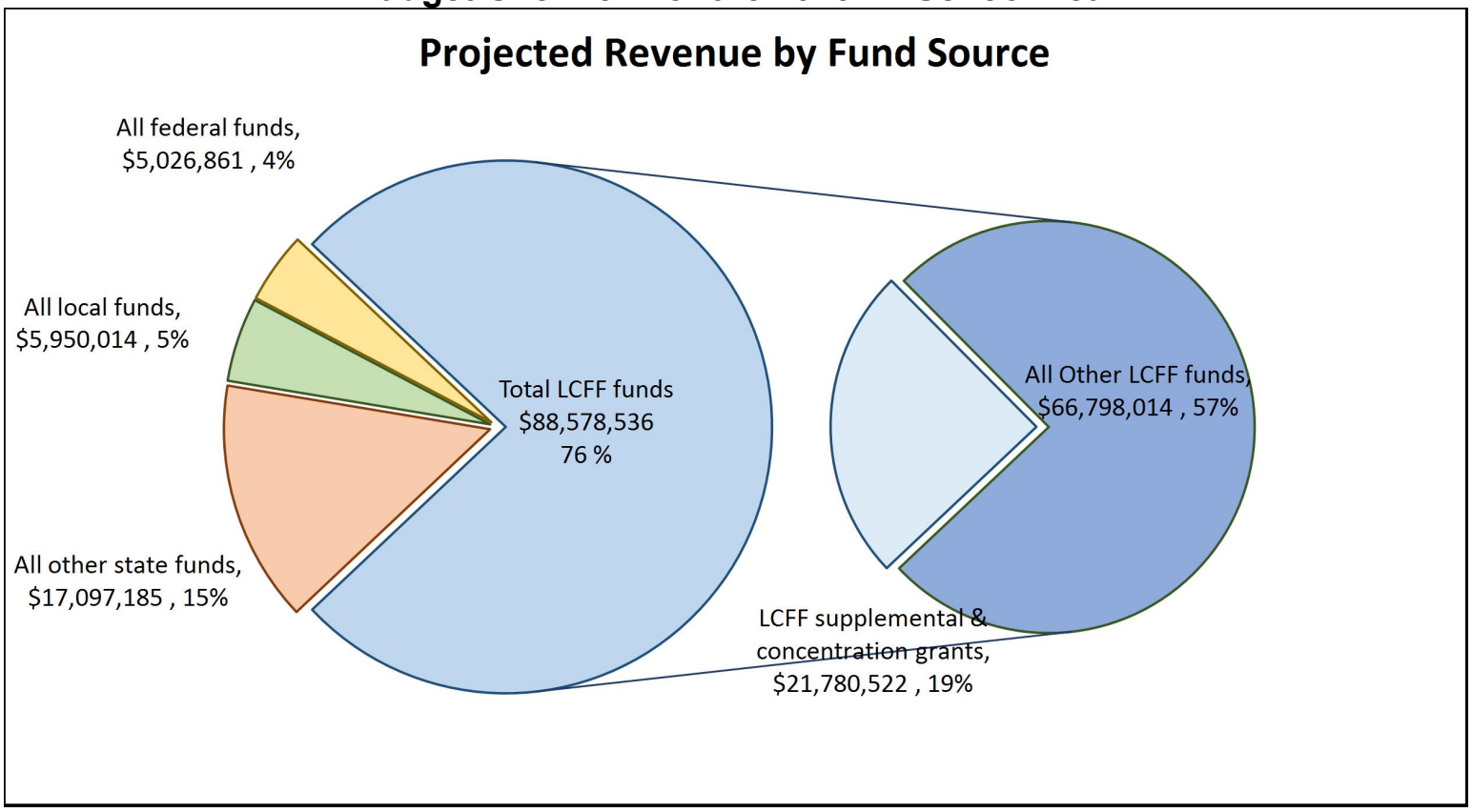
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ukiah Unified School District
CDS Code: 23-65615-0000000
School Year: 2026-27
LEA contact information:
Katie Sommer
Assistant Superintendent of Educational Services
ksommer@uusd.net
(707) 472-5000

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

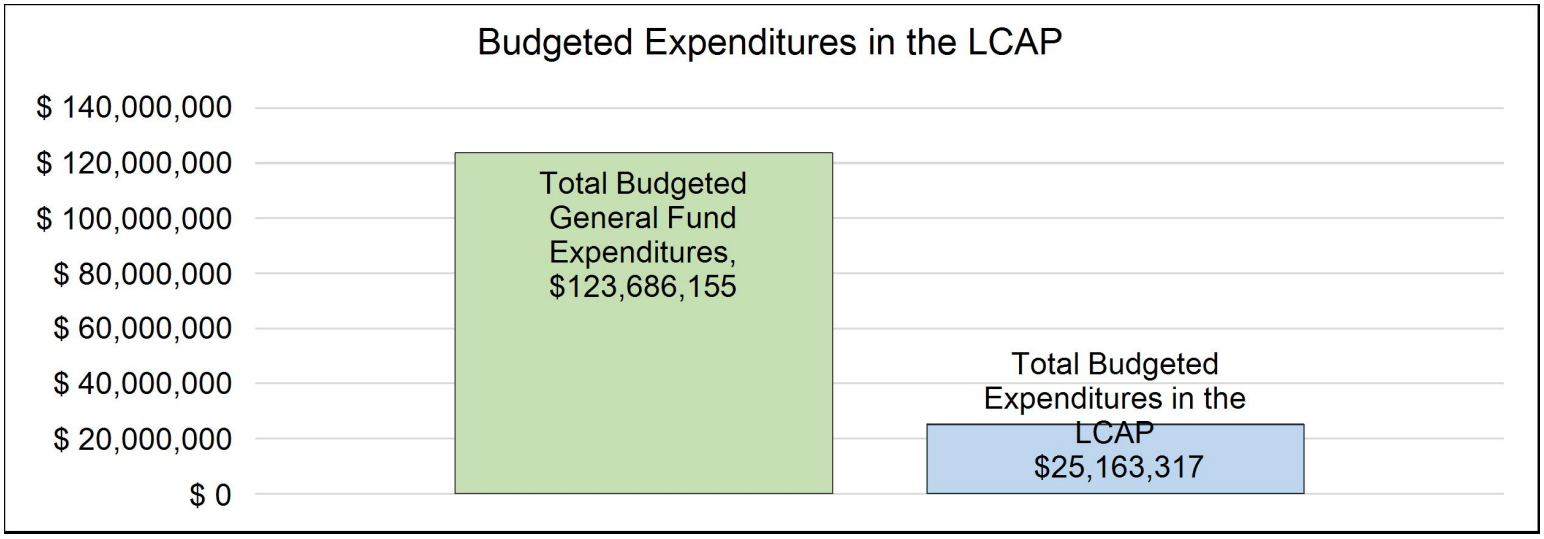


This chart shows the total general purpose revenue Ukiah Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ukiah Unified School District is $116,652,596, of which $88,578,536.00 is Local Control Funding Formula (LCFF), $17,097,185.00 is other state funds, $5,950,014.00 is local funds, and $5,026,861.00 is federal funds. Of the $88,578,536.00 in LCFF Funds, $21,780,522.00 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 Ukiah 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: Ukiah Unified School District plans to spend $123,686,155.00 for the 2026-27 school year. Of that amount, $25,163,317.00 is tied to actions/services in the LCAP and $98,522,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

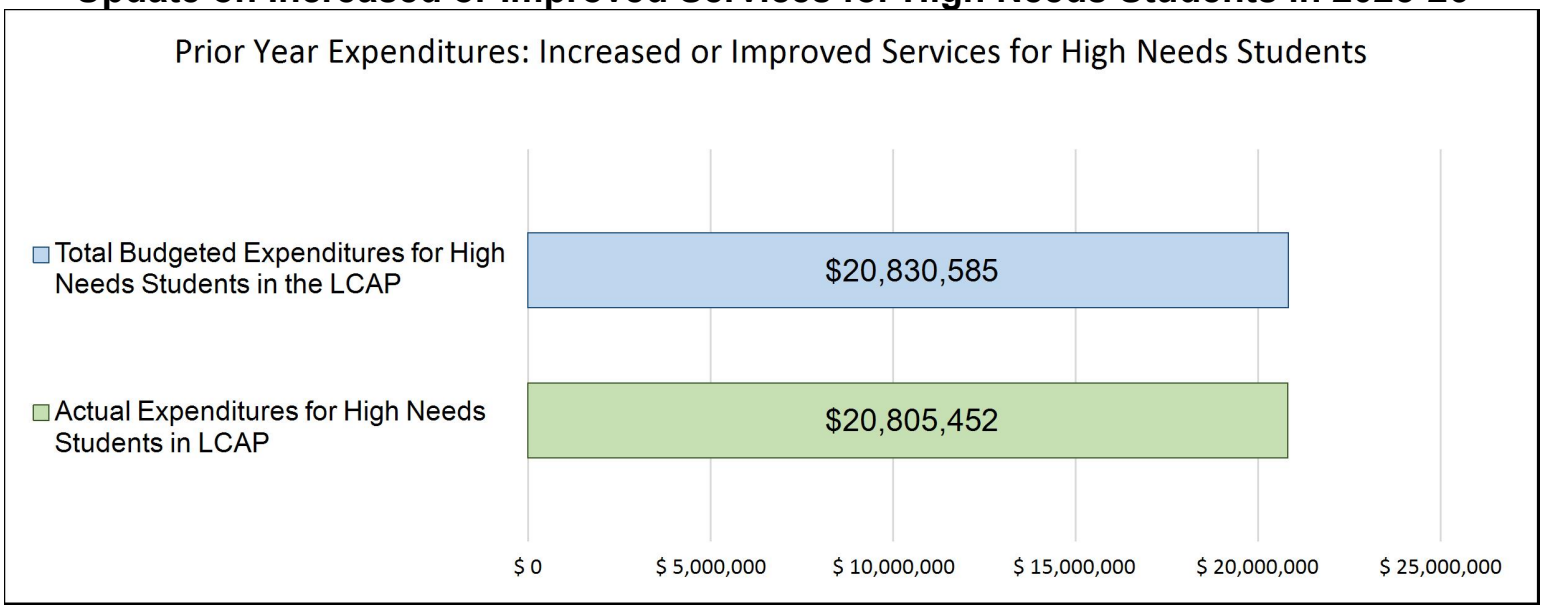
A majority of the General Fund Budget Expenditures are not included in the LCAP. These funds are used primarily for certificated and classified salaries and benefits, which are approximately 80% ($97,671,233) of the General Fund Expenditures. The remaining 20% are used for materials and supplies, consulting services, and all other operating costs of the district. Salary amounts include salary and benefits

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

In 2026-27, Ukiah Unified School District is projecting it will receive $21,780,522.00 based on the enrollment of Foster Youth, English learner, and low-income students. Ukiah Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ukiah Unified School District plans to spend $21,780,522.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Ukiah 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 Ukiah 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, Ukiah Unified School District's LCAP budgeted $20,830,585.00 for planned actions to increase or improve services for high needs students. Ukiah Unified School District actually spent $20,805,452.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $25,133 had the following impact on Ukiah Unified School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. This occurred because the adopted LCAP budget for Supplemental and Concentration Grant revenue was higher than the actual revenue received from the state. Thus the amount of actions and services was supplemented with other funds when needed.

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
Ukiah Unified School District	Katie Sommer Assistant Superintendent of Educational Services	ksommer@uusd.net (707) 472-5000

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.

Ukiah Unified School District (UUSD) is located approximately 115 miles north of San Francisco, on the Highway 101 corridor. The population in the Ukiah Unified School District boundaries is approximately 40,975 based on the most recent census.

UUSD serves approximately 5792 students in grades TK-12 with six elementary schools, two middle schools, one comprehensive high school, one continuation high school, one independent study school, five preschool classrooms, and an adult school. The TK-12 demographics of the district are:

- 0.3% African American
- 4.1% American Indian or Alaska Native
- 0.7% Asian
- 0.4% Filipino
- 59.8% Hispanic or Latino
- 0.1% Pacific Islander
- 4.8% Two or More Races
- 29.0% White
- 0.8% Not Reported
- 21.3% English Learners
- 1.0% Foster Youth
- 3.0% Homeless Youth

- 4.1% Migrant Education
- 15.0% Student with Disabilities
- 80.4% Socioeconomically Disadvantaged

An additional 710 students are served through five direct funded independent charter schools that are chartered through the district.

Reflections: Annual Performance

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

Ukiah Unified had progress in many metrics and has had varied results for indicators on the California School Dashboard with improved English Language Arts and Suspension Rates. Student group outcomes varied, with many groups maintaining their prior status. The 2025 CA School Dashboard compared results from the 2023-24 to 2024-25 school year.

2025 CA School Dashboard Results:

- Chronic Absenteeism - Red, increased by 0.5% (4 out of 10 reported groups improved)
- Suspension Rate - Yellow, declined by 0.5% (8 out of 11 reported groups improved)
- English Learner Progress - Orange, declined by 7.3% (0 out of 2 reported groups improved)
- Graduation Rate - Orange, declined by 1.4% (2 out of 7 reported groups improved)
- English Language Arts - Yellow, increase by +6.4 points (9 out of 10 reported groups improved)
- Mathematics - Orange, maintained by -1.1 points (6 out of 10 reported groups improved)
- College and Career Indicator - Yellow, maintained by 0.7% (3 out of 7 reported groups improved)

Ukiah Unified is making progress in many areas. On LCAP metrics, Ukiah Unified has met or exceeded its year 3 target outcomes for 12 metrics and is making steady progress for 3 metrics. Other metrics have only slight improvement, and some are below baseline indicating a need to continue to refine and improve actions.

Priority 1:

Smarter Balanced Assessment results were mixed in key grades with the most improvement in ELA and a flat result for Math.

- ELA Smarter Balanced Assessment percent of students Standard Met or Above have slightly improved over the last three years (2022-23 to 2024-25) in grades 5 and 11, scores remained relatively flat in grade 3, and declined in grade 8.

- Math Smarter Balanced Assessment percent of students Standard Met or Above have slightly improved over the last three years (2022-23 to 2024-25) in grades 3, 5 and 8, score remained flat for grade 11.

College-ready indicators, Advance Placement (AP) and the Early Assessment Program (EAP), have remained flat over two years, except on AP number of students and exams, which have improved. In addition, equitable enrollment in AP courses and honors courses has improved.

- The percent of students scoring a 3 or higher on Advanced Placement tests has increased from 71% (2022-23) to 78% (2024-25), with increases in the number of AP students (+48) and more AP exams being taken (+52).
- EAP for English Language Arts has increased by 17% (2022-23) to 18% (2024-25) scoring a 4 or higher on the SBAC.
- EAP for mathematics has been flat from 3% (2022-23) to 4% (2024-25) scoring a 4 or higher on the SBAC.

Overall graduation outcomes have been mixed over the last two to three years with some groups improving.

- Graduation rates have declined by 2.1% over the last three years from 92.4% in 2022-23 to 90.3% in 2024-25. However, graduation rates have increased for English Learner and Migrant Education groups over the last three years. The Homeless and Migrant Education groups have improved over the last two years.
- The A - G completion rate has declined by 4.6% over the last three years from 39.7% in 2022-23 to 35.1% in 2024-2025. However, A-G rates have increased for Students with Disabilities and remained relatively flat for Hispanic or Latino groups over the last three years. The American Indian or Alaskan Native, Hispanic or Latino, Two or More Races, Migrant Education and Students with Disabilities groups have improved over the last two years.
- The percentage of graduates completing a Career Technical Education (CTE) pathway improved slightly by 1.5% from 38.4% in 2022-23 to 38.9% in 2024-25.
- The percentage of graduates completing both A-G and a CTE pathway declined by 3.5% from 19.4% in 2022-23 to 15.9% in 2024-25.
- The percentage of graduates obtaining the State Seal of Biliteracy improved by 5.5% over the last three years from 14.9% in 2022-23 to 20.4% in 2024-25. There were four students who received the State Seal of Biliteracy in the Northern Pomo language.

Spring semester Middle and High School D and F rates had a slight increase at Ukiah High, remained relatively flat at Pomolita Middle School, and decreased at Eagle Peak Middle School over the last three years (2022-23 to 2024-25).

Local reading performance data is mixed with some grade levels are improving. There has been significant improvement in Kindergarten on the Acadience reading assessment post pandemic. Grades 5 had good improvement on both the Acadience and STAR Reading assessments. There was also improvement in the K-3 cohort and K-2 cohort. On the STAR Reading Assessment grade 3 and 7 scores improved from the prior year and the grade 3, 4, and 7 cohorts have improved. Reading achievement is slowly improving over time but some

grade levels declined from the prior year showing a need to continued a concerted effort in improving reading outcomes for students.

Local math performance on the STAR Math Assessment is mixed, although most 3-8 grade cohorts are improving over time. Academic achievement in mathematics continues to be low, with the lowest achievement in secondary grades.

Priority 2:

Progress for Multilingual Learners (English Learners) was mixed with positive outcomes in one out of three key metrics. The overall reclassification rate increased by 3.5% from 2023-24 to 2024-25, while the percentage of Multilingual Learners who achieved proficiency on the English Language Proficiency Assessment for California (ELPAC) remained relatively flat with a slight decrease of 1%, and the English Learner Progress Indicator (ELPI) showed a decrease of 8.7% from 2023 to 2025.

In addition, the percent of English Learner students who were Standard Met or Above on the Smarter Balanced Assessment in ELA was relatively flat with an overall increase of 1%, showing improvement in grades 3 and 4.

Other indicators have improved, including chronic absenteeism and graduation rates. The Chronic Absenteeism for Multilingual Learners (English Learners) decreased over the last three years by 11% from 33% in 2022-23 to 22% in 2024-2025. In addition, the Multilingual Learners (English Learners) graduation rate improved by 2.2% from 84.9% in 2022-23 to 87.1% in 2024-25.

Priority 3:

PLC effectiveness has improved or remained flat on 5 of the 5 indicators on the staff perception survey. The percent of school sites that scored 90% or greater improved for 4 out of the 5 questions. The question regarding sharing identifying and sharing effective teaching practices needs the most improvement.

Priority 4:

School climate and engagement indicators are mostly positive with improved student survey indicators, flat suspension rates, decreased chronic absenteeism, and increased attendance rates.

- The suspension rate for 2024-25 maintained relatively the same at 6.0% with a decrease of 0.1% over the last three years. The suspension rate for Native American students decreased by 1.4% over the last three years. The suspension rates for Students with Disabilities increased by 2.1% over the last three years, but decreased by 1.1% over the last two years.

- School safety indicators on the student survey have improved over the last three years. 68% of students feel physically safe at school, an increase of 15% from 2023-24 to 2025-26. In addition, 59% of students feel emotionally safe at school, an increase of 11% from 2023-24 to 2025-26.

- Dropout rates remain low for middle and high school students. The high school dropout rate increased by 1% from 2.9% in 2022-23 to 3.9% in 2024-25, and remained the same as 2023-2024. There were two middle school dropouts.

- The chronic absenteeism rate decreased by 8.8% over that last three years from 33.1% in 2022-23 to 24.3% in 2024-25.

- Attendance rates decreased slightly in 2024-25 but are estimated to be higher this year with an estimated attendance rate at December 19, 2025 of 93.6%.

Priority 5:

Student survey results regarding a sense of belonging improved over the last three years.

- The percentage of secondary students who indicate that there is a staff member who knows them as a person on campus was improved by 5.5% from 63.4% in 2023-24 to 68.9% in 2025-26.

- The percentage of secondary students who enjoy coming to school on most days improved slightly by 5.5% from 27.9% in 2023-24 to 33.4% in 2025-26.

Priority 6:

Parent engagement indicators have increased over the last three years, except for parents attending LCAP/Strategic Plan meetings. School sites continue to improve parent engagement activities. In addition, family participation on the family survey increased from 2024-25 to 2025-26.

- On the family survey there was an increase in the percent of parents and caregivers who indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment from 74.7% in 2023-24 to 77.6% in 2024-25. The question was changed slightly for 2025-26 to "teachers and staff are responsive to questions regarding my child's learning environment". This questions had 94.4% of parents and caregivers responding satisfactory or above.

- The prior results were flat for the percent of parents and caregivers who indicate that they feel welcome at their child's school at 87.3% in 2023-24 to 87.2% for 2024-25. This question was changed for 2025-26 to "teachers and staff at their child's school create a welcoming environment". The new question had 94.4% of the parents and caregivers responding satisfactory of above.

- There was a decrease parent involvement at LCAP/Strategic Plan meeting from LCAP/Strategic Plan Meeting Attendance (2024-25): 23 parents in 2024-25 to 15 parents in 2025-26.

Additional California School Dashboard Data 2025:

Groups that performed at the lowest performance level (Red) on 2025 Dashboard State indicators.

District Level - Groups with lowest performance level (Red)

- Chronic Absenteeism- Long-Term English Learners, Socioeconomically Disadvantaged, American Indian or Alaska Native, Hispanic or Latino, White
- Graduation Rate - Students with Disabilities
- Suspension Rate - Long-Term English Learners
- English Language Arts - Students with Disabilities
- Mathematics - English Learner, Homeless, Hispanic or Latino
- Science - Long-Term English Learners, Homeless, Students with Disabilities

Calpella Elementary - Groups with lowest performance level (Red)

- English Learner Progress - English Learner
- Chronic Absenteeism - All Students, Socioeconomically Disadvantaged, Hispanic or Latino, White
- English Language Arts - English Learners, Students with Disabilities, Hispanic or Latino

Eagle Peak Middle School - Groups with lowest performance level (Red)

- Chronic Absenteeism - All Students, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaska Native, Hispanic or Latino, White
- Suspension Rate - Long-Term English Learners
- Science - Students with Disabilities

Frank Zeek Elementary - Groups with lowest performance level (Red)
None

Grace Hudson Elementary - Groups with lowest performance level (Red)

- English Language Arts- Socioeconomically Disadvantaged

Nokomis Elementary - Groups with lowest performance level (Red)

- English Learner Progress- All Students, English Learners
- Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino, White
- Suspension Rate - Homeless, Hispanic or Latino

Oak Manor Elementary - Groups with lowest performance level (Red)

- Chronic Absenteeism - All Students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaska Native, Hispanic or Latino, White
- English Language Arts- English Learners
- Mathematics - English Learners, Hispanic or Latino

Pomolita Middle School - Groups with lowest performance level (Red)

- English Learner Progress- All Students, English Learners, Long-Term English Learners
- Chronic Absenteeism - English Learners, Long-Term English Learners, American Indian or Alaska Native, Hispanic or Latino
- Suspension Rate - English Learners, Socioeconomically Disadvantaged, American Indian or Alaska Native
- English Language Arts - Students with Disabilities
- Mathematics - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic or Latino
- Science- Long-Term English Learners

South Valley High School - Groups with lowest performance level (Red or Very Low)
- Suspension Rate- All Students
- Graduation Rate- All Students, Socioeconomically Disadvantaged, Hispanic or Latino
- Science - All Students, Socioeconomically Disadvantaged
- College and Career - Hispanic or Latino

Ukiah High School - Groups with lowest performance level (Red)
- English Learner Progress - English Learners
- Suspension Rate - English Learners, Long-Term English Learners
- English Language Arts - Students with Disabilities
- Mathematics - Socioeconomically Disadvantaged, Hispanic or Latino
- Science - English Learner, Students with Disabilities

Ukiah Independent Study Academy - Groups with lowest performance level (Red)
- Mathematics - All Students

Yokayo Elementary School - Groups with lowest performance level (Red)
- English Learner Progress- All Students, English Learners
- Chronic Absenteeism - English Learners, Hispanic or Latino, Two or More Races
- English Language Arts - Students with Disabilities

Actions to address groups that performed at the lowest performance level (Red or Very Low) on 2025 Dashboard State indicators.

Actions to address English Learner Progress for English Learners at Calpella Elementary, Nokomis Elementary, Pomolita Middle, Ukiah High and Yokayo Elementary are: Goal 1, Action 1.1, Action 1.2, Action 1.7, Action 1.9, and Action 1.13.

Actions to address Chronic Absenteeism for American Indian or Alaskan Native, Hispanic or Latino,Two or More Races, White, English Learners, Long Term English Learners, Socioeconomically Disadvantaged at the District, Calpella Elementary, Eagle Peak Middle, Nokomis Elementary, Oak Manor Elementary, Pomolita Middle, and Yokayo Elementary are: Goal 1, Action 1.5, Action 1.10, Action 1.11, Action 1.13.

Actions to address Graduation Rate for Students with Disabilities, Socioeconomically Disadvantaged, Hispanic or Latino students at South Valley High: Goal 1, Action 1.1, Action 1.4, Action 1.5, Action 1.7, and Action 1.8.

Actions to address Suspension Rates for American Indian or Alaskan Native, Hispanic or Latino, English Learners, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged students at the District, Eagle Peak Middle, Nokomis Elementary, Pomolita Middle, and Ukiah High are: Goal 1, Action 1.5, Action 1.10 and Action 1.11.

Actions to address College/Career for Hispanic or Latino students at South Valley High School are: Goal 1, Action 1.4, Action 1.5, and Action 1.6, Action.

Actions to address English Language Arts for English Learners, Hispanic or Latino, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities students at the District, Calpella Elementary, Grace Hudson Elementary, Oak Manor Elementary, Pomolita Middle School, Ukiah High and Yokayo Elementary are: Goal 1 Action 1.1, Action 1.2, Action 1.6, Action 1.7, Action 1.8, Action 1.9, and Action 1.10.

Actions to address Mathematics for All Students, American Indian or Alaskan Native, English Learners, Hispanic or Latino, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged students at the District, Oak Manor Elementary, Pomolita Middle Ukiah High, and Ukiah Independent Study Academy are: Goal 1 Action 1.1, Action 1.2, Action 1.6, and Action 1.7, Action 1.8.

Action to address Science for English Learners, Homeless, Long Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities students at the District, Eagle Peak Middle, Pomolita Middle, and Ukiah High School are Action 1.1, Action 1.4, and Action 1.7.

Additional California School Dashboard Data 2024:

Groups that performed at the lowest performance level (Red) on 2024 Dashboard State indicators.

District Level - Groups with lowest performance level (Red)

- Suspension Rate - Long-Term English Learners, Foster Youth, Students with Disabilities
- English Language Arts - English Learners, Long-Term English Learners, Foster Youth, Homeless
- Mathematics - Foster Youth, Homeless, American Indian or Alaska Native

Calpella Elementary School - Groups with lowest performance level (Red)

- English Language Arts - Socioeconomically Disadvantaged

Eagle Peak Middle School - Groups with lowest performance level (Red)

- English Learner Progress - Long-Term English Learners
- Suspension Rate - Long-Term English Learners, Students with Disabilities
- English Language Arts - American Indian or Alaskan Native
- Mathematics - English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaskan Native, Hispanic

Frank Zeek Elementary School - Groups with lowest performance level (Red)
- None

Grace Hudson Elementary School - Groups with lowest performance level (Red)
- English Learner Progress - English Learners
- English Language Arts- English Learners, Socioeconomically Disadvantaged, Hispanic

Nokomis Elementary School - Groups with lowest performance level (Red)
- Suspension Rate - Students with Disabilities, White
- English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
- Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic

Oak Manor Elementary School - Groups with lowest performance level (Red)
- Chronic Absenteeism - American Indian or Alaska Native
- Suspension Rate - Students with Disabilities
- English Language Arts- Students with Disabilities
- Mathematics - Students with Disabilities

Pomolita Middle School - Groups with lowest performance level (Red)
- Suspension Rate - English Learners, Long-Term English Learners, Students with Disabilities, Two or More Races
- English Language Arts - Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic
- Mathematics - Homeless

South Valley High School - Groups with lowest performance level (Red or Very Low)
- English Language Arts - All Students, Socioeconomically Disadvantaged
- Mathematics - All Students, Socioeconomically Disadvantaged
- College and Career - All Students, Socioeconomically Disadvantaged, Hispanic

Ukiah High School - Groups with lowest performance level (Red)
- Suspension Rate - Homeless, Students with Disabilities, American Indian or Alaska Native
- English Language Arts - English Learners, Long-Term English Learners, Students with Disabilities
- Mathematics - English Learners, Long-Term English Learners, Students with Disabilities, White

Ukiah Independent Study Academy - Groups with lowest performance level (Red)
- Chronic Absenteeism - All Students
- Mathematics - All Students

Yokayo Elementary School - Groups with lowest performance level (Red)

- English Language Arts - English Learner

Actions to address groups that performed at the lowest performance level (Red or Very Low) on 2024 Dashboard State indicators.

Actions to address English Learner Progress for English Learners at Eagle Peak Middle School, Grace Hudson Elementary School are: Goal 1, Action 1.1, Action 1.2, Action 1.7, Action 1.9, and Action 1.13.

Actions to address Chronic Absenteeism for American Indian or Alaskan Native at Oak Manor Elementary School and All Students at Ukiah Independent are: Goal 1, Action 1.5, Action 1.10, Action 1.11, Action 1.13.

Actions to address Suspension Rates for American Indian or Alaskan Native, English Learners, Homeless, Long-Term English Learners, Students with Disabilities, Two or More, and White students at the District, Eagle Peak Middle School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, and Ukiah High School are: Goal 1, Action 1.5, Action 1.10 and Action 1.11.

Actions to address College/Career for All Students, Socioeconomically Disadvantaged, Hispanic at South Valley High School are: Goal 1, Action 1.4, Action 1.5, and Action 1.6, Action.

Actions to address English Language Arts for All Students, American Indian or Alaska Native, English Learners, Foster Youth, Hispanic, Homeless Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White students at the District, Calpella Elementary School, Eagle Peak Middle School, Grace Hudson Elementary School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, South Valley High School, Ukiah High School and Yokayo Elementary School are: Goal 1 Action 1.1, Action 1.2, Action 1.6, Action 1.7, Action 1.8, Action 1.9, and Action 1.10.

Actions to address Mathematics for All Students, American Indian or Alaskan Native, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged and White students at the District, Eagle Peak Middle School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, South Valley High School, Ukiah High School, and Ukiah Independent Study Academy are: Goal 1 Action 1.1, Action 1.2, Action 1.6, and Action 1.7, Action 1.8.

Additional California School Dashboard Data 2023:

Groups that performed at the lowest performance level (Red or Very Low) on 2023 Dashboard State indicators.

District Level - Groups with lowest performance level (Red)
- Suspension Rate - African American, American Indian or Alaska Native
- English Language Arts - Students with Disabilities, American Indian or Alaska Native
- Mathematics - Students with Disabilities

Calpella Elementary - Groups with lowest performance level (Red)
- Chronic Absenteeism - Two or More Races
- English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic

Eagle Peak Middle School - Groups with lowest performance level (Red)
- Chronic Absenteeism - English Learners, American Indian or Alaskan Native
- Suspension Rate - English Learners, Students with Disabilities, American Indian or Alaskan Native
- English Language Arts - English Learners, American Indian or Alaskan Native
- Mathematics - English Learners, American Indian or Alaskan Native, Hispanic

Frank Zeek Elementary - Groups with lowest performance level (Red)
- English Language Arts - Students with Disabilities
- Mathematics - Students with Disabilities

Grace Hudson Elementary - Groups with lowest performance level (Red)
- None

Nokomis Elementary - Groups with lowest performance level (Red)
- Suspension Rate - Students with Disabilities

Oak Manor Elementary - Groups with lowest performance level (Red)
- Chronic Absenteeism - American Indian or Alaska Native
- Suspension Rate - Students with Disabilities
- English Language Arts- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
- Mathematics - All Students, English Learners, Socioeconomically Disadvantaged

Pomolita Middle School - Groups with lowest performance level (Red)
- Chronic Absenteeism - Two or More Races
- Suspension Rate - Homeless, Two or More Races
- English Language Arts - English Learners, Students with Disabilities
- Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

South Valley High School - Groups with lowest performance level (Red or Very Low)
- Suspension Rate - All Students, Socioeconomically Disadvantaged
- College and Career - All Students, Socioeconomically Disadvantaged, Hispanic

Ukiah High School - Groups with lowest performance level (Red)
- English Learner Progress - English Learners
- Suspension Rate - English Learners

- Mathematics - All Students, English Learners, Hispanic

Ukiah Independent Study Academy - Groups with lowest performance level (Red)
- None

Yokayo Elementary School - Groups with lowest performance level (Red)
- English Language Arts - English Learner

Actions to address groups that performed at the lowest performance level (Red or Very Low) on 2023 Dashboard State indicators.

Actions to address English Learner Progress for English Learners at Ukiah High are: Goal 1, Action 1.1, Action 1.2, Action 1.7, and Action 1.9.

Actions to address Chronic Absenteeism for Two or More Races, English Learners, American Indian or Alaskan Native at Calpella Elementary, Eagle Peak Middle, Oak Manor Elementary, Pomolita Middle are: Goal 1, Action 1.5, Action 1.11, Action 1.13.

Actions to address suspension rates for All Students, African American, American Indian or Alaska Native, English Learners, Students with Disabilities, Homeless, Two or More Races at the District, Eagle Peak Middle, Nokomis Elementary, Oak Manor Elementary, Pomolita Middle, South Valley High, and Ukiah High are: Goal 1, Action 1.5 and Action 1.11.

Actions to address College/Career for All Students, Socioeconomically Disadvantaged, Hispanic at South Valley High School are: Goal 2, Action 2.3, Action 2.4, and Action 2.5.

Actions to address English Language Arts for All Students, Students with Disabilities, American Indian or Alaska Native, English Learners, Socioeconomically Disadvantaged, Hispanic at the District, Calpella Elementary, Eagle Peak Middle, Frank Zeek Elementary, Oak Manor Elementary, Pomolita Middle School, and Yokayo are: Goal 1 Action 1.1, Action 1.2, Action 1.7, Action 1.9, and Action 1.10.

Actions to address Mathematics for Students with Disabilities, English Learners, American Indian or Alaskan Native, Hispanic, All Students, and Socioeconomically Disadvantaged at the District, Eagle Peak Middle, Frank Zeek, Oak Manor, Pomolita Middle, and Ukiah High are: Goal 1 Action 1.1, Action 1.2, and Action 1.7.

Reflections: Technical Assistance

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

UUSD was identified for Differentiated Assistance based on the 2024 CA School Dashboard (2023-2024 school year data) due to the performance of Foster Youth and Long Term English Learner student groups in the areas of ELA, math, and suspension rate.

The Foster Youth student group improved on the 2025 CA School Dashboard (2024-2025 school year data) and is no longer identified as a student group for Differentiated Assistance.

- ELA - Red 2024 to Yellow 2025, improved, increased by 48.6 points.
- Math - Red 2024 to Yellow 2025, improved, increased by 62.3 points.
- Suspension Rate - Red 2024 to Orange 2025, improved, decreased by 2%.

The Long Term English Learner student group continues to be identified as a group for Differentiated Assistance based on the 2025 CA School Dashboard (2024-2025 school year data) in the areas of English Learner Progress, chronic absenteeism and suspension rate. The student group improved in ELA and math.

- English Learner Progress - Green 2024 to Orange 2025, did not improve, declined by 5.1%.
- Chronic Absenteeism - Yellow 2024 to Red 2025, did not improve, increased by 4.3%.
- Suspension Rate - Red 2024 to Red 2025, did not improve, increased by 0.5%.

- ELA - Red 2024 to Orange 2025, improved, increased by 15.2 points.
- Math - Red 2024 to Orange 2025, improved, increased by 14.3 points.

Ukiah Unified School District has met with the Mendocino County Office of Education to discuss support for 2024 and 2025 Differentiated Assistance. Focused work continues in Action 1.2, Action 1.7, Action 1.9, Action 1.11, and Action 1.13.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
January 15, 2026 - Board Meeting (Board and Community) Strategic Plan Position Review January 22, 2026 - Leadership/AdCo Meeting (Administrators and Administrative Council) January 22, 2026 - District Advisory Committee and Parent Advisory Committee (Students, Staff, Parents and Community) February 5, 2026 - Ukiah Teachers Association Representative Council (Teachers) February 10, 2026 - California School Employee Associations (CSEA - Classified Staff) February 11, 2026 - South Valley School Site Council Meeting for Equity Multiplier (Staff, Students, and Parents) February 12, 2026 - Board Meeting (Board and Community) , Review and approval of Strategic Plan Position Review February 19, 2026 - Leadership Ad/Co (Administrators and Administrative Council)	UUSD engaged in educational partner engagement in January through May of 2026 to get input on the third year of the Strategic Plan/Local Control Accountability Plan (LCAP). During the spring engagement process, educational partners reviewed the three year Strategic Plan/LCAP, mid-year metrics and provided feedback during meetings. Groups were asked "considering our current data and progress does anything need to be modified, expanded or added?" In addition, groups were asked if there were any other strategies that could be added, expanded, or modified using Learning Recovery Emergency Block Grant funds. The input was captured on charts and then transferred to a google document. All group data was then compiled into one document which was reviewed by staff and the Board. The document is attached to the LCAP. In addition, district staff met with South Valley High School and Ukiah Independent Study Academy staff and School Site Councils to get input on updating their Equity Multiplier plan. The current year's plan was reviewed, including implementation of actions and metrics, and input was received on next year's plan.

Educational Partner(s)	Process for Engagement
February 19, 2026 - South Valley High School School Site Council for Equity Multiplier (Students, Parents, Staff) February 23, 2026 - South Valley High School Student Advisory for Equity Multiplier (Students) March 2, 2026 - South Valley Staff Meeting for Equity Multiplier (Staff) March 5, 2026 - Ukiah Independent Study Academy School Site Council for Equity Multiplier (Students, Parents, Staff) March 10, 2026 - Ukiah Teachers Association Consult (Teachers) March 10, 2026 - Title VI Native American Parent Committee (Staff, Student, Parents, Community, Tribes) March 14, 2026 - Ukiah Independent Study Academy for Equity Multiplier (Staff) March 17, 2026 - Superintendent's Student Advisory (Students and Superintendent) March 18, 2026 - District English Learner Advisory Committee (Parents and Staff) March 19, 2026 - Leadership Ad/Co (Administrators and Administrative Council) March 23, 2026 - Superintendent's Student Advisory (Students and Superintendent) March 24, 2026 - District Advisory Committee and Parent Advisory Committee (Students, Staff, Parents and Community) April 8, 2026 - SELPA Consult (Administrators & SELPA) April 11, 2026 - Board Meeting (Board and Community)	

Educational Partner(s)	Process for Engagement
April 30, 2026 - District Advisory Committee and Parent Advisory Committee (Students, Staff, Parents and Community) May 14, 2026 - Board Meeting (Board and Community) June 9, 2026 - Public Hearing, Board Meeting (Board and Community) June 11, 2026 - Approval of LCAP, Board Meeting (Board and Community)	

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

The three year LCAP/Strategic Plan was updated for the third year. During the spring educational partner engagement process feedback was given on progress of the current plan and input on ways to improve.

Because this is the third year of a three year plan, only a few new actions were added and some had staffing or budgets increased due to feedback.

Added funding to Action 1.1 to create a districtwide data system to monitor Strategic Plan/LCAP metrics to continue to support the project.

Changed Action 1.2 to provide support periods for Algebra I students at Ukiah High School. This action allows for 1.0 FTE math teacher to provide the support periods. This is a reduction in 2.0 FTE math teacher from the previous action to provide two periods of Algebra I for all students at Ukiah High School.

Added funding to Action 1.3 to provide Artificial Intelligence training to staff and additional funding to provide new instructional materials and technology to meet the needs of diverse learners. This provides for the same amount of funding as the 2025-2026 school year.

Added funding to Action 1.3 to provide new instructional materials and technology to meet the needs of diverse learners. This provides for an increased amount of funding from the 2025-2026 school year.

Reduced funding to Action 1.10 to improve teacher residency programs and build leaders through supporting certificated administrator induction and administrator development programs. This was due to most of the costs of the Administrator Credential Program being paid for in 2025-2026 school year.

Added funding to Action 1.11 for new contract with Ukiah Police Department for a School Resource Officer.

Added funding to Action 1.11 to support an additional 0.75 FTE social emotional counselor for the second half the school year for a total of 4.0 FTE social emotional counselors due to grant ending.

Added funding to Action 1.11 to support a 1.0 FTE school climate teacher on special assignment for the second half of the school year due to grant ending.

Added funding to Action 1.11 to support a 1.0 FTE district wide school social worker.

Added funding to Action 1.11 to provide funds for student peer-to-peer programs. This increase provides for the same amount of funding as the 2025-2026 school year.

Added funding to Action 1.11 to support contracts for counseling services, specifically drug counseling.

Added funding to Action 1.13 to support an additional 1.0 FTE district wide family community liaison.

Added funding to Action 1.13 to support grant writing. This increase adds $40,000 from the prior year.

Continue to support before and afterschool tutoring with Learning Recovery Emergency Block Grant funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student graduates College and Career Ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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 after an extensive process in the fall and winter of the 2023-24 school year with the district's Guiding Coalition and the District Advisory Committee. A needs assessment and root cause analysis was conducted and priority areas were created based on the root cause analysis. The singular goal of ensuring every student graduates college and career ready was then created, along with the mission, vision, and values.

Our objective is to ensure that every student achieves at least a year's worth of academic growth annually, with additional focus on students who are behind to make more than a year’s growth annually, thus preparing them for college and/or career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Decrease the rate of teacher misassignment. Increase percent of appropriately assigned teachers.	Rate of teacher misassignment: 4.0% (2022-23 CTC Report) Percent of teachers appropriately assigned:	Rate of teacher misassignment: 4.4% (2023-24 CTC Report) Percent of teachers	Rate of teacher misassignment: TBD (2024-25 CTC Report) Percent of teachers	Rate of teacher misassignment: 2.0% Percent of teachers	Teacher Assignment (Change) TBD% Teacher missassignment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.2% (Data Quest 2021-22)	appropriately assigned: 66.9% (Data Quest 2022-23)	appropriately assigned: 64.3% (Data Quest 2023-24)	appropriately assigned: 80%	-1.9% Teachers appropriately assigned
1.2	4-Year Graduation Rate Progressively increase the 4-Year Graduation Rate.	Grade 12: 92.4% (2022-23 Data Quest)	Grade 12: 91.5% (2023-24 Data Quest)	Grade 12: 90.3% (2024-25 DataQuest)	Grade 12: 94% (2025-26)	Graduation Rate (Change) -2.1%
1.3	A-G Completion Progressively increase the percent of graduates who have completed A-G.	Grade 12: 39.7% (2022-23 Data Quest)	Grade 12: 35.5% (2023-24 Data Quest)	Grade 12: 35.1% (2024-25 DataQuest)	Grade 12: 49.7% (2025-26)	A-G Completion (Change) -4.6%
1.4	CTE Pathway Completion Progressively increase the percent of graduates who have completed 1 CTE pathway.	Grade 12: 38.4% (2022-23 CA Dashboard Additional Reports)	Grade 12: 37.8% (2023-24 CA Dashboard Additional Reports)	Grade 12: 38.9% (2024-25 CA Dashboard Additional Reports)	Grade 12: 48.4% (2025-26)	CTE Pathway Completion (Change) +0.5%
1.5	A-G and CTE Completion Progressively increase the percent of graduates who have completed A-G requirements and completed 1 CTE pathway.	Grade 12:19.4% (2023 CA Dashboard Additional Reports)	Grade 12:16.8% (2024 CA Dashboard Additional Reports)	Grade 12: 15.9% (2025 CA Dashboard Additional Reports)	Grade 12: 29.4% (2026 CA Dashboard)	A-G and CTE Completion (Change) -3.5%
1.6	Advanced Placement (UHS) Progressively increase the percent of students	Grade 10-12: (2022-23) Total AP Students: 219 Number of Exams: 390	Grade 10-12: (2023-24) Total AP Students: 242	Grade 10-12: (2024-25) Total AP Students: 267	Grade 10-12: (2025-26) Progressively increase the	Grade 10-12 (Change) APTotal AP Students: 48

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	taking AP exams and scoring a 3 or higher.	AP Students with Scores 3 or above: 156 % of Total AP Students with Scores 3 or above: 71%	Number of Exams: 471 AP Students with Scores 3 or above: 188 % of Total AP Students with Scores 3 or above: 78%	Number of Exams: 475 AP Students with Scores 3 or above: 208 % of Total AP Students with Scores 3 or above: 78%	percent of students taking AP exams and scoring a 3 or higher. % of Total AP Students with Scores 3 or above: 71%	Number of Exams:+85 AP Students with Scores 3 or above: +52 % of Total AP Students with Scores 3 or above: +7%
1.7	Reading Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment.	Acadience (2023-24): Kindergarten: 44% 1st Grade: 37% 2nd Grade: 44% 3rd Grade: 49% 4th Grade: 49% 5th Grade: 41%	Acadience (2024-25): Kindergarten: 59% 1st Grade: 39% 2nd Grade: 44% 3rd Grade: 47% 4th Grade: 48% 5th Grade: 51%	Acadience (2025-26) Kindergarten: 42% 1st Grade: 44% 2nd Grade: 47% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 43%	Acadience (2026-27) Kindergarten: 54% 1st Grade: 47% 2nd Grade: 54% 3rd Grade: 59% 4th Grade: 59% 5th Grade: 51%	Acadience (Change) Kindergarten: -2% 1st Grade: +7% 2nd Grade: +3% 3rd Grade: -2% 4th Grade: -3% 5th Grade +2%
1.8	SBAC English Language Arts (ELA) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC ELA (2022-23): Grade 3: 29% Grade 5: 35% Grade 8: 32% Grade 11: 44%	SBAC ELA (2023-24): Grade 3: 27% Grade 5: 33% Grade 8: 29% Grade 11: 44%	SBAC ELA (2024-25): Grade 3: 30% Grade 5: 38% Grade 8: 28% Grade 11: 46%	SBAC ELA (2025-26): Grade 3: 39% Grade 5: 45% Grade 8: 42% Grade 11: 54%	SBAC ELA (Change) Gr 3: +1% Gr 5: +3% Gr 8: -4% Gr 11: +2%
1.9	SBAC mathematics (Math) Progressively increase the percent of students scoring standard met or	SBAC Math (2022-23): Grade 3 - 29% Grade 5 - 24% Grade 8 - 14% Grade 11 - 11%	SBAC Math (2023-24): Grade 3: 30% Grade 5: 21% Grade 8: 16% Grade 11: 12%	SBAC Math (2024-25): Grade 3: 31% Grade 5: 26% Grade 8: 17% Grade 11: 12%	SBAC Math (2025-26): Grade 3: 39% Grade 5: 34% Grade 8 : 24% Grade 11: 21%	SBAC Math (Change) Gr 3: +2% Gr 5: +2% Gr 8: +3% Gr 11: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above in grades 3,5,8, and 11.					
1.10	College and Career Ready (ELA) Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded.	College and Career Ready ELA (2022-23) Grade 11 Standard Exceeded: 17%	College and Career Ready ELA (2023-24) Grade 11 Standard Exceeded: 20%	College and Career Ready ELA (2024-25) Grade 11 Standard Exceeded: 18%	College and Career Ready ELA (2025-26) Grade 11 Standard Exceeded: 23%	College and Career Ready ELA (Change) Grade 11 Standard Exceeded: +1%
1.11	College and Career Ready (Math) Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded.	College and Career Ready Math (2022-23) Grade 11 Standard Exceeded: 3%	College and Career Ready Math (2023-24) Grade 11 Standard Exceeded: 4%	College and Career Ready Math (2024-25) Grade 11 Standard Exceeded: 4%	College and Career Ready Math (2025-26) Grade 11 Standard Exceeded: 8%	College and Career Ready Math (Change) Grade 11 Standard Exceeded: +1%
1.12	Progressively decrease the D & F rate in middle and high schools.	Spring Semester (2022-23) (revised) Ukiah HS D&F rate: 20.2% Pomolita D&F rate: 14.5% E. Peak D&F rate: 14.9%	Spring Semester (2023- 24) Ukiah HS D&F rate: 20.5% Pomolita D&F rate: 14.1% E. Peak D&F rate: 14.9%	Spring Semester (2024- 25) Ukiah HS D&F rate: 21.5% Pomolita D&F rate: 14.9% E. Peak D&F rate: 11.2%	Spring Semester 2025-26 Ukiah HS D & F rate - 10% Pomolita D & F rate - 10% Eagle Peak D & F rate - 10%	Spring Semester (Change) Ukiah HS +1.3% Pomolita MS +0.4% Eagle Peak MS - 3.7%
1.13	Progressively increase equitable enrollment in AP courses and honors	2023-24 AP and Honors Enrollment (Aeries) Percent enrolled in one	2024-25 AP and Honors Enrollment (Aeries) Percent	2025-26 AP and Honors Enrollment (Aeries) Percent	Progressively increase (2026-27)	AP and Honor Enrollment (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses, including students with disabilities.	or more AP or Honors course. All Grades: 24% Amer. Indian or Alaska Native: 17.6% Hispanic or Latino: 18.0% Two or More Races: 30.1% White: 24.5% English Learners: 5.2% Reclassified: 20.7% Foster Youth: 2.9% Homeless Youth: 11% Migrant Education: 15.7% Students with Disabilities: 11% Low-Income: 17.8%	enrolled in one or more AP or Honors course. All Grades: 26.7% Amer. Indian or Alaska Native: 19% Hispanic or Latino: 22.5% Two or More Races: 31.6% White: 27% English Learners: 5.2% Reclassified: 25.1% Foster Youth: 6% Homeless Youth: 9.4% Migrant Education: 20.4% Students with Disabilities: 11.7% Low-Income: 21.1%	enrolled in one or more AP or Honors course. All Grades: 27% Amer. Indian or Alaska Native: 16% Hispanic or Latino: 21.9% Two or More Races: 28.5% White: 28.2% English Learners: 3.9% Reclassified: 24.3% Foster Youth: 9.4% Homeless Youth: 9.9% Migrant Education: 21% Students with Disabilities: 12.4% Low-Income: 21.0%		All Grades: +3% Amer. Indian or Alaska Native: -1.6% Hispanic or Latino: +3.9% Two or More Races: -1.6% White: +3.7% English Learners: -1.3% Reclassified: 3.6% Foster Youth: 6.5% Homeless Youth: -1.1% Migrant Education: +5.3% Students with Disabilities: +1.4% Low-Income: +3.2%
1.14	Increase the percent of Multilingual learners (English Learners) who make progress toward proficiency as measured on the CA School Dashboard English Learner Progress Indicator (ELPI).	Making progress towards English language proficiency: 49.2% (2023 CA School Dashboard ELPI)	Making progress towards English language proficiency: 47.8% (2024 CA School Dashboard ELPI)	Making progress towards English language proficiency: 40.5% (2025 CA School Dashboard ELPI)	59.2% making progress towards English language proficiency (2026 CA School Dashboard ELPI)	Making progress towards English language proficiency: -8.7% (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Increase in the percent of Multilingual Learners (English Learners) who became English proficient on the English Language Proficiency Assessments for California (ELPAC).	ELPAC Level 4 (2022-23) All grades: 12%	ELPAC Level 4 (2023-24) All grades: 15%	ELPAC Level 4 (2024-25) All grades: 11%	ELPAC Level 4 (2025-26) All grades: 18%	ELPAC Level 4 (Change) All grades: -1%
1.16	Increase the percent of Multilingual Learners (English Learners) who have been reclassified English Proficient.	Reclassification Rate (2023-24 DataQuest) Revised Base All grades: 39.2% 5th Grade: 26% 6th Grade: 39% 7th Grade: 48% 8th Grade: 50% 9th Grade: 62% 10th Grade: 69% 11th Grade: 70% 12th Grade: 81%	Reclassification Rate (2024-25 DataQuest) All grades: 42.7% 5th Grade: 35% 6th Grade: 34% 7th Grade: 58% 8th Grade: 59% 9th Grade: 65% 10th Grade: 67% 11th Grade: 73% 12th Grade: 75%	Reclassification Rate (2025-2026 DataQuest) All grades: 44.0% 5th Grade: 28% 6th Grade: 45% 7th Grade: 50% 8th Grade: 73% 9th Grade: 65% 10th Grade: 72% 11th Grade: 71% 12th Grade: 80%	Reclassification Rate (2026-27 DataQuest) All grades: 45.2% 5th Grade: 32% 6th Grade: 44% 7th Grade: 50% 8th Grade: 56% 9th Grade: 68% 10th Grade: 73% 11th Grade: 79% 12th Grade: 84%	Reclassification Rate (Change) All grades: +4.8% 5th Grade: +2% 6th Grade: +6% 7th Grade: +2% 8th Grade: +23% 9th Grade: +3% 10th Grade: +3% 11th Grade: +1% 12th Grade: -1%
1.17	Increase the percent of Multilingual Learner (English Learner) students proficient or higher in English Language Arts as measured by statewide standardized assessments (SBAC).	ML (EL) SBAC ELA (2022-23) Percent Standard Met or Above (DataQuest) All grades: 6% 3rd Grade: 7% 4th Grade: 8% 5th Grade: 10% 6th Grade: 9% 7th Grade: 1% 8th Grade: 0% 11th Grade: 8%	ML (EL) SBAC ELA (2023-24) Percent Standard Met or Above (DataQuest) All grades: 6% 3rd Grade: 9% 4th Grade: 11% 5th Grade: 7% 6th Grade: 5% 7th Grade: 0% 8th Grade: 1% 11th Grade: 6%	ML (EL) SBAC ELA (2024-25) Percent Standard Met or Above (DataQuest) All grades: 7% 3rd Grade: 11% 4th Grade: 11% 5th Grade: 4% 6th Grade: 6% 7th Grade: 2% 8th Grade: 0% 11th Grade: 5%	ML (EL) SBAC ELA (2025-26) Percent Standard Met or Above (DataQuest) All grades: 12% 3rd Grade: 13% 4th Grade: 14% 5th Grade: 16% 6th Grade: 15% 7th Grade: 7% 8th Grade: 6% 11th Grade: 14%	ML (EL) SBAC ELA (Change) Percent Standard Met or Above (DataQuest) All grades: +1% 3rd Gr: +4% 4th Gr: +3% 5th Gr: -6% 6th Gr: -3% 7th Gr: +1% 8th Gr: 0% 11th Gr: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Decrease chronic absenteeism rates for Multilingual Learner (English Learner) students	ML (EL) Chronic Absenteeism (2022-23) 33% Chronic Absenteeism (DataQuest)	ML (EL) Chronic Absenteeism (2023-24) 21% Chronic Absenteeism (DataQuest)	ML (EL) Chronic Absenteeism (2024-25) 22% Chronic Absenteeism (DataQuest)	ML (EL) Chronic Absenteeism (2025-26) 15% Chronic Absenteeism	ML (EL) Chronic Absenteeism (Change) -11% (Improved)
1.19	Increase Multilingual Learners (English Learner) student graduation rates.	ML (EL) 4-Year Graduation Rate (2022-23) 84.9% Graduation Rate (Data Quest)	ML (EL) 4-Year Graduation Rate (2023-24) 91.8% Graduation Rate (Data Quest)	ML (EL) 4-Year Graduation Rate (2024-25) 87.1% Graduation Rate (Data Quest)	ML (EL) 4-Year Graduation Rate (2025-26) 88% Graduation Rate (Data Quest)	ML (EL) 4-Year Graduation Rate (Change) +2.2%
1.20	Maintain 100% sufficiency on instructional materials	100% sufficiency of instructional materials (2023-24)	100% sufficiency of instructional materials (2024-25)	100% sufficiency of instructional materials (2025-26)	100% sufficiency of instructional materials (2026-27)	100% (Maintained)
1.21	Measure PLC effectiveness through staff perception survey results • Our grade level/subject area PLC time is productive and focused on the four PLC questions. • Each team member is clear on the standards sequence for each	2023-24 Certificated Survey (revised) Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. 89.5% Q2. Each team member is clear on the standards sequence for each course/grade level. 88.6% Q3. My site has introduced or has used learning targets and/or “I Can” statements. 89.1%	2024-25 Certificated Survey Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. 88.6% Q2. Each team member is clear on the standards sequence for each course/grade level. 88.2% Q3. My site has introduced or has	2025-26 Certificated Survey Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. 89.6% Q2. Each team member is clear on the standards sequence for each course/grade level. 88.7% Q3. My site has introduced or has	Measure PLC effectiveness through staff perception survey results. Maintain 90% of higher on all questions. Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. Q2. Each team member is clear on the standards	Certificated Survey (Change) Question 1: +0.1 Question 2: +0.1% Question 3: -0.3% Question 4: +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course/grade level. • My site has introduced or has used learning targets and/or “I Can” statements. • Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. • Staff use CFAs to identify and share effective teaching practices.	Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. 87% Q5. Staff use CFAs to identify and share effective teaching practices. 83.8%	used learning targets and/or “I Can” statements. 90.0% Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. 91.0% Q5.Staff use CFAs to identify and share effective teaching practices. 88.4%	used learning targets and/or “I Can” statements. 88.8% Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. 89.8% Q5.Staff use CFAs to identify and share effective teaching practices. 84.9%	sequence for each course/grade level. Q3. My site has introduced or has used learning targets and/or “I Can” statements. Q4.Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. Q5. Staff use CFAs to identify and share effective teaching practices.	Question 5: +1.1%
1.22	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts	SBAC ELA (2022-23) All Grades: 33% Amer. Indian or Alaska Native: 16% Hispanic or Latino: 26% Two or More Races: 31% White: 46% English Learners : 6% Reclassified: 42% Foster Youth: 30%	SBAC ELA (2023-24) All Grades: 32% American Indian or Alaskan Native: 20% Hispanic or Latino: 26% Two or More Races: 36% White: 43%	SBAC ELA (2024-25) All Grades: 34% American Indian or Alaskan Native: 21% Hispanic or Latino: 28% Two or More Races: 41% White: 46%	SBAC ELA (2025-26) All Grades: 43% American Indian or Alaskan Native: 26% Hispanic or Latino: 36% Two or More Races: 41% White: 56%	SBAC ELA (Change) All Grades: +1% American Indian or Alaskan Native: +5% Hispanic or Latino: +2% Two or More Races: +10% White: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 20% Migrant Education: 18% Students with Disab.: 11% Low-Income: 27%	English Learners : 6% Reclassified: 36% Foster Youth: 41% Homeless Youth: Not Avail. Migrant Education: 24% Students with Disab.: 9% Low-Income: 27%	English Learners : 7% Reclassified: 39% Foster Youth: 43% Homeless Youth: 14% Migrant Education: 22% Student with Disab.: 10% Low-Income: 28%	English Learners: 16% Reclassified: 52% Foster Youth: 40% Homeless Youth: 30% Migrant Education: 28% Students with Disab.: 21% Low-Income: 37%	English Learners: 1% Reclassified: -3% Foster Youth:+13% Homeless Youth: -6% Migrant Education: +4% Student with Disab.: -1% Low-Income: +1%
1.23	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics	SBAC Math (2022-23) All Grades: 22% Amer. Indian or Alaska Native : 11% Hispanic or Latino: 16% Two or More Races: 26% White: 31% English Learners: 5% Reclassified: 20% Foster Youth: 24% Homeless Youth : 13% Migrant Education: 6% Students with Disab.: 8% Low-Income: 17%	SBAC Math (2023-24) All Grades: 22% Amer. Indian or Alaska Native : 11% Hispanic or Latino: 17% Two or More Races: 27% White: 31% English Learners: 6% Reclassified: 21% Foster Youth: 18% Homeless Youth: 13% Migrant Education: 12% Students with Disab.: 7% Low-Income: 18%	SBAC Math (2024-25) All Grades: 21% Amer. Indian or Alaska Native : 10% Hispanic or Latino: 15% Two or More Races: 29% White: 32% English Learners: 7% Reclassified: 17% Foster Youth: 21% Homeless Youth: 10% Migrant Education: 10% Student with Disab.: 8% Low-Income: 17%	SBAC Math (2025-26) All Grades: 32% Amer. Indian or Alaska Native : 21% Hispanic or Latino: 26% Two or More Races: 36% White: 41% English Learners: 15% Reclassified: 30% Foster Youth: 34% Homeless Youth : 23% Migrant Education: 16% Students with Disab.: 18% Low-Income: 27%	SBAC Math (Change) All Grades: -1% Amer. Indian or Alaska Native: -1% Hispanic or Latino: -1% Two or More Races: +3% White: +1% English Learners:+2% Reclassified: -3% Foster Youth: -3% Homeless Youth : -3% Migrant Education: +4% Student with Disab.: +1% Low-Income: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.24	Increase in writing trait scores on the SBAC ELA in all grade bands (3-5, 6-8, 11).	Writing Cluster on SBAC ELA (2022-23) Above Stand. All Grades: 9% 3rd Grade: 7% 4th Grade: 8% 5th Grade: 8% 6th Grade: 6% 7th Grade: 8% 8th Grade: 6% 11th Grade: 16%	Writing Cluster on SBAC ELA (2023-24) Above Standard All Grades: 9% 3rd Grade: 5% 4th Grade: 8% 5th Grade: 9% 6th Grade: 8% 7th Grade: 7% 8th Grade: 4% 11th Grade: 19%	Writing Cluster on SBAC ELA (2024-25) Above Standard All Grades: 9% 3rd Grade: 6% 4th Grade: 6% 5th Grade: 9% 6th Grade: 6% 7th Grade: 9% 8th Grade: 4% 11th Grade: 19%	Writing Cluster on SBAC ELA (2025-26) Above Standards All Grades: 19% 3rd Grade: 17% 4th Grade: 18% 5th Grade: 18% 6th Grade: 16% 7th Grade: 18% 8th Grade: 16% 11th Grade: 26%	Writing Cluster on SBAC ELA (Change) Above Standard All Grades: 0% 3rd Grade: -1% 4th Grade: -2% 5th Grade: +1% 6th Grade: 0% 7th Grade: +2% 8th Grade: -2% 11th Grade: +3%
1.25	Maintain 100% of schools with a score of fair or higher on the Facilities Inspection Tool (FIT).	100% of school have a FIT score of "Good" or higher. (2023-24)	100% of schools have a FIT score of “Fair” or higher”. (2024-25)	100% of schools have a FIT score of "Fair" or higher.	100% of school have a FIT score of "Good" or higher. (2026-27)	100% of schools have a FIT score of "Fair" or higher.
1.26	Progressively decrease suspension and expulsion rates with emphasis on socio-economically disadvantaged, Native American, and Special Education students.	Suspension Rate (2022-23 DataQuest) All Students: 6.1% American Indian or Alaska Native: 11.7% Socioeconomically Disadvantaged: 7.0% Students with Disabilities: 9.0% Expulsion Rate (2022-23 DataQuest) All Students: 0.2%	Suspension Rate (2023-24 DataQuest) All Students: 6.3% American Indian or Alaska Native: 10.2% Socioeconomically Disadvantaged: 7.1% Students with Disabilities: 12.2% Expulsion Rate (2022- 23 DataQuest)	Suspension Rate (2024-25 DataQuest) All Students: 6.0% American Indian or Alaska Native: 10.3% Socioeconomically Disadvantaged: 6.7% Students with Disabilities: 11.1% Expulsion Rate (2022- 23 DataQuest)	Suspension Rate (2025-26 DataQuest) All Students: 5.1% American Indian or Alaska Native: 8.0% Socioeconomically Disadvantaged: 6.0% Students with Disabilities: 8.0 % Expulsion Rate (2022-23 DataQuest)	Suspension Rate (Change) All Students: -0.1% American Indian or Alaska Native: -1.4% Socioeconomically Disadvantaged: -0.3% Students with Disabilities: +2.1% Expulsion Rate (Change) All Students: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 0.1%	All Students: 0.1%	All Students: 0.1%	
1.27	95% or more students indicate they feel safe at school (campus culture survey).	53% of students feel physically safe at school. (2023-24 student survey) 48% of students feel emotionally safe at school. (2023-24 student survey)	58% of students feel physically safe at school. (2024-25 student survey) 55% of students feel emotionally safe at school. (2024-25 student survey)	68% of students feel physically safe at school.(2025-26 student survey) 59% of students feel emotionally safe at school. (2025-26 student survey)	63% of students feel physically safe at school. (2023-24 student survey) 58% of students feel emotionally safe at school. (2023-24 student survey)	Student Survey (Change) +15% Physically safe at school +11% Emotionally safe at school
1.28	Middle School Dropout Progressively decrease the number middle school dropouts or maintain at 0 students.	0 students (2022-23 CALPADS 1.14)	0 students (2023-2024 CALPADS 1.14)	2 students (2024-2025 CALPADS 1.14)	Progressively decrease the number middle school dropouts or maintain at 0 students.	+2 students
1.29	High School Dropout Rate Progressively decrease the high school dropout rate.	2.9% (2022-23 Data Quest)	3.9% (2023-24 DataQuest)	3.9% (2024-25 DataQuest)	Progressively decrease the high school dropout rate or maintain at 2.9%.	Dropout Rate (Change) +1%
1.30	Chronic Absenteeism Decrease the Chronic absenteeism rate annually until the rate is 15% or less.	All Grades: 33.1% (2022-23 Data Quest)	All Grades: 24.3% (2023-24 Data Quest)	All Grades: 24.3% (2024-25 Data Quest)	All Grades: 15% (2025-26)	All Grades Chronic Absenteeism: -8.8% (Change)
1.31	Attendance Rate Meet or exceed a 95% attendance rate for all students.	All Grades: 92.4% (Estimated as of May 9, 2024)	All Grades: 91.6% (Estimated as of May 9, 2025)	All Grades: 92.2 (Estimated as of May 8, 2026)	All Grades: 95% or above (2026-27)	All Grades Attendance (Change): -0.2%
1.32	Increase the percent of secondary students who	63.4% of secondary students who indicate	64.2% of secondary	68.9% of secondary	75% of secondary students who	Student Survey (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicate that there is a staff member who knows them as a person on campus. (student survey and interviews)	that there is a staff member who knows them as a person on campus. (2023-24)	students who indicate that there is a staff member who knows them as a person on campus. (2024-25 student survey)	students who indicate that there is a staff member who knows them as a person on campus. (2025-26 student survey)	indicate that there is a staff member who knows them as a person on campus. (2026-27)	+5.5% Staff member who knows them as a person
1.33	Increase the percent of students who enjoy coming to school on most days. (student survey and interviews)	27.9% of students who enjoy coming to school on most days. (2023-24 student survey)	30.2% of students who enjoy coming to school on most days. (2024-25 student survey)	33.4% of students who enjoy coming to school on most days. (2025-26 student survey)	50% of students who enjoy coming to school on most days. (2026-27)	Student Survey (Change) +5.5% Enjoy coming to school on most days
1.34	85% or more parents and caregivers indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment, including parents of unduplicated students and students with disabilities. (family survey)	74.6% or more parents and caregivers indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (2023-24 family survey)	74.4% or more parents and caregivers indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (2024-25 family survey)	94.4% of parents indicate that teachers and staff are responsive to questions regarding my child's learning environment. (2025-2026 family survey) *The wording of this question has been revised.	85% or more parents and caregivers indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (2026-27)	Family Survey (Change) +19.7% of parents indicate that teachers and staff are responsive to questions regarding my child's learning environment. (2025-2026 family survey) *The wording of this question has been revised.
1.35	85% or more of parents and caregivers indicate that they feel welcome at their child’s school, including parents of unduplicated students and students with disabilities. (family survey)	87.3% or more of parents and caregivers indicate that they feel welcome at their child’s school. (2023-24 family survey)	89.5% or more of parents and caregivers indicate that they feel welcome at their child’s school. (2024-25 family survey)	96.5% of parents indicate that teachers and staff at their child's school creates a welcoming environment. *The wording of this question has been revised.	Maintain 85% or more of parents and caregivers indicate that they feel welcome at their child’s school. (2026-27)	Family Survey (Change) 9.2% Welcoming learning environment *The wording of this question has been revised.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.36	Increase the number of DELAC and DAC parents who attend Strategic Plan/LCAP input meetings.	LCAP/Strategic Plan Meeting Attendance (2023-24): DELAC - 12 parents (March) DAC/PAC - 3 parents (Sept-April)	LCAP/Strategic Plan Meeting Attendance (2024-25): DELAC - 15 parents (March) DAC/PAC - 8 parents (Oct-April)	LCAP/Strategic Plan Meeting Attendance (2025-26): DELAC - 6 parents (March) DAC/PAC - 9 parents (Oct-April)	LCAP/Strategic Plan Meeting Attendance (2026-27): DELAC - 30 parents (March) DAC/PAC - 11 parents (March)	Plan Meeting Attendance (Change) -9 parents (DELAC) +1 parents (DAC/PAC)
1.37	Measure PLC effectiveness through school site and district administrator surveys and learning rounds.	Baseline data will be gathered in 2024-25.	2024-25 Certificated Survey Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. - *6 out of 10 improved *7 out of 11 scored 90% or higher Q2. Each team member is clear on the standards sequence for each course/grade level. - *4 out of 11 improved *5 out of 11 scored 90% or higher	2025-26 Certificated Survey Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. - *6 out of 11 improved *9 out of 11 scored 90% or higher Q2. Each team member is clear on the standards sequence for each course/grade level. - *6 out of 11 improved *7 out of 11 scored 90% or higher	Improved effectiveness of PLCs on surveys and learning rounds.	See Survey Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Q3. My site has introduced or has used learning targets and/or “I Can” statements. - *7 out of 11 improved *6 out of 11 scored 90% or higher Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. - *9 out of 11 improved *6 out of 11 scored 90% or higher Q5. Staff use CFAs to identify and share effective teaching practices. - *9 out of 11 improved *6 out of 11 scored 90% or better	Q3. My site has introduced or has used learning targets and/or “I Can” statements. - *7 out of 11 improved *7 out of 11 scored 90% or higher Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. - *7 out of 11 improved *8 out of 11 scored 90% or higher Q5. Staff use CFAs to identify and share effective teaching practices. - *4 out of 11 improved *5 out of 11 scored 90% or better		

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.

See the attached 4th Quarter Strategic Plan quarterly report.

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.

- Goal 1, Priority 1, Action 1.1: Ensure first best instruction and equitable practices at all school sites and grade levels (Budgeted Expenditure $1,317,914; Estimated Actual Expenditures $1,287,698). The estimated actual expenditures are lower than budgeted expenditures because the contract for the new data systems was less than estimated and materials and supplies came in lower.

- Goal 1, Priority 1, Action 1.2: Ensure effective interventions and supports for students at all levels of learning (Budgeted Expenditure $3,085,141; Estimated Actual Expenditures $2,880,923).The estimated actual expenditures are lower than budgeted expenditures because salary and benefits for some positions were lower than estimated, and GATE expenditures were lower because the support position was not able to be contracted.

- Goal 1, Priority 1, Action 1.3: Provide curriculum and technology needed to be college and career ready at all grade levels (Budgeted Expenditure $1,714,674; Estimated Actual Expenditures $2,491,935). Estimated actual expenditures were higher because expenditures for technology and instructional materials were higher than estimated due to the board approved additional purchase of Chromebooks, technology and instructional technology.

- Goal 1, Priority 1, Action 1.4: Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures (Budgeted Expenditure $1,551,043; Estimated Actual Expenditures $1,432,937). Estimated actual expenditures were lower because salary and benefits were lower for CTE positions, contracts for elementary guest artists were lower than expected, and South Valley High School SPACE contract was lower than expected.

- Goal 1, Priority 1, Action 1.5: Support equitable access to college and career supports (Budgeted Expenditure $1,525,310; Estimated Actual Expenditures $1,439,175). Estimated actual expenditures were lower because salary and benefits were lower for counselors, and expenditures for the College Going Plan and mentor groups were lower than expected.

- Goal 1, Priority 1, Action 1.6: Support and monitor Foster Youth and students transitioning out of the foster system to ensure access (Budgeted Expenditure $126,864,000; Estimated Actual Expenditures $123,837). Estimated actual expenditures were lower because salary and benefits were lower for the Foster Youth support counselor.

- Goal 1, Priority 1, Action 1.7: Provide additional supports for students during school, afterschool, summer, and intersessions (Budgeted Expenditure $184,170; Estimated Actual Expenditures $285,515). Estimated actual expenditures were higher because elementary after school tutoring costs were higher than budgeted.

- Goal 1, Priority 1, Action 1.8: Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (Budgeted Expenditure $1,191,962; Estimated Actual Expenditures $1,124,631). Estimated actual expenditures were lower because salary and benefits were lower, and other activities, materials, and supplies came in lower than expected.

- Goal 1, Priority 2, Action 1.9: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards (Budgeted Expenditure $1,679,169; Estimated Actual Expenditures $1,646,997). The estimated actual expenditures are lower than budgeted expenditures because salary and benefits were lower than expected.

- Goal 1, Priority 3, Action 1.10: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction (Budgeted Expenditure $2,458,238; Estimated Actual Expenditures $3,799,412). The estimated actual expenditures are higher than budgeted expenditures because substitute costs, mentor teachers and professional development were higher than expected. In addition, the board approved increased funding to allow for administrator credential program costs to be paid in the first year of the program.

- Goal 1, Priority 4, Action 1.11: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff (Budgeted Expenditure $4,287,854; Estimated Actual Expenditures $3,648,171). Estimated actual expenditures were lower than budgeted expenditures because salary and benefits for PE teachers, additional custodial, elementary counselors, elementary campus security were lower than budgeted. In addition, the estimated expenditures for secondary social emotional counselors was lower than budgeted due to grant extension of grant funding and contracts for counseling were not acquired. Further, Web/Link crew costs came in lower than budget due to less professional development needs. Lastly, funds for safety materials and supplies were lower than budgeted.

- Goal 1, Priority 5, Action 1.12: Foster Positive Staff-Student Connections to Ensure a Sense of Belonging at School (Budgeted Expenditure $150,000; Estimated Actual Expenditures $126,480). Estimated actual expenditures were lower than budgeted expenditures because athletic transportation costs and afterschool and sports transportation costs came in lower than expected.

- Goal 1, Priority 6, Action 1.13: Strengthen Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community (Budgeted Expenditure $1,558,246; Estimated Actual Expenditures $1,541,901). Estimated actual expenditures came in lower because salary and benefits were lower than expected. In addition, parent education program expenditures came in lower than expected.

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

Goal 1, Priority 1, Action 1.1: Ensure first best instruction and equitable practices at all school sites and grade levels are effective because: Overall, the district is making varied progress in key academic areas, with particular strength in early literacy and gradual improvement in college and career readiness. Recent data indicates steady but varied progress in student achievement across multiple grade levels and assessments. On the Acadience reading assessment, grades 1 and 2 improved from last school year and the 3rd grade cohort improved 10% over the last three year. In addition, the percent of students that were Well Below Benchmark decreased from the beginning of the year

to the end of the year by 3%. Also grades 3 and 6 also showed notable improvement on the STAR Reading assessments and overall reading achievement continues to rise in the K-3, K-4, 4-7 grade cohorts. In English Language Arts (ELA), SBAC scores have remained stable or slightly improved over the past two years, with the district improving to a Yellow status on the CA Dashboard. In addition, over the last three years, grades 3, 5 and 11 have improved, while grades 8 has slightly declined on the SBAC ELA.Math achievement, as measured by SBAC, was flat over the last two years with the district maintaining an orange status. Over the last two years, grades 3, 5, and 8 have slightly improved, and grade 11 performance has been stable. Furthermore, the percentage of graduates meeting College and Career Readiness standards on the SBAC math assessment improved by 4%. Although graduation rates have declined over that last three years, graduation rates continue to be higher over the last 4 years and the Ukiah High School graduation rate has remained steady at 94.4% and remaining above 90% for most student groups. Lastly D and F rates have stayed relatively stable and are now lower than the peaks seen during the pandemic. All of the above progress shows that Action 1.1 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.2: Ensure effective interventions and supports for students at all levels of learning are effective because: Several student subgroups demonstrated significant improvement on statewide SBAC tests, with American Indian or Alaskan Native students improving by 5%, Hispanic or Latino students slightly improving by 2%,Two or More Races improving 10%, Foster Youth improving 13%, and Migrant Education students improving by 4% in English Language Arts as compared to the baseline year. In Mathematics, positive gains were also seen for Two or More Races, English Learners and Migrant Education students, each rising by 1% to 4% compared to the baseline year. These results highlight encouraging progress among key subgroups, reflecting effective support strategies and momentum toward Year 3 performance targets. All of the above progress shows that Action 1.2 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.3: Provide curriculum and technology needed to be college and career ready at all grade levels was effective because there was 100% sufficiency of instructional materials.

Goal 1, Priority 1, Action 1.4: Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures are effective because: The percentage of graduates completing a Career Technical Education (CTE) pathway remained relatively stable, with a slight increase from 37.8% in 2023-24 to 38.9% in 2024-25. In addition, there has been a slight increase from the baseline year of 0.5%. The percentage of graduates completing both the A-G requirements and a CTE pathway declined by 3.5%. While one of the two key indicators has declined, this action allows students to have access to 21 different CTE pathways, Arts programs and World Language programs provides all students with a broad course of study, thus being effective. All of the above progress shows that Action 1.4 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.5: Support equitable access to college and career supports are effective because: Varied but steady progress is evident in student academic performance over the last two years. The overall A-G completion rate has maintained at 35.1% with only a slight decrease of 0.4% from the prior school year. In addition, many student groups A-G rate improved from the prior year, including American Indian or Alaskan Native, Hispanic or Latino, Two or More Races, Migrant Education and Special Education student groups. Lastly, the Ukiah

High A- G rate remained steady at 42.3%, a slight decline of 0.2% from the prior school year, with increases of A-G rates in the American Indian or Alaskan Native, Hispanic or Latino, Migrant Education, and Students with Disabilities student groups. Moreover, Advanced Placement (AP) performance has seen gains, with the percentage of students scoring a 3 or higher rising from 71% in 2022-23 to 78% in 2024-25. This improvement is supported by increased student participation and a higher number of AP exams taken, reflecting growing student engagement and success in rigorous coursework. Furthermore, in 2025-26, UHS maintained an overall enrollment in one or more AP or Honors courses from 26.7% to 27.0% over the last two year, and has improved enrollment by 3% from the baseline year. In addition the majority of student groups improved, 7 out of 11, from the baseline year. The student groups with the largest improvements from the baseline year are Latino students (+3.9%), White Students (3.7%), Reclassified English ProficientSED (+3.3%), RFEP (+3.5%), SWD (+2.0%), and Native American students (+2.9%). However, the English Learner and White student groups saw slight declines. Despite these improvements, significant gaps remain between student groups. All of the above progress shows that Action 1.5 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.6: Support and monitor Foster Youth and students transitioning out of the foster system to ensure access are effective because: Foster Youth students made strong progress in ELA, improving from 30% to 43% meeting standards on the SBAC from 2022-23 to 2025-26, an 13-point gain, and math scores increased from the prior year from 18% to 21%. The 2024-25 graduation rate for Foster Youth was 76.9% with 20% of graduates meeting A-G. Areas of concern is grades with D & F rates increasing for Foster Youth this year highlighting the need to continue counseling support. All of the above progress shows that Action 1.6 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.7: Provide additional supports for students during school, afterschool, summer, and intersessions are effective because: Metrics show that additional supports during school, afterschool, summer, and intersessions help boost academic achievement, especially for underserved groups. Several student subgroups demonstrated significant improvement on statewide SBAC tests, with American Indian or Alaskan Native students improving by 5%, Hispanic or Latino students slightly improving by 2%,Two or More Races improving 10%, Foster Youth improving 13%, and Migrant Education students improving by 4% in English Language Arts as compared to the baseline year. In Mathematics, positive gains were also seen for Two or More Races, English Learners and Migrant Education students, each rising by 1% to 4% compared to the baseline year. These results highlight encouraging progress among key subgroups, reflecting effective support strategies and momentum toward Year 3 performance targets. All of the above progress shows that Action 1.7 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 1, Action 1.8: Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement are effective because: See Goal 1, Action 1.1. Overall, the district is making consistent progress in key academic areas, with particular strength in early literacy and gradual improvement in college and career readiness.

Goal 1, Priority 2, Action 1.9: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards are effective because: Progress was achieved in three of the six key metrics with notable improvement in reclassification rates, chronic absenteeism rates and graduation rates from the baseline year of 2023-24. 44% of Multilingual Learners were reclassified as

English Proficient by 2025-26, up 4.8% percentage points from the baseline year of 2023-24; chronic absenteeism decreased to 22%, representing a 11 percentage point improvement from the baseline year of 2023-24; graduation rates improved to 87.1%, a gain of 2.2% percentage points from the baseline year of 2023-24; and the percent of students Standard Met or Above on the SBAC ELA improved in grades 3 and 4. All of the above progress shows that Action 1.9 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 3, Action 1.10: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction is effective because: The percentage of appropriately assigned teachers declined slightly in 2023-24 but the new teacher residency program is improving the number of appropriately assigned teachers. In addition, staff survey responses to PLC questions improved on 3 out of the 5 questions. ELA and math results also showed improvement across several student groups, including significant gains in ELA for Foster Youth. Additionally, the percentage of students scoring above standard on the writing cluster improved or was maintained in 3 out of the 7 grade levels assessed, with the greatest increase in 11th grade. All of the above progress shows that Action 1.10 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 4, Action 1.11: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff were effective because: Four out of seven key performance metrics demonstrated improvement or maintained in the areas of facility quality, suspension rates, students perception of safety, and chronic absenteeism. All school sites (100%) achieved a Facility Inspection Tool rating of “fair” or higher maintaining high standards for learning environments; overall suspension rate decreased slightly by 0.3% from the previous year and there were improvement in suspension rates from the baseline year 2022-23 for American Indian or Alaskan Native students and Students with Disabilities with a decline from 2023-24 to 2024-25 by 1.1%; student survey results showed significant improvement with percentage of students who feel safe at school increased by 15%, and those who feel emotionally safe rose by 11% compared from the baseline year of 2023-2024; chronic absenteeism improved from the baseline year of 2022-23 by declining 8.8%; middle school dropout rate increased while the high school dropout rate increased from 2.9% to 3.9% from the baseline year of 2022-23; overall attendance rates dipped slightly in 2024-25 but are estimated to be higher this year. All of the above progress shows that Action 1.11 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 5, Action 1.12: Foster Positive Staff-Student Connections to Ensure a Sense of Belonging at School were effective because: Student survey questions improved on questions regarding school connectedness. There was a 5.5% increase in the percent of secondary student who enjoy coming to school on most days from the baseline year of 2023-24. In addition, 68.9% of secondary students indicated that there is a staff member who knows them as a person on campus, a 5.5% increase from the baseline year of 2023-24. All of the above progress shows that Action 1.12 is effective in some areas and is supporting progress toward meeting goal 1.

Goal 1, Priority 6, Action 1.13: Strengthen Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community were effective because: Two out of the three metrics demonstrated improvement from the prior year and with the other metric declining. Results on the family survey improved on both questions regarding a welcoming environment and staff members being responsive to questions regarding their child while participation in LCAP meetings has declined. All of the above progress shows that Action 1.13 is effective in some areas and is supporting progress toward meeting goal 1.

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.

The three year LCAP/Strategic Plan was updated for the third year. During the spring educational partner engagement process feedback was given on progress of the current plan and input on ways to improve.

Because this is the third year of a three year plan, only a few new actions were added and some actions had staffing or budgets increased due to feedback.

Added funding to Action 1.1 create a districtwide data system to monitor Strategic Plan/LCAP metrics to continue to support the project.

Changed Action 1.2 to provide support periods for Algebra I students at Ukiah High School. The action allows for 1.0 FTE math teacher to provide the support periods. This is a reduction in 2.0 FTE math teacher from the previous action of provide two periods of Algebra I for all students at Ukiah High School.

Added funding to Action 1.3 provide Artificial Intelligence training to staff and additional funding to provide new instructional materials and technology to meet the needs of diverse learners. This provides for the same amount of funding as the 2025-2026 school year.

Added funding to Action 1.3 provide new instructional materials and technology to meet the needs of diverse learners. This provides for a similar amount of funding as the 2025-2026 school year.

Added funding to Action 1.7 to provide professional development.

Reduced funding to Action 1.10 improve teacher residency programs and build leaders through supporting certificated administrator induction and administrator development programs. This was due to most of the costs of the administrator credential program being paid for in 2025-2026 school year.

Added funding to Action 1.11 for new contract with Ukiah Police Department for a School Resource Officer.

Added funding to Action 1.11 to support an additional 0.75 FTE social emotional counselor for the second half the school year for a total of 4.0 FTE social emotional counselors due to grant ending.

Added funding to Action 1.11 to support a 1.0 FTE school climate teacher on special assignment for the second half of the school year due to grant ending.

Added funding to Action 1.11 to support a 1.0 FTE district wide school social worker.

Added funding to Action 1.11 to provide funds for student peer to peer programs. This increase provides for the same amount of funding as the 2025-2026 school year.

Added funding to Action 1.11 to support contracts for counseling services, specifically drug counseling.

Added funding to Action 1.13 to support an additional 1.0 FTE district wide family community liaison.

Added funding to Action 1.13 to support grant writing. This increase adds $40,000 from the prior year.

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	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Ensure first best instruction and equitable practices at all school sites and grade levels by: • By grade span and course, define, train, and implement first best instruction with fidelity. • Implement the Common Assurances (expectations) for Curriculum, Instruction and Assessment at every school. • Establish and implement Universal Reading, Writing, and Math Expectations for instruction and skill development across all content areas. • Facilitate regular K-12 district-wide articulation meetings in the area of Reading, Writing, and Math. • Develop and use Fidelity and Implementation Tools (FIT) to measure progress and effectiveness of strategic actions, including the use of staff training, coaching, observation tools, interviews, and learning rounds. Create a districtwide data system to monitor Strategic Plan/LCAP metrics. • Create a districtwide grading practices task force to guide the establishment and implementation of consistent grading practices at school sites, grade levels, and across content areas.	$1,267,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Review staffing schedules to assure that students most in need of support are working with credentialed, experienced teachers to receive first best instruction. • Explore Small Learning Communities model for 9th and 10th grade. • Reduce the number of elementary combination classes to support first best instruction. • Encourage a growth mindset for learning with reading and math incentives for each site. • Use the Acadience reading Assessment (DIBELS). • Continue trimester articulation meetings with preschool and TK/K teachers. Positions that Support the Priority Area and Actions: • Elementary Teachers (9.0 FTE)		
1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Ensure effective interventions and supports for students at all levels of learning by: • Provide supports for small group instruction. • Provide reading and math interventions. • Provide support periods for Algebra I students at Ukiah High School. • Facilitate GATE identification, activities, and support. • Support elementary Student Success Team (CARE) Coordinators. Positions that Support the Priority Area and Actions:	$2,870,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Reading Teachers (11.0 FTE) • Kindergarten Paraprofessional (4.5 FTE) • Combination Class Paraprofessional (1.125 FTE) • Elementary Math Paraprofessionals (9.0 FTE) • Middle School Math Intervention Teachers (2.0 FTE) • UHS Algebra I Teachers (1.0 FTE) • Class Size Reduction Teachers at UHS (2.0 FTE)		
1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Provide curriculum and technology needed to be college and career ready at all grade levels by: • Provide new instructional materials and technology to meet the needs of diverse learners. • Continue to provide technology support and one to one Chromebooks. • Provide training on the use of Artificial Intelligence. Positions that Support the Priority Area and Actions: • Education Technology Specialists (6.0 FTE)	$1,819,266.00	Yes
1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures by: • Fund musical instruments, cleaning, and supplies. • Support elementary visual and performing arts education with Arts Attack curriculum, materials, and supplies and culturally diverse guest artists and groups.	$1,579,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide visual and performing arts instruction at South Valley High School by contracting with SPACE. • Provide materials to support Big Picture Learning. • Fund transportation to Eagle Peak STEM School. • Fund Redwood Valley Outdoor Education Project. Positions that Support the Priority Area and Actions: • Career Technical Education Teachers (4.6 FTE) • Career Technical Education Coordinator (1.0 FTE) • Music Teachers (3.0 FTE) • Outdoor Education Teacher (1.0 FTE) • Outdoor Education Paraprofessional (.475 FTE) • Pomo Language and Culture Teacher (1.0 FTE) • STEM Transportation (0.23 FTE)		
1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Support equitable access to college and career supports by: • Implement the College Going Plan. • Provide programs to support students who are underrepresented in college-going including Middle College and MESA. • Provide additional Academic Counseling to support college and career success • Fund AP test fees for students. • Provide afterschool mentoring and college going support groups	$1,641,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Positions that Support the Priority Area and Actions: • Big Picture College and Career Specialist (1.0 FTE) • Ukiah High College and Career Specialist (1.0 FTE, partially grant funded) • Middle College Teacher (1.0 FTE) • Middle School Academic Counselors (3.0 FTE) • Ukiah HS Academic Dean (1.0 FTE) • Title VI Native American Academic Counselors (2.28 FTE) • MESA Teacher on Special Assignment (0.4 FTE)		
1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Support and monitor Foster Youth and students transitioning out of the foster system to ensure access. Positions that Support the Priority Area and Actions: • Foster Youth Academic School Counselor (1.0 FTE)	$128,843.00	Yes
1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Provide additional supports for students during school, afterschool, summer, and intersessions by: • Purchase new culturally diverse library books. • Provide K-5 after school tutoring in math and ELA. (Funded out of Learning Recovery Emergency Block Grant) • Provide secondary after school tutoring. (Funded out of Learning Recovery Emergency Block Grant) • Provide summer school and intersession programs. (Funded out of Expanded Learning Opportunities Program)	$185,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Fund academic competitions and coaching stipends. • Fund athletic transportation and coaching stipends.		
1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (SPSA).	$1,251,561.00	Yes
1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Support Emergent Multilingual Learners, including Long Term English Learners, in Obtaining English Language Proficiency and Mastery of the Core Content Standards by: • Improve the use of Integrated English Language Development (iELD) strategies to engage Multilingual Learners (English Language Learners) in learning content standards by providing staff training, coaching, observation tools and learning rounds. • Provide engaging, high quality Designated ELD by providing staff training, coaching, observation tools and learning rounds. • Support school sites with English Language Proficiency Assessment for California (ELPAC) assessment teams. • Monitor the Multilingual Learners (English Language Learners) program. • Provide bilingual paraprofessionals to support Newcomer Multilingual Learner (English Language Learners) students. Positions that Support the Priority Area and Actions: • Student Success Coordinators (10.0 FTE)	$1,705,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Elementary 6 - hour Bilingual paraprofessional (2.25 FTE) • Districtwide and High School 7 - hour Bilingual paraprofessional (1.75 FTE)		
1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction by: Professional Learning Communities • Implement PLC practices with fidelity as defined in Common Assurances (expectations) Teaming Structures focussing on the four PLC questions at weekly Professional Learning Team (PLT) meetings. • Fund Department Chairs. • Improve the quality of PLCs. Targeted Professional Development • Develop a Professional Development Framework to determine and provide consistent and ongoing reading, math, and writing, professional development to improve math, reading, and writing content knowledge and pedagogy in all grade levels and subjects. • Provide LETRS Science of Reading Training. • Provide training in differentiated instruction. • Provide 2 additional days of professional development. • Provide substitute funding to support professional development with experienced substitutes.	$2,662,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide professional development for classified staff that supports a positive culture and academic achievement. • Support resident and new teachers through funding teacher residency programs, induction, and providing mentors. Build leaders through supporting certificated administrator induction and administrator development programs. • Provide additional professional development to support first best instruction. • Provide professional development for staff that support the social and emotional needs of students (i.e. Social Emotional Counselors). • Provide professional development in cultural awareness, including Latino culture and Native American culture.		
1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff by: • Implement the UUSD Common Assurances (expectations) for Culture at all school sites. • Provide Web/Link Crew programs to support student transitions and student leadership. • Provide funds for student peer to peer programs, extra curricular activities, and clubs. • Continue to implement Positive Behavior Interventions and Supports district-wide, including Safe School Ambassadors, Alternative to Suspension classrooms, District Wide School Social Worker, and School Climate TOSA. • Provide Second STEP Social Emotional Learning curriculum and training for elementary schools.	$4,757,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide funds for school safety projects. • Provide additional contracts for counseling services, including drug counseling and education. • Provide fresh fruit snacks for elementary students. • Provide student attendance incentive funding. Positions that Support the Priority Area and Actions: • Alternative to Suspension Classroom Teacher (3.0 FTE) • Elementary Physical Education Teachers (5.0 FTE) • Middle School Assistant Principals (.30 FTE) • School Resource Officer (1.0) • Grounds (1.0 FTE) • Custodial (7.0 FTE) • Health Assistant (0.18 FTE - Additional 5 days) • Elementary Social Emotional Counselors (6.0 FTE) • Secondary Social Emotional Counselors (3.25 FTE for the first half of school year and 4.0 FTE second half) • District Wide School Social Worker (1.0 FTE) • School Climate TOSA (1.0 FTE for second half of the school year) • Elementary Campus Supervisor/Restorative (6.0 FTE) • Middle School Campus Supervisor (2.0 FTE)		

Action #	Title	Description	Total Funds	Contributing
		• High School Campus Supervisor (1.0 FTE)		
1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School by: • Engage students in focus groups to learn about student ideas around strengthening student-staff connections. Develop recommendations based on this input. • Develop classroom culture activities to implement during the first thirty days of school. • Teachers use classroom surveys or other means to gain feedback and input from students at a minimum of once a semester. • Implement a “Who Is Your Person” program (or similar program) at each site. • Provide transportation for after school activities.	$150,000.00	Yes
1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community by: • Develop and implement standardized training and materials to strengthen and support family liaisons. • Provide increased opportunities for family engagement and connection with schools. • Provide consistent and positive communications to families regarding achievement and progress. • Fund sports, music and arts events so families and students can attend free of charge. • Gather input from students, staff and parents through surveys and interviews.	$1,761,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide site-based parent education, including workshops on routines at home and how to teach appropriate use of technology. • Develop three actions per grade level that parents/guardians can do to support their student's education. Develop communication materials. • Support grant writing. Positions that Support the Priority Area and Actions: • Bilingual Family Community Liaisons (12.0 FTE) • Communications Officer (1.0 FTE) • Bilingual Family Community Liaison - Special Education (1.0 FTE)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	South Valley High School's goal is to reduce the suspension rate from 7.3% (2022-23) to less than 6% by continuing to build a safe, welcoming and healthy school culture and climate; and increase the College and Career Indicator from 3.3% (2022-23) Prepared to more than 10% Prepared by providing additional support for students both academically and behaviorally. Smart goals added in 2024-2025 are increase the percent of students standard met or above by 5% from the prior school year and increase the percent of students Standard Nearly Met by 5% from the prior school year in mathematics on the Smarter Balanced Assessment; increase the percent of students standard met or above by 5% from the prior school year and increase the percent of students Standard Nearly Met by 5% from the prior school year in English Language Arts on the Smarter Balanced Assessment. Smart Goals added in 2025-2026 is to increase the graduation rate by 10% from 67.9%(2024-25) to 78% by providing a systematic approach to case management and early intervention, including creating benchmarks for students who are behind.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

South Valley High School is receiving Equity Multiplier funds to improve outcomes for students. Schools receive Equity Multiplier funds when the prior year's nonstability rate is greater than 25% and the prior year's socioeconomically (low income) pupil rate is greater than 70%. The funds received are not Supplemental and Concentration Grant funds, but the District must document the efforts to improve outcomes at that school site in the LCAP. In addition, schools must create focused goals based on a needs assessment and the actions provided need to be evidence-based.

The areas of need identified were: suspension rate, graduation rate, ELA, math and College and Career Indicator for all students, socioeconomically disadvantage students, and Hispanic or Latino students.

This goal was created based on the analysis of the CA School Dashboard. The goal has been updated each year based on the newest CA School Dashboard. District staff met with South Valley High School's School Site Council, staff, and students to engage in creating goals and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Decreased suspension rates for all students, and specifically students who are Socioeconomically Disadvantaged.	Suspension Rate (2022-2023) All Students: 7.3% (CA School Dashboard) Socioeconomically Disadvantaged: 7.6% (CA School Dashboard)	Suspension Rate (2023-2024) All Students: 3.6% (CA School Dashboard) Socioeconomically Disadvantaged: 3.9% (CA School Dashboard)	Suspension Rate (2024-2025) All Students: 7.1% (CA School Dashboard) Socioeconomically Disadvantaged: 7.5% (CA School Dashboard)	Suspension Rate (2025-2026) All Students: 6.0% (CA School Dashboard) Socioeconomically Disadvantaged: 6% (CA School Dashboard)	 All Students: Decreased -0.2% Socioeconomically Disadvantaged: Decline -0.1%
2.2	Increased number of students who feel physically and emotionally safe, and connected to adults and each other, as self reported in student survey results.	School Safety/Connectedness (2023-24) 89% of students feel physically safe at school. (student survey) 69% of students feel they are emotionally safe at school. (student survey) 68% of students have at least one teacher, counselor, or staff	School Safety/Connectedness (2024-25) 74% of students feel physically safe at school. (student survey) 69% of students feel they are emotionally safe at school. (student survey) 71% of students have at least one teacher, counselor,	School Safety/Connectedness (2025-26) 86% of students feel physically safe at school. (student survey) 77% of students feel they are emotionally safe at school. (student survey) 75% of students have at least one teacher, counselor,	School Safety/Connectedness (2026-27) 90% of students feel physically safe at school. (student survey) 90% of students feel they are emotionally safe at school. (student survey) 90% of students have at least one teacher, counselor,	Student Survey (Change) -3% change of students feel physically safe at school. (student survey) +8% change of students feel they are emotionally safe at school. (student survey) +7% change of students have at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		member who knows them as a person. (student survey)	or staff member who knows them as a person. (student survey)	or staff member who knows them as a person. (student survey)	or staff member who knows them as a person. (student survey)	least one teacher, counselor, or staff member who knows them as a person. (student survey)
2.3	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics	Smarter Balanced Assessment Math (2022-23) 0% Standard Met or Above	Smarter Balanced Assessment Math (2023-24) 0% Standard Met or Above	Smarter Balanced Assessment Math (2024-25) 0% Standard Met or Above	Smarter Balanced Assessment Math (2025-26) 10% Standard Met or Above	Smarter Balanced Assessment Math (Change) Remained at 0%
2.4	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts	Smarter Balanced Assessment ELA (2022-23) All: 12% Standard Met or Above Socioeconomically Disadvantaged: 13% Standard Met or Above Hispanic or Latino: 13% Standard Met or Above White: N/A Standard Met or Above	Smarter Balanced Assessment ELA (2023-24) All: 6% Standard Met or Above Socioeconomically Disadvantaged: 5% Standard Met or Above Hispanic or Latino: 4% Standard Met or Above White: 13% Standard Met or Above	Smarter Balanced Assessment ELA (2024-25) All: 4% Standard Met or Above Socioeconomically Disadvantaged: 0% Standard Met or Above Hispanic or Latino: 0% Standard Met or Above White: 11% Standard Met or Above	Smarter Balanced Assessment ELA (2025-26) All: 22% Standard Met or Above Socioeconomically Disadvantaged: 23% Standard Met or Above Hispanic or Latino: 23% Standard Met or Above White: 23% Standard Met or Above	Smarter Balanced Assessment ELA (Change) All: Declined 8% Socioeconomically Disadvantaged: Declined 13% Standard Met or Above Hispanic or Latino: Declined 13% Standard Met or Above White: N/A Standard Met or Above
2.5	Increase the percentage of students who meet the College and Career readiness indicator, and	College and Career Indicator (2022-23)	College and Career Indicator (2023-24)	College and Career Indicator (2024-25)	College and Career Indicator (2025-26)	College and Career Indicator (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	specifically for students who are Socioeconomically Disadvantaged and Hispanic/Latino.	All: 3.3% prepared (CA School Dashboard) Socioeconomically Disadvantaged: 3.5% prepared Hispanic or Latino: 2.1% prepared	All: 1.3% prepared (CA School Dashboard) Socioeconomically Disadvantaged: 1.4% prepared Hispanic or Latino: 2% prepared	All: 3.9% prepared (CA School Dashboard) Socioeconomically Disadvantaged: 4.2% prepared Hispanic or Latino: 2.7% prepared	All:10% prepared (CA School Dashboard) Socioeconomically Disadvantaged: 10% prepared Hispanic or Latino: 6% prepared	All: Increased 0.6% Socioeconomically Disadvantaged: Increased 0.7% Hispanic or Latino: Increased 0.6%
2.6	Increased graduation rates for all students on the California School Dashboard 4 and 5 year rate.	Combined 4 and 5 year Graduation Rate (2024-2025 CA Dashboard) All: 67.9%			Combined 4 and 5 year Graduation Rate (2025-2026 CA Dashboard) All: 78%	This is a new metric.

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.

Overall implementation of most actions were successful. South Valley High School was able to continue to keep a low student-to-staff ratio which allowed for students to build connections with staff members and improve student outcomes, including successful internships. Additionally, staff provided on-campus dual enrollment courses, College and Career Success 100, Business 132 Entrepreneurial Management, and Business 150 Entrepreneurial Marketing with 54 students enrolled. Extended Leaving to Learn opportunities were increased including trips outside of Ukiah. Lastly, professional development on project based learning was provided to all staff and some staff attended the Big Picture conference.

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

Action 2.1 Reduce student-to-staff ratios to provide increased engagement, student achievement, and increased college and career readiness (Budgeted Expenditure$123,883; Estimated Actual Expenditure $132,522). Estimated actual expenditures were higher than expected because salary and benefits for the position was higher than estimated.

Action 2.2 Offer college dual enrollment classes on campus, starting with the College and Career Success CCS 100 course, and expanding to include entrepreneurship and business math for either 2025-26 or 2026-27 school year (Budgeted Expenditure $2,000; Estimated Actual Expenditure $2,000). All funds were used.

Action 2.3 Provide extended Leaving to Learn (field trips) opportunities to build a positive school wide culture and increase safety (Budgeted Expenditure $15,000; Estimated Actual Expenditure $8036). Estimated actual expenditures were lower than expected because the cost of field trips were lower than expected.

Action 2.4 Provide funding for Professional Development to support a positive school wide culture and academic growth that is aligned to WASC recommendations (Budgeted Expenditure $53.535; Estimated Actual Expenditure $35,096). Estimated actual expenditures were lower than expected because costs for training came in lower than estimated.

Action 2.5 Support social emotional and social service support and resources through the work of a licensed Social Worker (Budgeted Expenditure $10,403; Estimated Actual Expenditure $0). Estimated actual expenditures were lower than expected because grant funding for the position was extended to the end of the year.

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

Action 2.1 to reduce student-to-staff ratios to provide increased engagement, student achievement, and increased college and career readiness was effective because there was an increase in the percentage of students who felt they have at least one teacher, counselor, or staff member who knows them as a person increased by 4% from the prior year and 7% from the baseline year.

Action 2.2 to offer college dual enrollment classes on campus was effective because we added two more dual enrollment classes this year, Business 150 Entrepreneurial Marketing, Business 132 Entrepreneurial Management, and CCS 100 with 54 students enrolled in those classes, an increase of 31 students from the prior year. Additionally, the College and Career Indicator increased by 2.6% from the prior year.

Action 2.3 to provide extended Leaving to Learn (field trips) opportunities to build a positive school wide culture and increase safety was effective because on the student perception survey the percent of students who felt physically safe was 86% and the percent of students feeling emotionally safe was 75%, an increase of 8% from the prior year.

Action 2.4 to provide funding for professional development to support a positive school wide culture and academic growth was effective because student perception survey results improved, the percent of students who were college and career ready improved as well. Although the suspension rate increased in 2024-2025, this year's estimated suspension rate has declined significantly is projected to be 3% lower.

Action 2.5 to Support social emotional and social service support and resources through the work of a licensed Social Worker. This action was funded through a grant that was extended.

All of the above actions were effective in improving most outcomes towards goal 2.

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.

Goals were updated to include graduation rate which was Red on the CA School Dashboard. Action 2.6 was added to improve graduation rates by revising the graduation monitoring system for students in grade 10-12. In addition, Action 2.5 was added to improve mathematics learning by providing additional classroom support. The support will be provided with a paraprofessional to help with small group instruction.

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	Reduce Staff to Student Ratios	Reduce student to staff ratios to provide increased engagement, student achievement, and increased college and career readiness. Positions that support this action: • Teacher 1.0 FTE	$126,779.00	No
2.2	Dual Enrollment	Offer college dual enrollment classes on campus, starting with the College and Career Success CCS 100 course, and expanding to include entrepreneurship and business math for either '25-'26 or '26-'27 school year.	$2,000.00	No
2.3	Build Positive School Culture	Provide extended Leaving to Learn (field trips) opportunities to build a positive school wide culture and increase safety and increase parent and community engagement.	$22,525.00	No
2.4	Professional Development	Provide funding for professional development to support a positive school wide culture and academic growth that is aligned to WASC recommendations.	$25,000.00	No
2.5	Mathematics	Improve mathematics learning by providing additional classroom support. Position to support this goal:	$40,781.00	No

Action #	Title	Description	Total Funds	Contributing
		Part time paraprofessional to support small group math instruction.		
2.6	Improve Graduation Rate	Improve graduation rates by revising graduation monitoring system for students in grade 10-12.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student achievement, attendance and chronic absenteeism.	Learning Recovery Emergency Block Grant Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was created for the Learning Recovery Emergency Block Grant to improve academic outcomes in ELA, math and chronic absenteeism. Educational partner engagement occurred in the spring of 2023-2024 and 2024-2025 and a LREBG needs assessment was completed in the spring of 2025 to ensure the plan aligned to the identified need in ELA, math, and chronic absenteeism.

The needs assessment identified all schools had a need in ELA and the student groups that were in greatest need were: Homeless, English Learners, Long Term English Learners, Foster Youth, White, Socioeconomically Disadvantaged, Hispanic or Latino, American Indian or Alaskan Native, Two or More Races, and Students with Disabilities.

The needs assessment also identified all schools had a need in math and the student groups that were in greatest need were: Foster Youth, American Indian or Native Alaskan, Homeless, Long Term English Learners, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Two or More Races.

Lastly, the needs assessment identified all schools had a need because of high rates of chronic absenteeism and the student groups that were in greatest need were: Foster Youth, Long Term English Learners, Homeless, Socioeconomically Disadvantage, Students with Disabilities, American Indian or Alaskan Native, White, Two or More Races, English Learner, and Hispanic.

The evidence based actions below support students in improving academics through after school tutoring, summer school for high school students, high quality substitutes, academic support periods at the high school, and an additional school psychologist.

Actions to lower chronic absenteeism rates are increased attendance supports and maintaining health services.

Metrics that align from Goal 1 of the LCAP were added to this goal for Learning Recovery Emergency Block Grant based on the needs assessment in the areas of English Language Arts, Mathematics, and Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Reading Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment.	Acadience (2023-24): Kindergarten - 44% 1st Grade - 37% 2nd Grade - 44% 3rd Grade - 49% 4th Grade - 49% 5th Grade - 41%	Acadience (2024-25): Kindergarten: 59% 1st Grade: 39% 2nd Grade: 44% 3rd Grade: 47% 4th Grade: 48% 5th Grade: 51%	Acadience (2025-26) Kindergarten: 42% 1st Grade: 44% 2nd Grade: 47% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 43%	Acadience (2026-27) Kindergarten: 54% 1st Grade: 47% 2nd Grade: 54% 3rd Grade: 59% 4th Grade: 59% 5th Grade: 51%	Acadience (Change) Kindergarten: -2% 1st Grade: +7% 2nd Grade: +3% 3rd Grade: -2% 4th Grade: -3% 5th Grade +2%
3.2	SBAC English Language Arts (ELA) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC ELA (2022-23): Grade 3: 29% Grade 5: 35% Grade 8: 32% Grade 11: 44%	SBAC ELA (2023-24): Grade 3: 27% Grade 5: 33% Grade 8: 29% Grade 11: 44%	SBAC ELA (2024-25): Grade 3: 30% Grade 5: 38% Grade 8: 28% Grade 11: 46%	SBAC ELA (2025-26): Grade 3: 39% Grade 5: 45% Grade 8: 42% Grade 11: 54%	SBAC ELA (Change) Gr 3: +1% Gr 5: +3% Gr 8: -4% Gr 11: +2%
3.3	SBAC mathematics (Math) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC Math (2022-23): Grade 3 - 29% Grade 5 - 24% Grade 8 - 14% Grade 11 - 11%	SBAC Math (2023-24): Grade 3: 30% Grade 5: 21% Grade 8: 16% Grade 11: 12%	SBAC Math (2024-25): Grade 3: 31% Grade 5: 26% Grade 8: 17% Grade 11: 12%	SBAC Math (2025-26): Grade 3: 39% Grade 5: 34% Grade 8 : 24% Grade 11: 21%	SBAC Math (Change) Gr 3: +2% Gr 5: +2% Gr 8: +3% Gr 11: 0%
3.4	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts	SBAC ELA (2022-23) All Grades: 33% Amer. Indian or Alaska Native: 16% Hispanic or Latino: 26% Two or More Races: 31% White: 46% English Learners : 6% Reclassified: 42% Foster Youth: 30%	SBAC ELA (2023-24) All Grades: 32% American Indian or Alaskan Native: 20% Hispanic or Latino: 26% Two or More Races: 36% White: 43%	SBAC ELA (2024-25) All Grades: 34% American Indian or Alaskan Native: 21% Hispanic or Latino: 28% Two or More Races: 41% White: 46%	SBAC ELA (2025-26) All Grades: 43% American Indian or Alaskan Native: 26% Hispanic or Latino: 36% Two or More Races: 41% White: 56%	SBAC ELA (Change) All Grades: +1% American Indian or Alaskan Native: +5% Hispanic or Latino: +2% Two or More Races: +10% White: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 20% Migrant Education: 18% Student with Disab.: 11% Low-Income: 27%	English Learners : 6% Reclassified: 36% Foster Youth: 41% Homeless Youth: Not Avail. Migrant Education: 24% Student with Disab.: 9% Low-Income: 27%	English Learners : 7% Reclassified: 39% Foster Youth: 43% Homeless Youth: 14% Migrant Education: 22% Student with Disab.: 10% Low-Income: 28%	English Learners: 16% Reclassified: 52% Foster Youth: 40% Homeless Youth: 30% Migrant Education: 28% Student with Disab.: 21% Low-Income: 37%	English Learners: 1% Reclassified: -3% Foster Youth:+13% Homeless Youth: -6% Migrant Education: +4% Student with Disab.: -1% Low-Income: +1%
3.5	Chronic Absenteeism Decrease the Chronic absenteeism rate annually until the rate is 15% or less.	All Grades: 33.1% (2022-23 Data Quest)	All Grades: 24.3% (2023-24 Data Quest)	All Grades: 24.3% (2024-25 Data Quest)	All Grades: 15% (2025-26)	All Grades: -8.8% (Change)

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.

Action 3.1 provide afterschool tutoring for students in grades TK-12 taught by certificated staff. This action, Afterschool tutoring, was provided at all elementary schools, middle schools and Ukiah High School. 69 elementary teachers, 21 middle school teachers, and 6 high school teacher provided after school tutoring. 1452 students or 26% of students participated in afterschool tutoring, with the majority being in elementary school. The tutoring had the greatest impact on elementary math outcomes. Teacher and student participation was lower than expected at the high school. The challenge with tutoring in the afternoon is that the school end time is 3:45 p.m. We are looking at how to provide more tutoring during the school day for next year. Lastly, based on data analysis, students who participated in greater frequency of tutoring made greater progress than students who only regularly participated. Next year we will be structuring the tutoring so that students have a fixed schedule for a specific duration.

Action 3.2 Provide for high quality substitutes by incentivizing current school site teachers to substitute during their preparation period and increasing substitute pay to attract experienced substitute teachers. The action was implemented as planned. By having current teachers and retired teachers providing substitute teaching, students are receiving better instruction. This has allowed us to start having professional learning during the school day.

Action 3.3 Provide expanded summer school for high school students who need credit recovery. Expanded summer school programs were offered for students. This included traditional summer school at Ukiah High School and South Valley High School, along with a dual enrollment summer program at Mendocino College to allow students to make up A-G courses.

Action 3.4 Provide academic support at Ukiah High School through universal support time during the school day. Ukiah High School provided universal support periods for all students two days a week. Students were able to receive additional academic support, take reassessments and connect with their teachers on projects and other needs. Some of the challenges of universal time was needing more adults to support mathematics. In addition, the length of the period created some challenges when students needed to move to a different classroom.

Action 3.5 Provide an additional school psychologist to support learning recovery. This action was implemented as planned.

Action 3.6 Use the SchoolStatus digital platform to monitor and support student attendance improvement. SchoolStatus digital platform was implemented as planned.

Action 3.7 Continue to support student health services. This action was implemented as planned. Health services were provided at all sites for the full school day.

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 provide afterschool tutoring for students in grades TK-12 taught by certificated staff (Budgeted Expenditure $817,744, Estimated Actual Expenditure $410,051). Estimated actual expenditures are lower than budget expenditures because the estimated cost for tutoring was lower than expected. This was due to lower participation in tutoring after school at the secondary school level.

Action 3.2 Provide for high quality substitutes by incentivizing current school site teachers to substitute during their preparation period and increasing substitute pay to attract experienced substitute teachers (Budgeted Expenditure $330,000, Estimated Actual Expenditure $120,808). Estimated actual expenditures are lower than budgeted expenditures because other funding was available to support substitutes and substitute costs came in lower than expected.

Action 3.3 Provide expanded summer school for high school students who need credit recovery (Budgeted Expenditure $420,000, Estimated Actual Expenditure $100,000). Estimated actual expenditures are lower than budgeted expenditures because other funding was available to support high school summer school and cost came in lower than budgeted.

Action 3.4 Provide academic support at Ukiah High School through universal support time during the school day (Budgeted Expenditure $367,000, Estimated Actual Expenditure $318,020). Estimated actual expenditures are lower than budgeted expenditures because salary and benefits were lower than expected.

Action 3.5 Provide an additional school psychologist to support learning recovery (Budgeted Expenditure $158,413, Estimated Actual Expenditure $159,824). Estimated actual expenditures are lower than budgeted expenditures because salary and benefit costs were lower than expected.

Action 3.6 Use the SchoolStatus digital platform to monitor and support student attendance improvement. Support the district wide attendance campaign materials (Budgeted Expenditure $62,800, Estimated Actual Expenditure $60868). Estimated actual expenditures were lower than budgeted expenditures because materials and supplies costs came in lower than expected.

Action 3.7 Continue to support student health services (Budgeted Expenditure $467,283, Estimated Actual Expenditure $672,469). Estimated actual expenditures were higher than budgeted expenditures because the board approved additional health service cost be supported.

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

Action 3.1 provide afterschool tutoring for students in grades TK-12 taught by certificated staff was effective because 3 out of the 6 elementary grade levels improved from baseline on the Acadience basic skills reading assessment. In addition, Smarter Balanced Assessment outcomes improved for math and ELA in 3 out of the 4 focus grade levels from the baseline year and 6 out of 11 student groups improved from the baseline year as well. Lastly, elementary students who received more than 20 hours of afterschool tutoring had higher rates of growth on the STAR Math assessment.

Action 3.2 Provide for high quality substitutes by incentivizing current school site teachers to substitute during their preparation period and increasing substitute pay to attract experienced substitute teachers was successful because teachers were able to participate in professional development throughout the school year and students had qualified and experienced substitutes.

Action 3.3 Provide expanded summer school for high school students who need credit recovery was effective because student were able to attend summer school and receive credits. In addition, students were able to participate in dual enrollment summer school programs at the Mendocino Community College to make up A-G courses and gain experience taking college level classes. Additionally, Smarter Balanced Assessment outcomes improved slightly for ELA improved slightly in 11th grade.

Action 3.4 Provide academic support at Ukiah High School through universal support time during the school day is effective because Smarter Balanced Assessment outcomes slightly improved for ELA improved slightly in 11th grade and the F rate for grades 9, 11 and 12 students improved in the third quarter as compared to last year.

Action 3.5 Provide an additional school psychologist to support learning recovery is effective because psychologist services are being provided to ensure students are getting appropriate services.

Action 3.6 Use the SchoolStatus digital platform to monitor and support student attendance improvement. Support the districtwide attendance campaign materials. This action has been effective because because chronic absenteeism rate stabilized from 2023-24 to 2024-25 and current year chronic absenteeism rates are estimated to be 2-3% lower than 2024-25 school year. In addition attendance rates estimated to be slightly higher than the 2024-25 school year.

Action 3.7 Continue to support student health services is effective because chronic absenteeism rate stabilized from 2023-24 to 2024-25 and current year chronic absenteeism rates are estimated to be 2-3% lower than 2024-25 school year. In addition attendance rates are estimated to be slightly higher than the 2024-25 school year.

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.

There have been no changes to the actions except updated estimated expenditure due to actual salary and benefits. In addition, the amount for continuing health services at all school sites has been added to the 2026-27 school year after board approval.

Lastly, due to educational partner engagement additional tutoring and support, either through high impact tutoring, or adding support through Mendocino College and other community partners will begin to be implemented next year, especially in high school Algebra I and Algebra I support classes. In addition, the high school will be looking at other ways to provide more tutoring and support that is not after school. Along with this, using the tutoring system to provide early intervention systems to identify and support students who are at risk of failing.

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	After School Tutoring	Provide after school tutoring for students in grades TK-12 taught by certificated staff.	$817,744.00	No
3.2	Support High Quality Substitutes Teachers	Provide for high quality substitutes by incentivizing current school site teachers to substitute during their preparation period and increasing substitute pay to attract experienced substitute teachers.	$330,000.00	No
3.3	High School Summer School	Provide expanded summer school for high school students who need credit recovery.	$420,000.00	No
3.4	Academic Support	Provide academic support at Ukiah High School through universal support time during the school day. Provide additional staff to support for academic and social emotional interventions. Provide professional development for classified and certificated staff.	$982,077.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Psychologist	Provide an additional School Psychologist to support learning recovery.	$161,550.00	No
3.6	Improve Student Attendance	Use the SchoolStatus digital platform to monitor and support student attendance improvement. Support the district wide attendance campaign materials.	$62,800.00	No
3.7	Student Health Services	Continue to support student health services.	$737,408.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ukiah Independent Study Academy's goal is to reduce Chronic Absenteeism by 10% from 35.1% in 2023-24 to 25.1% in 2025-26; and to increase academic performance on the Smarter Balanced Assessment in Mathematics by increasing the percent of students who score Standard Met or Above by 15% from 10% in 2023-24 to 25% in 2025-26.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ukiah Independent Study Academy (UISA) is receiving Equity Multiplier funds to improve outcomes for students. Schools receive Equity Multiplier funds when the prior year's nonstability rate is greater than 25% and the prior year's socioeconomically (low income) pupil rate is greater than 70%. The funds received are not Supplemental and Concentration Grant funds, but the District must document the efforts to improve outcomes at that school site in the LCAP. In addition, schools must create focused goals based on a needs assessment and the actions provided need to be evidence-based.

This goal was created based on the analysis of the CA School Dashboard. The areas of Chronic Absenteeism and academic performance in Mathematics were identified as areas of need because the performance level was "Red" for both indicators. Ukiah Independent Study Academy does not have student groups large enough to report on the California School Dashboard.

UISA consulted with educational partners on the development of this plan. The groups that were consulted with were the School Site Council, Staff, and Student Leadership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics.	Smarter Balanced Assessment - Math All Students 10% (2023-24)	Not applicable, UISA did not receive Equity Multiplier funds in year 1.	Smarter Balanced Assessment - Math	Smarter Balanced Assessment - Math	Smarter Balanced Assessment- Math (Change) SBAC Math: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All Students 6% (2024-25)	All Students 25% (2025-26)	
4.2	Chronic Absenteeism Decrease the Chronic absenteeism rate annually until the rate is 15% or less.	Grades 3-8 (CA School Dashboard) Chronic Absenteeism 35.1% (2023-24)	Not applicable, UISA did not receive Equity Multiplier funds in year 1.	Grades 3-8 (CA School Dashboard) Chronic Absenteeism 11.4% (2024-25)	Grades 3-8 (CA School Dashboard) Chronic Absenteeism 25.1% (2025-26)	Chronic Absenteeism(Change) Chronic Absenteeism: -23.7%

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.

Many of the actions were not fully implemented because the plan was started late due to the school being made aware of their new funding late.

Action 4.1 Provide additional mathematics and other academic support to students through labs, tutoring, dual enrollment and support materials. Some additional tutoring was provided to students and dual enrollment occurred throughout the school year.

Action 4.2 Provide additional mathematics and other academic professional development, including visiting independent study programs that have successful mathematics programs and outcomes. Some professional development occurred that focused on improving student engagement and supporting students with online learning.

Action 4.3 Increase family engagement activities, including math training for parents, to increase student math achievement and attendance (work completion). Some family engagement nights occurred during the school year.

Action 4.4 Increase student engagement and attendance by increasing student engagement activities including field trips with a focus on STEM and student-centered activities. Students participated in engagement activities including art projects.

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 Provide additional mathematics and other academic support to students through labs, tutoring, dual enrollment and support materials (Budgeted Expenditure $98,944, Estimated Actual Expenditure $1953). The budgeted expenditures were lower than estimated actual expenditures because a part time teacher was not able to be hired to support math tutoring.

Action 4.2 Provide additional mathematics and other academic professional development, including visiting independent study programs that have successful mathematics programs and outcomes (Budgeted Expenditure $32,000, Estimated Actual Expenditure $7110). The budgeted expenditures were lower than estimated actual expenditures because only some professional development was able to be provided due to the late start of the plan.

Action 4.3 Increase family engagement activities, including math training for parents, to increase student math achievement and attendance (Budgeted Expenditure $14,000, Estimated Actual Expenditure $7732). The budgeted expenditures were lower than estimated actual expenditures because only some family nights were provided due to the late start of the plan.

Action 4.4 Increase student engagement and attendance by increasing student engagement activities including field trips with a focus on STEM and student centered activities (Budgeted Expenditure $10,000, Estimated Actual Expenditure $10,000). There were no differences.

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

Even though the plan was started late, attendance outcomes have improved for UISA, including reductions in chronic absenteeism. Academic support is still needed in the area of math as evidenced by low performance on the SBAC Math assessment. Actions will be evaluated for effectiveness after full implementation.

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.

After reviewing new data on the California School Dashboard and other state data it is apparent that mathematics is the greatest need at UISA. In the plan, a full time teacher was added to action 4.1 to provide mathematics support and other academic support in person and online if needed. In addition, funding was added to actions to increase professional development, family and other engagement activities. All unspent funds from the 2025-2026 school year have been allocated in the action for 2026-2027.

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	Mathematics and Academic Intervention Supports	Provide additional mathematics and other academic support to students through labs, tutoring, dual enrollment and support materials. Position to support this action: 1.0 FTE Teacher	$194,230.00	No
4.2	Professional Development	Provide additional mathematics and other academic professional development, including visiting independent study programs that have successful mathematics programs and outcomes.	$69,202.00	No
4.3	Increase Family Engagement	Increase family engagement activities, including math training for parents, to increase student math achievement and attendance (work completion).	$15,000.00	No
4.4	Increase Student Engagement	Increase student engagement and attendance by increasing student engagement activities including field trips with a focus on STEM and student centered activities.	$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$21,780,522.00	$2,583,756.00

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
33.007%	0.000%	$0.00	33.007%

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:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA, Math and Reading. D and F rates and	Providing this action LEA-wide ensures that all students benefit from consistent access to rigorous instruction, trained staff, and academic and behavioral supports. For unduplicated students, this consistency is critical because they are often mobile, face higher rates of chronic absenteeism, and may not benefit equitably from site-specific or isolated programs. By implementing the action at the district level, Ukiah Unified School District can ensure a coherent, aligned, and data-driven	Reading: Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment. SBAC English Language Arts (ELA): Progressively increase the percent of students scoring standard

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
	are higher for low-income and English Learner students as well. Graduation rates are lower for low-income and English Learner students. **Scope:** LEA-wide	system that supports the success of these student groups in all schools and settings.	met or above in grades 3,5,8, and 11. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. College and Career Ready (ELA): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. College and Career Ready (Math): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate. Decrease D/F rates in middle and high school.
1.2	**Action:**	The needs are addressed by ensuring first best instruction and effective interventions and supports	Increase in performance on statewide standardized

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
	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA and Math. **Scope:** LEA-wide	for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. In addition, the supports and interventions will be provided LEA-wide because it is likely that other low-performing students groups that are not part of the 80% low-income students will benefit from these actions as well.	tests (SBAC) for all students and by subgroup - English Language Arts. Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics.
1.3	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology **Need:** Sufficient instructional materials are needed to support all students. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction and sufficient instructional materials for low-income. It is being provided LEA-wide because 80% of students are low-income and low-income students have lower college ready outcomes than non low-income students and lower academic achievement.	Maintain 100% sufficiency on instructional materials.
1.4	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study **Need:**	It is being provided LEA-wide because 80% of students are low-income and low-income students are not performing as well as non low-income students. CTE and A-G completion are lower for low-income students as compared to non low-income students. These actions were designed to meet the needs of low-income students to allow for	CTE Pathway Completion: Progressively increase the percent of graduates who have completed 1 CTE pathway. A-G and CTE Completion: Progressively increase the

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
	A need to support a broad course of study was identified during the needs assessment and root cause analysis because College and Career Indicators and A-G completion rates were lower for low-income students as compared to non low-income students. In addition, engagement indicators, like attendance, were lower for low-income students. Lastly, climate indicators, like suspension rates, were higher for low-income students. **Scope:** LEA-wide	a diverse learning experience and multiple pathways for success.	percent of graduates who have completed A-G requirements and completed 1 CTE pathway.
1.5	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career **Need:** A need to provide increased counseling services and college going activities because outcomes for English Learner and low-income students were lower as compared to non English Learners and non low-income students. **Scope:** LEA-wide	Increased counseling and college going activities will allow more monitoring and support for English Learners and low-Income students. It is being provided LEA-wide because 80% of students are low-income and low-income students have lower college ready outcomes than non low-income students.	A-G Completion: Progressively increase the percent of graduates who have completed A-G. Advanced Placement (UHS): Progressively increase the percent of students taking AP exams and scoring a 3 or higher. Progressively increase equitable enrollment in AP courses and honors courses, including students with disabilities.
1.6	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through	This action is designed to address the needs of Foster Youth by providing additional academic and social emotional counseling. This action is being	SBAC English Language Arts (ELA): Progressively increase the percent of

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
	Multi-tiered Systems of Supports - Foster Youth **Need:** Foster Youth students have lower outcomes than some student groups. As students move in and out of the Foster care system, many students need additional counseling and support to keep them on track. **Scope:** LEA-wide	addressed LEA-wide because there are students who are Foster Youth throughout the school district.	students scoring standard met or above in grades 3,5,8, and 11 for Foster Youth. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11 for Foster Youth. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate for Foster Youth. Decrease D/F rates in middle and high school for Foster Youth.
1.7	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA and Math. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction and after, during, and before school supports for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. The tutoring and other supports will be prioritized for students that are low-income, English Learners, and Foster Youth.	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts. Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics.

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
1.8	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement **Need:** Low-income and English Learner students are performing lower than non low-income students and non-English Learner students in ELA, Math and Reading. D and F rates and are higher for low-income and English Learner students as well. Graduation rates are lower for low-income and English Learner students. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. All school sites are Schoolwide Title I Programs, with the percentage of low-income students ranging from 70% to 97%, and are required to perform a comprehensive needs assessment every year, including two intensive data review processes in the fall and spring. Data is disaggregated by group, including low-income and English Learners. The needs assessment is then used to create actions and services to support identified areas.	Reading: Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment. SBAC English Language Arts (ELA): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. College and Career Ready (ELA): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. College and Career Ready (Math): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced

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
			Assessment (SBAC) - Standard Exceeded. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate. Decrease D/F rates in middle and high school.
1.9	**Action:** Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards **Need:** Multilingual Learner (English Learner) students have lower outcomes than non Multilingual Learners. Multilingual Learner students have lower rates of proficiency as compared to the State on SBAC and ELPAC. **Scope:** LEA-wide	The supports will provide additional services to Multilingual Learners at all school sites because all school sites have Multilingual Learners. We anticipate our Multilingual Learner students' progress towards English proficiency will increase due to the continued use and improved implementation of research based teaching techniques in Designated and Integrated ELD with additional professional development and coaching.	Increase the percent of Multilingual learners (English Learners) who make progress toward proficiency as measured on the CA School Dashboard English Learner Progress Indicator (ELPI). Increase in the percent of Multilingual Learners (English Learners) who became English proficient on the English Language Proficiency Assessments for California (ELPAC). Increase the percent of Multilingual Learners (English Learners) who have been reclassified English Proficient. Increase the percent of Multilingual Learner (English Learner) students

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
			proficient or higher in English Language Arts as measured by statewide standardized assessments (SBAC). Decrease chronic absenteeism rates for Multilingual Learner (English Learner) students. Increase Multilingual Learners (English Learner) student graduation rates.
1.10	**Action:** Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction **Need:** Low income and English Learner students are performing lower than non low-income students and non English Learner students in Reading, ELA and Math. **Scope:** LEA-wide	Professional development will be focused on improving teacher quality with a focus on the specific needs and cultures of EL, low-income students, Native American, and Latino students. In addition, by focusing on-going professional learning through Professional Learning Communities, teachers will have sustained learning that will help instructionally meet the needs of unduplicated pupils.	Decrease the rate of teacher misassingment. Increase percent of appropriately assigned teachers. Measure PLC effectiveness through staff perception survey results: • Our grade level/subject area PLC time is productive and focused on the four PLC questions. • Each team member is clear on the standards sequence for each

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
			course/grade level. • My site has introduced or has used learning targets and/or “I Can” statements. • Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. • Staff use CFAs to identify and share effective teaching practices Measure PLC effectiveness through school site and district administrator surveys and learning rounds. Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts Increase in performance on statewide standardized

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
			tests (SBAC) for all students and by subgroup - Mathematics Increase in writing trait scores on the SBAC ELA in all grade bands (3-5, 6-8, 11).
1.11	**Action:** Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff **Need:** Low-income students have higher rates of suspension at 7.0% as compared to non low-income students at 2.5%. Foster Youth students have an even higher rates at 12.7%. Low -income and Foster Youth students also have higher chronic absenteeism rates and English Learner students had higher drop out rates. Lastly, the percent of students feeling safe at school was low with only 53% of students felt physically safe and only 48% percent felt emotionally safe. **Scope:** LEA-wide	The action addresses the needs of unduplicated pupils by creating a safe, supportive, and clean learning environment. The action is being provided LEA-wide because all of our schools have these student groups and 80% of all students are low income.	Maintain 100% of schools with a score of fair or higher on the Facilities Inspection Tool (FIT). Progressively decrease suspension rates with emphasis on socio-economically disadvantaged, Native American, and Special Education students. Middle School Dropout: Progressively decrease the number middle school dropouts or maintain at 0 students. High School Dropout Rate: Progressively decrease the high school dropout rate. Chronic Absenteeism: Decrease the Chronic absenteeism rate annually

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
			until the rate is 15% or less. Attendance Rate: Meet or exceed a 95% attendance rate for all students. 95% or more students indicate they feel safe at school (campus culture survey).
1.12	**Action:** Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School **Need:** A need for better student to staff connections was identified based on student surveys and through empathy interviews. **Scope:** LEA-wide	We will be working with students from our middle and high schools to improve student to staff connections. We will be conducting students focus groups to create actions that support student to staff connections. 80% of students are low-income and we will ensure that we meet with low-income and lower performing student groups.	Increase the percent of secondary students who indicate that there is a staff member who knows them as a person on campus. (student survey and interviews) Increase the percent of students who enjoy coming to school on most days. (student survey and interviews)
1.13	**Action:** Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community **Need:** The need to develop strong partnerships with families and the community was identified during the review of data and empathy interviews.	The actions will support English Learner families by having bilingual staff at each school office. In addition, increased communications to families and the community will support stronger relationships with families. Lastly, removing barriers that prevent families from participating in school events increases parent engagement, specifically for our low income families. These actions were created to support low-income and families of English Learner students.	85% or more parents and caregivers indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (family survey) 85% or more of parents and caregivers indicate

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		that they feel welcome at their child's school. (family survey) Increase the number of DELAC and DAC parents who attend Strategic Plan/LCAP input meetings.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

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 Ukiah Unified schools have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. The concentration grant add-on funding will be used to support reducing combination classes at all elementary schools (10.0 FTE), adding math intervention teachers at both middle schools (2.0 FTE), providing additional math teachers at Ukiah High, adding campus security/restorative staff to create a safe learning environment (9.0 FTE), additional custodial support (4.0 FTE), Districtwide Social Worker (1.0 FTE), and additional counseling.

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		All Ukiah Unified Schools have a student concentration greater than 55 percent. 5792 students: 428.55 FTE classified or 13.5 students to 1 classified staff
Staff-to-student ratio of certificated staff providing direct services to students		All Ukiah Unified Schools have a student concentration greater than 55 percent. 5792 students: 345.66 FTE or 16.8 students to 1 certificated staff

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	$65,988,164.00	21,780,522.00	33.007%	0.000%	33.007%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,417,607.00	$3,420,011.00	$0.00	$0.00	$25,837,618.00	$21,802,086.00	$4,035,532.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	All three years.	$1,146,985.00	$121,000.00	$1,267,985.00				$1,267,985.00	
1	1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All elementary schools, middle schools, and Ukiah High School. TK-12	All three years.	$2,774,478.00	$96,000.00	$2,870,478.00				$2,870,478.00	
1	1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: All schools TK-12	All three years.	$805,492.00	$1,013,774.00	$1,819,266.00				$1,819,266.00	
1	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Low Income	Yes	LEA-wide	Low Income	All Schools	All three years.	$1,459,617.00	$120,000.00	$1,579,617.00				$1,579,617.00	
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All Secondary Schools, Calpella Elementary, Oak Manor Elementar	All three years.	$1,391,146.00	$250,000.00	$1,641,146.00				$1,641,146.00	

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
							y									
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	All three years.	$128,843.00	$0.00	$128,843.00				$128,843.00	
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All three years.	$81,332.00	$104,000.00	$185,332.00				$185,332.00	
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$736,503.00	$515,058.00	$1,251,561.00				$1,251,561.00	
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: All elementary schools, all middle schools, Ukiah High School	All three years.	$1,695,258.00	$10,000.00	$1,705,258.00				$1,705,258.00	
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$1,973,529.00	$689,117.00	$2,662,646.00				$2,662,646.00	
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All three years.	$4,243,135.00	$514,073.00	$4,757,208.00				$4,757,208.00	
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Secondary Schools 6-12	All three years.	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$1,435,199.00	$325,983.00	$1,761,182.00				$1,761,182.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Reduce Staff to Student Ratios	All Low income and Hispanic/Latino	No			Specific Schools: South Valley High School 10-12 Grades	All year.	$126,779.00	$0.00	$126,779.00				$126,779.00	
2	2.2	Dual Enrollment	All Low income and Hispanic/Latino	No			Specific Schools: South Valley High School 10-12	All year	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	Build Positive School Culture	All Low income	No			Specific Schools: South Valley High School 10-12	All year.	$0.00	$22,525.00	$22,525.00				$22,525.00	
2	2.4	Professional Development	All Low income	No			Specific Schools: South Valley High School 10-12	All year.	$25,000.00	$0.00	$25,000.00				$25,000.00	
2	2.5	Mathematics	All	No			Specific Schools: South Valley High School 10-12	All year.	$40,781.00	$0.00	$40,781.00				$40,781.00	
2	2.6	Improve Graduation Rate	All South Valley High School	No					$0.00	$0.00		$0.00			$0.00	
3	3.1	After School Tutoring	All	No			All Schools Specific Schools: All Schools TK-12		$817,744.00	$0.00		$817,744.00			$817,744.00	
3	3.2	Support High Quality Substitutes Teachers	All	No			All Schools		$330,000.00	$0.00		$330,000.00			$330,000.00	
3	3.3	High School Summer School	All	No			Specific Schools: Ukiah High School, South Valley		$420,000.00	$0.00	$420,000.00				$420,000.00	

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
							High School, and Ukiah Independent Study Academy 9-12									
3	**3.4**	Academic Support	All	No			Specific Schools: Ukiah High School 9-12		$982,077.00	$0.00		$982,077.00			$982,077.00	
3	**3.5**	School Psychologist	All	No			All Schools		$161,550.00	$0.00		$161,550.00			$161,550.00	
3	**3.6**	Improve Student Attendance	All	No			All Schools		$0.00	$62,800.00		$62,800.00			$62,800.00	
3	**3.7**	Student Health Services	All	No			All Schools		$737,408.00	$0.00		$737,408.00			$737,408.00	
4	**4.1**	Mathematics and Academic Intervention Supports	All	No			Specific Schools: Ukiah Independent Study Academy K-12	One Year	$134,230.00	$60,000.00		$194,230.00			$194,230.00	
4	**4.2**	Professional Development	All	No			Specific Schools: Ukiah Independent Study Academy K-12	One Year	$0.00	$69,202.00		$69,202.00			$69,202.00	
4	**4.3**	Increase Family Engagement	All	No			Specific Schools: Ukiah Independent Study Academy K-12	One Year	$5,000.00	$10,000.00		$15,000.00			$15,000.00	
4	**4.4**	Increase Student Engagement	All	No			Specific Schools: Ukiah Independent Study Academy K-12	One Year	$0.00	$50,000.00		$50,000.00			$50,000.00	

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
$65,988,164.00	21,780,522.00	33.007%	0.000%	33.007%	$21,780,522.00	0.000%	33.007 %	**Total:**	$21,780,522.00
								LEA-wide Total:	$21,780,522.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	LEA-wide	Low Income	All Schools	$1,267,985.00	
1	**1.2**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All elementary schools, middle schools, and Ukiah High School. TK-12	$2,870,478.00	
1	**1.3**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	LEA-wide	Low Income	All Schools Specific Schools: All schools TK-12	$1,819,266.00	

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	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	$1,579,617.00	
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All Secondary Schools, Calpella Elementary, Oak Manor Elementary	$1,641,146.00	
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$128,843.00	
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,332.00	
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$1,251,561.00	
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	LEA-wide	English Learners	All Schools Specific Schools: All elementary schools, all middle schools, Ukiah High School	$1,705,258.00	
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and	Yes	LEA-wide	English Learners Low Income	All Schools	$2,662,646.00	

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 (%)
		Provide Targeted Professional Development in Math and Literacy Instruction						
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,757,208.00	
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	LEA-wide	Low Income	All Schools Specific Schools: Secondary Schools 6-12	$150,000.00	
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	Yes	LEA-wide	English Learners Low Income	All Schools	$1,761,182.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,813,590.00	$22,863,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	$1,317,914.00	$1,287,697.00
1	**1.2**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	$3,085,141.00	$2,880,923.00
1	**1.3**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	$1,714,674.00	$2,491,935.00
1	**1.4**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	$1,551,043.00	$1,432,937.00
1	**1.5**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	$1,525,310.00	$1,439,175.00
1	**1.6**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	$126,864.00	$123,837.00
1	**1.7**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered	Yes	$184,170.00	$285,515.00

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)
		Systems of Supports - Additional Supports			
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	$1,191,962.00	$1,124,631.00
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	$1,679,169.00	$1,646,997.00
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Yes	$2,458,238.00	$2,775,253.00
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	$4,287,854.00	$3,648,171.00
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	$150,000.00	$126,480.00
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	Yes	$1,558,246.00	$1,541,901.00
2	2.1	Reduce Staff to Student Ratios	No	$123,883.00	$132,522.00
2	2.2	Dual Enrollment	No	$2,000.00	$2,000
2	2.3	Build Positive School Culture	No	$15,000.00	
2	2.4	Professional Development	No	$53,535.00	$43,132.00

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)
2	2.5	Build Positive School Culture and Academic Achievement	No	$10,403.00	$11,809.00
3	3.1	After School Tutoring	No	$817,744.00	$410,051.00
3	3.2	Support High Quality Substitutes Teachers	No	$330,000.00	$120,808.00
3	3.3	High School Summer School	No	$420,000.00	$100,000.00
3	3.4	Academic Support	No	$367,000.00	$318,020.00
3	3.5	School Psychologist	No	$158,413.00	$159,824.00
3	3.6	Improve Student Attendance	No	$62,800.00	$60,868.00
3	3.7	Student Health Services	No	$467,283.00	$672,469.00
4	4.1	Mathematics Intervention Supports	No	$98,944.00	$1,953.00
4	4.2	Professional Development	No	$32,000.00	$7,110.00
4	4.3	Increase Family Engagement	No	$14,000.00	$7,732.00
4	4.4	Increase Student Engagement	No	$10,000.00	$10,000.00

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)
$20,805,452.00	$20,830,585.00	$20,805,452.00	$25,133.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	$1,317,914.00	$1,287,697.00		
1	1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	$3,085,141.00	$2,880,923.00		
1	1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	$1,714,674.00	$2,491,935.00		
1	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	$1,551,043.00	$1,432,937.00		
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	$1,525,310.00	$1,439,175.00		

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)
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	$126,864.00	$123,837.00		
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Yes	$184,170.00	$285,515.00		
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	$1,191,962.00	$1,124,631.00		
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	$1,679,169.00	$1,646,997.00		
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Yes	$2,458,238.00	$2,775,253.00		
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	$4,287,854.00	$3,648,171.00		
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	$150,000.00	$126,480.00		
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers,	Yes	$1,558,246.00	$1,541,901.00		

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)
		Teachers, Support Staff, and the Community					

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)
$63,297,260.00	$20,805,452.00	0.00%	32.869%	$20,805,452.00	0.000%	32.869%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Priority	Action	Person Responsible	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Priority 1 (1.1 in the LCAP) - Ensure first best instruction (FBI) and equitable practices at all school sites and grade levels.						
1.1	By grade span and course, define, train, and implement first best instruction with fidelity.	Director of Instruction - Elementary and Secondary	In Progress: We are supporting continued implementation of First Best Instruction through Professional Learning Communities, Leadership Network, and are currently planning districtwide professional learning days on November 3rd and January 5th.	In Progress: We are supporting the continued implementation of First Best Instruction through Professional Learning Communities and the Leadership Network. Districtwide professional learning was held on November 3rd, and an additional districtwide professional learning day occured on January 5th.	In Progress: We are supporting the continued implementation of First Best Instruction through Professional Learning Communities and the Leadership Network. Districtwide professional learning was held on January 5th. We are currently planning for the June 8th Leadership Network professional learning day.	Completed: Dr. Doug Fisher provided training on April 22 regarding rigorous instruction and coaching with our site principals and Student Success Coordinators. Dr. Doug Fisher is working with Ed. Services on revising our First Best Instruction framework.
	Implement the Common Assurances (expectations) for Curriculum, Instruction and Assessment at every school.	Director of Instruction - Elementary and Secondary	In Progress: We have reviewed the Common Assurances with our administrators and teaching staff through our Multi-tiered Systems of Support training at each site. Sites continue to review our Multi-tiered Systems of Support handbook with their staff in collaborative meetings. In addition, we had a Unit Planning Day in August for teachers to continue work on teacher clarity, which is one of our focuses this year.	In Progress: Sites continue to engage staff in collaborative PLC meetings to review and apply district expectations and instructional practices, with an ongoing focus on teacher clarity as a key instructional priority this year.	In Progress: We are engaging in a cycle of continuous improvement in analyzing PLC implementation districtwide by working with site principals. Sites continue to engage staff in collaborative PLC meetings to review and apply district expectations and instructional practices, with an ongoing focus on teacher clarity as a key instructional priority this year.	Completed

Establish and implement Universal Reading, Writing, and Math Expectations for instruction and skill development across all content areas.	Director of Instruction - Elementary and Secondary	In Progress: Through our Multi-tiered Systems of Support handbook, we have trained administrators and teachers on Common Assurances. We held districtwide professional deveopment days on August 12th and 13th in Academic Interactions, which is one of our focuses this year. Additional trainings are planned on First Best Instruction in the areas of teacher clarity, checking for understanding and academic interactions (collaborative conversations) throughout the 2025-2026 school year.	In Progress: Administrators and teachers have been trained on Common Assurances. Districtwide professional development was provided on November 3rd and January 5th with a focus on Academic Interactions, one of the district's instructional priorities. Continued work through the Leadership Network and Professional Learning Communities (PLCs) will support ongoing implementation of First Best Instruction, with emphasis on teacher clarity, checking for understanding, and academic interactions (collaborative conversations) throughout the 2025–2026 school year.	In Progress: Administrators and teachers have been trained on Common Assurances. Continued work through the Leadership Network and Professional Learning Communities (PLCs) will support ongoing implementation of First Best Instruction, with emphasis on teacher clarity, checking for understanding, and academic interactions (collaborative conversations) throughout the 2025–2026 school year.	Completed
Facilitate regular K-12 district-wide articulation meetings in the area of Reading, Writing, and Math	Director of Instruction - Elementary and Secondary	In Progress: Continuing our Math Cadre for Kindergarten-12th grade teachers and administrators. The Writing Cadre for 6th-12th grade teachers is in the second year.	In Progress: Continuing our Math Cadre for Kindergarten-12th grade teachers and administrators. The Writing Cadre for 6th-12th grade teachers is in the second year.	In Progress: The Math Cadre for Kindergarten-12th grade teachers and administrators has been reviewing math curriculum to be piloted next school year for Kindergarten - Algebra II. The Writing Cadre has one final meeting coming up with 6th-12th grade teachers. Next steps are being planned.	Completed: Math will continue to be an area of focus next year through the math pilot and coaching.

Develop and use Fidelity and Implementation Tools (FIT) to measure progress and effectiveness of strategic actions, including the use of staff training, coaching, observation tools, interviews, and learning rounds.	Asst. Supt. of Educational Services	In Progress: We are continuing the use of a First Best Instruction Learning Rounds tool with site administrators and their Guiding Coalitions. The tool will be revised this year to be used in the last year of the Strategic Plan.	In Progress: Administrators and teacher leaders continue to use the Learning Rounds tool. In addition, fidelity tools are being created to support Professional Learning Communities.	In Progress: Administrators and teacher leaders continue to use the Learning Rounds tool. A Professional Learning Handbook is being developed and the handbook is being sent out for input and feedback. Principal interviews are occuring regarding the implementation of Professional Learning Communities with Educational Services staff to identify areas of needed support.	Completed: A revised Learning Rounds tool was piloted this spring and will be used with school site guiding coalitions next year. The Professional Learning Communities (PLC) Handbook is being rolled out at Leadership Network in August, 2026.
Create a districtwide data system to monitor Strategic Plan/LCAP metrics.	Asst. Supt. of Educational Services	In Progress: A data dashboard is being created this fall that will support the monitoring of Strategic Plan/LCAP metrics.	In Progress: A static data dashboard is being created and should be ready by the end of January. This dashboard will be used to present the Mid-Year Update and used for educational partner engagement during the update of the Strategic Plan/Local Control Accountability Plan. In addition, work is underway in creating a dynamic data warehouse and dashboard that will allow administration to pull dynamic data from multiple systems. This dashboard will be used to monitor ongoing programs and strategic action metrics progress.	In Progress: The creation of a dynamic data warehouse and dashboard is in progress. The ability to pull data reports using natural language, not sequel queries, and the interactive dashboards are estimated to be up and running by the end of April, 2026.	Completed: The dynamic data warehouse is in beta testing and is estimated to be fully completed and rolled out to administrators in June.

Create a districtwide grading practices task force to guide the establishment and implementation of consistent grading practices at school sites, grade levels, and across content areas.	Directors of Instruction-Secondary	In Progress: Guiding principles have been rolled out to school sites and the grading task force has met to discuss piloting and implementation of evidence based grading practices.	In Progress: The Task Force continues to meet regularly and has looked at what current evidence-based grading practices are being piloted in the district, or which practices are already aligned to the guiding principles. The team is looking at next steps and working in conjunction with the professional development occuring at the Leadership Network with Eric Twadell. The next Grading Task Force meeting is on February 3, 2026.	In Progress: The Task Force continues to meet regularly and newly formed pilot teams are at each secondary school site. We continue to work with Eric Twadell through the Leadership Network, with upcoming visits on April 7th and June 8th. The next Grading Task Force meeting is on April 9, 2026.	Completed: Planning for next year is occuring with teachers piloting at secondary schools.
Review staffing schedules to assure that students most in need of support are working with credentialed, experienced teachers to receive first best instruction.	Asst. Supt of Human Resources	In Progress: The district continuously monitors teaching assignments to ensure fully-credentialed and qualified teachers are prioritized in the hiring process and placed in assignments with students most in need of support. Due to lack of enrollment we recently collapsed two TK classrooms, and transferred the teachers to two classrooms where the teacher of record is out on extended leave. This meant that instead of having two classrooms with rotating subs, we were able to put a fully credentialed teacher in those classes.	In Progress: The district continuously monitors teaching assignments to ensure fully-credentialed and qualified teachers are prioritized in the hiring process and placed in assignments with students most in need of support. We have recently placed 5 credentialed Special education teachers in high-needs classrooms.	In Progress: The district continuously monitors teaching assignments to ensure fully-credentialed and qualified teachers are prioritized in the hiring process and placed in assignments with students most in need of support.	Completed: Hiring for next year is occuring.

Explore Small Learning Communities model for 9th and 10th grade.	Director of Alternative Education	In Progress: The Career Technical Education (CTE) Academy is currently serving 45 tenth grade students. Content area and CTE teachers are working collaboratively to support students in English II, World History, Geometry, Algebra I, Physical Science, and their respective CTE pathway. The CTE Academy is using Project Based Learning as the model with a focus on specific CTE industry sectors (health and human services and building, construction, and automotive as the CTE industry sectors). The academy components include: collaborative learning, applied projects, integrated subjects, and career skills. The first quarter has focused on getting to know the students and finding their strengths. Quarterly student surveys will be used to get feedback on students' experience in this pilot program.	In Progress: The Career Technical Education (CTE) Academy is progressing. At the end of the first quarter the average attendance percentage of students in the program was 92 % and GPA of 2.25. Empathy interviews were completed with the students in the program. Some key takeaways are that students are finding more success, although some would like to have different peers in their classes throughout the day. Students feel more comfortable in speaking out, but would like to have it be more interactive. The teachers continue to meet twice a month and are starting to look at how to create some cross curricular Project Base Learning and are hoping to showcase during our Spring exhibition. During the meetings the teachers are still focusing on students and sharing what is helping and/or what challenges they are facing.	In Progress. The Career Technical Education (CTE) Academy continues to progress. At the end of the first semester program participants have seen an improvement in attendance, grade point average (GPA), and the number of F grades. Attendance increase from 93% to 94%. GPA increased from a 1.5 GPA to a 2.1 GPA. The number of F's decreased from 67 F's to 38 F's in their first semester. The students in the program are also working on some project-based learning projects that will be on display during the Spring Exhibition Night at Ukiah High School.	Completed: Student attendance in the Career Technical Education (CTE) Academy program has increased as compared to last year and was at 94% at the end of the 3rd quarter. The number of F's has decreased from last year at this time. Students displayed several projects at the Ukiah High Spring Exhibition. Exit interviews will start next week to get a student perspective on the program for next year and that information will be used for next year's recruitment. A similar cohort model will be implemented for incoming 9th grade students next year.
Reduce the number of elementary combination classes to support first best instruction.	Asst. Supt of Human Resources	In Progress: There are only two combination classes operating in the district this year.	In Progress: There are only two combination classes operating in the district this year.	In Progress: There are only two combination classes operating in the district this year.	Completed

	Encourage a growth mindset for learning with reading and math incentives for each site ($1000/site).	Director of Instruction - Elementary and Secondary	In Progress: Incentive funds have been allocated to school sites. School site staff are determining how to facilitate growth mindset at each site with their allocation.	In Progress: Incentive funds have been allocated to school sites. School site staff are determining how to facilitate growth mindset at each site with their allocation.	In Progress: Incentive funds have been allocated to school sites. School site staff are determining how to facilitate growth mindset at each site with their allocation.	Completed
	Use Acadience Assessment (DIBELS).	Director of Instruction, Elementary	In Progress: The first districtwide universal screening for Acadience was completed in August and September. Sites used the data to determine intervention needs of students. The next universal screening is in December 2025.	In Progress: The second districtwide universal screening for Acadience was completed in December. Sites used the data to determine intervention needs of students. The next universal screening is in April 2026.	In Progress: The next universal screening will begin in April. We are holding Reading Teacher PLC's in order to plan Acadience data training for June 2026 for teachers.	Completed
	Continue trimester articulation meetings with preschool and TK/K teachers.	Director of Instruction - Elementary	In Progress: Some Kindergarten and Transitional Kindergarten Teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education on September 30, 2025.	In Progress: Some Kindergarten and Transitional Kindergarten teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education (MCOE) on December 8th regarding the design of classroom environments.	In Progress: Some Kindergarten and Transitional Kindergarten teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education (MCOE) on March 10 regarding Social Emotional and Play- Based Learning.	Completed
Priority 1 (1.2 in the LCAP) - Ensure effective interventions and supports for students at all levels of learning.						
1.2	Provide supports for small group instruction.	Director of Instruction - Elementary	In Progress: All positions for Kindergarten Paraprofessionals, Combination Class Paraprofessionals, and Elementary Math Paraprofessionals have been filled. These positions are supporting small group instruction.	In Progress: All positions for Kindergarten Paraprofessionals, Combination Class Paraprofessionals, and Elementary Math Paraprofessionals have been filled. These positions are supporting small group instruction.	In Progress: All positions for Kindergarten Paraprofessionals, Combination Class Paraprofessionals, and Elementary Math Paraprofessionals have been filled. These positions are supporting small group instruction. Planning for training for paraprofessionals is being developed for next year.	Completed

	Provide reading and math interventions.	Director of Instruction - Elementary and Secondary	In Progress: Ukiah High School, Pomolita and Eagle Peak have changed their schedules to include an intervention period.	In Progress: Ukiah High School, Pomolita and Eagle Peak have changed their schedules to include an intervention period.	In Progress: Ukiah High School, Pomolita and Eagle Peak have changed their schedules to include an intervention period.	Completed
	Provide two periods of Algebra I for all students at Ukiah High School.	Director of Instruction - Elementary and Secondary	In Progress: Two periods of Algebra 1 are being monitored for D/F data and will be monitored through a program review this year.	In Progress: Two periods of Algebra 1 are being monitored for D/F data. The effectiveness of the two periods is being evaluated to determine whether we should continue this action.	In Progress: D/F rates along with attendance data were analyzed. The double block Algebra period will not continue next year and will be replaced with another intervention model.	Completed: Educational Services staff are working with the administration and mathematics department at Ukiah High School to design and schedule the new Algebra I math support periods.
	Facilitate GATE identification, activities, and support.	Director of Instruction - Elementary	In Progress: GATE students have been identified from the 2024-2025 school year and are clustered in classrooms at the elementary level.	In Progress: GATE students are clustered in classrooms at the elementary level. Universal GATE testing of 2nd graders will begin in April 2026.	In Progress: GATE students are clustered in classrooms at the elementary level. We have secured the GATE testing cadre and licenses are being purchased for the Universal GATE testing of 2nd graders, which will begin in April 2026.	Completed:
	Support elementary Student Success Team Coordinators.	Director of Instruction - Elementary	In Progress: Student Success Team Coordinators are in place at every elementary site.	Completed	Completed.	Completed
Priority 1 (1.3 in the LCAP) - Provide curriculum and technology needed to be college and career ready at all grade levels.						
1.3	Provide new instructional materials and technology to meet the needs of diverse learners.	Asst. Supt. of Educational Services	In Progress: Instructional materials and technology have been ordered.	In Progress: Instructional materials and technology have been ordered. Preparation for a Kindergarten-Algebra II Mathematics pilot is underway. Pilot materials will be selected this spring with the pilot starting in the 2026-2027 school year.	In Progress: Instructional materials and technology have been ordered. Preparation for a Kindergarten-Algebra II Mathematics pilot is underway. Pilot materials will be selected this spring with the pilot starting in the 2026-2027 school year. Instructional materials for the alternative pathway for graduation are also being piloted and in the process of getting approval.	Completed: Ordering for next year's materials is occuring including mathematics pilot materials.

	Continue to provide technology support and one to one Chromebooks.	Asst. Supt. of Educational Services	In Progress: New chromebooks have been distributed to sites based on replacement plans. Part needs are being assessed.	In Progress: New chromebooks have been distributed to sites based on replacement plans. Part needs are being assessed. Additional Chromebooks are being purchased to be able to replace older Chromebooks being used in the elementary grade levels.	In Progress: New chromebooks for next year have been purchased. Parts needs assessment is occuring and parts will be purchased this spring.	Completed
	Provide training on the use of Artificial Intelligence.	Director of Instruction-Secondary	In Progress: The Instructional Technology Leaders have received training and are implementing artificial intelligence training at their sites. The Instructional Technology Leaders team meets monthly and is currently working on designing training for the instructional uses of AI with students in the classroom. Administrators and administrative assistants and clerical staff have received additional training, along with licenses to Google Gemini Pro.	In Progress: The Instructional Technology Leaders have received training and are implementing artificial intelligence training at their sites. The Instructional Technology Leaders team meets monthly and is currently working on designing training for the instructional uses of AI with students in the classroom. The team will be looking closely at the additional guidance recently provided by the state and developing local guidance for school sites.	In Progress: The Instructional Technology Leaders continue to lead professional development and support teachers with AI at their sites. The Instructional Technology Leaders team meets monthly and is currently working on writing a handbook for the use of AI with students in the classroom. The team is using the additional guidance recently provided by the state.	Completed
Priority 1 (1.4 in the LCAP) - Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures.						
1.4	Fund musical instruments, cleaning, and supplies.	Asst. Supt. of Educational Services	In Progress: Music teachers met to discuss materials and supplies needs. Funding has been allocated and instruments, cleaning and supplies are being ordered.	In Progress: Music teachers met to discuss materials and supplies needs. Funding has been allocated and instruments, cleaning and supplies are being ordered.	In Progress: Most funding has been expended. Final cleaning and purchases are occurring this spring.	Completed
	Support elementary visual and performing arts education with Arts Attack curriculum, materials, supplies, and culturally diverse guest artists and groups.	Asst. Supt. of Educational Services	In Progess: Funding has been allocated to sites for materials and supplies. Arts Attack curriculum replacements are being ordered when needed.	In Progess: Funding has been allocated to sites for materials and supplies. Arts Attack curriculum replacements are being ordered when needed.	In Progess: Funding has been allocated to sites for materials and supplies. Arts Attack curriculum replacements are being ordered when needed.	Completed

	Provide visual and performing arts instruction at South Valley High School by contracting with SPACE.	Asst. Supt. of Educational Services	In Progress: South Valley will be starting SPACE classes this Fall.	In Progress: Students are participating in SPACE classes.	In Progress: Students are participating in three week cycles on different topics with different SPACE teachers.	Completed
	Provide materials to support Big Picture Learning.	Asst. Supt. of Educational Services	In Progress: Funding has been allocated and materials are being purchased.	In Progress: Funding has been allocated and materials are being purchased.	In Progress: Most funding has been expended. Materials will continue to be purchased this spring.	Completed
	Fund transportation to Eagle Peak STEM School.	Director of MOT	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	Completed
	Fund Redwood Valley Outdoor Education Project.	Director of Instruction - Elementary	In Progress: Redwood Valley Outdoor Education Project has been funded and classes have begun participating in the program.	In Progress: The Redwood Valley Outdoor Education Project (RVOEP) provides standards-aligned, hands-on environmental science instruction that extends classroom learning through place-based experiences for Ukiah Unified School District students. During the current year, RVOEP supported 40 site-based instructional visits, including all UUSD third-grade (18 classes) and fifth-grade classes (14 classes), three second-grade classes from Frank Zeek Elementary, four EPMS fifth-grade classes through a water quality partnership with MRCD, and one UISA educational field experience. In addition RVOEP has delivered 24 in-class instructional visits, reaching 18 third-grade and six fifth-grade classrooms to ensure equitable access.	In Progress: In 3rd Grade, (18 classes) have completed "Nature Detective Skulls" program, identifying local mammal skulls and determining their diet/predator status. In 4th Grade, (18 classes, 34 visits) have completed two-part "Flight School," focusing on birds and owl pellet dissection. In 5th Grade they are testing changes to the sketching program; 10 classes visited, with the rest planned for spring. RVOEP Field Trip Programs: Field trips resumed on March 3rd (every day except Wednesdays). March is dedicated to the 2nd-grade soils program.	Completed
Priority 1 (1.5 in the LCAP) - Support equitable access to college and career supports.						

1.5	Implement the College Going Plan.	Director of Alternative Education	In Progress: Implementing the District College and Career Plan is an ongoing process. Ukiah High hosted a 12th grade parent night to give parents an overview of the senior year checklist as well as an 11th grade parent night to give an overview of the year and to lead a discussion on post secondary options. Interested students have registered for the upcoming PSAT exam. Secondary schools are working to get students registered onto the californiacolleges.edu platform to support college and career exploration, along with financial aid and college application processes. The academic planner will also be used in the 2025-2026 school year in place of the current 4- year plan template. Counselors will use the college and career assessments to plan college and career visits throughout the school year. A middle school counseling meeting is scheduled for the first week of October to discuss college visits, career exploration, career fair planning, and the californiacolleges.edu platform implementation. Dual Enrollment is going well.	In Progress: Efforts continue on the District College and Career Plan. Middle school counselors are focusing on getting 8th grade students registered onto the California Colleges platform so they can take a career assessment and complete their four year plans using the academic planner in time for next year's scheduling cycle. Pomolita students took a college trip to Sacramento State University. Planning for a Career Fair at Pomolita is occuring. Eagle Peak Middle School's college trip to Sonoma State University is planned. Deeper career exploration is taking place in small groups at Eagle Peak with students with disabilities. Ukiah High School registered students for California Colleges through U-Time and had students complete a career assessment. South Valley is in the process of training staff on how to use the California Colleges platform to use with their Advisory students. All Counselors across secondary sites have been participating in California College platform webinars around financial aide, how to use the academic planner, and applying to college through the platfrom. The Dual Enroll platform is up and running with Mendocino College.	In progress: The Ukiah High School Counseling department is completing scheduling presentations and class selection for next year. The scheduling presentation is an overview of A-G, Dual Enrollment, Career Technical Education, and Graduation requirements, among other college and career related information. Students are also updating their four year plans through the Californiacolleges.edu platform. Pomolita Counselors along with Ukiah High Counselors have been supporting 8th grade students with creating their four year plans in the Californiacolleges.edu platform and selecting their high school courses. 8th grade students also completed two career assessments and are creating vision boards in all social studies classes. At Eagle Peak all 8th grade students have registered for Californiacolleges.edu and have completed a career interest profiler along with their four year plans. 8th grade students have also completed their registration for next year. Both Eagle Peak and Pomolita are also planning a college campus visit this semester. Ukiah Independent Study Academy is working on A-G plans for students.	Completed: Pomolita students participated in college visits to UC Berkeley, Mendocino College, and Stanford University. 8th grade students are completing a career essay and career dictionary in English Language Arts and a Career Research Project through elective classes. Eagle Peak held its first annual Career Fair for 5-8th grade students. Students participated in college visits to Santa Rosa Junior College, UC Berkely, and Sonoma State University. Both middle schools have implemented the californiacolleges.edu platform, which will follow students into high school. UISA is meeting with seniors regarding graduation and next steps for their postsecondary education. Teachers at South Valley Big Picture are using the californiacolleges.edu platform to have students complete interest inventories and to continue to explor post secondary options. Ukiah High celebrated Senior Signing Day and continues to work on californiacolleges.edu implementation and scheduling. Juniors have also been working on their Personal Insight Questions (PIQ's) within their English classes.

Continued: Implement College Going Plan.	Director of Alternative Education	UUSD will be part of a pilot program to streamline the registration process. This will help to ensure the registration goes smoothly and can keep up with the increase in dual enrollment for students. We currently have six sections of dual enrollment at Ukiah High and two sections at South Valley Big Picture.	Students have the ability to register through the platform for the Spring 2026 semester. For the Spring Semester there are 12 sections of dual enrollment at Ukiah High School and 2 sections at South Valley Big Picture. A financial aid parent night was hosted. Students also visited San Jose State University and Menlo College. Targeted outreach to newcomer and first generation students was used. A Mendocino College Registration night was also hosted for students and families. Students were also supported in registering for ACT and SAT testing. Additionally, Ukiah High hosted a Higher Education Event at Grace Hudson Elementary school for Spanish Speaking families that included panel presentations, cultural music, food, and information booths. UISA students received a college application support night. They also recevied communication about important deadlines and were encouraged to make a counseling appointment to review coursework including college classes.	Dual Enrollment planning meetings with Mendocino College have taken place for Ukiah High and South Valley. We continue to expand our offerings. Frosh Advisory students will complete College and Career Success 100 next year. South Valley students will add College and Career Success 124. We will also be sending 6 participants to a Dual Enrollment conference this month. We are in the process of parnering with Sonoma State University to expand Dual Enrollment, specifically with two courses: Introduction to Health Professions and Explorations in Teaching.	

Provide programs to support students who are underrepresented in college-going including Middle College and MESA.	Director of Alternative Education	In Progress: MESA students recently visited UC Davis and Menlo Community College. The Ukiah High MESA program has partnered with Mendocino College MESA to provide math and science tutors. Students planning to attend a four year universtiy will attend college application workshops this fall. MESA students will also participate on fieldtrips related to the industry including Granite Construction, Metal FX, Lignetics, and Mendocino Forest Products. MESA and Middle College students have been participating in Personal Insight Question (PIQ) workshops, Common Application workshops, and creating californiacolleges accounts for submitting college applications.	In Progress: MESA students participated in a college trip to San Jose State University. Students completed an art project and installation for Dia de Los Muertos. MESA hosted a craft fair as a scholarship fundraiser. Students were also supported with their college, scholarship, and financial aide applications. Middle College students had their UC and CSU applications reviewed. Middle College students also worked on registering for their Spring Semester classes and had their A-G progress reviewed. Middle College students visited Sonoma State University. They also received support in qualifying for the California Scholastic Federation (CSF).	In progress: MESA students participated in Pre MESA Day, a Community Valentine's for Convalescent Hospitals, and MESA Regional Day. They also participated in the installation of Wind Hill with the Physics and Construction classes, scholarship fundraising, Club's Day, financial literacy, and scholarship essay writing workshops. At Middle College seniors have recieved support with scholarships, academic and postsecondary planning. Middle College recruitment has also started for the 2026-2027 school year. Middle College staff also met with Mendocino College to begin planning course offerings for next year.	Completed: Students attended the Latino Retreat at Mendocino College and participated in MESA Regionals at CSU East Bay, returning with 12 medals. Students completed a Wind Hills Project with Physics, Construction, and Photography. Students are working on teacher appreciation projects and planning the MESA banquet. Students also participated in scholarship night. Middle College is working with students on their postsecondary goals and recruitment. Students will participate in Senior Signing Day on the Mendocino College campus.

Provide additional Academic Counseling to support college and career success	Director of Alternative Education	In Progess: College Ready Academies were provided for rising juniors and seniors during the 2025 summer. The College Ready Academies provided students with direct support for essay writing and personal insight questions. Students were pushed to dig deeper into their writing and write with purpose. Students also learned how to research schools. Students had the opportunity to ask questions from experts in the field of admissions. College and Career Centers are supporting college campus visits, SAT information, and financial aid workshops. Job shadows and internship opportunities are also being set up at Ukiah High and South Valley campuses. Leaving to Learns are setup at South Valley. These give students an opportunity to take learning outside of the classroom with real world experiences. Ukiah Independent Study Academy is meeting with seniors to discuss postsecondary options.	In Progress: College Ready Academy planning will start soon. The College and Career Center at Ukiah High continues to support students through college visits, the college and scholarship application process, financial aid, and career planning. The center hosts a variety of college and career presenters each month. The South Valley College and Career Center has worked on expanding internships, shadow days, and Leaving to Learn experiences for students. Students have participated in a wide range of career connected experiences both on and off campus, including industry tours, hands on workshops, and guest presentations. Students are supported with college pathways, resume buiding, interview skills, and career exploration.	In Progress: The College and Career Center at Ukiah High has hosted college and scholarship workshops. Mendocino College has also started their registration process on campus including an orientation hosted at Mendocino College. Presentations at the College and Career Center have included college representative visits, volunteer and internship opportunities, medical program information sessions, and career site visits in the community. Students have also participated in the Career Academies hosted by Mendocino College. South Valley is implementing the californiacolleges.edu platform. The College and Career Center at South Valley is focused on expanding the Learning through Interest opportunities, stregthening internship placements, and supporting students through postsecondary options. Students are engaged in internships, job shadows, and informational interviews with local businesses and organizations. Students are also being supported with college exploration, financial aid workshops, resume development, and interview preparation. The dates and presenters for the College Ready Academies have been confirmed.	Completed: College Ready Academies for juniors and seniors for this summer will continue as in previous years. The College and Career Center at Ukiah High coordinated the Donor Reception and Senior Awards Night. Mendocino College hosted Senior Day for students planning to their campus. Students will be attending Pacific Union College in May. Ukiah High will be partnering with Sonoma State Upward Bound to host a classroom model for grades 9-12 in the 2026-2027 school year. The Ukiah High College and Career Center is also planning for summer college campus visits through the Summer Dual Enrollment Program at Mendocino College to Cal Poly Humboldt, CSU Chico, and CSU Monterrey Bay. The College and Career Center at South Valley Big Picture completed 29 Leaving to Learns in the 4th quarter including visits to Mendocino College Career Academies, Cal Fire Willits Forest Station, hospital tours, museum visits, and college campus visits. Twenty-five additional internship placements have been secured for students, including Mendocino County Youth Project, Redwood Tree Services, Pinoleville Pomo Nation to name a few.

Fund Advanced Placement (AP) test fees for students.	Director of Alternative Education	In Progress: Testing for Advanced Placement (AP) exams will continue for the 2025-2026 school year. AP teachers have given their students codes to register for AP classroom. AP Classroom is a College Board online platform that offers students resources to support student learning and preparation needed for the AP exam experience. There are 252 AP students and to date there are 436 total number of AP exam registrations.	In Progress: The Advanced Placement (AP) Exam order has been submitted. The next steps are to contact previous proctors and/or reach out to new people to proctor and to work on securing room locations.	In Progess. Advanced Placement (AP) Proctor agreements are in process. We are working with Human Resources to identify additional proctors through our subsititute teacher pool in order to finalize the proctors.	Completed: Advanced Placement (AP) testing is underway.

	Provide after school mentoring and college going support groups	Director of Alternative Education	In Progress: College Mentor groups are underway with a total of five mentor groups taking place during U-Time, Wednesday and Friday mornings. The mentor groups focus is currently on Seniors appliying to college. Students are registering their californiacolleges acounts and launching their college applications through this platform. Counselors have developed a pacing calendar so that groups are covering similar topics with students. Mentor groups are open to all students who can commit to meeting on a regular basis. The incentive of paying for four college applications through either the University of California (UC) and/or the California State University (CSU) systems has also been communicated to students.	In Progress: College Mentees received support for their college applications, setting up university portals, and getting started on the financial aid process. Students who met required deadlines received coupon codes to apply for up to four CSU and/or UC campuses. Students will continue to receive support for the scholarship application process.	In Progress: Mentor groups continue through the 3rd quarter. The focus has shifted to support students in applying for scholarships, to ensure that students follow next steps in committing to their college of choice, to support financial aid application completion, and follow up. We will also be purchasing books for each mentee that will help them in their first year of college.	Completed: Junior Mentor groups for students who are A-G and are planning to go to a 4-year university right out of high school are starting. First meeting will be an overview while the second meeting will be helping students narrow down and select possible colleges to apply to in California Colleges. We will be partnering with the STARS Network next year for students to also have an opportunity for one-to-one college counseling. Additionally, we will continue to build counselor capacity by offering counselors the opportunity to complete their college counseling certificate. We anticipate an increase in numbers for this coming year due to program expansion and built in incentives related to college application waivers.
Priority 1 (1.6 in the LCAP)- Support and monitor Foster Youth and students transitioning out of the foster system to ensure access.						
1.6	Foster Youth Counselor	Director of Student Services	Completed	Completed	Completed	Completed
Priority 1 (1.7 in the LCAP) - Provide additional supports for students during school, afterschool, summer, and intersessions.						
1.7	Purchase new culturally diverse library books.	Director of Instruction - Elementary and Secondary	In Progress: Sites are purchasing books with their allocation.	In Progress: Sites have purchased books with their allocation.	In Progress: Sites have purchased books with their allocation.	Completed

Provide K-5 after school tutoring in math and ELA.	Director of Instruction - Secondary	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site has developed its own tutoring plan to target students needing intervention.	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site has developed its own tutoring plan to target students needing intervention. There are currently 63 elementary teachers providing tutoring after school.	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site continues to implement its tutoring plan to target students needing intervention.	Completed: Review of program data and planning for next year is occuring.
Provide secondary after school tutoring.	Director of Instruction - Secondary	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site has developed its own tutoring plan to target students needing intervention.	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site has developed its own tutoring plan to target students needing intervention. There are 28 secondary teachers providing tutoring after and before school.	In Progress: Implementing the Tutoring to Accelerate and Address Unfinished Learning program using Learning Recovery Emergency Block Grant Funds. Each school site continues to implement its tutoring plan to target students needing intervention.	Completed: Review of program data and planning for next year is occuring.

Provide summer school and intersession programs.	Director of Alternative Education	In Progress: Summer 2025 programs included elementary summer school at Grace Hudson and Yokayo Elementary, middle school summer school at Pomolita Middle School, and high school summer school at Ukiah High School and South Valley Big Picture. Ukiah High also hosted a Summer Dual Enrollment Program at Mendocino College. Extended School Year (ESY) programs also took place at each site with Ukiah High being the high school site. Migrant Education hosted a college ready program for incoming 9th grade students at Ukiah High with a focus on math. Summer Safari took place at our elementary sites. Freshmen Academy was hosted at Ukiah High for incoming freshmen. SPACE also hosted summer session classes.	In Progress: An initial planning meeting has taken place with the City of Ukiah for the Spring Intersession Program. Memorandums of Understanding for Spring Intersession, Summer Programming with the City of Ukiah and Space will be completed in January, along with initial conversations about continuing the Summer Dual Enrollment Program at Mendocino College. Planning meetings will take place as early as February.	In Progress: Two Summer School Planning meetings have taken place so far. Summer School Principals and other support staff have been hired. Teaching staff has applied and will be hired soon. The Memorandum of Understanding for the Summer Dual Enrollment Program at Mendocino College has been completed. Spring Intersession registration is currently taking place. Additional summer programming includes the City of Ukiah Summer Safari and SPACE.	Completed: Final stages of Summer School planning is taking place. The Summer School application deadline has passed and students on the waitlist are being processed. Secondary summer school enrollment continues. Additional summer programming includes partnerships with the City of Ukiah, SPACE, and the Boys and Girls Club. Our Summer Dual Enrollment Program is expanding to service close to 120 students.
Fund academic competitions and coaching stipends.	Asst. Supt. of Educational Services	In Progress: Academic coaching stipends and teams are beginning. Currently, teams at Ukiah High School are: Mock Trial, Robotics, Science Olympiad, Academic Decathlon, and Speech and Debate. Additional teams, including middle school teams, will be added in the month of October.	In Progress: Academic coaching stipends and teams are beginning. Currently, teams at Ukiah High School are: Mock Trial, Robotics, Science Olympiad, Academic Decathlon, and Speech and Debate. Currently there are no new teams.	In Progress: Academic coaching stipends and teams are beginning. Currently, teams at Ukiah High School are: Mock Trial, Robotics, Science Olympiad, Academic Decathlon, and Speech and Debate. Currently there are no new teams.	Completed

	Fund athletic transportation and coaching stipends.	Asst. Supt. of Human Resources and Director of MOT	In Progress: Coaching stipends and athletic transportation are fully funded. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	In Progress: Coaching stipends and athletic transportation are fully funded. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	In Progress: Coaching stipends and athletic transportation are fully funded. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	Completed
Priority 1 (1.8 in the LCAP) - Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (SPSA).						
1.8	Fund site-based activities in SPSA	Asst. Supt. of Educational Services	In Progress: School sites are implementing their School Plans for Student Achievement (SPSA). The goals of the SPSA are aligned to the six priorities of the Strategic Plan/Local Control Accountability Plan.	In Progress: School sites are implementing their School Plans for Student Achievement (SPSA). The goals of the SPSA are aligned to the six priorities of the Strategic Plan/Local Control Accountability Plan.	In Progress: School sites are in the process of implementing the second half of the year's SPSA.	Completed: School Plans for Student Achievement for next year are being planned.
Priority 2 (1.9 in the LCAP) - Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards.						
1.9	Improve the use of Integrated English Language Development (iELD) strategies to engage Multilingual Learners (English Language Learners) in learning content standards by providing staff training, coaching, observation tools and learning rounds.	Director of Instruction - Elementary	In Progress: Student Success Coordinators provide ongoing English Learner Coaching Support at sites. Designated English Language Development (ELD) visits and feedback are provided to educators from staff.	In Progress: Student Success Coordinators provide ongoing coaching support to sites focused on English Learner instruction. Educators receive feedback through designated English Language Development (ELD) classroom visits and instructional coaching cycles. In addition, middle school and high school ELD teachers continue to participate in ongoing 3D Curriculum professional learning facilitated by Theresa Hancock.	In Progress: Student Success Coordinators provide ongoing coaching support to sites focused on English Learner instruction. Educators receive feedback through designated English Language Development (ELD) classroom visits and instructional coaching cycles.	Completed

Provide engaging, high quality Designated ELD by providing staff training, coaching, observation tools and learning rounds.	Director of Instruction - Elementary	In Progress: Designated/Integrated English Language Development (ELD) and English Learner Standards professional development was provided at the New Teacher Institute.	In Progress: Student Success Coordinators and instructional staff provide coaching and targeted support, including classroom observations, feedback cycles, and the use of common observation tools to strengthen instructional practice. In addition, learning rounds and collaborative walkthroughs are used to build shared understanding of effective ELD instruction, promote consistency across classrooms, and identify instructional strengths and areas for growth	In Progress: Student Success Coordinators and instructional staff provide coaching and targeted support, including classroom observations, feedback cycles, and the use of common observation tools to strengthen instructional practice. In addition, learning rounds and collaborative walkthroughs are used to build shared understanding of effective ELD instruction, promote consistency across classrooms, and identify instructional strengths and areas for growth.	Completed
Support school sites with English Language Proficiency Assessment for California (ELPAC) assessment teams.	Director of Instruction - Elementary	In Progress: Ongoing professional development in listening, speaking, reading, and writing for English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators. Assessment cadres are supporting sites in the administration of the ELPAC.	In Progress: Ongoing professional development in listening, speaking, reading, and writing for English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators. Assessment cadres are supporting sites in the administration of the ELPAC. Summative ELPAC testing will begin in February.	In Progress: Ongoing test prep support for the English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators.	Completed: ELPAC make-up testing is continuing in May.

	Monitor the Multilingual Learners (English Language Learners) program.	Director of Instruction - Elementary	In Progress: The Multilingual Learner program is being monitored through the use of the Ellevation data system and staff input.	In Progress: The Multilingual Learner program is being closely monitored using the Ellevation data system, which allows staff to track English Learner progress, monitor interventions, and analyze assessment results in real time. In addition to data tracking, ongoing input from teachers, Student Success Coordinators, and administrators informs instructional planning, identification of student needs, and program adjustments. Regular collaborative meetings, data reviews, and progress monitoring cycles ensure that supports are aligned to student language development goals and academic achievement.	In Progress: The Multilingual Learner program is being monitored through the use of the Ellevation data system and staff input. Regular collaborative meetings, data reviews, and progress monitoring cycles ensure that supports are aligned to student language development goals and academic achievement.	Completed
	Provide bilingual paraprofessionals to support Newcomer Multilingual Learner (English Language Learners) students. Provide a Family Liaison to support parents and students of Multilingual Learners (English Learners).	Director of Instruction - Elementary	In Progress: Three Bilingual Paraprofessionals have been deployed to elementary sites. The Director of Elementary Instruction, Elementary and District Student Success Coordinator met with each paraprofessional to go over best practices and processes to support newcomer students.	In Progress: Three Bilingual Paraprofessionals have been deployed to elementary sites. The Director of Elementary Instruction, Elementary and District Student Success Coordinator met with each paraprofessional to go over best practices and processes to support newcomer students.	In Progress: Three Bilingual Paraprofessionals continue to support newcomers at the 6 elementary schools. The Director of Elementary Instruction and the District Student Success Coordinator meet with the paraprofessionals monthly to go over best practices and processes to support newcomer students.	Completed
Priority 3 (1.10 in the LCAP) - Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction.						

1.10	Implement PLC practices with fidelity as defined in Common Assurances (expectations) Teaming Structures focusing on the four PLC questions at weekly Professional Learning Team (PLT) meetings.	Director of Instruction - Elementary and Secondary	In Progress: Administration and teacher leaders are participating in the Leadership Network to implement Professional Learning Community (PLC) practices during shortened Wednesdays every week. The first Leadership Network was on August 8th for TK-12 school sites. Elementary school sites are working with a PLC coach from Solution Tree and have had their first in person meeting with the coach. The first Secondary Leadership Network was on September 23 which focused on evidence based grading practices. Leadership Network school site teams (Guiding Coalitions) are supporting PLC implementation at their school sites.	In Progress: Administrators and teacher leaders are participating in the Leadership Network to strengthen Professional Learning Community (PLC) practices aligned to First Best Instruction priorities. Elementary school sites are collaborating with a PLC coach from Solution Tree to refine instructional practices, including teacher clarity, checking for understanding, and academic interactions, with targeted support for English Learners and students receiving interventions. Secondary school teams have focused on evidence-based grading practices to ensure rigorous and consistent instruction. School site teams, or Guiding Coalitions, continue to lead and sustain PLC implementation, promoting collaboration, reflective practice, and improved student learning outcomes across all classrooms.	In Progress: Administrators and teacher leaders are participating in the Leadership Network to strengthen Professional Learning Community (PLC) practices aligned to First Best Instruction priorities. Elementary school sites are collaborating with a PLC coach from Solution Tree to refine instructional practices, including teacher clarity, checking for understanding, and academic interactions, with targeted support for English Learners and students receiving interventions. Secondary school teams have focused on evidence-based grading practices to ensure rigorous and consistent instruction. School site teams, or Guiding Coalitions, continue to lead and sustain PLC implementation, promoting collaboration, reflective practice, and improved student learning outcomes across all classrooms.	Completed: The last Leadership Network will be on June 8, 2026.
	Fund Department Chairs.	Asst. Supt. of Educational Services	In Progress: Sites have submitted requests for department chairs.	Completed.	Completed	Completed

	Improve the quality of PLCs.	Director of Instruction - Elementary and Secondary	In Progress: Administration and teacher leaders work together to improve Professional Learning Community practices through the Guiding Coalition which meet on a monthly/bi-monthly basis. Professional Learning Teams meet 2 to 3 times a month to improve their practice and Professional Learning Communities and Professional Learning Teams implementation. We will be measuring the implementation of Professional Learning Communities and Professional Learning Teams at least two times a year.	In Progress: Administrators and teacher leaders collaborate to strengthen Professional Learning Community (PLC) practices through the Guiding Coalition, which meets monthly or bi-monthly to provide guidance and review implementation aligned to First Best Instruction. At the site level, Professional Learning Teams (PLTs) meet two to three times per month to engage in collaborative reflection, analyze student data, and refine instructional practices that support high-quality Tier 1 instruction. The district monitors the fidelity of PLC and PLT implementation at least twice annually, using observations, data reviews, and staff feedback to ensure that collaborative structures are effectively driving instructional improvements and student learning outcomes in alignment with First Best Instruction priorities.	In Progress: Administrators and teacher leaders collaborate to strengthen Professional Learning Community (PLC) practices through the Guiding Coalition, which meets monthly or bi-monthly to provide guidance and review implementation aligned to First Best Instruction. At the district level, Directors and Asst. Superintendent are working with an outside consultant to analyze and strengthen the PLC process. Through interviews with principals and implementing strategies within our Leadership teams, we are engaging in a process of continuous improvement with our PLCs districtwide.	Completed: Administrators will be meeting in June and August to rollout the Professional Learning Communities Handbook.

Develop a Professional Development Framework to determine and provide consistent and ongoing reading, math, and writing professional development to improve math, reading, and writing content knowledge and pedagogy in all grade levels and subjects.	Director of Instruction - Elementary and Secondary	In Progress: We are working with our educational community leaders to develop a professional development framework to provide ongoing professional development. In addition, we are providing opportunities for training with our online platforms such as English 3D, Lexia English, and Sonday. We also have ongoing LETRS (Language Essentials for Teachers of Reading and Spelling) and Leadership Network professional development.	In Progress: We are collaborating with educational leaders to develop a comprehensive professional development framework that ensures ongoing growth for staff and supports the implementation of First Best Instruction. Teachers and support staff have access to targeted training on online instructional platforms, including English 3D, Lexia English, and Sonday, to enhance English Learner instruction and provide differentiated support. Ongoing professional development also includes LETRS training and participation in the Leadership Network, focusing on effective instructional practices such as teacher clarity, checking for understanding, and academic interactions, ensuring consistent, high-quality instruction across all classrooms.	In Progress: We are collaborating with key educational stakeholders to establish a comprehensive professional development framework. This initiative ensures continuous learning opportunities such as the 6th-12th grade Writing Cadre, a dedicated Grading Task Force, and a K-12 Math Pilot Cadre. Additionally, we are implementing LETRS (Language Essentials for Teachers of Reading and Spelling) training to bolster literacy instruction. Importantly, we're providing targeted professional development for Student Success Coordinators to lead and coach the implementation of best learning practices and strategies. We are in the planning stages for planning professional development for the 2026-2027 school year.	Completed: A professional development framework for next year has been completed and specific trainings are being planned.
Provide LETRS Science of Reading Training (Ed. Effectiveness).	Director of Instruction - Elementary	In Progress: We have 40 teachers enrolled in LETRS. We have 5 teachers enrolled in LETRS for Early Education/Preschool and Transitional Kindergarten.	In Progress: We have 40 teachers enrolled in LETRS. We have 5 teachers enrolled in LETRS for Early Education/Preschool and Transitional Kindergarten.	In Progress: We have 40 teachers enrolled in LETRS. We have 5 teachers enrolled in LETRS for Early Education/Preschool and Transitional Kindergarten.	Completed: Cohort 3, 27 teachers will finish their two-year training by June. Cohort 4,16 teachers will finish their first year of training by June. TK Cohort, 5 teachers will finish their training by June. Planning for Cohort 5 is occuring.

Provide training in differentiated instruction (Ed. Effectiveness).	Director of Instruction - Elementary and Secondary	In Progress: Student Success Coordinators are trained to coach teachers at their sites on differentiation. Meetings with principals are occurring to discuss training needs.	In Progress: Student Success Coordinators are trained to coach teachers in differentiated instruction aligned to First Best Instruction priorities, including teacher clarity, checking for understanding, and academic interactions. Coaching supports address the needs of all students, with targeted attention for English Learners . Coordinators work closely with principals to identify site-specific professional learning needs and ensure alignment with district instructional priorities. Coaching effectiveness is monitored through classroom observations, feedback cycles, and student performance data, providing evidence that instructional practices are improving and student learning outcomes are being enhanced.	In Progress: Student Success Coordinators are trained to coach teachers in differentiated instruction aligned to First Best Instruction priorities, including teacher clarity, checking for understanding, and academic interactions. Coaching supports address the needs of all students, with targeted attention for English Learners . Coordinators work closely with principals to identify site-specific professional learning needs and ensure alignment with district instructional priorities. Coaching effectiveness is monitored through classroom observations, feedback cycles, and student performance data, providing evidence that instructional practices are improving and student learning outcomes are being enhanced.	Completed
Provide 2 additional days of professional development.	Asst. Supt. of Educational Services	In Progress: Professional development was provided on August 12 and 13 with a focus on First Best Instruction, Academic Interactions, and Grading Practices Guiding Principals. November 3 and January 5 professional development days will be focusing on First Best Instruction, Academic Interactions, Professional Learning Communities, and evidence based grading practices.	Completed: Professional development was provided on January 5 with a focus on Academic Interactions, Professional Learning Communities, evidence based grading practices, and behavior support training.	Completed: Planning for next year's professional development in occurring.	Completed

Provide substitute funding to support professional development with experienced substitutes.	Asst. Supt of Human Resources	In Progress: The district has a list of experienced substitutes that it is using when teachers are out of the classroom for professional development.	In Progress: The district has a list of experienced substitutes that it is using when teachers are out of the classroom for professional development.	In Progress: The district has a list of experienced substitutes that it is using when teachers are out of the classroom for professional development.	Completed
Provide professional development for classified staff that supports a positive culture and academic achievement.	Asst. Supt of Human Resources	In Progress: Many classified Special Education paraprofessional staff received training at the beginning of the school year, and 100 classified staff attended an optional day of training before the school year started. The training included a variety of subjects including behavior management.	In Progress: All new hire Special Education paraprofessional staff are now receiving between 4-6 hours of Special Education specific training before they start in their new position. The training includes a variety of subjects including behavior management.	In Progress: All new hire Special Education paraprofessional staff are receiving between 4-6 hours of Special Education specific training before they start in their new position. The training includes a variety of subjects including behavior management.	Completed: Planning for next year is occuring. All paraprofessionals will participate in training this August.

Support resident and new teachers through funding teacher residency programs, induction, and providing mentors. Build leaders through supporting certificated administrator induction and administrator development programs.	Asst. Supt of Human Resources	In Progress: All teachers that do not hold a preliminary or clear credential (Pre-Interns and Interns) have been provided a district coach (mentor). Additionally, all teachers who are clearing their preliminary credential through the California Teacher Induction Program have been provided with a mentor to support the completion of their clear credential. New administrators are also provided a mentor to clear their credentials. In addition to the university supervisor who observes them regularly, Resident Teachers all have Teacher Mentors who support them the entire semester while in the classroom. Ukiah Unified School District is also collaborating with San Diego State University to provide an administrative services credential program for 24 teachers interested in becoming school administrators. Preliminary interviews and informational meetings with San Diego State University have occured. District staff that will be supporting the program have been identified and planning is occuring. The program will start in January, 2026.	In Progress: UUSD's Multiple Subject Resident Teachers receive comprehensive support throughout their classroom placement, including a dedicated Teacher Mentor for the entire semester and regular observations from a university supervisor. UUSD is now engaged in statewide efforts to sustain residency programs beyond grant funding through participation in a Financial Sustainability Residency group. The District is also collaborating with neighboring rural districts to pursue a Single Subject Residency Program grant and is actively recruiting for a Special Education Residency Program in partnership with Humboldt County and California State University, Humboldt, launching in Fall 2026. All teachers who do not yet hold a preliminary or clear credential—including Pre-Interns and Interns—are assigned a district coach (mentor). Teachers completing the California Teacher Induction Program are also provided mentors to support credential clearance.	In Progress: UUSD's Multiple Subject Resident Teachers receive comprehensive support throughout their classroom placement, including a dedicated Teacher Mentor for the entire semester and regular observations from a university supervisor. UUSD is now engaged in statewide efforts to sustain residency programs beyond grant funding through participation in a Financial Sustainability Residency group. The District is also collaborating with neighboring rural districts to pursue a Single Subject Residency Program grant and is actively recruiting for a Special Education Residency Program in partnership with Humboldt County and California State University, Humboldt, launching in Fall 2026. All teachers who do not yet hold a preliminary or clear credential—including Pre-Interns and Interns—are assigned a district coach (mentor). Teachers completing the California Teacher Induction Program are also provided mentors to support credential clearance.	Completed: Summer classes for the San Diego State University administrative credential program will start this May. There are 22 staff participating in the program.

Provide additional professional development to support first best instruction (Funded through Educator Effectiveness for 2 years).	Director of Instruction - Elementary and Secondary	In Progress: Additional professional development is occuring with a focus on reading and Professional Learning Communities. School site teams attended the PLC Institute in July and we have a new cohort (cohort #4) of teachers participating in Language Essentials for Teachers of Reading and Spelling.	In Progress: Additional professional development is occuring with a focus on reading and Professional Learning Communities. The Directors of Instruction are meeting with Chris Hartley to focus on PLC improvement, and a PLC handbook is being drafted	In Progress: Additional professional development is occuring with a focus on reading and Professional Learning Communities. The Directors of Instruction are meeting with Chris Hartley to focus on PLC improvement. The first draft of the PLC Handbook is complete.	Completed
Provide professional development for staff that support the social and emotional needs of students (i.e. Social Emotional Counselors).	Director of Student Services	In Progress: Counselors are meeting in bi-monthly Professional Learning Community meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending conferences and trainings. They are then bringing learning and resources back to the group.	In Progress: Counselors are meeting in bi-monthly Professional Learning Community meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending conferences and trainings. They are then bringing learning and resources back to the group.	In Progress: Counselors are meeting in bi-monthly Professional Learning Community meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending conferences and trainings. They are then bringing learning and resources back to the group.	Completed

	Provide professional development in cultural awareness, including Latino culture and Native American culture.	Director of Alternative Education	In Progress: Native American panel presentations and Native American Heritage Days have been offered to all sites. Local Native American cultural presenters are used to support sites across the district. Teachers can also use this resource to bring Native American cultural presenters into their classroom. This model was successful last year and will continue this year. All teachers across the district have also been invited to participate in trainings related to the newly released Native American Model Curriculum. Training sessions include best practice sessions as well as deeper dives into the curriculum by grade span. An in-person Saturday training is being planned for the beginning of the 2026 year. Latino cultural presenters are actively being sought in order to enhance the Latino cultural awareness across all school sites.	In Progress: Teachers across the district have been participating in the Native American Model Studies Curriculum (NAMSC) webinar series on best practices for implementation. A full day in-person Professional Development Day on the NAMSC for teachers and staff is scheduled for Saturday, February 7, 2026. There are over 70 people registered with the goal of 100 participants. Native American Panel presentations have taken place at multiple sites across the district from elementary to secondary. Native American Cultural Workshops and Heritage Days have also taken place or willl take place across the district at all sites. Thus far, Latino Cultural workshops have taken place at Calpella and Nokomis Elementary schools, Eagle Peak and Pomolita Middle schools, and Ukiah High School.	In Progress: Very positive feedback was received regarding the Native American Model Studies Model Curriculum Professional Development Day. We are having conversations with Mendocino County Office of Education to collaborate on additional training opportunities and next steps. We continue to offer Native American Cultural Workshops for teachers and school sites. We have created a google form for educators to use in order to streamline our process.	Completed: We increased professional development opportunities for cultural awareness and will continue to expand next year.
Priority 4 (1.11 in LCAP) - Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff						
1.11	Implement the UUSD Common Assurances (expectations) for Culture at all school sites.	Director of Student Services	In Progress: Sites started reviewing with staff before the start of school and will continue throughout the school year.	In Progress: Sites started reviewing with staff before the start of school and will continue throughout the school year.	In Progress: Sites started reviewing with staff before the start of school and will continue throughout the school year.	Completed

Provide Web/Link Crew programs to support student transitions	Director of Alternative Education	In Progress: Where Everybody Belongs (WEB) programs exist at both Eagle Peak and Pomolita Middle Schools. The Eagle Peak WEB co-facilitators attended a WEB training over the summer to support implementation. There are 26 eighth grade students serving as WEB leaders and mentors to Eagle Peak fifth grade students. Eagle Peak WEB leaders hosted fifth grade orientation and a Science, Technology, Engineering, and Mathematics (STEM) challenge called Paper Bridges. Eagle Peak WEB leaders meet weekly to plan one to two events each month. Pomolita WEB leaders hosted sixth grade orientation and a Back-to-School Dance. Pomolita WEB leaders are also working on a "Socktober," fundraiser, Halloween Rally, daily announcements to students, and monthly follow up lessons to sixth grade students. Ukiah High School held a training for Link Crew leaders before the school year started. Link Crew leaders hosted freshman orientation and supported students on the first day of school. Link Crew leaders are currently planning a freshmen tailgate that will take place during Homecoming week.	In Progress: Where Everybody Belongs (WEB) programs continue to support the 5th and 6th grade transition at Eagle Peak and Pomolita Middle Schools. At Eagle Peak, WEB Leader Meetings have been well attended. WEB Leaders hosted a lunch time social focused on relationship building between leaders and weblets. The November WEB program focused on gratitude and art's integration with 5th grade students. 5th grade classes collaborated on creating a gratitude tree that was displayed in the center of campus prior to Thanksgiving. At Pomolita Middle School WEB leaders share daily announcements and create posters for upcoming events. 6th grade students receive monthly follow up WEB lessons. WEB leaders hosted a 6th Grade Game Night and a canned food drive. At Ukiah High School, LINK Crew leaders hold regular meetings to plan ways to support freshman on campus. They hosted their annual Hot Chocolate for Freshman during finals week.	In Progress: Where Everybody Belongs (WEB) at Eagle Peak has begun a campaign that will address sportsmanship and kindness on the playground and in physical education classes. Students are also leading an arts-integrated project using writing and a group painting to address challenges specific to the 5th grade cohort of students. WEB at Pomolita continues to provide the school announcements and posters on campus. Students have also led follow up lessons for students in 6th grade. Most recently, students organized the Winter Dance and a Kindness Rally. Link Crew at Ukiah High School assisted with 8th grade campus tours. Link Crew leaders are starting recruitment for next year's Link Crew students.	Completed: Where Everyobody Belongs (WEB) at Eagle Peak helped to host an evening event for incoming students by preparing signs, creating information kiosks, distributing information resources, and answering student and family questions. They also had a special appearance from our school mascot. Currently they are preparing for the end of the year field trip to Lions park with 5th grade which will consist of field day style games and activities. WEB at Pomolita hosted an all grades Game Night and Spring Dance. Upcoming events include a 5th grade rally, May Play Day, and Teacher Appreciation Week. LiNK Crew at Ukiah High is recruiting students for next year and will host a May event to bid farewell to outgoing seniors and to welcome next year's students.

Provide funds for student peer to peer programs, extra curricular activities, and clubs.	Asst. Supt. of Ed. Services	In Progress: Guidelines for project proposals have been sent to secondary school sites and student leadership. Project proposals are due no later than October 24, 2025.	In Progress: Project proposals were submitted and funded. Projects are being implemented.	In Progress: Projects are being implemented across campuses. Examples include a cross curricular windmill art installment project at Ukiah High and student created custom school pride sweatshirts at Pomolita.	Completed. Projects were funded and planning for next year is occuring.
Continue to implement Positive Behavior Interventions and Supports district-wide, including Safe School Ambassadors and Alternative to Suspension classrooms.	Director of Student Services	In Progress: All sites are implementing Positive Behavior methods and curriculum along with various programs that utilize social-emotional learning. Each site is given a budget to set up their systems and purchase items to aid in creating positive culture and to incentivize positive behaviors and strategies that lead to positive outcomes. Safe School Ambassadors is occurring at Pomolita, Eagle Peak and Ukiah High School. Eagle Peak Middle School and Ukiah High School are participating in ongoing training from Safe School Ambassadors. Pomolita Middle School sustained training with a school site lead. All of the Alternative to Suspension classrooms (RJC-Restorative Justice Centers) have been staffed and are being implemented. RJC teachers also have a PLC (Professional Learning Community) to share practices and strategies that are most effective with students.	In Progress: All sites are implementing Positive Behavior methods and curriculum along with various programs that utilize social-emotional learning. Each site is given a budget to set up their systems and purchase items to aid in creating positive culture and to incentivize positive behaviors and strategies that lead to positive outcomes. Safe School Ambassadors is occurring at Pomolita, Eagle Peak and Ukiah High School. Eagle Peak Middle School and Ukiah High School are participating in ongoing training from Safe School Ambassadors. Pomolita Middle School sustained training with a school site lead. All of the Alternative to Suspension classrooms (RJC-Restorative Justice Centers) have been staffed and are being implemented. RJC teachers also have a PLC (Professional Learning Community) to share practices and strategies that are most effective with students.	In Progress: All sites are implementing Positive Behavior methods and curriculum along with various programs that utilize social-emotional learning. Each site is given a budget to set up their systems and purchase items to aid in creating positive culture and to incentivize positive behaviors and strategies that lead to positive outcomes. Safe School Ambassadors is occurring at Pomolita, Eagle Peak and Ukiah High School. Eagle Peak Middle School and Ukiah High School are participating in ongoing training from Safe School Ambassadors. Pomolita Middle School sustained training with a school site lead. All of the Alternative to Suspension classrooms (RJC-Restorative Justice Centers) have been staffed and are being implemented. RJC teachers also have a PLC (Professional Learning Community) to share practices and strategies that are most effective with students.	Completed

	Provide Second STEP Social Emotional Learning curriculum and training for elementary schools.	Director of Student Services	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation.	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation. Curriculum has been purchased for new classrooms.	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation. Curriculum has been purchased for new classrooms.	Completed
	Provide funds for school safety projects and School Resource Officer.	Director of Student Services and Chief Business Official	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including cameras, radios and first aid supplies. Funding is being used to support those needs/projects.	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including cameras, radios and first aid supplies. Funding is being used to support those needs/projects.	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including cameras, radios and first aid supplies. Funding is being used to support those needs/projects. District has completed new MOU for the SRO.	Completed
	Provide additional counseling services.	Director of Student Services	In Progress: We are providing additional social-emotional counselors to support student needs at all school sites.	In Progress: We are providing additional social-emotional counselors to support student needs at all school sites.	In Progress: We are providing additional social-emotional counselors to support student needs at all school sites.	Completed
	Provide fresh fruit snacks for elementary students.	Chief Business Official and Director of Food Service	In Progress: A fresh fruit snack is being provided for elementary students.	In Progress: A fresh fruit snack is being provided for elementary students.	In Progress: A fresh fruit snack is being provided for elementary students.	Completed
	Provide student attendance incentive funding.	Director of Student Services	In Progress: Incentive funding is being provided to schools who meet and achieve attendance goals.	In Progress: Incentive funding is being provided to schools who meet and achieve attendance goals.	In Progress: Incentive funding is being provided to schools who meet and achieve attendance goals.	Completed
Priority 5 (1.12 in the LCAP) - Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School						

1.12	Engage students in focus groups to learn about student ideas around strengthening student-staff connections. Develop recommendations based on this input.	Director of Elementary Instruction and Climate TOSA	In Progress: The Superintendent's Student Advisory Council (SSAC) is engaging in student focus groups to gather ideas for strengthening students to staff connections. The students will be sharing their findings at their next meeting.	In Progress: Directors are meeting with student groups at secondary sites to gather student input on ways to strengthen student–staff connections. Findings from these discussions will be shared in mid-January 2026 to inform next steps and support relationship-building efforts across sites.	In Progress: Directors met with student groups at secondary sites to gather student input on ways to strengthen student–staff connections. Findings from these discussions data were shared to site leaders to inform next steps and support relationship-building efforts across sites.	Completed: Recommendations have been made by the Superintendent Student Advisory Council.
	Develop classroom culture activities to implement during the first thirty days of school.	Director of Instruction Elementary and Climate TOSA	In Progress: Resources have been created and shared out to school site principals. The School Climate TOSA is supporting classrooms and several different sites with classroom culture support and activities. Next steps are to assess how sites are using the materials.	In Progress: Across sites, schools implement consistent frameworks such as PBIS, Zones of Regulation, Morning Meetings, advisory structures, and WEB orientation programs to establish clear expectations, strengthen relationships, and support student well-being. Students are engaged through leadership opportunities, peer mentoring, recognition systems, culturally responsive celebrations, service projects, and enrichment experiences that connect learning to real-world contexts. Staff prioritize relationship-building through daily greetings, restorative practices, and targeted counseling and small-group supports, ensuring all students—including English Learners and historically underserved groups—feel seen, valued, and supported.	In Progress: The Climate TOSA continues to support schools in the implementation of consistent frameworks such as PBIS, Zones of Regulation, Morning Meetings, advisory structures to establish clear expectations, strengthen relationships, and support student well-being. Students are engaged through leadership opportunities, peer mentoring, recognition systems, culturally responsive celebrations, service projects, and enrichment experiences that connect learning to real-world contexts. Staff prioritize relationship-building through daily greetings, restorative practices, and targeted counseling and small-group supports, ensuring all students feel seen, valued, and supported.	Completed

	Teachers use classroom surveys or other means to gain feedback and input from students at a minimum of once a semester.	Director of Elementary Instruction and Climate TOSA	In Progress: The Director of Instruction is working with the School Climate TOSA and developed sample ways teachers can gain feedback and input from students. Next steps are to assess how sites are using the materials.	In Progress: Some teachers are collecting student feedback at least once per semester through classroom surveys and other student voice tools. Sample tools have been shared with sites, and early implementation has provided actionable feedback to support timely instructional and climate adjustments.	In Progress: The Director of Instruction, Elementary, resent the materials to site administrators to reinforce the importance of gathering student feedback for teachers and to maintain this work as a priority across all schools. In addition, the Climate TOSA is checking in with sites to provide support and monitor progress.	In Progress: There was minimal implementation. We will continue to work on this next year.
	Implement a “Who Is Your Person” program (or similar program) at each site.	Director of Elementary Instruction and Climate TOSA	In Progress: The School Climate TOSA is working with school site counselors who implemented this strategy at their sites. We will scale up the model for use district wide.	In Progress: The School Climate TOSA is collecting and analyzing data and staff feedback from school sites regarding current implementation practices in order to inform the initial rollout and effective implementation of the program.	In Progress: The School Climate TOSA is collecting and analyzing data and staff feedback from school sites regarding current implementation practices in order to inform the initial rollout and effective implementation of the program.	In Progress: There was minimal implementation. We will continue to work on this next year.
	Provide transportation for after-school activities.	Director of MOT	In Progress: Transportation is occuring for ASES program and after-school tutoring at Eagle Peak and Pomolita Middle Schools.	In Progress: Transportation is occuring for ASES program and after-school tutoring at Eagle Peak and Pomolita Middle schools.	In Progress: Transportation is occuring for ASES program and after-school tutoring at Eagle Peak, Pomolita, and Ukiah High schools.	Completed
Priority 6 (1.13 in the LCAP) - Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community						
1.13	Develop and implement standardized training and materials to strengthen and support family liaisons.	Communications Officer	In Progress: We have collected and developed the content for the materials and are in the process of converting them into the Family Liaison Playbook.	In Progress: Monthly family liaison meetings now include embedded communications training, equipping liaisons with shared messaging, advance awareness of outreach efforts, and coaching to better support families.	In Progress: Monthly meetings continue with a new communications topic and look ahead to help family liaisons proactively communicate with families. The training materials playbook is being drafted with a tenative schedule of printing over the summer to start the new school year with a finished playbook.	Completed: Materials will be ready for use next year.

Establish parent resource hubs throughout the community to provide increased opportunity for engagement and connection with schools.	Director of Student Services and Director of Elementary Instruction	In Progress: Staff recommend encouraging parents to participate at school site training and not at parent hubs. At each site, Parent/Family Community Liaisons are using district and community resources and their skills to engage parents to participate in classrooms and special events. Counselors are developing parent education flyers and opportunities to support parents at home and school.	In Progress: Staff recommend encouraging parents to participate at school site training and not at parent hubs. At each site, Parent/Family Community Liaisons are using district and community resources and their skills to engage parents to participate in classrooms and special events. Counselors are developing parent education flyers and opportunities to support parents at home and school.	In Progress: Staff recommend encouraging parents to participate at school site training and not at parent hubs. At each site, Parent/Family Community Liaisons are using district and community resources and their skills to engage parents to participate in classrooms and special events. Counselors are developing parent education flyers and opportunities to support parents at home and school.	Completed: Recommend school site engagement.

Provide consistent and positive communications to families regarding achievement and progress.	Communications Officer and School Sites	In Progress: At the district and site levels, regular positive stories are being shared on a consistent basis through social media, parent newsletters, websites, and press releases/articles shared with local media. In addition, radio commercials and transit advertising ads relay our messages to families and the community.	In Progress: Families receive regular, positive messaging around student achievement and progress through coordinated communications across ParentSquare, social media, district and school websites, on-campus signage, and family liaison outreach.	In Progress: In the last 30 days, 146 social media posts were shared with families with 246,050 impressions, 3,561 reactions, 200 comments, 164 shares, 13,680 clicks, and 13,558 video views. This is a typical month. In addition, School Accountability Report Cards were "translated" into one-page parent explainers for each school, along with a Principal's letter, to convert that document into readable and relevant information parents can use. The letter delivers the one-pager and the full SARC to parents and staff, reaching about 7,700 individuals directly. A communications plan was implemented to increase parent/guardian participation in our Parent Perception Survey, resulting in a 24.7 percentage point increase over last year, a 200% increase, giving us more reliable parent feedback.	Completed: 1001 social media posts, 3,045,852 impressions, and 9,515 followers for the school year. 4,453 posts made in ParentSquare, 116,652 direct messages, 289 alerts, and 88,610 automatic notices sent. Nine monthly newspaper articles. 454 Students of the Month recognized at monthly ceremonies. 45 staff members recognized at Employee of the Month celebrations. 45 EOM videos recorded and shared. 8 SOM videos recorded and shared.
Fund sports, music and arts events so families and students can attend free of charge.	Chief Business Official	In Progress: Families can attend events free of charge. Funds have been provided to Pomolita; funds to Ukiah High and Eagle Peak will be provided in the next few weeks.	In Progress: Families can attend events free of charge. Funds have been provided to secondary schools.	In Progress: Families can attend events free of charge. Funds have been provided to secondary schools.	Completed

Gather input from students, staff and parents through surveys and interviews.	Director of Student Services	In Progress: The California Healthy Kids Survey for students in grades 5, 7, 9 and 11 will be occurring in October. Other district surveys will occur in early Spring.	In Progress: The staff professional development survey will be occur in January, the staff perception survey and secondary student student survey will occur in February.	In Progress: The staff professional development survey will be occur in January, the staff perception survey and secondary student student survey will occur in February. Surveys are being completed now.	Completed
Provide site-based parent education, including workshops on routines at home and how to teach appropriate use of technology.	Director of Elementary Instruction	In Progress: Family Liaisons have received three trainings to give to parents about homework, language developement and appropriate technology use. Planning for additional site-based parent education will begin in October/November.	In Progress: Some family liaisons have begun delivering one or more of the three parent education trainings focused on homework support, language development, and appropriate technology use during October–December 2025. Planning for additional site-based parent education opportunities is underway to further strengthen family engagement and support student learning at home.	In Progress: Family Liaisons have provided at least one training for parent groups at their sites or for individual families.	Completed
Develop three actions per grade level that parents/guardians can do to support their student’s education. Develop communication materials.	Communications Officer	In Progress: This was completed last year and will be repeated this year.	In Progress: Grade-level actions for families have been developed and packaged into targeted communication materials. Following last year’s postcard campaign by developmental stage, a February social media series will share three clear, grade-specific actions parents and guardians can take to support student success.	In Progress: Digital postcards are designed and scheduled to send to parents in the next quarter.	Completed

	Support grant writing.	Superintendent	In Progress: District staff worked with Senator McGuire's office to request funding for a playground project at Grace Hudson for $250,000. It has been funded and will be completed summer 2026.	Completed.	Completed.	Completed: Learning Communities for School Success Program and Community Engagement Initiative grants submitted. Community Engagement Initiative funded.

Spring 2026 Strategic Plan/LCAP
Feedback Summary for 2026-27 LCAP

	LCAP Consult Group						
Main Priority Feedback	CSEA *California School Employees Association*	UTA *Ukiah Teachers Association*	Title VI *Native American Parent Advisory Committee*	DELAC *District English Learner Advisory Committee*	Leadership *Administrators*	DAC *District Advisory Committee*	PAC *Parent Advisory Committee*
Academic Intervention & Tutoring Supports	x	x		x		x	x
Math Support & Recovery		x		x			
Reading/Literacy Support	x	x				x	
Counseling, Behavioral Health & Social-Emotional Supports	x	x	x	x		x	x
Behavior, Drug/Vaping Prevention & Campus Safety			x			x	
Parent Engagement & Family Communication			x	x		x	x
Professional Development & Staff Training	x	x	x	x	x		
Mentoring & Peer-to-Peer Support Programs			x		x	x	x
Attendance Monitoring & Intervention	x					x	
Student Incentives & Recognition			x				
Support for English Learners/Newcomers				x			
Expanded Student Resources & Basic Needs Support						x	x
Transportation/Bussing Supports		x				x	
Career Exploration & Student Opportunities						x	
Community Partnerships and Volunteers						x	x
Support for MTSS, SST & Intervention Systems	x				x	x	
Support for Existing Programs (AVID, LETRS, Learning Academy, Read Naturally)	x	x			x		