

Local Control Accountability Plan

Board Report

May 27, 2026



Two Plans

Destination 2028!

- Local Strategic Plan
- Five-year plan
- Articulates DMUSD vision, mission, and longer term objectives
- Priority actions related to objectives selected annually

Local Control Accountability Plan

- LCAP is a required state plan
- Three-year plan.
- Focused on 8 state priorities, with special consideration for English learners, low income students, foster youth, and those experiencing homelessness
- Actions updated annually by June 30

The LCAP Must Address California's Eight State Priorities

Conditions for Learning

Basic Services

Implementation of
State Standards

Course Access

Engagement

Student Engagement

Parent Involvement

School Climate

Student Outcomes

Student
Achievement

Other Student
Outcomes
(Local Measures)

LCAP Actions

- The LCAP is intended to be a three year plan and many LCAP actions continue over the life of the plan.
- Actions that effectively meet student needs may be continued in subsequent plans.
- Each year, the plan is evaluated to determine if adjustments are necessary for current actions or if new actions should be included.

Proposed actions and refinements are informed by:

Academic Data Analysis

State and local assessments



Observational Data

School visits by site and district leadership



Students

Student surveys and focus groups



Parents & Staff

District strategic planning process, surveys, focus groups, and district committees



Community and Staff Survey, Spring 2026

Participants Include:

- Parents/Guardians including representation of:
 - English Learners
 - Students receiving special education services
 - Students receiving free and reduced lunch
- Staff Members
- Community Members

LCAP Goal 1: Cultivate a dynamic learning environment where students actively engage in personalized, inquiry-based learning experiences supported by research-based instructional practices, nurturing critical thinking, creativity, collaboration, and communication, ultimately leading to academic success and the effective application of knowledge in real-world contexts.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

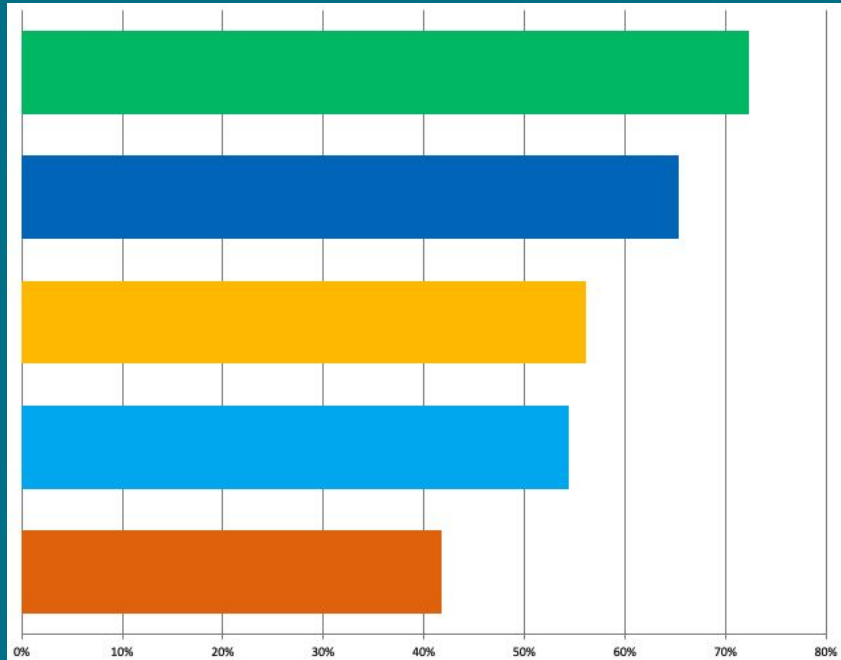
Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Destination 2028! Strategic Plan, Level 1: Learning Experience

Question 1: When you think about the academic needs of all students, what is most important for our district to think about as we plan for the future?



Ensure small class size across all grade levels to enhance student support and engagement. 72%

Provide students with meaningful learning experiences via a robust and engaging STEAM+ program. 65%

Provide differentiated classroom instruction to meet the unique needs of each learner. 56%

Teachers engage in high-quality differentiated professional learning that equips them with the skills necessary to meet the needs of diverse learners and includes opportunities for teacher leadership. 54%

Offer districtwide supplemental academic support tailored to student needs in English Language Arts and Mathematics. 42%

As you think about the academic needs of all students, what else is important for our district to think about as we plan for the future?

- Continued support for maintaining small class sizes in order to support personalized instruction for students.
- Continued prioritization for differentiated, challenging learning opportunities that support both advanced learners and students with identified learning gaps.
- A desire for materials and professional learning aligned to researched-based practices for English language arts.
- A need to prepare students with digital readiness, including for artificial intelligence.

LCAP Goal 2: Establish nurturing and inclusive learning environments that value diversity, cultivate empathy, foster relationships, and encourage individual talents to flourish. As you think about the social-emotional needs of all students, what is most important for our district to think about as we plan for the future? Please check all that apply.

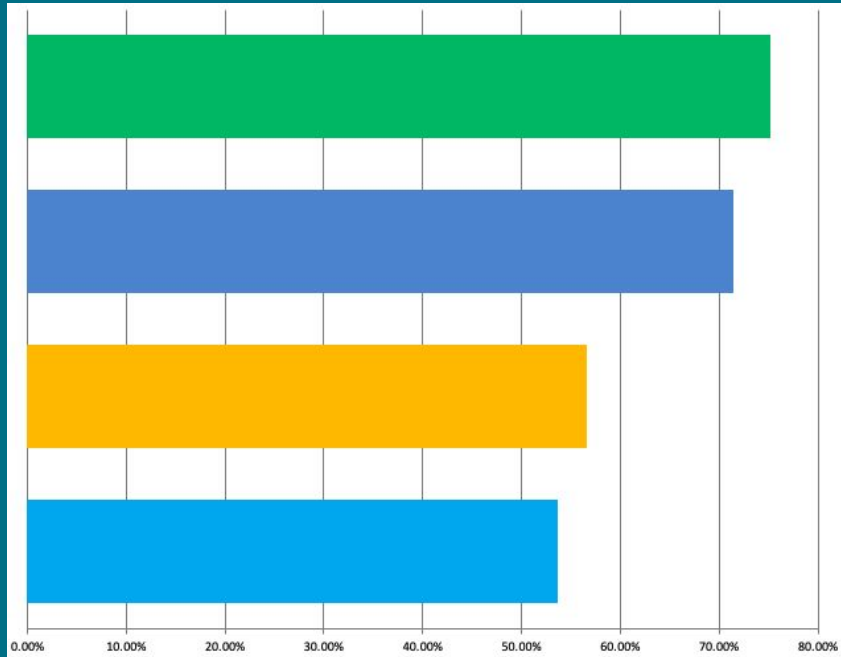
Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

Priority 5: Pupil Engagement (Engagement)

Destination 2028!, Lever 2: Responsive and Caring Culture and Lever 4: Design Influence

Question 2: As you think about the social-emotional needs of all students, what is most important for our district to think about as we plan for the future?



Foster strong relationships at school that enrich students' learning and social experiences and help them recognize their role in contributing to the broader community. 75%

Support students' social-emotional well-being through the collaboration of counselors and instructional staff. 72%

Provide students with facilities that promote environmental sustainability and healthy learning practices, including natural light, indoor and outdoor learning spaces, fresh air access, and areas for physical and emotional well-being. 57%

Empower students and staff to navigate digital platforms safely, responsibly, and ethically while enhancing learning experiences. 54%

As you think about the social-emotional development of all students, what else is important for our district to think about as we plan for the future?

- Continued support for ensuring students receive appropriate mental health support at all school sites with the support of a dedicated counselor at each school site.
- A desire for ensuring students demonstrating behavioral and social-emotional needs are receiving support.
- A priority for thoughtful use of digital tools as a social emotional concern.
- A strong interest for social-emotional learning to be embedded throughout the school day and in partnership with families.

LCAP Goal 1: Proposed Actions (Page 44)

1.1	Continue to refine process of monitoring teacher credentialing	0
1.2	<ul style="list-style-type: none">• Ongoing professional learning - Cognitively Guided Instruction *• Math Apprentices and Site Leaders• Continue process for adopting a Mathematics program in alignment with CGI and The California Mathematics Framework	0
1.3	<p>Provide professional learning opportunities for K-6 teachers to refine tier one differentiated instruction *</p> <p>K-2: Using reading assessment data to refine Tier 1 instruction and high-quality vocabulary instruction</p> <p>3-6: High-quality vocabulary and morphology Instruction and the writing connection to support reading comprehension</p> <p>Monitor the CDE for state-approved English language Arts/English language development programs to consider for adoption *</p>	R

LCAP Goal 1: Proposed Actions

1.4	Ongoing differentiated professional learning in district frameworks: * <ul style="list-style-type: none">● Creating Cultures of Thinking (COT)● Essential Elements of Instruction (EEI)● Cognitively Guided Instruction (CGI) 1.2	0
1.5	Maintain lower class size * K-3: 22:1 4-6: 25:1	0
1.6	Continue to support co-teaching teams with professional learning and coaching to enhance inclusive practices	0
1.7	Continue to provide Tier 2 academic support personnel for math and reading *	0

LCAP Goal 1: Proposed Actions

1.8	<p>Provide professional learning focused on supporting multilingual learners as they acquire English</p> <p>Novice Level English learners receive an 8-week intensive language support program via small group format *</p>	R
1.9	<p>Multi-tiered Systems of Support Synergy MTSS Module expanded to include an Early Warning System and addition of Analytics Module</p> <p>Assistant principal assigned to two school in part to support implementation of MTSS Structures</p>	R
1.10	<p>iReady Reading assessment and learning pathway: Grades 3-6</p> <p>iReady Mathematics assessment: Grades K-6</p>	O

LCAP Goal 1: Proposed Actions

1.11	Continue to provide Imagine Learning and Literacy to all English learners as a supplemental intervention tool	O
1.12	History-Social Science: Unit Design Team will create multidisciplinary units to include the history social science curriculum	R
1.13	<p>Technology *</p> <p>Magic School AI</p> <p>Update digital citizenship lessons to include Artificial Intelligence topics appropriate for each grade level</p> <p>Code to the Future - expand opportunities for students related to coding, robotics and design thinking</p>	R

LCAP Goal 1: Proposed Actions

1.14	Continue to provide the LEAP ahead Early Intervention Program	0
1.15	Refine implementation of the Amplify m-CLASS DIBELS Reading Difficulties Risk screener and Boost Reading (K-2)	0

Goal 1 Metrics

1.1	Teacher credential and assignment requirements - SARC	1.7	Discontinued iReady Reading K-6
1.2	Instructional materials sufficiency	1.9	iReady Mathematics Tiered Performance Levels (K-6)
1.3	Access to a broad course of study	1.10	California Science Test (CAST)
1.4	Annual reclassification rate	1.11	Implementation of State Standards
1.5	English Learner Progress Indicator	1.12	iReady Reading Tiered Performance Levels (3-6) *
1.61 .8	Academic Indicators: English Language Arts and Mathematics	1.13	Amplify mCLASS DIBELS Reading Assessment (K-2)

LCAP Goal 2: Proposed Actions (Page 66)

2.1	Multi-tiered Systems of Support Synergy MTSS Module expanded to include an Early Warning System and addition of Analytics Module Assistant principal assigned to two school in part to support implementation of MTSS Structures (Partner to 1.9)	R
2.2	Insights SEL Assessment and Climate Survey TOSA - To provide support and coaching to teacher on effective strategies for supporting positive student behavior Behavior Support Assistants will be implemented across all schools *	R
2.3	Increase to nine counselors * Maintain licensed Mental Health Clinician	R

LCAP Goal 2: Proposed Actions

2.5	Provide parent education series to provide parents with tools to support the social-emotional wellbeing and health of their children and to obtain a better understanding of the instructional program *	0
2.6	Implement strategies to reduce Chronic Absenteeism <ul style="list-style-type: none">● Each site conducts a root cause analysis and includes a goal in their School Plan for Student achievement● Use Chronic Absenteeism Report to monitor and provide outreach to students and their families● District Level Student Attendance Review meeting for families demonstrating ongoing challenges with Chronic absenteeism	0

LCAP Goal 2: Proposed Actions

2.7	<p>Support to families new to US Schools</p> <ul style="list-style-type: none">● Adult English as a Second Language classes● Continued collaboration with site and district parent groups to identify and support families new to US schools● Support translation of district and school meetings (Kudo Platform) <p>Maintain site Liaisons for student receiving special education services</p>	R
2.8	<p>Support students in developing digital citizenship to have the skills to navigate their use of technology successfully. *</p> <p>Partners with 1.13 with the addition of investigating guidance of developmentally appropriate technology integration with a focus on digital and non-digital instructional approaches *</p>	R

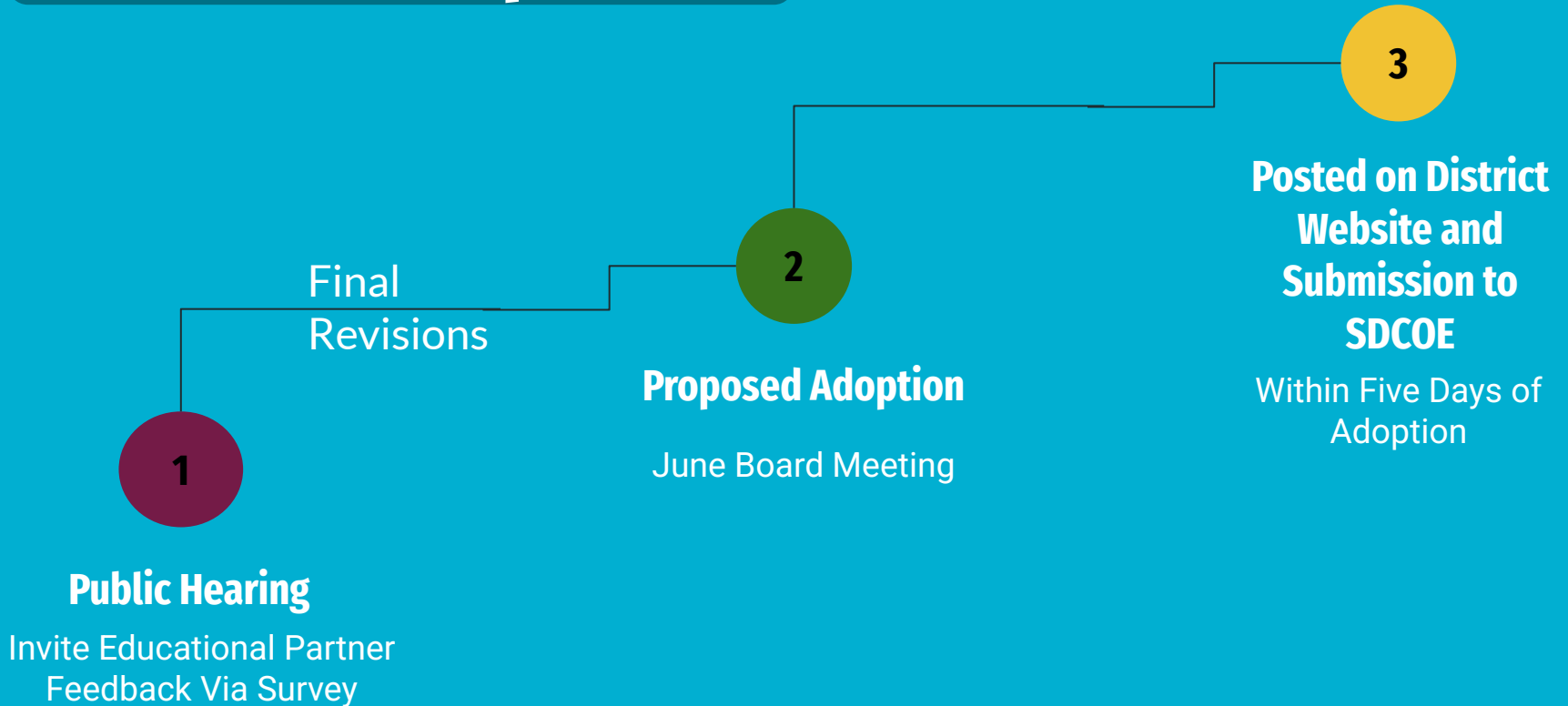
LCAP Goal 2: Proposed Actions

2.9	<p>Student Choice and Agency</p> <p>Continue to examine schoolwide structures that support student choice within learning environments, subject matter, and how learning is demonstrated</p>	O
2.10	<p>Care Solace Resource Services</p> <p>The district will contract with Care Solace, who will provide targeted care coordination and resource navigation services for students and their families, including those identified as homeless, foster youth, and low-income</p>	N

Goal 2 Metrics

2.1	FIT Report: Annual Facility Inspection Tool	2.5	Attendance Rate
2.2	Suspension Rate California School Dashboard	2.6	Methods for seeking Parent Input to inform LCAP development
2.3	Expulsion Rate	2.7	Student Social-Emotional Assessment and survey
2.4	Chronic Absenteeism California School Dashboard	2.8, 2.9	Survey questions on school safety and belonging - Staff and parents

Next Steps



Thank you!