engagement. The actions were generally implemented as planned, with continued implementation of counseling and mental health supports, attendance interventions, PBIS, behavior supports, family referrals, mentoring, and student engagement opportunities.

For Action 3.1, Learning and Guidance Center, the district continued to provide Learning, Guidance, and Student Support Services, including social-emotional support, counseling, case management, referral coordination, and connections to outside agencies for students and families. These services supported students and families whose needs extended beyond academic support.

For Action 3.2, Student Attendance, the district continued attendance monitoring under the direction of the Attendance Supervisor. Community Liaisons, health staff, site teams, parent communication, attendance incentives, extended day activities, and after-school sports opportunities were used to identify and support students who were chronically absent or at risk of becoming chronically absent. A notable success was the continued reduction in chronic absenteeism for the district and several student groups.

For Action 3.3, Counseling Services and Supports, the district continued counseling services, psychological services, behavior aides, mentoring through Campus Life, student incentives, and other support strategies designed to improve student wellness, behavior, academic performance, and attendance. Educational partner feedback continued to show support for counseling, mentoring, psychological services, and behavior support.

For Action 3.4, Decrease Student Discipline Referrals, the district continued PBIS implementation, behavior interventions, student incentives, training and calibration for discipline reporting, review of the discipline matrix, and implementation of the Compliance Improvement Monitoring plan. Suspension rates improved for the district overall and for most student groups, although Foster Youth suspension rates increased and student discipline referral data were affected by the transition to a new data platform.

For Action 3.5, Support for Students with Severe Behavioral Needs, the district continued to evaluate the level of need for specialized behavioral supports. Due to reduced referrals and decreased enrollment in the specialized behavioral classroom program, the district began transitioning from a centralized classroom model toward a more preventative districtwide support model that includes expanded school psychologist services and behavior interventionist support.

Overall, Goal 3 implementation included several successes, particularly reduced chronic absenteeism, improved districtwide suspension rates, continued access to counseling and social-emotional supports, and expanded student engagement opportunities. Ongoing challenges include continuing to reduce chronic absenteeism for all student groups, addressing increased Foster Youth suspension rates, improving consistency in discipline referral data during the transition to a new data system, and ensuring students with significant behavioral or mental health needs receive timely support.

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

Action 3.1, Learning and Guidance Center, was underexpended. The action was budgeted at \$2,025,146.11, and estimated actual expenditures were \$1,503,672.66. Actual expenditures were approximately 74% of the budgeted amount. This difference occurred because costs for Learning, Guidance, and Student Support Services, including social-emotional support, counseling, case management, referral coordination, and family support services, were lower than projected while services continued to be provided.

Action 3.2, Student Attendance, did not have a material difference requiring explanation because estimated actual expenditures were approximately 92% of the budgeted amount.

Action 3.3, Counseling Services and Supports, was underexpended. The action was budgeted at \$6,593,710.48, and estimated actual expenditures were \$5,395,416.67. Actual expenditures were approximately 82% of the budgeted amount. This difference occurred because

costs connected to counseling services, psychological services, behavior aides, mentoring, student incentives, and related support strategies were lower than projected while the district continued to provide student wellness, behavior, academic, and attendance supports.

Action 3.4, Decrease Student Discipline Referrals, was underexpended. The action was budgeted at \$450,000, and estimated actual expenditures were \$93,610.71. Actual expenditures were approximately 21% of the budgeted amount. This difference occurred because PBIS, discipline referral reduction supports, training and calibration activities, behavior interventions, and student incentive costs were lower than originally projected.

Action 3.5, Support for Students with Severe Behavioral Needs, was underexpended. The action was budgeted at \$750,000, and estimated actual expenditures were \$464,000. Actual expenditures were approximately 62% of the budgeted amount. This difference occurred because fewer students required the centralized specialized behavioral classroom level of support than anticipated. This aligns with the district's shift toward a more preventative districtwide support model using expanded school psychologist services and behavior interventionist support.

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

Actions 3.1 through 3.5 were partially effective in helping Dinuba Unified make progress toward Goal 3. The district made progress in several key areas, including reduced suspension rates for most student groups, reduced expulsions, decreased chronic absenteeism, increased P2 attendance, reduced dropout rates, increased access to Learning, Guidance, and Student Support Services, and increased participation in elementary sports. However, results also show continued areas of need, including increased suspension rates for Foster Youth, continued high chronic absenteeism for some student groups, and limitations in discipline referral trend data due to a transition to a new data platform.

Action 3.1, Learning and Guidance Center, was monitored through IIS Metric 1, Suspension/Expulsion Rates; IIS Metric 2, Chronic Absenteeism; IIS Metric 3, School Attendance; IIS Metric 6, Learning, Guidance, and Student Support Services Center Referrals; and IIS Metric 7, SWIS/Educlimber Discipline Referrals. This action was partially effective. LGSSS referrals decreased from 424 at baseline to 396, while the percentage of students and families receiving services from those referrals increased from 84.7% to 91%. This indicates that although fewer referrals were made, a greater percentage of referred students and families received services. Broader student outcome data also showed progress, including a districtwide suspension rate decrease from 3.3% to 2.2%, a districtwide expulsion rate decrease from 0.15% to 0.03%, chronic absenteeism decreasing from 23.2% to 18.8%, and districtwide P2 attendance increasing from 90.34% to 93.76%. These results suggest that LGSSS services contributed to improved student support, attendance, and behavior outcomes, although continued support is needed for student groups with persistent needs.

Action 3.2, Student Attendance, was monitored through IIS Metric 2, Chronic Absenteeism, and IIS Metric 3, School Attendance. This action was effective. Chronic absenteeism decreased for all listed student groups, including DUSD from 23.2% to 18.8%, socioeconomically disadvantaged students from 24.3% to 19.5%, English Learners from 21.8% to 15.1%, Students with Disabilities from 39.3% to 31.6%, Foster Youth from 23.5% to 6.7%, Homeless students from 51.3% to 31.6%, Hispanic students from 22.8% to 18.6%, White students from 33.7% to 22.6%, and Asian students from 26.5% to 20.0%. P2 attendance also increased districtwide from 90.34% to 93.76%. These results indicate that attendance monitoring, Community Liaison support, parent communication, attendance interventions, incentives, extended day activities, and student engagement opportunities supported improved attendance outcomes.

Action 3.3, Counseling Services and Supports, was monitored through IIS Metric 1, Suspension/Expulsion Rates; IIS Metric 2, Chronic Absenteeism; IIS Metric 3, School Attendance; IIS Metric 6, Learning, Guidance, and Student Support Services Center Referrals; and IIS Metric 7, SWIS/Educlimber Discipline Referrals. This action was partially effective. The district improved in several related outcome areas, including lower districtwide suspension, lower expulsion, reduced chronic absenteeism, increased districtwide P2 attendance, and an increase in the percentage of referred students and families receiving LGSSS services. These outcomes suggest that counseling, psychological services, behavior aides, mentoring, and student support strategies are contributing to improved student wellness, behavior, and attendance. However, Foster Youth suspension rates increased from 3.1% to 7.3%, indicating that additional targeted support is needed for this group.

Action 3.4, Decrease Student Discipline Referrals, was monitored through IIS Metric 1, Suspension/Expulsion Rates, and IIS Metric 7, SWIS/Educlimber Discipline Referrals. This action was partially effective. Suspension rates decreased for the district overall and for most listed student groups, including socioeconomically disadvantaged students, English Learners, Students with Disabilities, Homeless students, Hispanic students, White students, American Indian/Alaska Native students, and Asian students. Expulsions also decreased from 0.15% to 0.03%. In addition, no student groups were identified as Red for suspensions on the 2025 Dashboard. However, Foster Youth suspension rates increased from 3.1% to 7.3%. Discipline referral trend data also could not be fully compared because the district transitioned to a new data platform. Therefore, PBIS and discipline supports appear partially effective, but continued attention is needed for Foster Youth and for establishing reliable year-to-year discipline referral trend data.

Action 3.5, Support for Students with Severe Behavioral Needs, was monitored through IIS Metric 1, Suspension/Expulsion Rates; IIS Metric 6, Learning, Guidance, and Student Support Services Center Referrals; and IIS Metric 7, SWIS/Educlimber Discipline Referrals. This action was partially effective. The district's reduced need for specialized behavioral classroom placements, along with improved districtwide suspension and expulsion outcomes, suggests that PBIS, restorative practices, counseling services, behavior interventions, and tiered supports are helping address student behavioral needs earlier. However, the increase in Foster Youth suspension rates and the lack of comparable discipline referral data show that continued monitoring and targeted intervention are needed. The district's shift toward districtwide school psychologist services and behavior interventionist support is intended to strengthen earlier, more preventative behavioral and social-emotional supports.

Overall, Goal 3 actions were partially effective. The strongest evidence of progress is seen in chronic absenteeism, P2 attendance, dropout rates, reduced expulsions, improved suspension rates for most student groups, increased service connection through LGSSS referrals, and increased elementary sports participation. The district should continue these actions while refining supports for Foster Youth, students with disabilities, chronically absent students, students with significant behavioral needs, and sites or student groups with ongoing discipline or attendance concerns.

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 reflection on prior-year implementation, expenditure patterns, and current Goal 3 outcome data, Dinuba Unified will continue the existing Goal 3 action structure for 2026-27 while making targeted adjustments to better align services with current student needs.

For 2026-27, planned expenditures were adjusted across Goal 3. Action 3.1, Learning and Guidance Center, increased from \$2,025,146.11 to \$2,242,427 to continue social-emotional support, counseling, case management, referral coordination, and family support services. Action 3.2, Student Attendance, increased from \$2,771,339 to \$3,703,486 to continue attendance monitoring, Community Liaison support, attendance interventions, incentives, extended day activities, and student engagement opportunities. Action 3.3, Counseling Services and Supports, decreased from \$6,593,710.48 to \$6,455,976 based on projected counseling, psychological services, behavior aide, mentoring, and student support costs. Action 3.4, Decrease Student Discipline Referrals, increased from \$450,000 to \$692,624 to continue PBIS implementation, behavior supports, discipline referral reduction strategies, training, calibration, and student incentives. Action 3.5, Support for Students with Severe Behavioral Needs, decreased from \$750,000 to \$650,000 based on the district's transition from a centralized behavioral classroom model to a more preventative districtwide support model.

The most significant programmatic change is in Action 3.5 and Action 3.3, Action descriptions were updated as a result of data analysis. Due to reduced referrals to the specialized behavioral classroom program and changing student needs, the district will no longer maintain one support classroom at Washington Intermediate. Funding will instead support a districtwide school psychologist available to students across the district, while the district continues behavior interventionist supports and retains a Board Certified Behavior Analyst to assist with student behavioral needs as needed. This change is intended to provide broader, earlier, and more preventative behavioral and social-emotional support.

The district also updated student engagement opportunities connected to Goal 3 by adding flag football to elementary sports and changing game day from Friday to Thursday. The district will continue to monitor Goal 3 effectiveness through suspension and expulsion rates, chronic absenteeism, P2 attendance, dropout rates, CHKS results, Learning, Guidance, and Student Support Services referrals, SWIS/Educlimber discipline referral data, and elementary sports participation.

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	Learning and Guidance Center	The District will maintain a Learning Guidance and Student Support Services(LGSSS). The center is a district resource for students and parents needing assistance that goes beyond the identified academic needs. The staff provides social-emotional support and counseling services principally directed to support the social-emotional health of at-risk students, including low income, English Learners, foster youth, redesignated fluent English proficient, as well as special education students and their families. The staff provides essential training for both at-risk and trauma-affected youth to empower these students with the skills, attitude, and knowledge	\$1,712,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needed in areas like emotional management, goal-setting, empathy, positive relationships, and responsible decision-making. Licensed Clinical Social Workers and a dedicated case manager strive to meet the families' needs. They do this through direct services offered at the LGSSS Center or by recommending suitable external agencies. The case manager responsible for the evaluation and appropriate 'triage' of referrals from school sites, self-referred youth, and parents. The case manager coordinates and collaborates with care providers, social workers, service providers, along with school-based service providers. The ultimate goal is to ensure that all students receive the full advantage of their education, aligning with the objective of improving students' social-emotional well-being, behavior, and attendance rates.		
3.2	Student Attendance	The attendance of students will be monitored under the guidance of an Attendance Supervisor appointed by the Board of Trustees. The goal is to increase student attendance overall and to decrease chronic absenteeism. Community Liaisons work closely with health care staff to ensure students who are or are at risk of becoming chronically absent are not experiencing health issues that would keep them out of school. Continuous professional development will be provided to Community Liaisons to enhance their skills in improving student attendance. The District will use an attendance management system aimed at helping identify students who are at risk of chronic absenteeism, and to provide necessary interventions through communication with parents and other means. Other strategies, such as attendance incentives may be offered at the school sites to encourage good attendance. After-school sports programs will be maintained and eventually expanded in order to create opportunities for student participation and to create motivation to succeed. Increase the number of After after-school sports available to students Provide Extended Day Activities Provide students with the opportunity to attend structured after-school programs to ensure students are safe and ready to graduate as well as	\$2,956,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide additional support for the expansion of After School Programs. These services will be expanded in the coming years with the implementation of the Expanded Learning Opportunities Program. Allow students to explore co-curricular and extra-curricular activities and interests which motivate them to do well in school. Provide incentives for students who maintain perfect attendance to increase the number of students who come to school on time every day. Specifically to address the following Reds on the Chronic Absenteeism Indicator on the 2025 Dashboard: *Homeless students and students with disabilities (SWD) Specifically to address the following Reds on the Chronic Absenteeism Indicator on the 2023 Dashboard: District - Asian and Homeless Lincoln - Students with Disabilities (SWD) and White		
3.3	Counseling Services and Supports	Provide counseling services and support strategies to increase academic performance, foster positive behavior, and improve school attendance. Provide behavior aides help to provide support to students who exhibit chronic behavioral issues, helping to monitor and support improved behavior. Various incentives may be awarded to students who reach established academic goals in order to promote a positive learning environment, which, in turn, will enhance student attendance and punctuality. A mentoring initiative provided through Campus Life Mentorship, primarily aimed at high-risk elementary school-aged males, was instituted by the District. This program is inclusive of girls who qualify as participants. The identification and selection of participants is performed by school staff according to each student's need for a positive influence. Campus Life mentors are present on campus five days a week, spending their time both	\$4,802,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in the classroom and in extracurricular settings to encourage positive relationships and role modeling for students. It is worth mentioning that three district psychologists are funded through this action. Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. Projected amount of these funds to be used: \$141,340 Related Metrics: Metric 1: Suspension/Expulsion Rates Metric 2: Chronic Absenteeism Metric 3: School Attendance Metric 4: Dropout Rates Metric 5: California Healthy Kids Survey Metric 6: Learning, Guidance, and Student Support Services Center Referrals		
3.4	Decrease Student Discipline Referrals	Decrease student discipline referrals to be accomplished through the Positive Behavior Intervention and Support (PBIS) program. PBIS, integrated across all District sites, aims to enhance the capacity of schools, families, and communities in creating effective environments. Such environments let school personnel establish and uphold evidence-based behavioral interventions, fostering academic and social behavior outcomes. School sites may offer various incentives to help support positive behavior in students. The District provides support through a dedicated PBIS support team. This program is particularly important for lower-income students, English learners, foster youth, and students who have been redesignated as fluent English proficient. Training and calibration activities will be implemented to ensure sites are reporting the same types of incidents in a consistent manner. The Director of Student Services is responsible for implementing the Compliance Improvement Monitoring (CIM) Plan. The ongoing refinement	\$692,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and evaluation of the District's Discipline Matrix is another strategic measure. This matrix seeks to refine "other means of correction" with understanding the function of behavior and help the student meet their needs in an appropriate way, as well as reinforcing the use of appropriate behavior. It assists students in appropriately addressing their needs and encourages the use of suitable behavior. When considering suspension for special education students, the decision involves consultation with the Director of Student Services by the site staff to determine the suitability of such actions. Specifically to address the following Red on the Suspension Indicator on the 2023 Dashboard: Grand View - Students with Disabilities (SWD)		
3.5	Support for Students with Severe Behavioral Needs	As part of the district's ongoing efforts to strengthen social-emotional and behavioral supports for students, Dinuba Unified is transitioning from a centralized classroom model designed for students with severe emotional and behavioral needs to a more preventative and districtwide support model that includes expanded school psychologist services and behavior interventionist support. Over time, the district's implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling services, behavior interventions, and tiered student supports has resulted in a significant reduction in referrals to the specialized behavioral classroom program. As student needs shifted and early intervention systems became more effective, the district identified an opportunity to reallocate resources in a manner that would provide broader support to students across all school sites. A Board Certified Behavior Analyst will be retained to assist with meeting the needs of students across the district, as needed. Funding for the support classroom at Washington Intermediate will be replaced with a district psychologist who will be available for all students in the district. This will be shown to support more fiscal responsibility with our funds.	\$650,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase parent participation, engagement, and learning opportunities for parents so that they are better equipped to support the learning of their students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. Many sites report that parent engagement levels are not to desired levels. Research shows parental involvement in schooling positively impacts student outcomes regardless of family income or background. Key benefits of this involvement includes higher grades and test scores, regular school attendance, better social skills, improved behavior, and better adaptation to school. Educational Partners survey results indicated that nearly 72% of respondents would like to see parent engagement through training and workshops. Observations by site administration and some parents indicate that many of the same parents participate in committees, attend training and events, etc. This indicates that the District may have a need to expand on the types of outreach being utilized or to determine the types of events parents would be more likely to attend and participate in.

Approximately 68% of survey respondents indicated a desire to increase, improve, and enhance communication with parents through electronic means, including social media. Some parents indicated the need to continue to communicate through notes home or reaching out to parents personally, as some parents do not use social media. Some respondents also indicated the need for one communication platform to be used uniformly across the district.

Additional areas to be considered are summarized here. Many parents responded that they would like to see more engagement activities in the evenings or on the weekends outside of regular work hours. Several respondents mentioned a need for additional communication. Parents often commented on activities such as Muffins with Mom, Donuts with Dad, etc. and would like to see more of these types of events.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Sign-in sheets Parent Teacher Conferences	Approximate percentage of Parents	Approximate percentage of	Approximate percentage of	2026-27 Approx. percentage of	*Back-to-School Nights = +10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SSC Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs)	Participating in various Engagement Activities (not an unduplicated count). *Back-to-School Nights = 41% *Parent/Teacher Conferences = 53% *Title I Parent Meetings = 3.4% *Other Parent Engagement Activities = 23% *Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc. **Starting in the 2024-25 school year, the District will implement a different way of tracking parent involvement. This revision is anticipated to provide more accurate data.	Parents Participating in various Engagement Activities (not an unduplicated count). *Back-to-School Nights = 51.4% *Parent/Teacher Conferences = 69.4% *Title I Parent Meetings = 3% *Other Parent Engagement Activities = 55.3% *Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc.	Parents Participating in various Engagement Activities (not an unduplicated count). *Back-to-School Nights = 51.3% *Parent/Teacher Conferences = 68% *Title I Parent Meetings = 2.8% *Other Parent Engagement Activities = 53% *Other opportunities for engagement with data not included here include School Site Council, English Learner Advisory Committees (ELAC), Boosters Clubs, etc.	Parents Participating in Engagement Activities (not an unduplicated count). Back-to-School Nights = 50% Parent/Teacher Conferences = 60% Title I Parent Meetings = 10% Other Parent Engagement Activities = 30%	*Parent/Teacher Conferences = +15% *Title I Parent Meetings = -.6% *Other Parent Engagement Activities = +30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: 2023-24 District calculated)				

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.

Dinuba Unified implemented Action 4.1, Parent Engagement and Workshops, during the 2025-26 school year. Schools continued to provide parent engagement opportunities, including Back-to-School Nights, Parent/Teacher Conferences, Title I parent meetings, parent workshops, Superintendent Forums, and other parent engagement activities. The district also continued to communicate with families through multiple methods, including ParentSquare and other site and district communication tools.

A success was that parent participation increased in several engagement areas. Back-to-School Night participation increased from 41% at baseline to 51.3%, Parent/Teacher Conference participation increased from 53% to 68%, and participation in other parent engagement activities increased from 23% to 53%. A continued challenge is that parents requested more frequent, timely, and accessible communication. Educational partner feedback indicated a need for information to be shared earlier and through multiple formats, including ParentSquare, social media, websites, phone calls, and paper notices. Parents also requested more direct communication from teachers, especially when students are struggling academically.

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 4.1, Parent Engagement and Workshops, was underexpended. The action was budgeted at \$1,541,123, and estimated actual expenditures were \$1,052,278.21. Actual expenditures were approximately 68% of the budgeted amount. This difference occurred because parent engagement, workshop, communication, and related support costs were lower than projected while schools continued to offer parent engagement activities and communication supports.

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

Action 4.1, Parent Engagement and Workshops, was monitored through IIS Metric 1: sign-in sheets for Parent/Teacher Conferences, SSC meetings, ELAC meetings, Title I meetings, Parenting Partner workshop meetings, and other parent engagement activities, including parents of unduplicated pupils and students with exceptional needs.

Action 4.1 was effective in increasing participation in several parent engagement activities. Back-to-School Night participation increased from 41% at baseline to 51.3%, Parent/Teacher Conference participation increased from 53% to 68%, and other parent engagement activities increased from 23% to 53%. These results show that the district's parent engagement efforts are helping increase family participation in school activities. However, Title I Parent Meeting participation decreased from 3.4% to 2.8%, showing that continued attention is needed to

improve participation in some engagement opportunities. Because the metric is not an unduplicated count, the district should describe these results as participation rates rather than unique parent participation.

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 reflection on prior-year implementation, expenditure patterns, and educational partner feedback, Dinuba Unified will continue Action 4.1, Parent Engagement and Workshops, for 2026-27. The action structure remains the same, but planned funding increased from \$1,541,123 in 2025-26 to \$2,232,934 in 2026-27 to continue parent workshops, engagement activities, communication efforts, parent conferences, Back-to-School Nights, Title I parent meetings, Superintendent Forums, and other opportunities for families to participate in their students' education.

The district will continue refining communication practices in response to parent feedback requesting earlier, more frequent, and more accessible communication through multiple formats, including ParentSquare, social media, websites, phone calls, and paper notices. The district will also continue monitoring parent engagement through sign-in data for engagement activities while recognizing that the metric is not an unduplicated count.

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	Parent Engagement and Workshops	Provide Parent Engagement opportunities through workshops and training. Other opportunities for involvement will include Title I Parent Meetings, Parent/Teacher conferences, Back-to-School Nights, and Superintendent Forums. The district/sites will communicate information regarding parent involvement opportunities and general school activities and information through various means including ParentSquare. District and school committees such as ELAC, SSC, DELAC, etc. will be providing training on the roles and responsibilities of committee members. As these committees are required, parent participation in these areas is not included in our metric data, nor are there any LCAP costs associated with these areas.	\$1,078,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant (LREBG) funds will be used to support/enhance this action during the 2026-27 school year. This action was selected based on educational partner feedback identifying the need for earlier, more frequent, and more accessible communication with families. Research supports meaningful family engagement as a strategy for improving student attendance, academic outcomes, and school connectedness Projected amount of these funds to be used: \$20,000 Related Metrics: Metric 1: Sign-In Sheets- Parent Teacher Conferences		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Accelerate the rate at which English Learners acquire the English language.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the identified needs through data analysis and input from Educational Partners. Current data indicates that approximately 30% of Dinuba students are classified as English Learners, with approximately 26.2% of those English Learners classified as Long-Term English Learners (LTEL). Educational Partner responses indicate the desire to continue with our English Language Learner Coach to support teachers and thus English Learner students. This position places emphasis on English Language Development (ELD) standards and implementing efficient language learning strategies through working with teachers collaboratively through staff development, lesson planning support, and demonstration of strategies with the goal of bolstering efficiency in instruction of ELD standards.

Also indicated through Educational Partner feedback was the desire to enhance EL services providing dedicated coordination and support through the an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners. Over the past few years the District has implemented "Newcomer" curriculum to better support the most recent English Learners to our educational system. This is a piece that continues to be developed and refined.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	EL Progress on ELPAC	English Learners making progress toward proficiency = 52.3% (Source: 2023 Dashboard English Learner Progress Indicator -ELPI)	English Learners making progress toward proficiency = 41.1% (Source: 2024 Dashboard English Learner Progress	English Learners making progress toward proficiency = 41.2% (Source: 2025 Dashboard English Learner Progress	English Learners making progress toward proficiency = 60%	English Learners making progress toward proficiency = - 11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Indicator -ELPI)	Indicator -ELPI)		
5.2	EL Reclassification Rate	EL Reclassification Rate = 10.9% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2023 Summative ELPAC assessment (Source: 2023-24 RFEP data - District calculated)	EL Reclassification Rate = approximately 9% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2024-25 RFEP data - District calculated)	EL Reclassification Rate = approximately 10.8% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2025-26 RFEP data - District calculated)	EL Reclassification Rate = 12%	EL Reclassification Rate = approximately= - 0.1%
5.3	Long-Term English Learners	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 11.2% LTEL (6 or more Years) = 26.2% *EL 4+ Years Not At-Risk or LTEL = 29.7%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 12.7% LTEL (6 or more Years) = 29.6% *EL 4+ Years Not At-Risk or LTEL = 33.6%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 8.8% LTEL (6 or more Years) = 29.9% *EL 4+ Years Not At-Risk or LTEL = 27%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = less than 10% LTEL (6 or more Years) = Less than 20%	% of English Learners classified as Long-term English Learners (LTELs) or at-risk of becoming LTEL At-Risk (4-5 Years) = 2.4% LTEL (6 or more Years) = -3.7% *EL 4+ Years Not At-Risk or LTEL = 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*This is for information and data tracking only. These students are making progress toward reclassification and are not considered At-Risk or LTEL. (Source: Dataquest 2023-24 "At-Risk" and Long-Term English Learners (LTEL) with School Data)	*This is for information and data tracking only. These students are making progress toward reclassification and are not considered At-Risk or LTEL. (Source: District calculated based on 2023-24 SOARS data file "At-Risk" and Long-Term English Learners (LTEL) report and current Ellevation EL counts) **Please note that this uses past data and current data to calculate approximate percentages.	*This is for information and data tracking only. These students are making progress toward reclassification and are not considered At-Risk or LTEL. (Source: District calculated based on 2024-25 SOARS data file "At-Risk" and Long-Term English Learners (LTEL) report and current Ellevation EL counts) **Please note that this uses past data and current data to calculate approximate percentages.		
5.4	EL Reclassification Rate of Long-Term English Learners	Baseline established during the 2024-25 school year Previously Identified Long-Term English Learners that were Reclassified = approximately 2.6%	EL Reclassification Rate of LTEL = approximately 2.6% *Percentage of English Learners reclassified as	EL Reclassification Rate of LTEL = approximately 5.7% Previously Identified At-Risk of being Long-	EL Reclassification Rate of LTEL = approximately 3.0% Previously Identified At-Risk of being Long-	EL Reclassification Rate of LTEL = approximately 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Previously Identified At-Risk of being Long-Term English Learners that were Reclassified = 0% (Baseline will be established during the 2024-25 year) (Source : SOARS Report and Local Reclassification Data)	Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2024-05 RFEP data - District calculated)	Term English Learners that were Reclassified = 2.0% *Percentage of English Learners reclassified as Fluent English Proficient based on Spring 2024 Summative ELPAC assessment (Source: 2025-26 RFEP data - District calculated)	Term English Learners that were Reclassified = 1.5%	

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.

During the 2025-26 school year, Dinuba Unified implemented the Goal 5 actions to support English Learner language acquisition, reclassification, and progress for Long-Term English Learners and students at risk of becoming Long-Term English Learners. The district continued English Learner coaching, ELD professional development, progress monitoring, language assessment, EL coordination, newcomer curriculum, and targeted LTEL supports.

For Action 5.1, Additional Support for English Learners, English Language and Literacy Coaches supported principals and teachers with progress monitoring, instructional practice, ELD standards implementation, and research-based English Learner strategies. The district also used Ellevation and other data systems to monitor English Learner achievement and instructional practices. Listenwise was implemented in grades 9-12 to support listening skills and language development, with early results showing slight improvement.

For Action 5.2, Student Acquisition of English, District Language Assessors, English Language Coaches, the District EL Coordinator, and site EL Coordinators collaborated to monitor English Learner progress through required state assessments and district-identified benchmarks. These staff supported communication, coordination, and services for English Learners.

For Action 5.3, Additional Support for Long-Term English Learners, the district monitored English Learner achievement data to identify students who were Long-Term English Learners or at risk of becoming Long-Term English Learners. LTEL supports included targeted monitoring and the continued use of coaching support in grades 7-12.

A success was that the percentage of at-risk LTEL students decreased and the LTEL reclassification rate increased. However, overall ELPI results remained below baseline, and the percentage of English Learners classified as LTEL increased. These results show that Goal 5 was implemented, but continued refinement and more intentional use of supports are needed.

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

Material differences occurred in all three Goal 5 actions during the 2025-26 school year.

Action 5.1, Additional Support for English Learners, was underexpended. The action was budgeted at \$1,300,000, and estimated actual expenditures were \$495,433.91. Actual expenditures were approximately 38% of the budgeted amount. This difference occurred because costs for English Learner coaching, ELD professional development, EL instructional support, newcomer curriculum, progress monitoring, parent education, and data systems such as Ellevation were lower than projected.

Action 5.2, Student Acquisition of English, was underexpended. The action was budgeted at \$115,000, and estimated actual expenditures were \$68,319.52. Actual expenditures were approximately 59% of the budgeted amount. This difference occurred because costs connected to language assessment, EL progress monitoring, District Language Assessors, EL Coordinator support, site EL Coordinator collaboration, and coordination of English Learner services were lower than projected.

Action 5.3, Additional Support for Long-Term English Learners, was underexpended. The action was budgeted at \$408,631, and estimated actual expenditures were \$42,569.13. Actual expenditures were approximately 10% of the budgeted amount. This difference occurred because LTEL support costs, including targeted monitoring, intervention supports, online curriculum, and related coaching or instructional supports, were significantly lower than projected while the district continued evaluating and refining supports for LTEL students and students at risk of becoming LTEL.

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

Actions 5.1 through 5.3 were partially effective in making progress toward Goal 5. Results show some progress in LTEL-related outcomes, but overall English Learner progress remains an area of significant need.

Action 5.1, Additional Support for English Learners, was monitored through IIS Metric 1, EL Progress on ELPAC, and IIS Metric 2, EL Reclassification Rate. This action was partially effective. English Learners making progress toward proficiency decreased from 52.3% at baseline to 41.2%, a decline of 11.1 percentage points. The English Learner reclassification rate remained nearly flat, moving from 10.9% at baseline to approximately 10.8%. These results show that EL coaching, ELD professional development, newcomer curriculum, Listenwise, Ellevation, and instructional support must be implemented with greater intentionality to improve English Learner progress and reclassification outcomes.

Action 5.2, Student Acquisition of English, was monitored through IIS Metric 1, EL Progress on ELPAC, and IIS Metric 2, EL Reclassification Rate. This action was partially effective. Although the district continued monitoring English Learner progress through state assessments, district benchmarks, language assessors, the District EL Coordinator, and site EL Coordinators, ELPI performance remained below baseline and reclassification showed minimal change. These results indicate that monitoring systems are in place, but the district needs to strengthen how monitoring data are used to provide timely intervention and instructional adjustments for English Learners.

Action 5.3, Additional Support for Long-Term English Learners, was monitored through IIS Metric 3, Long-Term English Learners, and IIS Metric 4, EL Reclassification Rate of Long-Term English Learners. This action was partially effective. The percentage of English Learners at risk of becoming LTEL decreased from 11.2% at baseline to 8.8%, and the LTEL reclassification rate increased from 2.6% to 5.7%. However, the percentage of English Learners classified as LTEL increased from 26.2% to 29.9%. These results show that some LTEL supports are helping students move toward reclassification, but the district must continue strengthening early monitoring and intervention to prevent more students from becoming LTEL.

Overall, Goal 5 actions were partially effective. The district made progress in reducing the percentage of at-risk LTEL students and increasing LTEL reclassification, but ELPI results and overall LTEL rates show that English Learner achievement remains a significant area of need. The district should continue and refine EL coaching, ELD professional development, language assessment, EL coordination, newcomer curriculum, Listenwise implementation, Ellevation monitoring, and LTEL interventions.

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 reflection on prior-year implementation, expenditure patterns, and current English Learner outcome data, Dinuba Unified will continue the existing Goal 5 action structure for 2026-27 while refining implementation to more intentionally support English Learner progress, reclassification, and LTEL outcomes.

For 2026-27, planned expenditures were adjusted across Goal 5. Action 5.1, Additional Support for English Learners, increased from \$1,300,000 to \$1,600,000 to continue and strengthen English Learner coaching, ELD professional development, newcomer curriculum, parent education, Listenwise, Ellevation, progress monitoring, and instructional support. Action 5.2, Student Acquisition of English, increased from \$115,000 to \$296,328 to support language assessment, EL progress monitoring, District Language Assessors, District EL Coordinator support, site EL Coordinator collaboration, and coordination of English Learner services. Action 5.3, Additional Support for Long-Term English Learners, remained at \$408,631 to continue targeted monitoring and support for LTEL students and students at risk of becoming LTEL. Actions 5.1 and 5.3; description updated for 2026-27; based on data analysis.

A programmatic change for 2026-27 is the expansion of Listenwise. The program was implemented in grades 9-12 and will expand to grades 7-8 to provide additional listening and language development support for English Learners and Long-Term English Learners. The district will continue analyzing data from Listenwise and other monitoring systems to determine the effectiveness of these supports and whether further refinement is needed.

These changes are intended to respond to current Goal 5 outcomes, including the decline in ELPI progress, minimal change in overall reclassification, improvement in LTEL reclassification, a decrease in at-risk LTEL percentages, and an increase in the percentage of English

Learners classified as LTEL. The district will continue to monitor Goal 5 through EL Progress on ELPAC, EL reclassification rate, LTEL percentages, and LTEL reclassification rate.

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
5.1	Additional Support for English Learners	The District will provide additional support for English Learners. English Language and Literacy Coaches will assist principals and teachers in monitoring progress and improving instructional practice. They will also provide education opportunities for parents to aid language acquisition and boost student achievement in English Language Arts and Math. Listenwise, a listening program designed to improve listening skills, was implemented in grades 9-12 and will expand to grades 7-8. Coaches will plan and provide professional development opportunities to teachers concerning ELD standards and effective research-based English Learner strategies with the goal of enhancing learning among English Learners. The achievement of students and the effectiveness of instructional practices will be monitored using data management systems and technology, such as Ellevation.	\$1,600,000.00	Yes
5.2	Student Acquisition of English	Ensure the monitoring of each student's acquisition of the English Language. This process is carried out through required state assessments and district-identified benchmarks. District Language Assessors, English Language Coaches, and the District EL Coordinator collaborate with site English Learner (EL) Coordinators to ensure satisfactory progress of all English Learners. EL Language Assessors promote communication among students, staff, external agencies, and administrators. They disseminate information and coordinate activities to enhance services for English Learners.	\$296,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition, English Language Development (ELD) Coaches are employed to support and assist classroom teachers in implementing the district's ELD program successfully. They conduct professional development opportunities such as demonstration lessons and function as a resource in identifying suitable strategies for EL student intervention.		
5.3	Additional Support for Long-Term English Learners	Provide additional support to Long-Term English Learners (LTELs) and students who are at risk of becoming LTEL. The District will monitor English Learner achievement data to identify students who may require additional support. In grades 7-12, the position of the Math Coach will be upheld to provide support to teachers in enhancing instruction for struggling Long-Term English Learners.	\$408,631.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	This 3-year goal will provide additional support to Sierra Vista and Ronald Reagan Academy students to promote social emotional health and show improvements in ELA and Math, resulting in higher graduation rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
This goal was developed in response to the identified needs through data analysis and input from Educational Partners due to receiving additional Equity Multiplier funds at Sierra Vista and Ronald Reagan Academy. Educational Partners for these sites indicate the need and desire for more accountability with student attendance and additional services to provide social-emotional support to students. Educational Partners would also like to see additional support for students in completing their coursework. This could be realized through an instructional assistant or tutor meeting with students to provide support or through the use of online tutoring. Helping students to see their post-graduation outlook would be helpful for these sites. Assisting students with their post-graduation plan is desired as well. Since many students at these sites are credit deficient, it is desired that there be an acceleration in students earning credits toward graduation. Any unspent Equity Multiplier funds will be carried over to support these sites exclusively. 2024 Dashboard data indicates the following "Reds": Sierra Vista - English Language Learners on the English Learner Progress Indicator (ELPI) Ronald Reagan - English Language Learners on the English Learner Progress Indicator (ELPI) and Graduation Rate for all students, Socioeconomically Disadvantaged, and Hispanic student groups

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA Results	% Meeting/Exceeding Standards: Sierra Vista	% Meeting/Exceeding Standards:	% Meeting/Exceeding Standards:	% Meeting/Exceeding Standards:	Sierra Vista All= 4.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All= 15.38%	Sierra Vista	Sierra Vista	Sierra Vista	ELL= 4.12%
		ELL= 5.88%	All= 6.66%	All= 7.69%	All= 20 %	SED= 6.49%
		SED= 13.51%	ELL= 0%	ELL= 5%	ELL= 10%	SWD= Data suppressed to protect student privacy - less than 11 students
		SWD= Data suppressed to protect student privacy - less than 11 students	SED= 7.50%	SED= 8.33%	SED= 20%	SWD= 20%
		Ronald Reagan	SWD= No results available	SWD= Data suppressed to protect student privacy - less than 11 students	Ronald Reagan	Ronald Reagan
		All= 22.73%	All= 18.19%	Ronald Reagan	All= 40%	All= 17.27%
		Hispanic= 21.58%	Hispanic= 20.00%	All= 19.23%	Hispanic= 40%	Hispanic= 18.42%
		ELL= Data suppressed to protect student privacy - less than 11 students	ELL= Data suppressed to protect student privacy - less than 11 students	Hispanic=19.23%	ELL= N/A	ELL= Data suppressed to protect student privacy - less than 11 students
		SED= 15%	SED= 15%	ELL= Data suppressed to protect student privacy - less than 11 students	SED= 40%	SED= 25%
		SWD= Data suppressed to protect student privacy - less than 11 students	SWD= Data suppressed to protect student privacy - less than 11 students	SED= 21.74%	SWD= 40%	SWD= Data suppressed to protect student privacy - less than 11 students
		(Source: 2022-23 CAASPP ELA)	(Source: 2023-24 CAASPP ELA)	SWD= Data suppressed to protect student privacy - less than 11 students		
				(Source: 2024-25 CAASPP ELA)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	CAASPP Math Results	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 2.63% ELL= 0% SED= 2.78% SWD= Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 5% ELL = Data suppressed to protect student privacy - less than 11 students SED= 5.56% SWD= Data suppressed to protect student privacy - less than 11 students Hispanic= 5.88% (Source: 2022-23 CAASPP Math)	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 0% Hispanic= 0% ELL= 0% SED= 0% SWD = Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 0% ELL = Data suppressed to protect student privacy - less than 11 students SED= 0% SWD= Data suppressed to protect student privacy - less than 11 students	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 0% ELL= 0% SED= 0% SWD= Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 12.5% ELL= Data suppressed to protect student privacy - less than 11 students SED= 14.28% SWD= Data suppressed to protect student privacy - less than 11 students	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 10% ELL= 8% SED= 10% SWD= 10% Ronald Reagan All= 13.79% ELL= Data suppressed to protect student privacy - less than 11 students SED= Data suppressed to protect student privacy - less than 11 students SWD= Data suppressed to protect student privacy - less than 11 students	CAASPP Math % Meeting/Exceeding Standards: Sierra Vista All= 7.37% ELL= 8% SED= 7.22% SWD= Data suppressed to protect student privacy - less than 11 students Ronald Reagan All= 8.79% ELL= Data suppressed to protect student privacy - less than 11 students SED= Data suppressed to protect student privacy - less than 11 students SWD= Data suppressed to protect student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic= 0% (Source: 2023-24 CAASPP Math)	Hispanic= 12.5% (Source: 2024-25 CAASPP Math)	Hispanic= 13.79%	privacy - less than 11 students Hispanic= 7.91%
6.3	English Learner Progress	English Learner Progress/ELPI Sierra Vista= 31.6% Ronald Reagan= 36.1% (Source: 2023 Dashboard)	English Learner Progress Indicator/ELPI Sierra Vista= 32.5% Ronald Reagan= 31.6% (Source: 2024 Dashboard)	English Learner Progress Indicator/ELPI The English Learner Progress Indicator (ELPI) is not publicly reported for Ronald Reagan Academy or Sierra Vista High due to insufficient numbers of eligible English Learners meeting state reporting requirements. The district continues to monitor English Learner progress through annual Summative ELPAC results, local assessments, and reclassification data. (Source: 2025 Dashboard)	English Learner Progress/ELPI Sierra Vista= 40% Ronald Reagan= 40%	English Learner Progress/ELPI Sierra Vista= 8.4% Ronald Reagan= 3.9%
6.4	Graduation Rates	2023 Graduation Rate	2024 Graduation Rate	2025 Graduation Rate	2023 Graduation Rate	Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Vista= 64.7% Ronald Reagan= 60.3% (Source: 2023 Dashboard)	Sierra Vista= 83.7% Ronald Reagan= 65.8% (Source: 2024 Dashboard)	Sierra Vista= 93.8% Ronald Reagan= 84.6% (Source: 2025 Dashboard)	Sierra Vista= 80% Ronald Reagan= 80%	Sierra Vista= 29.1% Ronald Reagan= 24.3%
6.5	Credit Recovery	Students making more progress than expected: Sierra Vista= 27.5% Ronald Reagan= 18.5% (Source: 2023-24 DUSD Calculated)	Students making more progress than expected: Sierra Vista= 50.6% Ronald Reagan= 30.8% (Source: 2024-25 DUSD Calculated)	Students making more progress than expected: Sierra Vista= 50% Ronald Reagan= 36% (Source: 2025-26 DUSD Calculated)	Students making more progress than expected: Sierra Vista= 35% Ronald Reagan= 25%	Students making more progress than expected: Sierra Vista= 22.5% Ronald Reagan= 17.5%
6.6	College and Career Indicator	Students graduating as prepared for College and Career: Sierra Vista= 18% Ronald Reagan= 12.3% (Source: 2023 Dashboard)	Students graduating as prepared for College and Career: Sierra Vista= 14.3% Ronald Reagan= 12.3% (Source: 2024 Dashboard)	Students graduating as prepared for College and Career: Sierra Vista= 18.8% Ronald Reagan= 32% (Source: 2025 Dashboard)	Students graduating as prepared for College and Career: Sierra Vista= 25% Ronald Reagan= 25%	Students graduating as prepared for College and Career: Sierra Vista= 0.8% Ronald Reagan= 19.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.7	Attendance Data	2023-24 P2 Attendance Data Sierra Vista= 49.9% Ronald Reagan= 64.94% (Source: 2023-24 P2 Attendance Data)	2024-25 P2 Attendance Data: Sierra Vista= 62.48% Ronald Reagan= 70.59% (Source: 2024-25 P2 Attendance Data)	2025-26 P2 Attendance Data: Sierra Vista= 62.21% Ronald Reagan= 69.78% (Source: 2025-26 P2 Attendance Data)	P2 Attendance Data Sierra Vista= 70% Ronald Reagan= 75%	P2 Attendance Data Sierra Vista= 12.31% Ronald Reagan= 4.84%

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.

During the 2025-26 school year, Dinuba Unified experienced mixed implementation of Goal 6 actions for Sierra Vista and Ronald Reagan Academy. These actions were intended to provide Equity Multiplier-funded supports to improve student social-emotional health, academic progress, credit recovery, attendance, college and career readiness, and graduation outcomes at the two Equity Multiplier school sites.

Action 6.1 was partially implemented. The district attempted to hire staff to provide additional social-emotional, counseling, and post-graduation planning support for Sierra Vista and Ronald Reagan students; however, implementation was limited due to applicant availability. Some counseling-related support was provided, but the action was not implemented to the full planned level.

Action 6.2 was minimally implemented. The district attempted to provide additional instructional assistance and tutoring support for students in classes and credit recovery, but implementation was limited due to lack of applicants and limited staffing availability.

Action 6.3, Computer Lab, was not implemented using Equity Multiplier funds during 2025-26, as estimated actual expenditures were \$0. If computer lab support was provided through another funding source, the district should clarify that separately; however, for purposes of the Equity Multiplier Goal Analysis, the action was not implemented with Equity Multiplier expenditures.

Action 6.4, Academic and Attendance Incentives, was not implemented using Equity Multiplier funds because attendance and behavior were better than expected and incentive expenditures were not needed during the year.

Action 6.5, College and Career/Post-Graduation Opportunities, was not implemented using Equity Multiplier funds during 2025-26, as estimated actual expenditures were \$0.

Overall, Goal 6 was only partially implemented. The primary challenges were staffing shortages, lack of applicants, and limited use of planned Equity Multiplier funds. These implementation issues limited the district's ability to fully evaluate the effectiveness of Goal 6 actions for Sierra Vista and Ronald Reagan Academy.

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

Material differences occurred in all Goal 6 actions during the 2025-26 school year.

Action 6.1, Counselor, was underexpended. The action was budgeted at \$181,000, and estimated actual expenditures were \$91,366.54. Actual expenditures were approximately 50% of the budgeted amount. This difference occurred because the district was not able to fully implement the planned staffing support due to applicant availability, resulting in lower-than-planned counseling, social-emotional, and post-graduation planning costs.

Action 6.2, Additional Support/Tutoring, was underexpended. The action was budgeted at \$57,240, and estimated actual expenditures were \$6,391.18. Actual expenditures were approximately 11% of the budgeted amount. This difference occurred because additional instructional assistance and tutoring support were not fully implemented due to lack of applicants and limited staffing availability.

Action 6.3, Computer Lab, was underexpended. The action was budgeted at \$5,010, and estimated actual expenditures were \$0. This action was not implemented using Equity Multiplier funds during the year.

Action 6.4, Academic and Attendance Incentives, was underexpended. The action was budgeted at \$5,000, and estimated actual expenditures were \$0. Incentive funds were not used because attendance and behavior were better than expected and incentive expenditures were not needed during the year.

Action 6.5, College and Career/Post-Graduation Opportunities, was underexpended. The action was budgeted at \$10,000, and estimated actual expenditures were \$0. This action was not implemented using Equity Multiplier funds during the year.

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

Goal 6 actions were largely ineffective or could not be fully evaluated during the 2025-26 school year because most actions were not fully implemented using Equity Multiplier funds. The limited implementation reduced the district's ability to determine the full impact of the planned supports on Sierra Vista and Ronald Reagan Academy student outcomes.

Action 6.1, Counselor, was partially effective but limited by incomplete implementation. The action was intended to support Sierra Vista and Ronald Reagan students with counseling, social-emotional support, academic planning, and post-graduation planning. Because the action was only partially implemented, its effectiveness cannot be fully determined. Continued need remains based on Goal 6 metrics related to ELA, math, ELPI, graduation, credit recovery, college and career readiness, and attendance.

Action 6.2, Additional Support/Tutoring, was minimally effective because it was only minimally implemented. This action was intended to provide instructional assistance and tutoring support for coursework and credit recovery. Since implementation was limited due to staffing challenges, the district cannot determine whether the action substantially improved academic progress or credit recovery outcomes.

Action 6.3, Computer Lab, was not effective as an Equity Multiplier-funded action during 2025-26 because it was not implemented using Equity Multiplier funds. Therefore, its impact on college and career opportunities, credit recovery, and post-graduation planning cannot be evaluated through this action for the year.

Action 6.4, Academic and Attendance Incentives, was not implemented using Equity Multiplier funds because attendance and behavior were better than expected and incentive expenditures were not needed. Because the action was not implemented, its effectiveness cannot be evaluated for 2025-26.

Action 6.5, College and Career/Post-Graduation Opportunities, was not effective as an Equity Multiplier-funded action during 2025-26 because it was not implemented using Equity Multiplier funds. As a result, its impact on college and career readiness and post-graduation planning cannot be evaluated for the year.

Overall, Goal 6 was not implemented sufficiently to determine full effectiveness. The district will need to strengthen implementation in 2026-27 so that Equity Multiplier-funded actions can be evaluated against site-specific metrics for Sierra Vista and Ronald Reagan Academy, including CAASPP ELA, CAASPP math, ELPI, graduation rate, credit recovery, college and career readiness, and attendance.

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 reflection on prior-year implementation, expenditure patterns, and site-specific needs at Sierra Vista and Ronald Reagan Academy, Dinuba Unified will revise Goal 6 actions for 2026-27 to improve implementation and better align Equity Multiplier funds with student needs.

Action 6.1 has been modified from hiring an Educational Social Worker to hiring a Counselor to provide additional support for Sierra Vista and Ronald Reagan students. This change is intended to improve implementation feasibility while continuing to address student social-emotional needs, academic planning, credit recovery support, and post-graduation planning.

Action 6.2 will continue as Additional Support/Tutoring to provide instructional assistance and tutoring support for students in coursework and credit recovery. The district will continue working to address staffing challenges so this action can be implemented more fully.

Action 6.3 will continue as Computer Lab support to maintain technology, programs, and software that support college and career opportunities and credit recovery.

Action 6.4 will continue as Academic and Attendance Incentives to encourage improved attendance, behavior, academic progress, and student engagement at Sierra Vista and Ronald Reagan Academy.

Action 6.5 will continue as College and Career/Post-Graduation Opportunities to provide students with opportunities to visit colleges, trade schools, and businesses and to strengthen post-graduation planning.

Any unspent Equity Multiplier funds will be carried over and used exclusively to support Sierra Vista and Ronald Reagan Academy. The district will monitor implementation and effectiveness through site-specific Goal 6 metrics, including CAASPP ELA, CAASPP math, ELPI, graduation rates, credit recovery, college and career readiness, and attendance data.

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
6.1	Counselor	Employ a Counselor to provide additional support to Sierra Vista and Ronald Reagan students by providing counseling services to enhance academic success and planning for post-graduate planning.	\$181,000.00	No
6.2	Additional Support/Tutoring	Provide additional support to Sierra Vista and Ronald Reagan students with the employment of an additional instructional assistant to meet with and support students in their classes and credit recovery. Additionally, online tutoring services may be contracted to ensure online tutoring services are accessible as part of this support initiative.	\$57,240.00	No
6.3	Computer Lab	Maintain a computer lab to support College and Career opportunities including programs/software to support College and Career and credit recovery.	\$5,000.00	No
6.4	Academic and Attendance Incentives	Continue to provide incentives for Sierra Vista and Ronald Reagan students to further encourage and support improved student attendance and academic success.	\$10,000.00	No
6.5	College and Career/Post	Continue to provide opportunities for students to visit colleges, trade schools, and businesses to assist them in their post-graduation planning.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Graduation Opportunities			

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
\$25,315,723	\$3,104,613

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
35.618%	27.034%	\$18,545,083.68	62.652%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Staff Development and Other Actions to Support Implementation of the LCAP Need: The District has identified the need to strengthen organizational capacity to effectively implement the Local Control and Accountability Plan (LCAP) and achieve improved outcomes for all students.	Staff will receive training and materials to teach the CCSS to ensure Unduplicated pupils encounter increasing academic success in ELA and Math. This will ultimately lead to greater achievement in other academic areas including A-G completion and graduation rates, for example. It also involves offering more opportunities for professional growth in other key areas such as Science, and English Language Development (ELD).	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 3: Early Assessment Program ELA Results Metric 4: Early Assessment Program Math Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Successful implementation of the LCAP requires ongoing professional learning, collaboration, coaching, and support for certificated, classified, and administrative staff to ensure evidence-based instructional practices, high-quality student supports, and consistent implementation of district initiatives across all school sites. Educational Partner feedback, student performance data, and local implementation monitoring indicate the need for continued staff development in instructional strategies, English Learner services, special populations, assessment and data analysis, Multi-Tiered System of Supports (MTSS), social-emotional learning, school climate, technology integration, and state and federal program requirements. As district initiatives continue to evolve, staff must have access to timely training, technical assistance, coaching, and collaborative planning opportunities to ensure consistent implementation and continuous improvement. This action supports the implementation of all LCAP goals by providing professional learning, leadership development, instructional coaching, conference attendance, collaboration time, program monitoring, and operational supports necessary to build staff capacity and improve student achievement, engagement, and well-being. While this action principally supports the needs of Unduplicated Pupils through improved instructional practices and targeted services, it is implemented	Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 7: AP Passing Rates Metric 8: Graduation Rates Metric 9: College/Career Indicator Metric 11: A-G Completion Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments Metric 24: Standards Implementation Rubrics

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
	district-wide because all students benefit from highly effective educators and consistent implementation of district priorities. Educational Partner feedback continues to identify ongoing professional learning and implementation support as essential components for improving student outcomes and sustaining continuous improvement across the district. Scope: LEA-wide		
1.2	Action: District and Site-Based Coaching and Support Need: The District has identified the need to strengthen instructional leadership and educator capacity through ongoing district and site-based coaching and support to ensure the consistent implementation of evidence-based instructional practices, district initiatives, and continuous improvement efforts across all schools. Student achievement data, California Dashboard indicators, local assessments, and Educational Partner feedback demonstrate the need for sustained coaching and technical assistance to improve academic outcomes, close achievement gaps, and ensure equitable access to high-quality instruction for all students. Ongoing coaching provides teachers, administrators, and instructional staff with job-	Teachers will be provided the opportunity to participate in coaching cycles, lesson development, team planning, support to improve instruction across curricular areas. We anticipate Unduplicated student groups to have improved achievement due to this support. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 5: English Learner Progress Towards English Proficiency (ELPI) Metric 8: Graduation Rates Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results -

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	embedded support that strengthens instructional planning, data analysis, Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLCs), English Learner services, literacy and mathematics instruction, classroom management, and the implementation of adopted curriculum and district initiatives. District and site leaders also require continued coaching and technical assistance to effectively monitor student progress, support continuous improvement, implement School Plans for Student Achievement (SPSAs), and align site goals with the District's Local Control and Accountability Plan (LCAP). This action supports all LCAP goals by providing instructional coaching, leadership development, technical assistance, data support, and collaborative planning that increase the effectiveness and consistency of teaching and learning across the district. Although this action is principally directed toward improving outcomes for Unduplicated Pupils, it is implemented district-wide because all students benefit from highly effective instructional practices, strong leadership, and coordinated systems of support. Educational Partner feedback continues to identify coaching and ongoing implementation support as critical components for improving student achievement and sustaining continuous improvement throughout the district. Scope:		Early Literacy Assessments

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		
1.3	Action: Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery Need: The District has identified the need to provide additional learning opportunities beyond the regular instructional day to accelerate academic achievement, address unfinished learning, support credit attainment, and increase student engagement. California Dashboard indicators, state and local assessment data, course performance, graduation data, attendance trends, and Educational Partner feedback demonstrate that many students, particularly Unduplicated Pupils, continue to require targeted academic intervention, expanded learning opportunities, and individualized support to meet grade-level standards and remain on track for graduation and postsecondary success. Students benefit from timely academic interventions before, during, and after school that provide additional instruction, tutoring, homework assistance, credit recovery, and targeted support in literacy, mathematics, and other core content areas. Expanded learning opportunities, including enrichment programs, academic competitions, performing arts, athletics, clubs, summer learning, and other engaging activities, increase student connectedness, attendance, and motivation	Provide additional academic support to students not yet reaching proficiency. This action is designed to support Unduplicated students academically as well as to provide engaging activities after school to provide academic support and a safe place for students after school. For some students, this incorporates attendance in the Tulare County Office of Education Choices program. The district's plan is to collaborate with Choices to ascertain that students have access to high-quality after-school programs and a safe space during after school hours. This action will also support student success classes at the junior high and high school to provide additional support to students and opportunities for credit recovery. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks

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
	while supporting the development of academic, social-emotional, and leadership skills. To address these needs, the District will continue to provide comprehensive intervention and enrichment opportunities that extend learning beyond the traditional school day. These services include before- and after-school academic support, intervention classes, credit recovery, summer learning opportunities, expanded learning programs, and classroom support designed to accelerate learning, improve student achievement, increase graduation rates, and ensure students remain on a pathway toward college and career readiness. Although this action principally addresses the needs of Unduplicated Pupils, it is implemented district-wide because many other students demonstrate similar academic and enrichment needs. Educational Partner feedback continues to support expanding access to intervention, enrichment, and credit recovery opportunities as essential strategies for improving student outcomes, increasing engagement, and ensuring every student has the support necessary to succeed. Scope: LEA-wide		
1.5	Action: College and Career and CTE Academies	Create and continue to implement College and Career and CTE Academies to support the diverse needs of all student groups within the district. This	Metric 9: College/Career Indicator

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
	Need: The District has identified the need to continue expanding equitable access to high-quality college and career readiness opportunities for all students while increasing the number of graduates who leave Dinuba Unified prepared for postsecondary education, military service, apprenticeships, or meaningful careers. Although Dinuba Unified has expanded Career Technical Education (CTE) pathways and college readiness opportunities, California Dashboard College/Career Indicator (CCI) data and local measures demonstrate the need to increase the percentage of students who graduate as "Prepared," particularly among English Learners, socioeconomically disadvantaged students, students with disabilities, foster youth, and other historically underserved student groups. Early exposure to career exploration, hands-on learning experiences, and career-connected instruction has been shown to increase student engagement, improve attendance, strengthen academic motivation, and support long-term educational success. Educational Partner feedback from students, families, staff, business partners, and advisory committees continues to emphasize the importance of expanding career awareness, work-based learning opportunities, dual enrollment, industry certifications, CTE pathway completion, and college-going supports.	action serves to address these exact needs by creating Career and Technical Education (CTE) Academies which are designed to cater to the diverse interests and aspirations of the students. Introduce career pathways in the formative elementary school years to instill a sense of career consciousness and readiness. Integrate introductory CTE classes into middle school electives, a move aimed at providing pupils with a wider, more practical range of learning experiences thereby optimizing their readiness for future career and education paths. In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric 10: NJROTC Enrollment Metric 14: CTE Course Offerings/Enrollment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To address these needs, Dinuba Unified will continue to strengthen and expand College and Career Readiness and Career Technical Education (CTE) programs by providing comprehensive career exploration in the elementary grades, introductory career pathway experiences and exploratory electives in middle school, and rigorous CTE pathways, dual enrollment opportunities, work-based learning experiences, leadership opportunities, and industry-recognized certifications at the secondary level. The District will continue to collaborate with local industry partners, community colleges, and postsecondary institutions to ensure that students graduate with the knowledge, skills, and experiences necessary for success beyond high school. This action is implemented district-wide to maximize access for Unduplicated Pupils while benefiting all students who demonstrate similar needs. Educational Partner input continues to support maintaining and expanding these opportunities as a key strategy for improving student engagement, graduation outcomes, and College/Career Indicator performance. Scope: LEA-wide		
1.6	Action: Technology Need:	Purchase and deploy the use of suitable technology and replacement computers, resource allocation for infrastructure advancements and technical support. Incorporating innovative technology is seen as crucial due to the	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 8: Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The District has identified the need to provide students and staff with equitable access to technology, digital learning tools, and reliable infrastructure that support high-quality instruction, assessment, communication, and college and career readiness. Educational Partner feedback and student achievement data demonstrate that technology enhances learning, increases engagement, and expands access to educational opportunities. This action is implemented district-wide to ensure all students have access to the technology and digital resources needed for academic success, with an emphasis on improving outcomes for Unduplicated Pupils. Scope: LEA-wide	recognized requirement of each student group for advanced technological integration so students are prepared for 21st Century skills. Provide funding for a district level technology support team is also included to ensure the ability to maintain this technology. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	
1.7	Action: Student to Adult Ratio in TK and Kindergarten Need: The District has identified the need to maintain lower student-to-adult ratios in Transitional Kindergarten and Kindergarten to provide individualized instruction, early intervention, and a strong foundation for academic and social-emotional development. Educational Partner feedback and early learning data demonstrate that increased adult support in the primary grades improves school readiness, literacy, language development, and student engagement.	Lower the student-to-adult ratio in kindergarten by the placement of an instructional assistant in every TK-Kinder classroom. Provide more individualized attention to these students to enable them to more fully develop their English, ELA, and Math skills helping to address the distinctive obstacles faced by groups of English Learners, Low Income, and Foster Youth students. These groups frequently grapple with unique barriers such as language fluency, socio-economic limitations, and discontinuous domestic settings. The broad scope of this action envelops all TK-Kinder classrooms within the district, extending the advantages of a minimized student to adult ratio to all students in these grades, with a highlight on	Metric 16: District Assessment Results – DRA Metric 19: District Assessment Results - Early Literacy Assessments

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
	This action is implemented district-wide to ensure all TK and Kindergarten students receive the individualized support needed for long-term academic success, with an emphasis on improving outcomes for Unduplicated Pupils. Scope: LEA-wide	those belonging to the student groups identified. This precise methodology is believed to be an effective strategy for tackling these distinct challenges in the early stages of education. In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.8	Action: Highly Qualified and Fully Credentialed Teachers Need: The District has identified the need to recruit, retain, and support highly qualified and fully credentialed teachers to ensure all students receive high-quality instruction. Student achievement data, Educational Partner feedback, and state accountability measures demonstrate that effective educators are essential to improving academic outcomes and providing equitable learning opportunities for all students. This action is implemented district-wide to ensure every student has access to appropriately credentialed and effective teachers, with an emphasis on supporting Unduplicated Pupils. Scope: LEA-wide	Hire highly qualified and credentialed teachers as the basis of support for our students in all subgroups to ensure that students receive a superior education, delivered by skilled and committed teachers. This is critical for our English Learners and Socioeconomically Disadvantaged students. The goal of the district is to seek out and hire the most highly qualified teachers possible who will work to raise the academic outcomes and enhance the school experience of identified student groups, including EL, SED, and Foster students. Provide mentoring and support for teachers not yet fully credentialed and support them through various means to aid them in completing their credentialing requirements and helping them reach their full potential. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 22: Credentialed Teacher Assignment

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
1.9	Action: Gifted and Talented Education (GATE) Need: The District has identified the need to provide rigorous, differentiated learning opportunities that challenge and support gifted and advanced learners. Student performance data and Educational Partner feedback demonstrate the importance of providing enrichment, acceleration, and differentiated instruction to ensure students reach their full academic potential. This action is implemented district-wide to ensure equitable access to GATE identification, enrichment, and advanced learning opportunities while supporting the diverse needs of all students. Scope: Schoolwide	Provide enrichment activities to address the unique needs of identified GATE students by ensuring proper identification of students and providing them access to explore their interests as well as compete in academic events. Ensure that students from Unduplicated student groups are proportionally represented, and that qualifying students can readily access the program. Provide GATE students the opportunities to discover their interests and academically thrive in local and state-level events such as History Day, Science Fair, Word Masters, Mensa Reading Challenge, and others. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results
1.10	Action: Library Support Services Need: The District has identified the need to provide equitable access to library services, instructional resources, and literacy support that promote academic achievement, research skills, and a lifelong love of reading. Educational Partner feedback and student achievement data demonstrate that access to high-quality library programs enhances	Continue to employ a Library Media Specialist along with library clerks/technicians at every school site, enabling the district to extend library hours, thereby ensuring that all students can equitably access reading materials before, during, and after school. This is critical to enhance their access to reading materials and in boosting the reading scores and integration of technology of Unduplicated student groups. In order to most effectively and efficiently implement this action, it is being implemented district-wide to maximize the impact to	Metric 1: CAASPP ELA results Metric 5: ELPAC Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks

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
	literacy, supports classroom instruction, and fosters college and career readiness. This action is implemented district-wide to ensure all students have access to library resources and services while improving outcomes for Unduplicated Pupils. Scope: Schoolwide	Unduplicated Pupils and other students who also exhibit the need for these services.	
1.11	Action: K-6th Collaboration Time Need: The District has identified the need to provide dedicated collaboration time for TK–6 educators to strengthen instructional planning, analyze student data, align curriculum, and share effective instructional practices. Educational Partner feedback and student performance data demonstrate that ongoing teacher collaboration improves instructional consistency, supports diverse learners, and increases student achievement. This action is implemented district-wide to ensure all elementary students benefit from high-quality, collaborative instruction while improving outcomes for Unduplicated Pupils. Scope: Schoolwide	Provide K-6th structured collaboration time, allowing teachers to attend to the unique challenges faced by English Learners, Low-Income, and Foster Youth student groups. Teachers will review and analyze student achievement data to identify learning gaps and plan next steps for instruction. Encourage and support teachers in team lesson planning and unit design to address the distinct needs of students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments

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
1.12	Action: Staff Development Need: The District has identified the need to provide ongoing professional learning to ensure staff have the knowledge, skills, and resources necessary to effectively implement high-quality instruction, student supports, and district initiatives. Student performance data, California Dashboard indicators, and Educational Partner feedback demonstrate that continuous staff development is essential to improving student achievement, supporting diverse learners, and ensuring consistent implementation of evidence-based practices across all schools. This action is implemented district-wide because all students benefit from highly effective educators. Continued professional learning supports improved outcomes for Unduplicated Pupils while strengthening instruction and services for all students. Scope: LEA-wide	Provide teachers, instructional assistants, and administrators with effective and efficient teaching and learning strategies through a variety of means. Provide district staff development or facilitate attendance at workshops and conferences. Place a strong emphasis on ELA/ELD Frameworks, ELD Standards, Academic Discourse, and the application of both Designated and Integrated ELD strategies. Provide the necessary learning and teaching materials required for EL programs, ensuring optimal allocation of resources. Work in close collaboration with consultants from the Tulare County Office of Education to guarantee that these programs are in full alignment with the California Standards of the Teaching Profession. By providing staff the training and materials they need to teach content standards effectively and make sure students can be successful in ELA and Math, it will ultimately lead to greater achievement in other academic areas including A-G completion and graduation rates. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: CAASPP ELA results Metric 2: CAASPP Math Results Metric 15: District Assessment Results – STAR Reading Metric 16: District Assessment Results – DRA Metric 17: District Assessment Results – ELA Benchmarks Metric 18: District Assessment Results – Math Benchmarks Metric 19: District Assessment Results - Early Literacy Assessments
2.1	Action: Campus Security Need: The District has identified the need to maintain safe, secure, and supportive learning	Provide repair, maintenance, purchase, and replacement of equipment to enhance student and staff safety. This action addresses both the physical infrastructure and the safety provisions at the facilities.	Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

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
	environments that promote student well-being, regular attendance, and academic success. Educational Partner feedback, school climate data, safety assessments, attendance trends, and ongoing evaluations of campus operations continue to demonstrate the importance of maintaining a visible and proactive approach to campus safety. Students are more likely to attend school regularly, remain engaged in learning, and achieve academic success when they feel safe, supported, and connected to their school community. To address these needs, the District will continue to provide comprehensive campus security services and safety measures that support positive school climates and help ensure schools remain safe learning environments. Campus security personnel work collaboratively with school administrators, counselors, and staff to promote positive student behavior, assist with conflict prevention and de-escalation, monitor campus activities, support emergency preparedness, and help maintain safe school environments before, during, and after the instructional day. This action supports the implementation of the District's Local Control and Accountability Plan by fostering learning environments where students can focus on academic achievement and social-emotional well-being without barriers related to safety or security. Although this action principally benefits Unduplicated Pupils by providing safe and supportive	Provide campus safety monitors to assist with student supervision and safety. Purchase and installation of additional security measures such as cameras and protective fencing, contingent on necessity at specific sites provides an additional piece of this action. Employ School Resource Officers and Campus Monitors. The major role of the SRO is to educate students in the area of conflict resolution, impacts of drug and alcohol use and abuse, crime prevention, situational de-escalation of confrontations, and the fostering of positive student relationships with law enforcement on campus and in the community. There was a decline in student suspension over the past few years. In addition, expulsion rates over the last two years have declined. The SRO is part of the support network for DUSD students which has helped to lead to this decline. A dedicated District Safety Officer works with the sites to provide continuous updates and practice of site safety plans and procedures. Furthermore, all certificated and classified staff members are to undergo additional training focused on school site safety and safety protocols, a measure aimed at addressing the concerns of Foster Youth. All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district. Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they	

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
	learning environments that reduce barriers to learning, it is implemented district-wide because all students and staff benefit from consistent, comprehensive campus safety and security measures. Educational Partner feedback continues to identify school safety as a high priority and supports ongoing investment in campus security personnel, equipment, and safety systems. Scope: LEA-wide	will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	
2.2	Action: Student Field Trips/Academic Enrichment Need: The District has identified the need to provide equitable access to high-quality academic enrichment experiences that extend learning beyond the classroom and support the academic, social-emotional, and college and career development of all students. Educational Partner feedback, student engagement data, and local measures continue to demonstrate that experiential learning opportunities increase student motivation, strengthen connections between classroom instruction and real-world applications, and promote higher levels of engagement and achievement. Many Unduplicated Pupils face financial and other barriers that limit access to these experiences outside of school.	Provide sites with 3rd-5th grade students with the transportation costs to conduct academic field trips outside the local area. These field trips provide practical learning experiences to the students, helping to broaden their academic perspectives and enhance overall school engagement. Specifically aimed at grades 3-5, the intention behind this action is to enrich students' education with varied learning experiences of Unduplicated student groups, who may otherwise have restricted access to these types of learning activities outside of the immediate Dinuba area. These factors may be due to various factors including financial limitations, language obstructions, or unsettled domestic situations. This action goes beyond merely broadening the academic horizons of these students; it seeks to foster heightened engagement within the school environment, Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will	Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To address these needs, the District will continue to provide standards-aligned field trips, academic enrichment activities, cultural experiences, college and career exploration, leadership opportunities, and other educational experiences that complement classroom instruction. These opportunities enhance student learning by providing hands-on, real-world applications of academic content, expanding students' understanding of postsecondary opportunities, and fostering collaboration, critical thinking, creativity, and problem-solving skills. This action supports the implementation of all LCAP goals by increasing student engagement, improving attendance and school connectedness, enriching academic instruction, and expanding access to experiences that prepare students for success in college, career, and civic life. Although this action principally benefits Unduplicated Pupils by removing financial barriers to participation and expanding access to enrichment opportunities, it is implemented district-wide because all students benefit from meaningful educational experiences that extend learning beyond the classroom. Educational Partner feedback continues to support maintaining and expanding field trips and academic enrichment opportunities as valuable components of a well-rounded educational program. Scope: LEA-wide	be implemented district-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: Repair and Maintenance of Facilities Need: The District has identified the need to maintain school facilities that are safe, clean, functional, and in good repair to provide learning environments that support student achievement, well-being, and regular attendance. Educational Partner feedback, facilities inspections, maintenance assessments, and ongoing evaluations of school sites continue to demonstrate the importance of maintaining high-quality learning environments that are conducive to teaching and learning. Well-maintained facilities contribute to positive school climates, reduce disruptions to instruction, and ensure students and staff have access to safe and welcoming campuses. To address these needs, the District will continue to provide timely repair and maintenance of school facilities, grounds, building systems, equipment, and infrastructure to ensure compliance with state requirements and maintain schools in good repair. Preventive maintenance, routine repairs, custodial support, and facility improvements help preserve district assets, extend the useful life of buildings and equipment, and minimize interruptions to instructional programs. This action supports the implementation of the District's Local Control and Accountability Plan	Provide repair, maintenance, and replacement of substandard instructional facilities. This action addresses both the physical infrastructure and the safety provisions at the facilities. The district maintenance team has been tasked with routine upgrades and repairs, ensuring a safe and productive learning environment for students, staff, and the broader community. All of these additional pieces work together to safeguard staff, students, and the community on the school premises, a high priority for the school district. Though these actions are principally directed at addressing the needs of Unduplicated Pupils, they will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 1: Facility Inspection Tool (FIT) Williams Visitation Results Metric 2: Fiscal Reports on Routine & Deferred Maintenance Costs & set-asides Metric 3: California Healthy Kids Survey (CHKS) Metric 4: Student, Parent, and Staff Survey

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
	by ensuring students and staff have access to safe, well-maintained, and fully operational learning environments that promote academic success and student well-being. Although this action principally benefits Unduplicated Pupils by reducing barriers to learning and providing equitable access to quality educational environments, it is implemented district-wide because all students benefit from clean, safe, and well-maintained schools. Educational Partner feedback continues to identify facility maintenance and campus conditions as essential components of a positive educational experience. Scope: LEA-wide		
3.1	Action: Learning and Guidance Center Need: The District has identified the need to provide comprehensive academic, behavioral, social-emotional, and transitional supports for students who face significant barriers to educational success. California Dashboard indicators, attendance data, graduation rates, course completion data, behavior trends, and Educational Partner feedback demonstrate that some students require individualized interventions beyond the traditional classroom setting to remain engaged in school, recover academic progress, and successfully transition toward graduation and postsecondary opportunities.	Staff and support for the Learning and Guidance Support Service (LGSSS), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive needs of three student group demographics: English Learners, Foster Youth, and Low-Income students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSS's implementation. Identify the unique obstacles for these families to provide the required resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed.	Metric 1: Suspension/Expulsion Rates Metric 2: Chronic Absenteeism Metric 6: Learning, Guidance, and Student Support Services Center Referrals Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals) Metric 3: School Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Learning and Guidance Center provides coordinated services that address the diverse needs of students through individualized academic support, credit recovery, counseling, behavioral interventions, case management, family engagement, transition planning, and connections to community resources. By providing targeted interventions and personalized support, the District is able to improve student attendance, increase credit attainment, reduce barriers to learning, strengthen student engagement, and promote positive academic and behavioral outcomes. This action supports the implementation of the District's Local Control and Accountability Plan by ensuring that students with the greatest needs receive timely, coordinated services designed to improve academic achievement, graduation outcomes, college and career readiness, and overall student well-being. While the services provided through the Learning and Guidance Center principally benefit Unduplicated Pupils and other students identified as needing intensive support, the action is implemented district-wide to ensure all students have equitable access to intervention services when circumstances create barriers to their educational success. Educational Partner feedback continues to identify coordinated academic, behavioral, and social-emotional supports as essential to helping students remain connected to school and achieve long-term success.	Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits. Mentoring services are also included in these actions. These services provide participating students identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	Action: Student Attendance Need: The District has identified the need to improve student attendance and reduce chronic absenteeism to ensure all students have equitable access to high-quality instruction and the opportunity to achieve academic success. California Dashboard indicators, local attendance data, and Educational Partner feedback demonstrate that consistent school attendance is essential for improving academic achievement, supporting social-emotional well-being, increasing graduation rates, and preparing students for college and career success. Students who are chronically absent are more likely to experience learning loss, lower academic performance, disengagement from school, and reduced postsecondary opportunities. To address these needs, the District will continue to implement a comprehensive, multi-tiered system of attendance supports that emphasizes prevention, early identification, intervention, and family engagement. Attendance improvement efforts include positive attendance campaigns, parent communication and outreach, attendance monitoring, Student Attendance Review Team (SART) and School Attendance Review Board (SARB) processes, home visits, case	Reduce chronic absenteeism through the following means: An Attendance Supervisor has been appointed to oversee attendance across all sites. Concurrently, Community Liaisons at each site (and one district community liaison) work to assist in fostering improved student attendance by working with families. Foster open communication with parents to reduce overall absenteeism. An additional strategy under this action is the use of an attendance management system. Identify students at risk of chronic absenteeism and provide required interventions. To foster a sense of belonging and lift student morale, and encourage attendance at school, after-school sports programs are implemented. Additionally, Extended Day Activities will be provided, offering a platform for students to explore activities outside their curriculum. The final aspect of this action is providing incentives for students who maintain good attendance or exhibit improved attendance. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 2: Chronic Absenteeism Metric 3: School Attendance

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
	management, counseling, incentives, and coordinated interventions that remove barriers preventing students from attending school regularly. This action supports the implementation of all LCAP goals by increasing instructional time, strengthening school connectedness, improving academic outcomes, and promoting equitable access to educational opportunities. Although this action principally benefits Unduplicated Pupils, who are disproportionately impacted by chronic absenteeism and barriers to attendance, it is implemented district-wide because regular school attendance is critical to the success of every student. Educational Partner feedback continues to identify attendance as a district priority and supports ongoing investment in proactive attendance monitoring, family engagement, and intervention strategies. Scope: LEA-wide		
3.3	Action: Counseling Services and Supports Need: The District has identified the need to provide comprehensive counseling services that support students' academic achievement, social-emotional well-being, college and career readiness, and overall success in school. California Dashboard indicators, local data, student needs assessments, and	Staff and support the Learning and Guidance Support Service (LGSSC), and Counseling Services and Supports as part of this strategic action. They are designed to fulfill the distinctive needs of three student group demographics: English Learners, Foster Youth, and Low-Income students. These groups face unique challenges which could potentially hamper their educational success and overall well-being, necessitating the LGSSC's implementation. Identify the unique obstacles for these families to provide the required	Metric 1: Suspension/Expulsion Rates Metric 2: Chronic Absenteeism Metric 6: Learning, Guidance, and Student Support Services Center Referrals

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
	Educational Partner feedback demonstrate that many students require individualized guidance and support to overcome academic, behavioral, attendance, social-emotional, and postsecondary planning challenges. Comprehensive counseling services help remove barriers to learning, increase student engagement, improve school connectedness, and ensure students remain on track to graduate prepared for college, career, and life. To address these needs, the District will continue to provide comprehensive counseling services that include academic planning, college and career advising, social-emotional support, crisis response, mental health referrals, attendance interventions, credit monitoring, graduation planning, course selection, family engagement, and coordination with school and community resources. Counselors collaborate with administrators, teachers, families, and community partners to identify student needs early, implement appropriate interventions, and provide ongoing support that promotes student success. This action supports the implementation of all LCAP goals by increasing student achievement, improving attendance and graduation outcomes, strengthening school climate, promoting college and career readiness, and fostering positive social-emotional development. Although this action principally benefits Unduplicated Pupils by addressing barriers that disproportionately	resources and support they most need. These are important resources and supports for many of our families, but particularly for families who may lack the resources to obtain the needed help otherwise. This could be due to a lack of insurance, or just not knowing who to contact to get the assistance needed. Licensed Clinical Social Workers and a case manager collaborate closely with the students and their families, ensuring that their social-emotional needs are supported effectively. Whenever necessary, they provide direct services or facilitate referrals to external agencies. The case manager is also entrusted with coordinating services to maximize the students' educational benefits. Mentoring services are also included in these actions. These services provide participating students are identified by the school site staff as needing support from a positive role model. Mentors from Campus Life are on campus 5 days a week and spend time both in class and out of class building positive relationships with students and families, promoting positive relationships and role modeling. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals) Metric 3: School Attendance

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
	affect these student groups, it is implemented district-wide because all students benefit from access to comprehensive counseling services that promote academic success and personal growth. Educational Partner feedback continues to identify counseling services as a critical component of a safe, supportive, and student-centered educational environment. Scope: LEA-wide		
3.4	Action: Decrease Student Discipline Referrals Need: The District has identified the need to strengthen positive school climates and reduce student discipline referrals through proactive, preventive, and restorative practices that support student engagement, social-emotional development, and academic success. California Dashboard indicators, suspension data, behavior trends, and Educational Partner feedback demonstrate that students are more successful when schools implement consistent behavioral expectations, positive behavior supports, and early interventions that address the root causes of challenging behaviors while keeping students engaged in learning. To address these needs, the District will continue to implement a comprehensive system of behavior supports that includes Positive Behavioral Interventions and Supports	Provide appropriate supports and services, use evidence-based protocols to improve behavioral practices (PBIS) to reduce discipline referrals, suspensions and expulsions. The PBIS initiative, is designed to improve student behavior, behavioral interventions, and to provide the necessary support for students. These behavioral applications are believed to to improve school safety and student behavior by ensuring students are aware of the expectations and to provide support for students who struggle with appropriate behavior. Data is used to solve problems and encourage appropriate student behavior. Provide behavior aides help to provide support to students who exhibit chronic behavioral issues and helping to monitor and support improved behavior. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all	Metric 1: Suspension/Expulsion Rates Metric 7: SWIS/Educlimber (Decrease Student Discipline Referrals)

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
	(PBIS), restorative practices, social-emotional learning, behavioral interventions, student recognition programs, conflict resolution, staff training, counseling supports, and coordinated interventions designed to improve student behavior and reduce disciplinary incidents. These efforts promote positive relationships, increase students' sense of belonging, and provide timely support before behaviors escalate to exclusionary discipline. This action supports the implementation of the District's Local Control and Accountability Plan by improving school climate, reducing suspensions and disciplinary referrals, increasing instructional time, and fostering safe, inclusive, and supportive learning environments where all students can succeed. Although this action principally benefits Unduplicated Pupils, who are disproportionately represented in discipline data, it is implemented district-wide because all students benefit from consistent behavioral expectations, positive school climates, and supportive intervention systems. Educational Partner feedback continues to identify school climate, student behavior, and positive behavior supports as essential components of student success. Scope: LEA-wide	students, as many other students exhibited similar needs.	
4.1	Action: Parent Engagement and Workshops	Enhance parental engagement create an environment that is optimal for fostering the success of every single student.	Metric 1: Sign-in sheets Parent Teacher Conferences SSC

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
	Need: The District has identified the need to strengthen meaningful family engagement and build the capacity of parents, guardians, and caregivers to actively participate in their children's education and the District's educational decision-making processes. Educational Partner feedback, participation data, and local measures demonstrate that students achieve higher levels of academic success, attendance, and school connectedness when schools and families work collaboratively to support learning. Some families, particularly those of Unduplicated Pupils, face barriers to participation, including language differences, work schedules, transportation, childcare, and limited familiarity with educational systems. To address these needs, the District will continue to provide parent education workshops, leadership development opportunities, family engagement activities, and informational sessions that increase families' knowledge of academic expectations, college and career readiness, attendance, student well-being, literacy, technology, and available school and community resources. The District will also continue to support meaningful parent participation through School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and other opportunities that encourage collaboration and shared decision-making.	Engage parents throughout the district, the initiative could ensure that all students, regardless of their personal circumstances, have the support they require to thrive. Implement several strategies by enhancing Parent Engagement opportunities through newsletters and other means of communications are also being employed as tools to increase communication with families and the wider community. Provide workshops and training programs for parents to benefit English learners in their language acquisition process. In order to alleviate resource scarcity among Low-Income students, we will encourage community and parental involvement. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented district-wide to benefit all students, as many other students exhibited similar needs.	Meetings ELAC Meetings Title I Meetings Parenting Partner Workshop Meetings (Including parents of Unduplicated Pupils and students with exceptional needs)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action supports the implementation of all LCAP goals by strengthening partnerships between home and school, increasing family participation in educational programs, improving communication, and building parents' capacity to support student learning. Although this action principally benefits Unduplicated Pupils by reducing barriers to family engagement and expanding access to educational resources, it is implemented district-wide because all students benefit when families are actively engaged in their education. Educational Partner feedback continues to identify family engagement, communication, and parent education as priorities for improving student outcomes and strengthening school communities. Scope: LEA-wide		

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
5.1	Action: Additional Support for English Learners Need:	Enhance instructional practices, progress monitoring, and parent education opportunities, all for the improvement and advancement of English	Metric 1: EL Progress on ELPAC Metric 2: EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Current data indicates that approximately 30% of Dinuba students are classified as English Learners. English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math. Educational Partner responses indicate the desire to continue with our English Language Learner Coach to support teachers and thus English Learner students. Also indicated through Educational Partner feedback was the desire to enhance EL services providing dedicated coordination and support through an EL Coordinator. Some highlighted the need for a more robust curriculum for English Learners. Scope: Limited to Unduplicated Student Group(s)	Learners(ELs) in language acquisition and achievement in English Language Arts and Math. English Language and Literacy Coaches will aide principals and teachers with progress assessment and improvement of instructional practices. They will also offer parent education opportunities to bolster language acquisition and student achievement. Provide professional development opportunities to teachers in the area of ELD standards and effective research-based EL strategies. This approach aims to enhance the learning process of English Learners. "Newcomer" curriculum will be used to better support to the most recent English Learners to our educational system. This is a piece that continues to be developed and refined. The action also includes the use of data management systems and technology (like Ellevation) to track student achievement and instructional practices and analyze the progress of EL students' acquisition of English.	
5.2	Action: Student Acquisition of English Need: Current data indicates that English Learners are making progress toward proficiency. English Learners face specific challenges in acquiring language skills and attaining academic achievement in English Language Arts and Math.	Monitor English Learner student's acquisition of the English Language through required state assessments and district-identified benchmarks. Disseminate information and coordinate activities to enhance services for English Learners. Support and assist classroom teachers in implementing the district's ELD program successfully. Conduct professional development opportunities such as demonstration lessons and	Metric 1: EL Progress on ELPAC Metric 2: EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Nearly 62% of Educational Partners indicated the desire to support English Learners through dedicated coordination and support services provided by the District EL Coordinator. Scope: Limited to Unduplicated Student Group(s)	function as a resource in identifying suitable strategies for EL student intervention.	
5.3	Action: Additional Support for Long-Term English Learners Need: Current data indicates that approximately 28% of Dinuba students are classified as English Learners, with approximately 26.9% of those English Learners classified as Long-Term English Learners (LTEL). This group of English Learners have already faced challenges in showing proficiency in English to an extent that they have not been reclassified for several years, giving them the classification as a Long-Term English Learner (LTEL). Scope: Limited to Unduplicated Student Group(s)	Monitor student progress on the ELPAC and in relation to students who might be at-risk of becoming and LTEL and those that are already identified as LTEL. Provide additional support for LTEL students through greater awareness, communication, and employment of additional interventions for students.	Metric 3: Long-Term English Learners Metric 4: EL Reclassification Rate of Long-Term English Learners

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

N/A

Additional Concentration Grant Funding

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

All schools in the Dinuba Unified School District have Unduplicated student concentrations of greater than 55 percent. The additional Concentration Add-on funds will be used to increase FTE that will provide direct services to students at all schools within the district through new positions, and other identified positions which provide direct services to Unduplicated Pupils. These positions were previously funded by sunseting funds. DUSD is utilizing the additional Concentration Add-on grant funds to maintain these district positions of personnel providing direct services to students at sites with and Unduplicated Pupil Population of over 55%. If the district does not utilize these funds in this manner, the positions would be eliminated (due to exhaustion of the expiring funding sources), and the staff-to-student ratio would increase (i.e., there would be fewer staff to serve students).

Additional concentration grant add-on funding is planned to be used in the following ways:

1.1 - Additional Preschool and VEC staff were added to provide support to preschool and programs and activities held at the VEC. An Arabic-speaking Community Liaison helps to bridge communication with the Arabic-speaking community. An additional Data Technician was added in order to provide data to district and site personnel to inform progress and next steps. (Though "staff development" is in the title of this action, these concentration grant funds are not used for this purpose, but do, however, contribute to the remainder of this action.)

1.5 - College and Career and CTE Academies - 1 College and Career Counselor

1.6 - Additional IT Specialist to support technology.

1.7 - TK/K Student to Adult Ratio in TK and Kindergarten - 1 Instructional Assistant

1.10 - Library Support Services - Increase in the hours of library technicians at each of the elementary sites.

2.1 - Campus Security - Additional campus monitors

3.2 - Student Attendance - LVN's and communitiy Liaisons

3.3- Additional hours for some Behavior Intervention Aides to support positive student behavior, and one counselor

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	71,075,937	25,315,723	35.618%	27.034%	62.652%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$50,602,405.00	\$4,715,375.00	\$6,975,369.00	\$5,246,854.81	\$67,540,003.81	\$36,990,419.00	\$30,549,584.81

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	Staff Development and Other Actions to Support Implementation of the LCAP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,600,338.00	\$3,927,201.00	\$6,391,174.00	\$836,836.00		\$1,299,529.00	\$8,527,539.00	
1	1.2	District and Site-Based Coaching and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,807,004.00	\$101,365.81	\$1,100,000.00	\$411,113.00		\$397,256.81	\$1,908,369.81	
1	1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,651,285.00	\$784,000.00	\$2,050,000.00	\$1,141,695.00		\$243,590.00	\$3,435,285.00	
1	1.4	Summer Learning Academies/Summer School	All	No			All Schools Specific Schools: Dinuba High - Academic At-Risk Students TK - 8th Grade	Ongoing	\$1,186,711.00	\$206,904.00	\$625,000.00		\$462,769.00	\$305,846.00	\$1,393,615.00	
1	1.5	College and Career and CTE Academies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,001,501.00	\$1,631,777.00	\$2,515,000.00			\$118,278.00	\$2,633,278.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,762,593.00	\$3,042,397.00	\$4,250,000.00			\$554,990.00	\$4,804,990.00	
1	1.7	Student to Adult Ratio in TK and Kindergarten	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools Elementary	Ongoing	\$850,000.00	\$100,000.00	\$950,000.00				\$950,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	ry Sites									
1	1.8	Highly Qualified and Fully Credentialed Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
1	1.9	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 3rd-6th	Ongoing	\$385,224.00	\$212,300.00	\$455,000.00		\$142,524.00		\$597,524.00	
1	1.10	Library Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	Ongoing	\$600,000.00	\$421,000.00	\$1,000,000.00			\$21,000.00	\$1,021,000.00	
1	1.11	K-6th Collaboration Time	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools All Secondary Schools (Planning /Collaboration)	Ongoing	\$2,500,000.00	\$250,000.00	\$2,750,000.00				\$2,750,000.00	
1	1.12	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,762,759.00	\$1,383,486.00	\$5,725,000.00	\$592,008.00		\$829,237.00	\$7,146,245.00	
2	2.1	Campus Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,150,000.00	\$2,340,000.00	\$3,200,000.00		\$290,000.00		\$3,490,000.00	
2	2.2	Student Field Trips/Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,827,115.00	\$5,312,104.00	\$750,000.00	\$1,309,143.00	\$6,080,076.00		\$8,139,219.00	
2	2.3	Repair and Maintenance of Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$500,000.00	\$5,582,595.00	\$6,082,595.00				\$6,082,595.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Learning and Guidance Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,388,856.00	\$324,000.00	\$1,712,856.00				\$1,712,856.00	
3	3.2	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,325,000.00	\$631,158.00	\$2,951,158.00			\$5,000.00	\$2,956,158.00	
3	3.3	Counseling Services and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,296,671.00	\$1,505,489.00	\$3,655,000.00	\$141,340.00		\$1,005,820.00	\$4,802,160.00	
3	3.4	Decrease Student Discipline Referrals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$592,624.00	\$450,000.00			\$242,624.00	\$692,624.00	
3	3.5	Support for Students with Severe Behavioral Needs	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$650,000.00	\$650,000.00				\$650,000.00	
4	4.1	Parent Engagement and Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$562,847.00	\$515,500.00	\$1,015,991.00	\$20,000.00		\$42,356.00	\$1,078,347.00	
5	5.1	Additional Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,300,000.00	\$300,000.00	\$1,600,000.00				\$1,600,000.00	
5	5.2	Student Acquisition of English	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$200,275.00	\$96,053.00	\$115,000.00			\$181,328.00	\$296,328.00	
5	5.3	Additional Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$408,631.00	\$408,631.00				\$408,631.00	
6	6.1	Counselor	All	No			Specific Schools: Sierra	3 years	\$180,000.00	\$1,000.00		\$181,000.00			\$181,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Vista and Ronald Reagan									
6	6.2	Additional Support/Tutoring	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	\$52,240.00	\$5,000.00		\$57,240.00			\$57,240.00	
6	6.3	Computer Lab	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
6	6.4	Academic and Attendance Incentives	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
6	6.5	College and Career/Post Graduation Opportunities	All	No			Specific Schools: Sierra Vista and Ronald Reagan	3 years	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

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
71,075,937	25,315,723	35.618%	27.034%	62.652%	\$49,327,405.00	0.000%	69.401 %	Total:	\$49,327,405.00
								LEA-wide Total:	\$42,998,774.00
								Limited Total:	\$2,123,631.00
								Schoolwide Total:	\$4,205,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,391,174.00	
1	1.2	District and Site-Based Coaching and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100,000.00	
1	1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,050,000.00	
1	1.5	College and Career and CTE Academies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,515,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,250,000.00	
1	1.7	Student to Adult Ratio in TK and Kindergarten	Yes	LEA-wide	English Learners Foster Youth	All Schools Elementary Sites	\$950,000.00	

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 (%)
					Low Income			
1	1.8	Highly Qualified and Fully Credentialed Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.9	Gifted and Talented Education (GATE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 3rd-6th	\$455,000.00	
1	1.10	Library Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	\$1,000,000.00	
1	1.11	K-6th Collaboration Time	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	\$2,750,000.00	
1	1.12	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,725,000.00	
2	2.1	Campus Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,200,000.00	
2	2.2	Student Field Trips/Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750,000.00	
2	2.3	Repair and Maintenance of Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,082,595.00	
3	3.1	Learning and Guidance Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,712,856.00	
3	3.2	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,951,158.00	
3	3.3	Counseling Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,655,000.00	
3	3.4	Decrease Student Discipline Referrals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	

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 (%)
4	4.1	Parent Engagement and Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,015,991.00	
5	5.1	Additional Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,600,000.00	
5	5.2	Student Acquisition of English	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$115,000.00	
5	5.3	Additional Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$408,631.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$73,082,942.62	\$46,824,876.53

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	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	\$6,356,124.00	\$5,343,879.20
1	1.2	District and Site-Based Coaching and Support	Yes	\$2,086,641.81	\$1,799,308.81
1	1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	Yes	\$3,188,339.00	\$1,862,762.00
1	1.4	Summer Learning Academies/Summer School	No	\$1,051,127.00	\$908,563.00
1	1.5	College and Career and CTE Academies	Yes	\$2,786,659.00	\$2,197,372.00
1	1.6	Technology	Yes	\$3,950,000.00	\$1,256,678.00
1	1.7	Student to Adult Ratio in TK and Kindergarten	Yes	\$850,000.00	\$666,140.00
1	1.8	Highly Qualified and Fully Credentialed Teachers	Yes	\$100,000.00	\$16,000
1	1.9	Gifted and Talented Education (GATE)	Yes	\$487,500.00	\$184,482.00
1	1.10	Library Support Services	Yes	\$1,035,897.90	\$555,864.90
1	1.11	K-6th Collaboration Time	Yes	\$2,150,000.00	\$1,604,653.00

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	1.12	Staff Development	Yes	\$6,483,950.22	\$5,292,360.28
2	2.1	Campus Security	Yes	\$3,360,000.00	\$1,177,075.01
2	2.2	Student Field Trips/Academic Enrichment	Yes	\$2,866,423.45	\$10,231,709.93
2	2.3	Repair and Maintenance of Facilities	Yes	\$20,117,080.65	\$1,953,613.30
3	3.1	Learning and Guidance Center	Yes	\$2,025,146.11	\$1,503,672.66
3	3.2	Student Attendance	Yes	\$2,771,339.00	\$2,561,356.57
3	3.3	Counseling Services and Supports	Yes	\$6,593,710.48	\$5,395,416.67
3	3.4	Decrease Student Discipline Referrals	Yes	\$450,000.00	\$93,610.71
3	3.5	Support for Students with Severe Behavioral Needs	No	\$750,000.00	\$464,000
4	4.1	Parent Engagement and Workshops	Yes	\$1,541,123.00	\$1,052,278.21
5	5.1	Additional Support for English Learners	Yes	\$1,300,000.00	\$495,433.91
5	5.2	Student Acquisition of English	Yes	\$115,000.00	\$68,319.52
5	5.3	Additional Support for Long-Term English Learners	Yes	\$408,631.00	\$42,569.13

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)
6	6.1	Counselor	No	\$181,000.00	\$91,366.54
6	6.2	Additional Support/Tutoring	No	\$57,240.00	\$6,391.18
6	6.3	Computer Lab	No	\$5,010.00	\$0.00
6	6.4	Academic and Attendance Incentives	No	\$5,000.00	\$0.00
6	6.5	College and Career/Post Graduation Opportunities	No	\$10,000.00	\$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
24,512,281	\$43,998,631.00	\$23,745,425.86	\$20,253,205.14	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Development and Other Actions to Support Implementation of the LCAP	Yes	\$5,000,000.00	\$3,925,352.00		
1	1.2	District and Site-Based Coaching and Support	Yes	\$1,100,000.00	\$812,667.00		
1	1.3	Before, During, and After School Interventions/Classroom support and Enrichment Activities and Credit Recovery	Yes	\$2,050,000.00	\$724,423.00		
1	1.5	College and Career and CTE Academies	Yes	\$1,200,000.00	\$610,713.00		
1	1.6	Technology	Yes	\$3,950,000.00	\$1,256,678.00		
1	1.7	Student to Adult Ratio in TK and Kindergarten	Yes	\$850,000.00	\$666,140.00		
1	1.8	Highly Qualified and Fully Credentialed Teachers	Yes	\$100,000.00	\$16,000.00		
1	1.9	Gifted and Talented Education (GATE)	Yes	\$350,000.00	\$46,982.00		
1	1.10	Library Support Services	Yes	\$1,000,000.00	\$520,067.00		
1	1.11	K-6th Collaboration Time	Yes	\$2,150,000.00	\$1,604,653.00		
1	1.12	Staff Development	Yes	\$5,600,000.00	\$3,888,750.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Campus Security	Yes	\$3,200,000.00	\$1,088,434.88		
2	2.2	Student Field Trips/Academic Enrichment	Yes	\$750,000.00	\$397,691.14		
2	2.3	Repair and Maintenance of Facilities	Yes	\$7,000,000.00	\$1,953,613.30		
3	3.1	Learning and Guidance Center	Yes	\$1,125,000.00	\$726,652.46		
3	3.2	Student Attendance	Yes	\$2,600,000.00	\$1,680,449.40		
3	3.3	Counseling Services and Supports	Yes	\$3,050,000.00	\$2,967,661.43		
3	3.4	Decrease Student Discipline Referrals	Yes	\$450,000.00	\$93,610.71		
4	4.1	Parent Engagement and Workshops	Yes	\$650,000.00	\$180,917.92		
5	5.1	Additional Support for English Learners	Yes	\$1,300,000.00	\$494,537.39		
5	5.2	Student Acquisition of English	Yes	\$115,000.00	\$46,863.10		
5	5.3	Additional Support for Long-Term English Learners	Yes	\$408,631.00	\$42,569.13		

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)
68,599,431	24,512,281	25.916	61.648%	\$23,745,425.86	0.000%	34.615%	\$18,545,083.68	27.034%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - 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 32627\(d\)](#). 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 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024