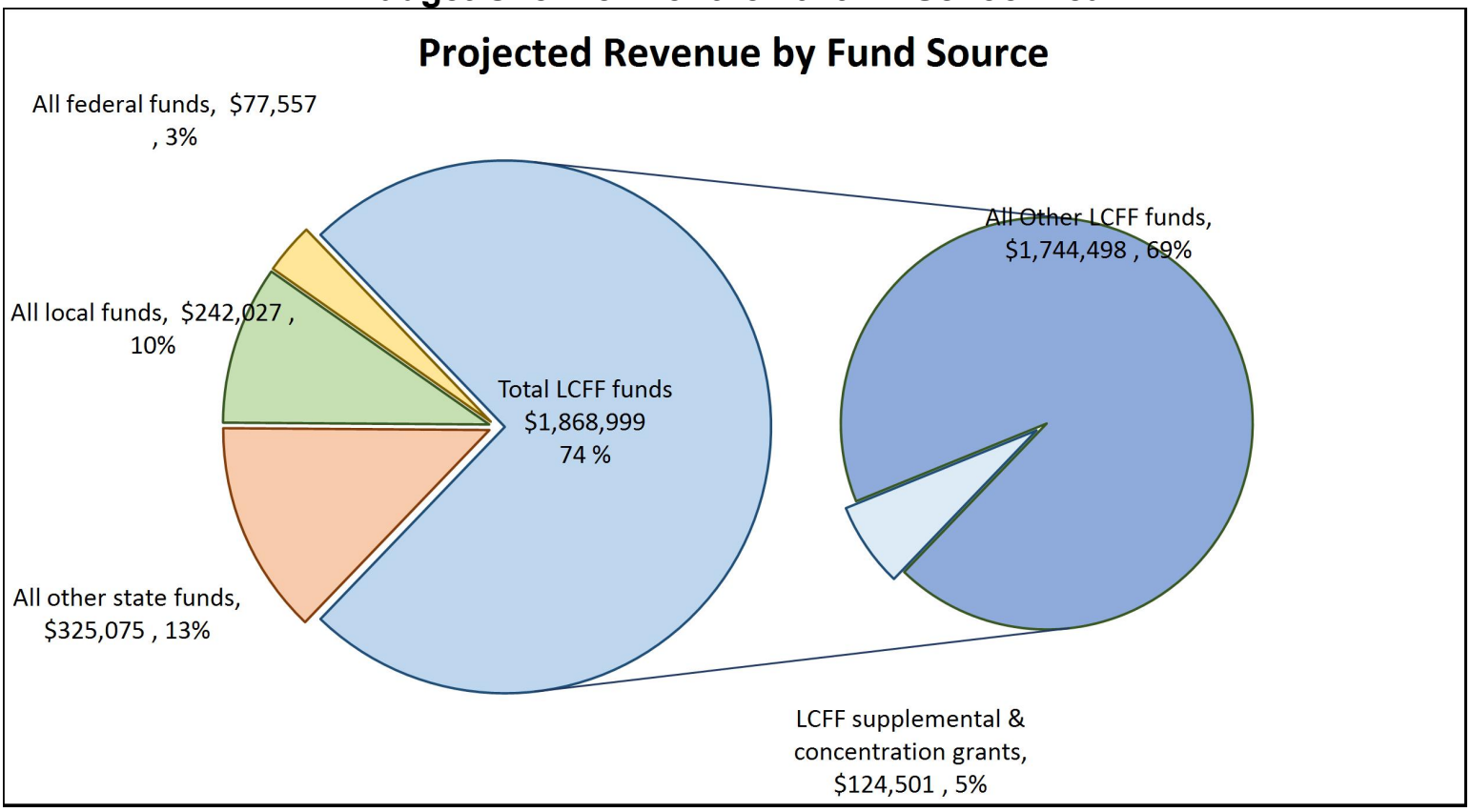
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Union Hill Middle School
CDS Code: 29 6027197
School Year: 2026-27
LEA contact information:
Scott Mikal-Heine
Superintendent
smikal@uhsd.k12.ca.us
530-273-0647

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

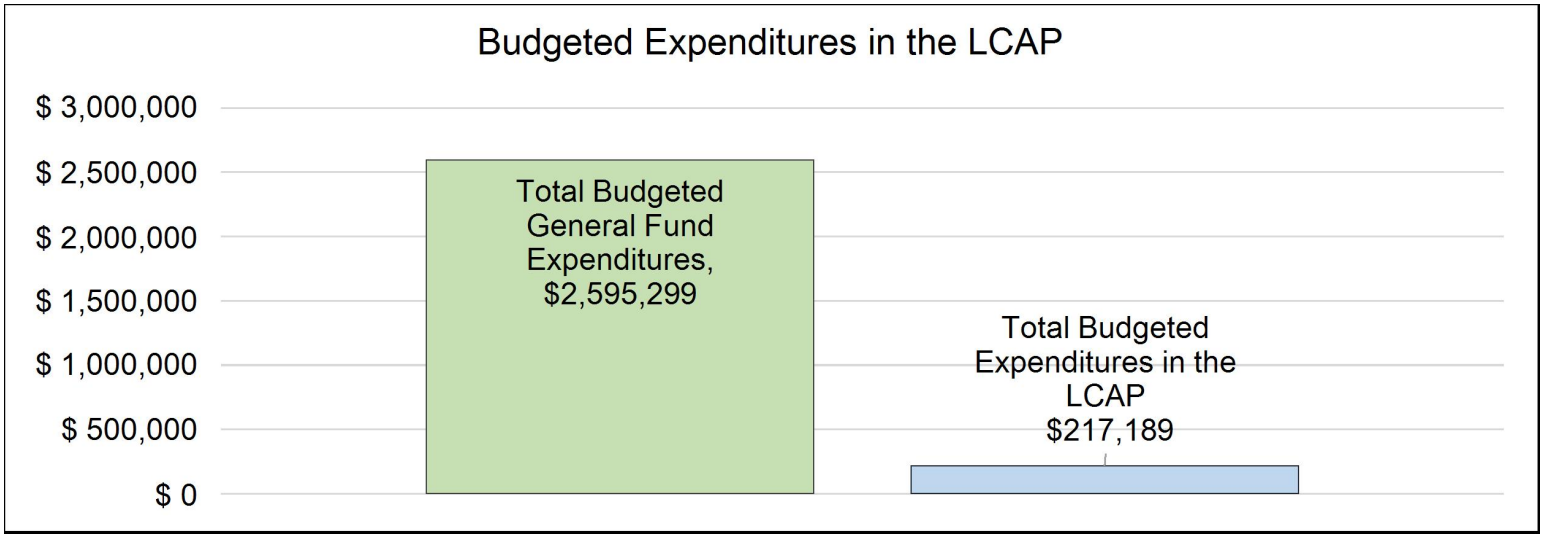


This chart shows the total general purpose revenue Union Hill Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Union Hill Middle School is $2,513,658, of which $1,868,999 is Local Control Funding Formula (LCFF), $325,075 is other state funds, $242,027 is local funds, and $77,557 is federal funds. Of the $1,868,999 in LCFF Funds, $124,501 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 Union Hill Middle School 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: Union Hill Middle School plans to spend $2,595,299 for the 2026-27 school year. Of that amount, $217,189 is tied to actions/services in the LCAP and $2,378,110 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

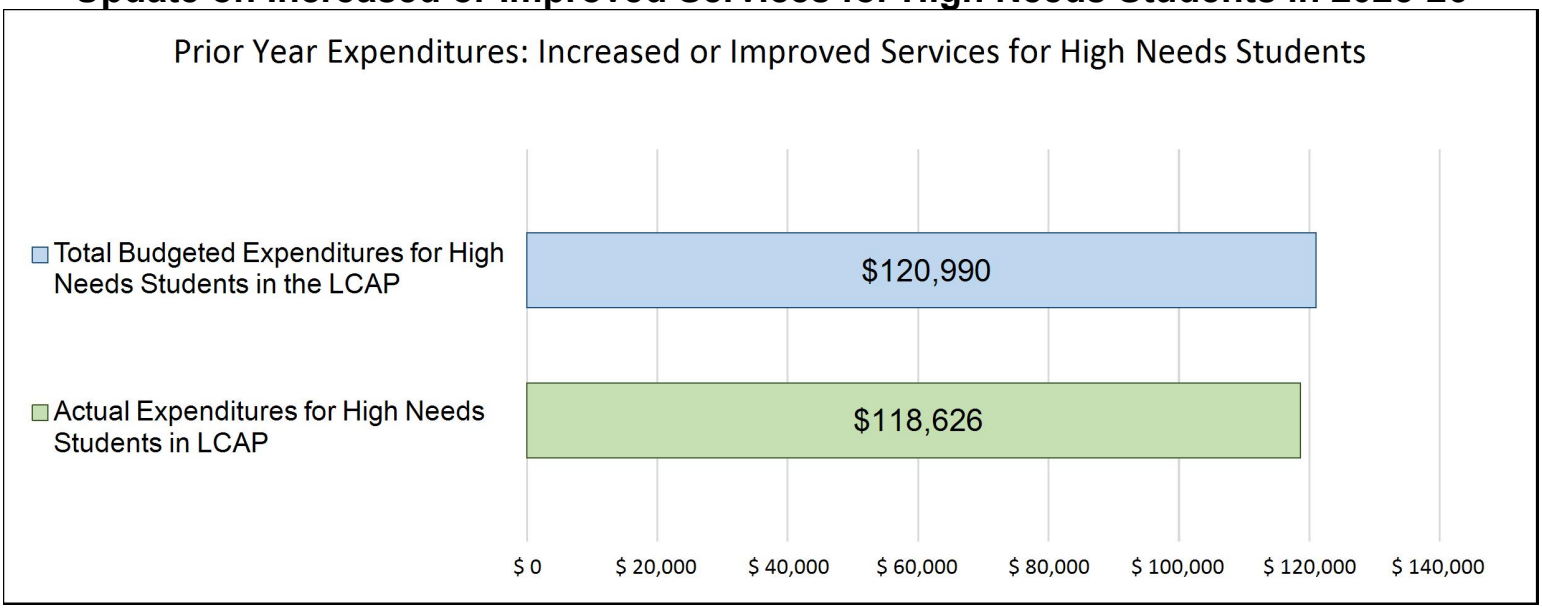
Salaries and benefits not associated with the LCAP goals, instructional, office and custodial materials and supplies, classroom furniture and fixtures, administrative conferences, professional services provided by others, insurance premiums, legal fees, audit fees, special education expense, transportation expenses including fuel, driver training, supplies, and repairs and maintenance associated with maintaining the facility and grounds.

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

In 2026-27, Union Hill Middle School is projecting it will receive $124,501 based on the enrollment of foster youth, English learner, and low-income students. Union Hill Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Union Hill Middle School plans to spend $124,501 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 Union Hill Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Union Hill Middle School 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, Union Hill Middle School's LCAP budgeted $120,990 for planned actions to increase or improve services for high needs students. Union Hill Middle School actually spent $118,626 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,364 had the following impact on Union Hill Middle School’s ability to increase or improve services for high needs students:

Although the Supplemental grant providing funding for these services came in slightly lower than originally budgeted, students still received access to the full range of budgeted services provided by our school district. The impacted budgeted costs were covered from another funding source when the budgeted Supplemental funds were unavailable.

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
Union Hill Middle School	Scott Mikal-Heine Superintendent	smikal@uhsd.k12.ca.us 530-273-0647

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.

Union Hill School District is located approximately one mile southeast of Grass Valley, Nevada County, California, on Highway 174 across from Empire Mine State Park. Union Hill began as a one room school just 20 years after California became a state and will be celebrating our 159th anniversary in 2027.

Union Hill School District consists of the Bearcat Discovery Center - serving preschool students (ages 2.5-4) with both fee based and subsidized programs, Union Hill Elementary School - a transitional Kindergarten through 6th grade charter school and Union Hill Middle School - serving 7th and 8th grade students. Because Union Hill has two district schools, there is an LCAP for our charter school (TK-6) and our Middle School (7-8). Our charter school enrollment was approximately 545 while our middle school program housed 152 students. Total enrollment in 2023-24 was approximately 700 students with 30% of our students living within the district boundaries and 70% of our students living in the surrounding school districts and attending through the charter agreement (TK-6) or an inter-district agreement (7th-8th).

Union Hill School District has focused on supportive academics and family engagement. We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators. Union Hill Elementary School District hired a very experienced principal, Megan Grijalva, in August of 2023. This will be her second year leading our Bearcat community. We also have a Student Services/Special Education Director who provides necessary supports for our students, a Director of Early Childhood Development and a Dean of Students who provides mentorship and support for our teachers and students.

Union Hill emphasizes provided academic and social emotional support through a multi-tiered system. Support staff include, a counselor, media center technician (librarian), a parent liaison/communication specialist, a school psychologist, a mental health counselor, a Speech and Language Pathologist, Speech and Language Pathologist Assistant, two Board Certified Behavioral Analysts, four (4) Registered Behavior Technicians and fifteen (15) Student Success Paraprofessionals. To ensure our campus is clean and safe, we employ a supervisor of Maintenance Operations and Transportation who supports our custodians, groundskeeping and bus drivers.

We are a welcoming, friendly, and inclusive community. We take pride in our entire learning environment, from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes.
Following the pandemic, Union Hill teachers, staff, administrators and parents have worked diligently and intentionally to strengthen and expand our programs and improve culture to ensure all students have the opportunity for meaningful connection. The goal is to always ensure students are feeling safe on campus, and to academically be at or above on grade level. We have focused on providing standards-aligned curriculum, instruction and assessments including tiered responses to intervention, provide mental health and other social emotional supports and support our community and educational partners.

Our 2026-2027 LCAP represents several modifications to our services to support our students based on parent, staff and student surveys as well as state and local data.

Reflections: Annual Performance

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

Union Hill Elementary School District (UH) has been able to align and improve many areas that impact student learning despite lingering impacts of the COVID-19 pandemic. UH has seen growth academically, social emotionally, in high school readiness, parental outreach and the overall culture on campus.

The California State Dashboard provided meaningful data that demonstrated growth in key areas as well as established areas to focus on in the future. The overall suspension rate in 2025 was 3.4%, 6.5% lower than 2024. Socioeconomically disadvantaged students improved (declined in rate) by 11.1%. and white students declined by 4.5% -- positive movement. for suspensions and still need to be a focus. Chronic absenteeism is currently at 7.5% -- a significant decrease of 15.7% from last year. We expect see even more improvement in year-end 2026 local data.

Academically on the the English Language Arts state assessment (CAASSP) UH Middle is performing 0.6 points below standard overall, with students with disabilities nearly 50 pts below standard (up from 70.6 points below standard) and hispanic students 32 pts below standard and white students maintaining at 7.4 pts below standard. Other subgroups are small enough even in the charter school to prevent data from being displayed on the Dashboard. In math, all Union Hill Charter students are deficient in scoring in the orange range at 26.2 pts below standard. Although this is consistent (maintaining) with previous years, this is definitely an area to focus on. When conducting a root cause analysis, teams have identified a need for foundational skills and literacy in reading.Our school has also selected new curriculum in ELA employing a rigorous process and expects to see promising results with that adoption taking place last year and implementation this year (2026).

Academically, in 2023 UH fulfilled a goal and shifted to an assessment growth model, establishing local benchmark assessments. These comprehensive local assessments are meant to approximate correlation to State Assessments. They are administered three times a school year. These results can also be used to drive LCAP decisions and consistent data analysis. Last year (2025) after devoting three years to iReady assessments and platform based intervention, our district decided to renew its approach to a more rigorous, hands-on direct human approach to intervention employing teams of student support paraprofessionals, small group pull out, and local assessments that come from Amplify our new ELA curriculum.

Parent outreach remains our strategic goal 3. While currently restructuring our parent liaison position at Union Hill Charter, the District remains committed to the metrics and actions. as part of this goal. This includes regular communication through its communication platform ParentSquare and Bulletin, email communication, communication through the District's information system, print notifications such as flyers, and phone calls. In addition, feedback and survey opportunities, parent informational nights, student recognition assemblies, parent meetings (School Site Council and PTC), parent nights (Pumpkin Patch, Back to School Night, Open House) and parent orientations. Union Hill has also established a social media presence through Bearcat Chat and it remains a positive source of constant school communication.

UHSD credits communication efforts with improved attendance and chronic absenteeism percentages.

Union Hill continues to provide professional learning to refine and implement its Multi-Tiered System of Supports (MTSS) across all three goals. "W.I.N" (What I Need) Room established in 2022-23 to implement targeted Tier 2 behavior interventions and alternatives to suspensions is still operating strong. The parallel Opportunity Room, a Tier 3 classroom on campus in which students are placed when all MTSS interventions are exhausted, is being reassessed as the district examines its changing student needs at the caseload level.

Union Hill also facilitated professional learning communities twice per month up until 2025-26. This year we moved to a weekly collaboration time, with a less impactful shortened day structure providing more clarity and consistency for both families and staff. The result of this continued effort has improved collaboration with academic data, system analysis, effective teaching strategies, and development and analyzation of common assessments. Universal Design for learning also remains a focus or lens through which teaching and learning occurs at Union Hill.

Note: in the 2025-26 LCAP, Union Hill Charter School has expended all of their Learning Recovery Block Grant Funds.

Reflections: Technical Assistance

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

In 2022-2023 school year, Union Hill Charter and Middle School were identified as needing Differentiated Assistance in the areas of: Students with Disabilities/Socioeconomically Disadvantaged/Two or More Races Very High Status on Chronic Absenteeism & Suspensions. Improvement was made and during the 2023-2024 school year, Differentiated Assistance was only required for Chronic Absenteeism and suspensions for students with disabilities in the Charter School. The Middle School was no longer in Differentiated Assistance. Union Hill has worked with Nevada County Superintendent of Schools support staff to address areas of need related to Differentiated Assistance. Technical assistance has focused on analyzing data sources, identifying root causes, and facilitating a continuous improvement 2026-27 Local Control and Accountability Plan for Union Hill Elementary School Page 7 of 77 approach. The team generated ideas for change, selected one, and implemented it on a small scale. The change idea was for the classroom teachers on the committee to call or email a student/family when a

student had been absent for two consecutive days. The work has specifically targeted students with disabilities and chronic absenteeism. School-wide improvements to our overall attendance systems within the LEA have been a positive by-product of our DA work. The small-scale change idea produced mixed results. The team is questioning if we have correctly identified the root causes of the chronic absenteeism. In order to further understand the barriers, the LEA is conducting empathy interviews with students with disabilities and their parents. This work intends to inform Union Hill leaders of the next steps to improve this data point. While this is occurring, school teams have been working to strengthen Tier 1 attendance systems in hopes of improving all students' attendance percentage and in turn improve students with disability outcomes as well.

2023-2024 Not applicable.

2024-2025 UHSD received technical assistance from the COE under Differentiated Assistance (DA) and by request in his school year. UHSD moved out of DA for reasons identified in the prior year but was identified for further intervention for high suspension rate and chronic absenteeism growth in the subgroup of Two or more Races (a 12% increase to 19.4%) UHSD leadership and data staff researched this issue discovering a reporting feature that existed between our former SIS (PowerSchool) and CALPADS. This was addressed and the school developed "corrected" rate of 10% that should actually be grayed out in the Dashboard for low occurrence (less than 11 students in denominator). UHSD has also received technical assistance for Universal Design for Learning implementation. Working through MOU and extensive collaboration, the COE team and UHSD teams have seen steady growth and implementation of UDL on the UHSD mIddle school campus particularly. Now moving to its sixth year of work, our agencies will continue to collaborate with the aim of student achievement growth and collective teacher efficacy.

2025-2026 UHSD remains fully out of Differentiated Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
• Teachers: bi-weekly staff collaborations, bi-weekly grade level collaborations • Site Leadership Teams: monthly collaborations: bi-weekly District level collaborations • Administrators: bi-monthly collaborations • Classified staff: monthly meetings • Parent Workshops (Parent Advisory Committee and District English Learner Advisory Committee) • School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings: October 2, 2023, January 29, 2024	We surveyed or presented the LCAP process and possible action steps aligned to our data. The following community partners were included in our process to elicit feedback on our three goals and to create action steps to support our on-going work. Once we gathered educational partnership feedback, we prioritized and ranked the level of need aligned to our local and state data.
2023-2024 Consultation with Educational Partners Board Presentation with public input on Union Hill Communication Plan (Goal 3): August 8, 2023 Board Presentation with public input on Differentiated Assistance (DA) Action Plan with public input (Goal 2): August 8, 2023 Board Presentation on Before and After School Activities with public input (Goal 1 & 2): October 10, 2023 Board Presentation on CASSPP results with public input (Goal 1): November 14, 2023 Board Presentation on Assessment of Social-Emotional learning including the California Healthy Kids Survey with public input (Goal 2): February 13, 2024 Parent, staff, and student surveys: February 2024	The superintendent, principal and leadership team presented our relevant data to our educational partners including at principal-parent meetings, school site council, both bargaining units, staff meetings and board meetings throughout the year. A slide show was also presented for feedback with a draft LCAP to engage our partners. Our school site council and our Parent-Liaison and Communication Specialist facilitated parent, student and staff surveys. Throughout the 2023-2024 school year, The superintendent and staff presented information on our LCAP action progress and data associated with each action including before and after school activities, CASSPP data, Social-Emotional Learning and the California Healthy Kids Survey. Moreover, we have presented

Educational Partner(s)	Process for Engagement
Board Presentation on Strengthening Educational partnerships with public input (Goal 3): March 12, 2024 Differentiated Assistance (DA) Team: September 14, 2023, January 24, 2024, May 22, 2024 Board Presentation on Universal Design for Learning with public input (Goal 1): April 9, 2024 Coffee and Conversations (Parents): April 16, 2024 CSEA and UHTA Consultation: April 25, 2024 School Site Council Consultation: April 29, 2024 Administrative Team Consultation: April 1, 9, 17 2024 Staff Consultation: May 1, 2024 Board Presentation on Before and After School Activities with public input (Goal 1 & 2): May 14, 2024 Board Meeting Public Hearing: June 11, 2024 Board Meeting LCAP Approval: June 18, 2024 2024-2025 Consultation with Educational Partners ELOP Communication Before and After School Activities with public input (Goal 1 & 2): November 26, 2024 ELOP Committee (structure meeting) March 22nd, 28th, April 11th, May12th 2025. Board Presentation on CASSPP results with public input (Goal 1): Feb 11th, 2025 Board Presentation on Assessment of Social-Emotional learning including the California Healthy Kids Survey with public input (Goal 2): March 8th, 2025 Parent, staff, and student surveys: February & March 2025, Board Presentation on Strengthening Educational partnerships with public input (Goal 3): November 12, 2024 Differentiated Assistance (DA) Team: Jan 31st, Feb 27th, March 6th, April 19th, June 6th 2025. Board Presentation on Universal Design for Learning with public input (Goal 1): Sept 10th, 2024, May 13th, 2025 Coffee and Conversations (Parents): Sept 24th, Oct 22nd, Nov 19th (2024), Jan 21, Feb 18, March 18, May 20th (2025).	Universal Design for Learning process and progress and our progress with strengthening our educational partnerships. All board presentations allowed for public comments, questions and feedback. 2025 - repeated the above process. UHSD is fully engaged in using LCAP as a standing strategic plan. 2026 - repeated the above process. UHSD is fully engaged in using LCAP as a standing strategic plan.

Educational Partner(s)	Process for Engagement
CSEA and UHTA Consultation: July 30, Nov 20, Dec 16, (2024), Jan 22, Feb 25, 28, March 19, 25, April 4, 18, 22, May 6, 16, 20, 30 (2025) School Site Council Consultation: Aug 26, Sept 30, Oct 28, Nov 25 (2024), Jan17, Feb 24, March 24, 31, April 21, May 12th (2025) Administrative Team Strategic Consultation: Cabinet Leadership Agendas have standing LCAP goal reports and action (22 dates in 2024-25) Staff Consultation: March 5th, 2025 All staff Meeting (Mid Yr CAASPP / LCAP presentation) Board Meeting Public Hearing: June 10, 2025 Board Meeting LCAP Approval: June 17, 2025 2025-2026 Consultation with Educational Partners Back to School Night 2025 - August 14th, 2025 ELOP Communication Before and After School Activities with public input (Goal 1 & 2)UHTA and CSEA Bargaining, various dates Fall 2025 and Spring 2026. Board Presentation on CASSPP results with public input (Goal 1): Jan 13th, 2026 Board Presentation on Academic Intervention and Instructional Efficacy Plan Feb 10th 2026 Board Presentation on Assessment of Social-Emotional learning including the California Healthy Kids Survey (Goal 2): May 12th, 2026 Parent, staff, and student surveys: February & March 2026, Board Presentation on Strengthening Educational partnerships with public input (Goal 3): November 18, 2025 Differentiated Assistance (DA) CLOSURE Meeting : Jun 2nd, 2025 NCSOS UDL assistance : Sept 4th, 2025, Dec 4th, 2025, Jan 20, 2026, Feb 5th, 2026, Mar 16th 2026, May 19th, 2026 CSEA and UHTA Consultation: Aug 14th, 2025, Sept 11th, 2025, Nov 12th, 2025, Jan 14th, 2026, Feb 12th 2026, Mar 12th, 2026, April 9th, 2026. May 14th, 2026. School Site Council : Nov 17th 2025, Jan 26th, 2026, Mar 9th, 2026, Apr 27, 2026.	

Educational Partner(s)	Process for Engagement
Parent teacher Committee Board Meetings : Sept 10th, 2025, Nov 13th, 2025, Jan 8th, 2026, Mar 5th, 2026, Apr 16th 2026, Apr 21, 2026, May 21, 2026 [cancelled], Jun 3rd, 2026. Administrative Team Strategic Consultation: Cabinet Leadership Agendas have standing LCAP goal reports and action (22 dates in 2025-26) Staff Consultation: May 6th, 2026 - All staff meeting (Mid Yr CAASPP / LCAP - final presentation) Board Meeting Public Hearing: June 9, 2026 Board Meeting LCAP Approval: June 16, 2026	

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

Union Hill aims to work hand in hand with school and community partners. Union Hill facilitated multiple opportunities throughout the school year in which students, staff, and parents were able to learn about and provide feedback for school functions.

Our teachers provided input and direction on our standards-aligned learning, especially related to common formative assessments, as well as Universal Design for Learning format and practice. Due to the feedback of our teachers, we have created a new action (Balanced Literacy System) to support our elementary school students. Moreover, our teachers have provided input on Goal 2 supporting the direction of PBIS and SEL. Specifically, an additional counselor to serve student groups afterschool. Lastly, our teachers continue to give input and support for our outreach and communication efforts to our Educational Partners.

Our classified staff gave very important input to Goal 2 to increase and sustain a positive and supportive learning environment inside and outside the classroom.

Our parents and students provided excellent feedback on student connectedness which supported the creation of a new action for Goal 2. Moreover, in surveys and during consultations, continuing to provide equity in classrooms (UDL) and with extra-curricular activities was significant (Goals 1.3 and 2.2). Our parents gave our team recommendations on Educational Partnership communication and our web portal from teachers and general information.

Our Differentiated Assistant team analyzed data focused on Chronic Absenteeism and suspensions for our students with disabilities and created an action plan which is imbedded into Goal 2.

Our Bargaining Team in both UHTA and CSEA have supported the continue actions surrounding Professional Learning.

The Superintendent meets with his Cabinet monthly evaluating programs and systems as well as student data to determine appropriate research-based strategies to include in the LCAP that is aligned with all Union Hill's Educational Partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	College and Career Readiness: Students will be prepared for grade level transition through equitable access to rigorous standards-aligned learning and Multi-Tiered Systems of Support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LEA has developed this goal to directly improve student outcomes in ELA and math to ensure students are prepared for College and Career. Supports are provided for all students regardless of their level or need. Goal one will support efforts to increase Common Formative Assessments to ensure all students are assessed frequently to check for understanding and ensure students have acquired state standards. With that, we will continue to ensure we are hiring credentialed teachers and students have materials they need to be successful. This broad goal is intended to focus on the academic achievement of our students to be at grade level as students transitions from 7th to 8th grade including our students on IEPs, Foster Youth, Homeless and English Learners. This goal addresses four State priorities to achieve this student outcomes. Metric 1.1 measure our student standardized test score; Metric 1.2 addresses local standards-aligned assessments; Metric 1.3 focuses on our students with disabilities progress towards standards-aligned learning; Metric 1.4 measures our English Learner progress on reclassification that supports standards-aligned learning; Metric 1.5 ensures that our teachers have the skills necessary and are fully credentialed to support our students in the learning process; Metric 1.6 supports all students having the necessary opportunities to be enrolled in a broad curriculum by providing interventions, acceleration and school to career electives that support transitions from 7th to 8th grade and 8th grade to secondary education; Metric 1.7 is to ensure that all students have access to standards-aligned materials. These metrics grouped together will support students to be College and Career Ready and that students will be prepared for grade level transition through equitable access to rigorous standards-aligned learning and Multi-Tiered Systems of Support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase Math and ELA on CAASPP assessments at or above proficiency annually and	2022-2023 CAASPP Math 7th - 50.00%	2023-2024 CAASPP	2024-2025 CAASPP	CAASPP Math 7th - 65.00%	CURRENT Difference from Baseline 2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the CAST assessment.	8th - 38.80% ELA 7th - 61.20% 8th - 57.57% CAST 30.31% at or above standard	Math (met or exceeded) 7th - 47.37% 8th - 44.61% ELA (met or exceeded) 7th - 49.33% 8th - 55.39% CAST (met or exceeded) 32.31% at or above standard	0.6 pts Below Standard ELA 39.4 pts Below Standards Math ELA (met or exceeded) 7th - 41.79% 8th - 58.57% Math (met or exceeded) 7th - 38.81% 8th - 31.88% CAST (met or exceeded) 37.68% at or above standard	8th - 54.00% ELA 7th - 76.00% 8th - 73.00% CAST: 45.31% (15pts of growth)	Math (met or exceeded) 7th: - 2.63%) 8th: + 5.81% ELA (met or exceeded) 7th: - 11.87% 8th: - 2.18% CAST: + 2.00%
1.2	Increase local assessments in math and ELA annually. (I-Ready)	2023-2024 March I-Ready Data Math 7th - 26% 8th - 41% ELA 7th - 34% 8th - 50% 100% of students complete local benchmark assessments. 20% of teachers are facilitating grade level	2024-2025 MARCH I-Ready Data Math (grade level proficient) 7th - 32% 8th - 35% ELA (grade level proficient) 7th - 47% 8th - 33% 89.7% of students complete local benchmark assessments.	2025-2026 [incomplete - DEC] Local Data: ELA (grade level proficient) 7th - 39% 8th - 31% Math (grade level proficient) 7th - 36% 8th - 27% N/A MARCH 2025-2026	LOCAL I-Ready Data Math 7th - 41% 8th - 56% ELA 7th - 49% 8th - 65% 100% of students complete local benchmark assessments. 20% of teachers are facilitating	CURRENT Difference from Baseline I-Ready Data Math (grade level proficient) 7th: + 6 % 8th: - 6% ELA (grade level proficient) 7th: + 13% 8th: - 17% -10% of students complete local

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		common formative assessments. 20% of teachers have developed and implemented a common pacing guide in ELA and Math	50% of teachers are facilitating grade level common formative assessments. 50% of teachers have developed and implemented a common pacing guide in ELA and Math	94.6% of students complete local benchmark assessments. 60% of teachers are facilitating grade level common formative assessments. 60% of teachers have developed and implemented a common pacing guide in ELA and Math	grade level common formative assessments. 20% of teachers have developed and implemented a common pacing guide in ELA and Math	benchmark assessments. +30% of teachers are facilitating grade level common formative assessments. +30% of teachers have developed and implemented a common pacing guide in ELA and Math
1.3	Students with Disabilities will increase their math and ELA on CAASPP.	2022-23 CAASPP- ELA: points below standard Math: points below standard ELA: met or exceeded standard Math: met or exceeded standard 2022-2023 CAASPP By Grade Level ELA (met or exceeded) 7th- NA 8th- 0% Math (met or exceeded) 7th- NA	2023-24 CAASPP by Grade Level Disability Subgroup (SPED) ELA (met or exceeded) 7th- 0.00% 8th- Data suppressed for student privacy (small set). Math (met or exceeded) 7th- 9.09% 8th- Data suppressed for	2024-2025 CAASPP by Grade Level Disability Subgroup (SPED) ELA (met or exceeded) 7th-8th- 11.76% Math (met or exceeded) 7th-8th- 29.41% 2024-25 CAA (CA Alternate Assessment) ELA (met or exceeded)	CAASPP ELA: points below standard Math: points below standard ELA: % met or exceeded standard Math: % met or exceeded standard CAASPP By Grade Level ELA (met or exceeded) 7th- NA 8th- 0%	CURRENT Difference from Baseline 22/23 - 23/24 CAASPP by Grade Level Disability Subgroup (SPED) ELA (met or exceeded) 7th: 0.00% 8th: Data suppressed for student privacy (small set). Math (met or exceeded)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th- 0 LOCAL- I will add after I-Ready March completed. ELA: Math:	student privacy (small set). 2023-24 CAA (CA Alternate Assessment) ELA (met or exceeded) 7th-Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set). Math (met or exceeded) 7th- Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set). LOCAL I-Ready MARCH 24 ELA: 22% (N=2) Math: + 22% (N=2)	7th-Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set). Math (met or exceeded) 7th-Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set).	Math (met or exceeded) 7th- NA 8th- 0 LOCAL ELA: Math:	7th: + 9.09% 8th: Data suppressed for student privacy (small set). 2023-24 CAA (CA Alternate Assessment) ELA (met or exceeded) 7th-Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set). Math (met or exceeded) 7th- Data suppressed for student privacy (small set). 8th- Data suppressed for student privacy (small set). LOCAL I-Ready MARCH 25 ELA: + 22% (N=2) Math: + 22% (N=2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Learner advancement on ELPAC and increase in reclassification rate.	Spring 2022-2023 Level 1: 0 Level 2: 25% Level 3: 50% Level 4: 25% Reclassification: 1	SPRING 2024 Level 1: 0 Level 2: 3 Level 3: 2 Level 4: 5 Reclassification: 4	SPRING 2024 Level 1: 0 Level 2: 1 Level 3: 1 Level 4: 2 Reclassification: 2	Target (2026-2027) Level 1: 0 Level 2: 20% Level 3: 30% Level 4: 50% Reclassification- 2	4 students Reclassified 8/9 students increased in Level.
1.5	Teachers will be fully credentialed and appropriately assigned.	2021-2022 9 FTE Clear: 82.5% Out of Field: 14.6%	2022-23 7.70 FTE Clear: 80.57% Out of Field: 16.19%	2023-24 8.5 FTE Clear: 81.4% Out of Field: 9.2%	Increase to 100% Clear	CURRENT Clear: - 1.93%
1.6	Students will be enrolled in a broad course of study for all students including programs provided to unduplicated pupils and students with exceptional needs including programs and services developed and provided to low-income, English Learners, foster youth, and student with disabilities.	100% of students have access and are receiving broad course of study courses	100% of students have access and are receiving broad course of study courses	100% of students have access and are receiving broad course of study courses	Maintain 100%	NC
1.7	All students including EL students will have sufficient access to standards-aligned instructional materials.Specifically materials targeted for instructional support during designated and integrated time.	100%	100%. of all students including EL students will have sufficient access to standards-aligned instructional materials	100%. of all students including EL students will have sufficient access to standards-aligned instructional materials	100%	NC

Goal Analysis [2025-26]

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

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

Goal 1 is being fully implemented. All Actions 1.1 to 1.6 implemented as planned. No substantive differences in planned actions or actual implementation. Relevant challenges, met by LEA over the course of the year include Admin staffing turnover. That being said, investment in this LCAP strategic plan has remained steady and consistent.

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.

A budgetary change was implemented this year which will be carried out in next year's LCAP. The District decided to use one time funding to purchase interactive boards to install in all classrooms. Some of the funding originally allocated to our new Student Information System, in Action 1, has been reallocated to use for this cost in the coming year. UDL activities in Action 2 were largely paid by our County Office of Education. Action 5 activities were largely postponed until the coming school year.

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

1.1 Standards Aligned Learning: Effective: Performance growth in CAASPP Math 8th Grade has contributed to progress towards goal (Metric 1.1) but also some performance setbacks (CAASPP ELA 7th and 8th Grade, 7th Grade ELA (Metric 1.1). Local assessments also show progress towards goal, particularly in ELA growth with new Amplify curriculum (data missing for this field), 7th and 8th (Metric 1.2). UHS must transfer this growth into the greater SBAC assessment progress. Additionally, volatility in sample size remains a challenge in terms of clarity of data. Point swings seem wild (but are instead focused on relatively small numbers of actual students). UHS feels strongly about maintaining fidelity with stated goals over time, rather than shifting away from specific actions prematurely.

1.2 Universal Design for Learning; Effective. Notable progress to be celebrated in SPED Local Data growth (Math and ELA, Metric 1.3) and use of grade level common formative assessments (Metric 1.2).

1.3 Before and After School Academic Support and Enrichment: Effective. Contributions to progress in Metrics 1.1, 1.2, and 1.3 can be contributed to Homework Help, a tutoring based component of school-day ELOP. This Action is directly contributive to a Broad Course of Study (Metric 1.6).

1.4 Broad Curriculum: Effective

1.5 Balanced Literacy System: Effective. Intervention assessment and grouping via DIBELS (mClass) this year directly contributed to ELA progress in Metrics 1.1 and 1.2

1.6 Professional Learning; Effective. Professional Development under this entire goal contributed directly to identified progress in Metrics 1.1 - 1.5.

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.

Small changes to the text of Target Outcomes for each Metric were made - the "year" of this data was removed as the target outcome is essentially 2026-27 (not 2022-23 as previously reported). CAST target of 45.31 was added to Metric 1.1 to reflect a 15 pt growth as identified in ELA and Math SBT.

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	Standards-Aligned Learning	Union Hill will provide a system to facilitate both ELA and Math standards-aligned assessments and support to measure student growth. Union Hill will provide professional learning and training to align standards with assessments. This will include standards-aligned resources and assessment tool.	$35,646.33	No Yes
1.2	Universal Design for Learning (UDL)	Union Hill School District entered into a Memorandum of Understanding (MOU) with the Nevada County Superintendent of Schools to provide professional learning and support to successfully implement Universal Design for Learning (UDL) practices in all classrooms to support all students including students with disabilities. Union Hill will provide additional release time to visit classrooms as well as additional classroom supplies, classroom configuration and support focused on student equity.	$771.25	No Yes
1.3	Before and After School Academic Support and Enrichment	Union Hill School District will provide tiered responses to support our students. This will include tutoring, tiered intervention and academic enrichments for our students.	$20,000.00	No Yes
1.4	Broad Curriculum	Union Hill will continue to strengthen and expand educational opportunities through the lens of equity for our students. This will include advanced	$9,956.02	Yes

Action #	Title	Description	Total Funds	Contributing
		math, visual and performing arts (VAPA), Robotics and Science, Technology, Engineering and Math (STEM) electives. Union Hill will also work with our partner, Nevada Union High School District, to aligned our electives to established pathways that will support the transition to secondary educational opportunities.		
1.5	Balanced Literacy System	Union Hill will support and provide a balanced literacy system to ensure ALL students have access to grade level content.	$307.05	No Yes
1.6	Professional Learning	We will provide professional learning with standards-aligned learning, assessment tools, universal design for learning and professional learning communities to strengthen teacher practice and build capacity for our teachers including supporting our teacher induction program.	$1,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Culture and Climate: Students will thrive in a safe, healthy, engaging and supportive educational environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We evaluated the Local Control Accountability Plan (LCAP) annual update, state and local assessment data, the surveys and input from all educational partners that focused on the need to create systems and structures focused on strengthening our school culture and climate by developing appropriate tiered interventions and how we will respond, as well as to safety concerns, to ensure that all students thrive in a safe, healthy nurturing and supportive educational environment at Union Hill School District. The change strategy is intentional to support parent outreach for students with disabilities for chronic absenteeism. Action steps aligned to Goal 2 will support the achievement of the goal by providing resources to develop a Social-Emotional and behavioral MTSS structure, activities to further engage our students and personnel to strengthen Union Hill's Emotional and Behavioral support for our students. It is essential to combine these metrics, beginning with suspensions that can help foster a more supportive approach to discipline, focused on rehabilitation rather than punishment. By addressing the root cause of misbehavior, chronic absenteeism may decrease as students feel more connected to the school community. This, in turn, can increase school connectiveness and student engagement, leading to a more positive environment. By prioritizing safety, respect, and engagement, schools can maintain zero tolerance for negative behaviors, promoting a culture of accountability and positivity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Socioeconomically Disadvantaged (SED) and our White students will be reduced. Two or More Races (TOM) and Students with Disabilities	2022-2023 Dashboard: All Students: 13.4% Two or more Races: 7.3%	2023-24 Dashboard: All Students: 9.9% Two or more Races: 19.4%	2024-25 Dashboard: All Students: 3.2% Two or more Races: * %	Dashboard Suspensions: All Students: 10.3% Two or more Races: 4.3%	CURRENT Difference from Baseline Dashboard: All Students: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SWD) suspensions will be reduced.	Socioeconomically Disadvantaged: 20.6% Students with Disabilities: 40.9%	Socioeconomically Disadvantaged: 16.4% Students with Disabilities: 28% White Students: 7.8%	Socioeconomically Disadvantaged: 4.9% Students with Disabilities: 6.7% White Students: 3.1% *redacted; too small of data set	Socioeconomically Disadvantaged: 17.6% Students with Disabilities: 37.9%	Two or more Races: +12.1%*** Socioeconomically Disadvantaged: -4.2% Students with Disabilities: -12.9% White Students: NA (No baseline data reported - Yr 1 on can be reported in difference starting in Yr 2)
2.2	Chronic Absenteeism will be reduced, school attendance rates will improve and will maintain zero drop out rate for all students, including Two or More Races, Socioeconomically disadvantaged and Students with Disabilities.	2022-2023 Chronic Absenteeism All Students: 28.1% Two or more races: 24.4% Socioeconomically Disadvantaged: 42.6% Students with Disabilities: 42.9% White: 25% ADA: 90% Dropout Rate: 0	2023-24 Dashboard: All Students: 23.2% Two or more Races: 25.8% Socioeconomically Disadvantaged: 40.3% Students with Disabilities: 40% ADA: 94.7% Dropout Rate: 0	2024-25 Dashboard: All Students: 8.6% Two or more Races: * % Socioeconomically Disadvantaged: 15.0% Students with Disabilities: * % *redacted; too small of data set ADA: 91.9% Dropout Rate: 0	Dashboard Chronic Absenteeism All Students: 22.1% Two or more races: 18.4% Socioeconomically Disadvantaged: 36.6% Students with Disabilities: 36.9% White: 19% ADA: 97% Dropout Rate: 0	CURRENT Difference from Baseline Dashboard: All Students: -4.9% Two or more Races: +1.4%*** Socioeconomically Disadvantaged: -2.3% Students with Disabilities: -2.9% ADA: +4.7% Dropout Rate: 0
2.3	School Connectedness and Meaningful Participation will	2023-2024 CHKS (7th grade assessed)	2024-2025 CHKS (7th grade assessed)	2024-2025 CHKS (7th grade assessed)	CHKS (7th grade assessed)	CURRENT Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increase for all students, including our Hispanic, Socioeconomically disadvantaged and Students with Disabilities as reported on the California Healthy Kids Survey (CHKS) and the School Site Council survey.	Meaningful participation: 33% School Connectedness: 53% Academic Motivation: 67% Caring Adult Relationships: 60% High Expectations-adults in school: 75% Considered suicide: 17% Had mean lies or rumors spread about you: 45% Experienced any harassment or bullying: 36% School Site Council Survey: The kids in my class are kind to other people: 79% (Yes)	Meaningful participation: 29% School Connectedness: 55% Academic Motivation: 61% Caring Adult Relationships: 67% High Expectations-adults in school: 71% Considered suicide: 6% Had mean lies or rumors spread about you: 58% Experienced any harassment or bullying: 37% School Site Council Survey: The kids in my class are kind to other people: 79% (Yes)	Meaningful participation: 29% School Connectedness: 55% Academic Motivation: 61% Caring Adult Relationships: 67% High Expectations adults in school: 71% Considered suicide: 6% Had mean lies or rumors spread about you: 58% Experienced any harassment or bullying: 37% School Site Council Survey: 90% Parents feel that there are opportunities for involvement	Meaningful participation: 43% School Connectedness: 70% Academic Motivation: 76% Caring Adult Relationships: 69% High Expectations-adults in school: 84% Considered suicide: 26% Had mean lies or rumors spread about you: 54% Experienced any harassment or bullying: 45% School Site Council Survey: The kids in my class are kind to other people: 88% (Yes)	Meaningful participation: - 4% School Connectedness: +2% Academic Motivation: - 5% Caring Adult Relationships: +7% High Expectations-adults in school: -4% Considered suicide: -11% Had mean lies or rumors spread about you: +13% Experienced any harassment or bullying: +1% School Site Council Survey: The kids in my class are kind to other people: ___% (Yes)
2.4	Students will continue to have access to a school environment that is safe, clean, respectful, and engaging as measured by the annual School Site Council/LCAP parent, student, staff	100% on FIT	100% on FIT	92.23% on FIT School rated: Good	Maintain	No Difference (positive)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey and our Facility Inspection Tool (FIT).					
2.5	Maintain zero expulsion rates as reported annually on the Civil Rights Data Collection.	Zero Expulsions	We have had 1 expulsion in 24.25	No expulsions in 25.26	Maintain	+1 expulsion

Goal Analysis [2025-26]

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

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

Goal 2 is being fully implemented. All Actions 2.1 to 2.5 implemented as planned. No substantive differences in planned actions or actual implementation. Relevant challenges, met by LEA over the course of the year include Admin staffing turnover. That being said, investment in this LCAP strategic plan has remained steady and consistent.

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

The District had notable increased spending in Action 2.3 with the inclusion of our School / Guidance Counselor, and in Action 2.2 with stipend payments for a range of student support directed specifically in service of our Middle School students.

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

Action 2.1 Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students: Effective. Action directly contributive to SWD progress in Metrics 2.1 and absenteeism progress in all subgroups, Metric 2.3.

Action 2.2 Increase opportunities for student connectedness and engagement: Effective. Action contributes to progress vie ELOP in absenteeism and reported school connectedness, metrics 2.2 and 2.3.

Action 2.3 Behavioral and Emotional Support: Effective. Contributing directly to progress in Metrics 2.1 - 2.5.

Action 2.4. Dean of Students. Effective. This position is wholesale dedicated to contributing progress in metrics 2.1 and 2.2. More progress in Goal 2 than any other LCAP Goal!

Action 2.5 Professional Learning: Effective. As this item is connected to successful implementation of actions 2.1 through 2.3, progress under associated metrics is credited.

In summary; some positive metric results, some setbacks. Volatility in sample size a challenge in terms of clarity of data (relatively small numbers of actual students). As far as determining effectiveness, UHS feels strongly about maintaining fidelity with stated goals over time, rather than shifting away from specific actions prematurely. Area for growth starts with student suspensions which increased in every subgroup except SWD in 23-24. Notable progress to be celebrated in Metric 2.2 and 2.3 (chronic absenteeism and school connectedness) with positive movement in nearly every subgroup.

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.

No changes made.

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	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students.	Develop a multi-tiered system of PBIS focused on tiered strategies including Social-Emotional Learning and alternative to suspension program. Targeted interventions will be developed to decrease suspension rates for our socioeconomically disadvantaged (SED) students and our white students..	$2,530.00	No Yes
2.2	Increase opportunities for student connectedness and engagement.	Union Hill will increase opportunities for meaningful student engagement that will include before and after school activities.	$24,165.43	No Yes
2.3	Behavioral and Emotional Support	Union Hill will support our mental health and counseling services by providing additional hours to our Registered Behavior Technicians (RBT), school-wide counselor, a Speech-Language Pathology Assistant (SLPA), and an Educationally Related Mental Health Services (ERMHS) counselor to support our students on IEPs and low socio-economic students who require this service.	$99,849.95	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Dean of Students	This action will support the other actions in Goal 2 including PBIS, SEL, Extra-Curricular Activities and Professional Learning.	$19,679.41	No Yes
2.5	Professional Learning	This action will focus on providing professional learning for all aspects of school climate and culture of MTSS.	$1,500.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen Educational Partnerships: In order to support student achievement, Union Hill School District will develop connections with and increase involvement of our parents and community partners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In support of LCAP goals one and two and, based on feedback from Educational Partners, Union Hill has developed strategies to establish deeper connections with families and the community at large. Increasing communication, connections and involvement will help identify and meet the needs of the Bearcat community in support of student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Improve the percentage of participation in Parent Surveys from community partners will serve to drive the decision making process.	School-wide California Healthy Kids Parent Survey 38% (completed) Unduplicated Family Connections Survey 45% (completed)	School-wide California Healthy Kids Parent Survey 25% (N=170) completed) Unduplicated Family Connections Survey 40% (completed)	School-wide California Healthy Kids Parent Survey 25% (N=170) completed) Unduplicated Family Connections	School-wide California Healthy Kids Parent Survey 53% (completed) Unduplicated Family Connections Survey 60% (completed)	CURRENT Difference from Baseline School-wide California Healthy Kids Parent Survey: -13% Unduplicated Family

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Survey 40% (completed)		Connections Survey -5%
3.2	Improve the percentage of unduplicated families feeling connected to campus through survey results.	School-wide California Healthy Kids Parent Survey 95% feel informed Unduplicated Family Connections Survey 93% feel welcome	School-wide California Healthy Kids Parent Survey 93% feel informed Unduplicated Family Connections Survey 97% feel welcome	School-wide California Healthy Kids Parent Survey 93% feel informed Unduplicated Family Connections Survey 97% feel welcome 97% feel welcome	School-wide California Healthy Kids Parent Survey 95% feel informed (maintain) Unduplicated Family Connections Survey 96% feel welcome	CURRENT Difference from Baseline School-wide California Healthy Kids Parent Survey -2% feel informed Unduplicated Family Connections Survey +4% feel welcome

Goal Analysis [2025-26]

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

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

Goal 3 is being fully implemented. All Actions 3.1 to 3.2 implemented as planned. No substantive differences in planned actions or actual implementation. Relevant challenges, met by LEA over the course of the year include Admin staffing turnover. That being said, investment in this LCAP strategic plan has remained steady and consistent.

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.

No material changes between Budgeted Expenditures and Estimated Actual Expenditures this year.

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

Action 3.1; Effective: In terms of growth in Metric 3,.1 and 3.2, it is difficult to say that actions under this goal contributed to growth in these specific metrics. Action 3.1 can be contributed with clear, overall progress in Goal 3. Action 3.1 can also certainly be credited with contributing to metric growth regarding school connectedness under Goal 2.

Action 3.2; Parent and Staff Education, Effective towards progress on goal as a whole.

Action 3.3; Parent and Community Outreach, Effective.

Action 3.4; Web Content and Communication; Effective.

The effectiveness of this goal lies in the leadership and communication structures achieved by the Parent Liaison / Communication Specialist identified in Action 3.1. Thoughtful, targeted work under this goal has resulted in solid and steady growth and clarity of school communication, website detail and usefulness, cohesiveness of communication, and increase in parent participation. School events in number and participation have steadily increased since COVID, with parent connection and participation in school wide events like Open House, BTSN, Kindergarten Circus, Pumpkin Patch numbering near 1000+ individual attendees including staff in some cases. That being said, it would be much preferred if this could be captured in the two identified metrics 3.1 and 3.2. These metrics are reflective of survey response rates, which suffer from negative bias leaning towards collecting dissatisfaction and frustration in responses rather than contentment and satisfaction. More effective, revised metrics would include stats on number of school events, school volunteer rates, parent attendance rates to school events, and number of READ communications. This also being said, UHSD is committed to the current LCAP / Strategic plan, and will work to grow survey response rates. Metric 3.1 lost ground with survey results whereas Metric 3.2 gained in the percentage of parents that feel welcome at UHSD.

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.

No changes to this planned goal, metric target outcomes or actions for this goal.

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	Parent Liaison and Communication Specialist	This position will support all actions under Goal 3.		No Yes
3.2	Parent and Staff Education	This is a virtual information hub that will support our parents with equitable access to understand the many initiatives and acronyms in education. The staff component will consist of virtual information and professional learning and access for staff. This action includes workshops, virtual learning and resources.	$1,002.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent and Community Outreach	Union Hill School District will develop a variety of collaborative and engaging educational partnerships for parents and our community.	$115.00	No Yes
3.4	Web Content and Communication	Union Hill will continue to improve upon equitable access to our web portal, communication systems, and classroom-to-home communication to strengthen educational partnerships, engagement, and support.	$667.00	No Yes

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
$124,501.00	$0.00

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
7.137%	0.000%	$0.00	7.137%

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:** Standards-Aligned Learning **Need:** Increase CAASPP Score % **Scope:** LEA-wide	Ensure students are being taught objectives aligned with state standards and state assessments. 1- Unduplicated students scored lower on the CAASPP than overall student population. 2- Approximately half of UH students are considered unduplicated. Actions will be implemented at the Tier 1 level to ensure unduplicated have access to improvements.	CAASPP Score

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
		3- CAASPP, CAST, ELPAC and Local Benchmark Assessments will be disaggregated to evaluate progress.	
1.2	**Action:** Universal Design for Learning (UDL) **Need:** Increased student access to grade level content standards for all students **Scope:** LEA-wide	1- Unduplicated students scored lower on the CAASPP than overall student population. 2- Approximately half of UH students are considered unduplicated. Actions will be implemented at the Tier 1 level to ensure unduplicated have access to improvements. 3- CAASPP, CAST, ELPAC and Local Benchmark Assessments will be disaggregated to evaluate progress.	CAASPP Score
1.3	**Action:** Before and After School Academic Support and Enrichment **Need:** Unduplicated students scored lower on the CAASPP than overall student population. **Scope:** LEA-wide	Approximately half of UH students are considered unduplicated. Actions will be implemented at the Tier 1 level to ensure unduplicated have access to improvements.	iReady scores, Kelvin Surveys, CHKS,
1.4	**Action:** Broad Curriculum **Need:** On the CA State Dashboard (ELA) our students are scoring 9.7% above standard in comparison to our low socioeconomic students are scoring 21.7% below standard. 30% of our low income students reported not feeling connected to the campus culture.	By offering CTE aligned electives on campus students have access to career exploration and can make meaningful connections with trusted adults. These actions are provided on an LEA basis because all students can benefit from CTE aligned elective courses.	We will monitor the effectiveness through monitoring the data on metric 1.1 and 2.2 the California Healthy Kids Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Through out reach with our teachers, students and parents we have learned that meaningful courses supporting our students future can have a positive effect on feeling connected to the school and have meaningful connections to the core classes. **Scope:** LEA-wide		
1.5	**Action:** Balanced Literacy System **Need:** Unduplicated students are demonstrating lower reading levels compared to general population. **Scope:** LEA-wide	RTI model will be used to provide students with the supports based on need.	I-Ready diagnostic scores will be evaluated.
1.6	**Action:** Professional Learning **Need:** **Scope:** LEA-wide		
2.1	**Action:**	Actions will be implemented at the Tier 1 level.	Attendance Rates, Chronic Absenteeism rates, Staff Tiered fidelity inventory

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
	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students. **Need:** Decrease suspension and chronic absenteeism rates. **Scope:** LEA-wide		
2.2	**Action:** Increase opportunities for student connectedness and engagement. **Need:** Students report that they are not connected and lack meaningful participation. **Scope:** LEA-wide	Actions will be implemented at the Tier 1 level.	Social Emotional Surveys
2.3	**Action:** Behavioral and Emotional Support **Need:** 28.1% of students are chronically absent compared to 42.6% of low socio-economically disadvantaged students. Through outreach with low income parents they have requested mental health services, counseling and support for their students.	These actions are provided on an LEA-wide basis because all students benefit from these services.	Parent and student surveys given throughout the school year as referenced in Metric 2.3.

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
	Our wellness center and mental health support staff provide mental health services, counseling and social emotional support and guidance. **Scope:** LEA-wide		
2.4	**Action:** Dean of Students **Need:** Support implementation of goal 2 actions. **Scope:** LEA-wide	All students have access to programs implemented by the Dean of Students.	Social emotional surveys, behavioral data and attendance data.
2.5	**Action:** Professional Learning **Need:** Improve Tier 1 professional learning for staff. **Scope:** LEA-wide	Actions learned at professional learning will be implemented at the Tier 1 level.	Staff Surveys
3.1	**Action:** Parent Liaison and Communication Specialist **Need:** Improve communication and supports to unduplicated students and families. Improve school culture.	All students and parents have access to the programs implemented by the Parent Liaison and Communication Specialists. Unduplicated families will receive additional/targeted services throughout the school year.	Unduplicated student-parent survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Parent and Staff Education **Need:** Provide learning opportunities to parents to support student learning. **Scope:** LEA-wide	Unduplicated parents will be contacted directly by Parent Liaison/Communication specialist to ensure barriers are eliminated.	Unduplicated student-parent survey.
3.3	**Action:** Parent and Community Outreach **Need:** Ensure unduplicated parents are feeling informed and welcome. **Scope:** LEA-wide	Unduplicated parents will be contacted directly by Parent Liaison/Communication specialist to ensure barriers are eliminated.	Unduplicated student-parent survey.
3.4	**Action:** Web Content and Communication **Need:** Provide an equitable access and information to support family communication and needs. **Scope:** LEA-wide	All students and parents have access to this website and social media.	Unduplicated student-parent survey. Website analytics.

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.

Not 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.

Not applicable.

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	1:36	
Staff-to-student ratio of certificated staff providing direct services to students	1:18	

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	$1,744,498.00	124,501.00	7.137%	0.000%	7.137%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$124,501.00	$69,679.41	$0.00	$23,009.03	$217,189.44	$157,281.98	$59,907.46

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	Standards-Aligned Learning	All	No Yes	LEA-wide		All Schools		$4,495.26	$31,151.07	$5,646.33	$30,000.00			$35,646.33	
1	1.2	Universal Design for Learning (UDL)	All	No Yes	LEA-wide		All Schools		$771.25	$0.00	$771.25				$771.25	
1	1.3	Before and After School Academic Support and Enrichment	All	No Yes	LEA-wide		All Schools		$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.4	Broad Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools		$9,956.02	$0.00	$9,956.02				$9,956.02	
1	1.5	Balanced Literacy System	All	No Yes	LEA-wide		All Schools		$0.00	$307.05	$307.05				$307.05	
1	1.6	Professional Learning	All	No Yes	LEA-wide		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students.	All Low Income	No Yes	LEA-wide	Low Income	All Schools		$0.00	$2,530.00	$2,530.00				$2,530.00	
2	2.2	Increase opportunities for student connectedness and engagement.	All	No Yes	LEA-wide		All Schools		$22,530.09	$1,635.34	$24,165.43				$24,165.43	
2	2.3	Behavioral and Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools		$99,849.95	$0.00	$76,840.92			$23,009.03	$99,849.95	
2	2.4	Dean of Students	Students with Disabilities	No Yes	LEA-wide		All Schools		$19,679.41	$0.00		$19,679.41			$19,679.41	

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	2.5	Professional Learning	All	No Yes	LEA-wide		All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.1	Parent Liaison and Communication Specialist	All	No Yes	LEA-wide		All Schools									
3	3.2	Parent and Staff Education	All	No Yes	LEA-wide		All Schools		$0.00	$1,002.00	$1,002.00				$1,002.00	
3	3.3	Parent and Community Outreach	All	No Yes	LEA-wide		All Schools		$0.00	$115.00	$115.00				$115.00	
3	3.4	Web Content and Communication	All	No Yes	LEA-wide		All Schools		$0.00	$667.00	$667.00				$667.00	

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
$1,744,498.00	124,501.00	7.137%	0.000%	7.137%	$124,501.00	0.000%	7.137 %	**Total:**	$124,501.00
								LEA-wide Total:	$124,501.00
								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**	Standards-Aligned Learning	Yes	LEA-wide			$5,646.33	
1	**1.2**	Universal Design for Learning (UDL)	Yes	LEA-wide			$771.25	
1	**1.3**	Before and After School Academic Support and Enrichment	Yes	LEA-wide				
1	**1.4**	Broad Curriculum	Yes	LEA-wide	Low Income	All Schools	$9,956.02	
1	**1.5**	Balanced Literacy System	Yes	LEA-wide			$307.05	
1	**1.6**	Professional Learning	Yes	LEA-wide			$1,000.00	
2	**2.1**	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students.	Yes	LEA-wide	Low Income		$2,530.00	
2	**2.2**	Increase opportunities for student connectedness and engagement.	Yes	LEA-wide			$24,165.43	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Behavioral and Emotional Support	Yes	LEA-wide	Low Income	All Schools	$76,840.92	
2	2.4	Dean of Students	Yes	LEA-wide				
2	2.5	Professional Learning	Yes	LEA-wide			$1,500.00	
3	3.1	Parent Liaison and Communication Specialist	Yes	LEA-wide				
3	3.2	Parent and Staff Education	Yes	LEA-wide			$1,002.00	
3	3.3	Parent and Community Outreach	Yes	LEA-wide			$115.00	
3	3.4	Web Content and Communication	Yes	LEA-wide			$667.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$305,032.76	$230,802.44

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**	Standards-Aligned Learning	No Yes	$63,082.13	$12,470.66
1	**1.2**	Universal Design for Learning (UDL)	No Yes	$1,125.54	$650.08
1	**1.3**	Before and After School Academic Support and Enrichment	No Yes	$37,138.80	$31,118.53
1	**1.4**	Broad Curriculum	Yes	$4,619.00	$14,233.30
1	**1.5**	Balanced Literacy System	No Yes	$177.24	$280.33
1	**1.6**	Professional Learning	No Yes	$17,112.41	$23,820.80
2	**2.1**	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students.	No Yes	$1,470.00	$2,420.00

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	2.2	Increase opportunities for student connectedness and engagement.	No Yes	$30,673.15	$17,737.62
2	2.3	Behavioral and Emotional Support	Yes	$100,064.16	$77,297.96
2	2.4	Dean of Students	No Yes	$29,066.69	$29,629.48
2	2.5	Professional Learning	No Yes	$600.00	$503.79
3	3.1	Parent Liaison and Communication Specialist	No Yes	$16,084.64	$16,946.78
3	3.2	Parent and Staff Education	No Yes	$1,260.00	$965.00
3	3.3	Parent and Community Outreach	No Yes	$840.00	$1,209.11
3	3.4	Web Content and Communication	No Yes	$1,719.00	$1,519.00

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)
$118,626.00	$120,990.00	$118,626.00	$2,364.00	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	Standards-Aligned Learning	Yes	$6,968.00	$6,487.74		
1	1.2	Universal Design for Learning (UDL)	Yes	$100.00	$650.08		
1	1.3	Before and After School Academic Support and Enrichment	Yes				
1	1.4	Broad Curriculum	Yes	$4,619.00	$1,031.66		
1	1.5	Balanced Literacy System	Yes				
1	1.6	Professional Learning	Yes	$6,701.66			
2	2.1	Positive Behavioral Interventions and Supports (PBIS) with a focus on our SED and White students.	Yes	$1,470.00			
2	2.2	Increase opportunities for student connectedness and engagement.	Yes	$30,673.15	$17,737.62		
2	2.3	Behavioral and Emotional Support	Yes	$21,487.86	$42,449.53		
2	2.4	Dean of Students	Yes	$29,066.69	$29,629.48		
2	2.5	Professional Learning	Yes				

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)
3	**3.1**	Parent Liaison and Communication Specialist	Yes	$16,084.64	$16,946.78		
3	**3.2**	Parent and Staff Education	Yes	$1,260.00	$965.00		
3	**3.3**	Parent and Community Outreach	Yes	$840.00	$1,209.11		
3	**3.4**	Web Content and Communication	Yes	$1,719.00	$1,519.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,468,823.00	$118,626.00	0.000%	8.076%	$118,626.00	0.000%	8.076%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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