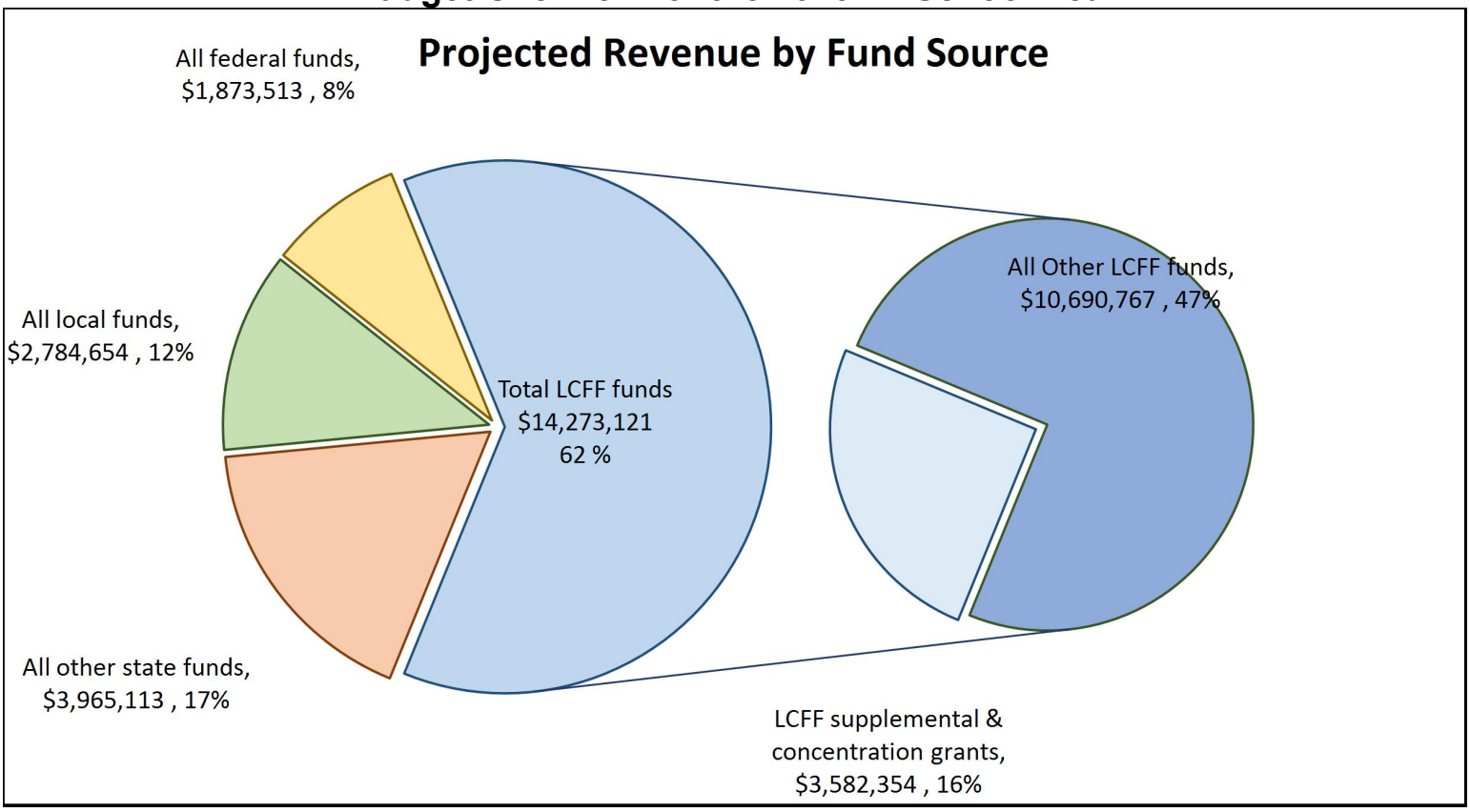
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Upper Lake Unified School District (ULUSD)
CDS Code: 17-76976-0000000
School Year: 2026-27
LEA contact information:
Tenderly Logan
Superintendent
superintendent@ulusd.org
(707) 275-2655

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

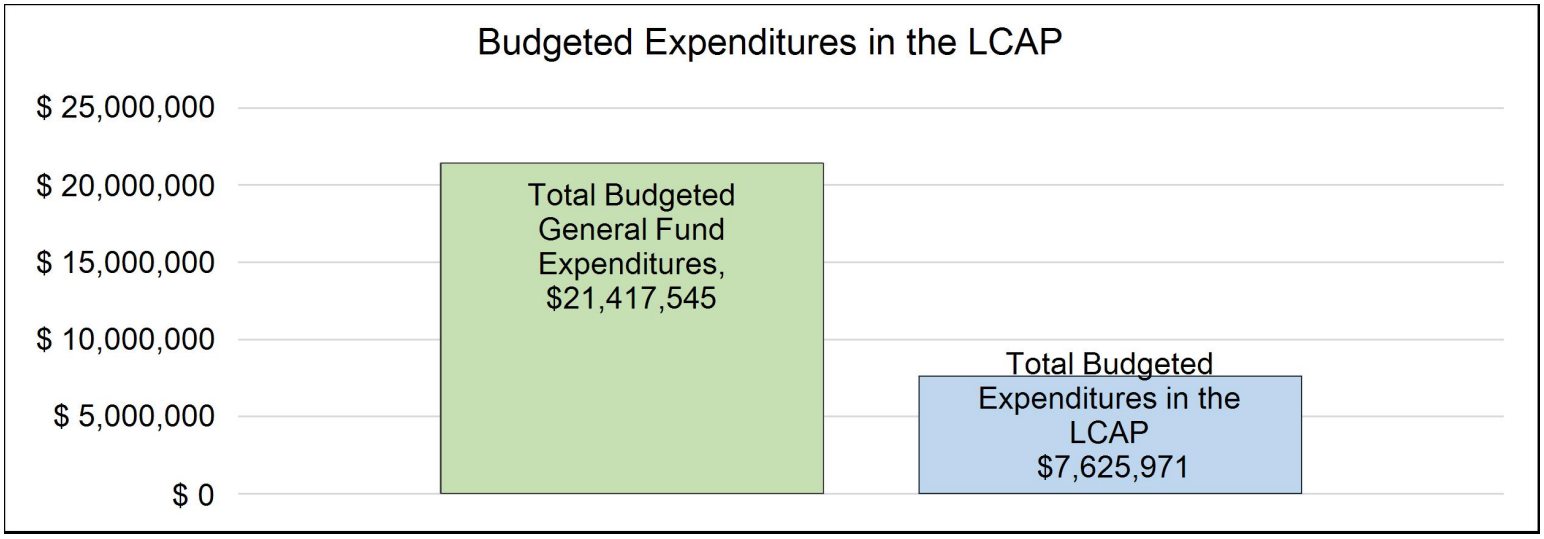


This chart shows the total general purpose revenue Upper Lake Unified School District (ULUSD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Upper Lake Unified School District (ULUSD) is $22,896,401, of which $14,273,121 is Local Control Funding Formula (LCFF), $3,965,113 is other state funds, $2,784,654 is local funds, and $1,873,513 is federal funds. Of the $14,273,121 in LCFF Funds, $3,582,354 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 Upper Lake Unified School District (ULUSD) 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: Upper Lake Unified School District (ULUSD) plans to spend $21,417,545 for the 2026-27 school year. Of that amount, $7,625,971 is tied to actions/services in the LCAP and $13,791,574 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

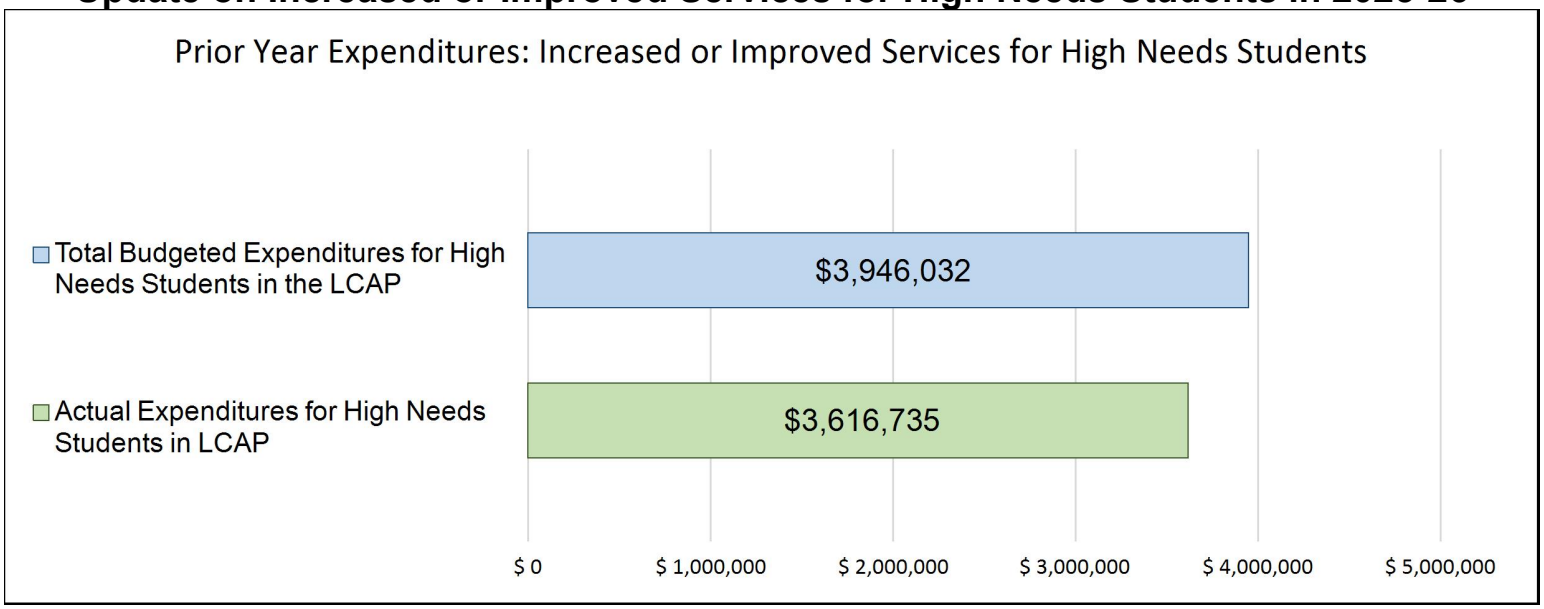
Some professional development is provided for outside of the General Unrestricted monies. Utilities are also an expense from General Unrestricted.

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

In 2026-27, Upper Lake Unified School District (ULUSD) is projecting it will receive $3,582,354 based on the enrollment of Foster Youth, English learner, and low-income students. Upper Lake Unified School District (ULUSD) must describe how it intends to increase or improve services for high needs students in the LCAP. Upper Lake Unified School District (ULUSD) plans to spend $7,188,569 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 Upper Lake Unified School District (ULUSD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Upper Lake Unified School District (ULUSD) 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, Upper Lake Unified School District (ULUSD)'s LCAP budgeted $3,946,032 for planned actions to increase or improve services for high needs students. Upper Lake Unified School District (ULUSD) actually spent $3,616,735 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $329,297 had the following impact on Upper Lake Unified School District (ULUSD)'s ability to increase or improve services for high needs students:

All funds are dedicated to supporting students navigating complex needs through holistic, strength-based initiatives. This includes comprehensive wellness center services, routine family engagement opportunities, and extracurricular programs like athletics and clubs. Together, these investments build strong support networks, foster school connectedness, and support students in achieving their academic goals.

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
Upper Lake Unified School District (ULUSD)	Tenderly Logan Superintendent	tlogan@ulusd.org (707) 275-2655

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.

Established in 2016, Upper Lake Unified School District (ULUSD) provides educational support to a diverse student population (Tk-12) located on the northern shore of Lake County. Upper Lake, situated amidst the serene landscape of the Mendocino National Forest and the tranquil waters of Clear Lake's northern region, has evolved from a quiet frontier settlement since the 1850s, now home to just over 1250 residents.

The area, inclusive of Upper Lake and its surroundings, is culturally rich, hosting seven federally recognized tribes: Elem Indian Colony, Habematolel Pomo of Upper Lake, Big Valley Band of Pomo Indians, Robinson Rancheria of Pomo Indians of California, Scotts Valley Band of Pomo Indians, Koi Nation of Northern California, Middletown Rancheria of Pomo Indians, and Lake Miwok of California. The student body of ULUSD mirrors this diverse cultural tapestry: 8.9% Native American,6.2%% are English Learners, with - .5% identified as Foster Youth; 0.9% are African American, 32.5% are Hispanic, and 48.7% are White. ULUSD is dedicated to serving all its students, with 84.4% identified as socioeconomically disadvantaged.

Over the past three years, ULUSD has witnessed enrollment growth, rising from 889 students in 2022 to 945 students in 2025. Moreover, the district has completed a bond project and launched the North Shore Collaborative, aimed at serving students with exceptional needs directly on our elementary school campus.

The LCAP goals are collaboratively developed with educational partners and directly linked to the school district's vision and mission. Each school aligns its site goals with the District LCAP goals to ensure consistent service delivery and a unified vision. Moving forward, ULUSD is

committed to continuing its mission of providing high-quality education while embracing and celebrating its diverse community. Clover Valley High School, our Continuation High School, receives Equity Multiplier funding aimed at addressing equity gaps and ensuring equitable opportunities for all students.

Beginning July 1, 2026, ULUSD will experience a transition in district leadership. The incoming superintendent will provide leadership for implementation of the LCAP, with support from district and site leadership. This transition reflects continuity of district priorities and will support ongoing implementation of LCAP goals, actions, services, and measurable outcomes.

Reflections: Annual Performance

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

As ULUSD commenced the 2023-2024 school year, it celebrated progress across various metrics on the Dashboard: ELA achievement remained steady at the Orange level, while English Learner Progress surged by 25.1%, signaling notable improvement. However, there was a slight decline of 3.4 points in Math performance. The College and Career Indicator revealed that 25% of students are prepared, indicating the need for further enhancement in college and career readiness. Chronic absenteeism saw a significant decrease of 13.5%, while the suspension rate remained stable with a minimal increase of 0.2% to 9.7%. Nonetheless, there's a clear need for improvement in subgroup suspensions, with American Indian, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, and White students all exhibiting concerning rates. On a positive note, ULUSD met the standard for essential aspects such as Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey.

2024-25 Dashboard data review:

Performance in English Language Arts (ELA):

Districtwide (ULUSD):
Several student groups are performing in the Red performance level in ELA, indicating the greatest need for support:
American Indian
Hispanic
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

School-Level ELA Performance in Red:

Upper Lake Elementary School:
Student Groups in Red: Hispanic, SED, White

Upper Lake Middle School:
Student Groups in Red: Hispanic, SED, White

Performance in Mathematics:

Districtwide (ULUSD):
Several student groups are performing in the Red performance level in Math, indicating the greatest need for support:
American Indian
Hispanic
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

School-Level Math Performance in Red:

Upper Lake Middle School:
Student Groups in Red: Hispanic, SED, White

Upper Lake High School:
Student Groups in Red: SED, White

Analysis and Implications:

The performance data indicates that students from historically underserved backgrounds—especially Hispanic, SED, and White students in specific schools—are consistently underperforming in both ELA and Math. The presence of American Indian students in the Red level districtwide in ELA further underscores the importance of culturally responsive and targeted academic support. The results point to systemic inequities that must be addressed through multi-tiered systems of support (MTSS), targeted interventions, professional development focused on equity, and increased engagement with families and community stakeholders. students all exhibiting concerning rates. On a positive note, ULUSD met the standard for essential aspects such as Teachers, Instructional Materials, Facilities, Parent and Family Engagement, and Local Climate Survey.

A review of the 2024 California School Dashboard and local data highlights several key trends in student performance and school climate across ULUSD:

English Learners (EL) and Long-Term English Learners (LTEL): ULUSD shows Red performance levels in both student groups, indicating a critical need for targeted supports and intervention strategies.

Chronic Absenteeism: ULUSD overall did not receive a Red designation. However, at Upper Lake Middle School (ULMS), both the Socioeconomically Disadvantaged (SED) and White student groups are in Red for chronic absenteeism, signaling an urgent need for site-level strategies to improve student attendance.

Suspension Rates: At ULMS, both Hispanic and SED student groups are in Red for suspension rate. This underscores the importance of strengthening tiered behavior interventions and restorative practices to address disproportionality.

Although individual school sites do not have a color designation on the Dashboard, this data provides important insights for site-specific planning and districtwide equity work. Moving forward, strategic efforts should prioritize EL/LTEL achievement, address attendance barriers, and reduce exclusionary discipline practices, especially for historically underserved groups.

As part of our continuous improvement efforts and to guide the effective use of Learning Recovery Emergency Block Grant (LREBG) funds, the LEA conducted a comprehensive survey to assess student wellness needs—particularly in the area of social-emotional development.

The survey was distributed to families, staff, and students and focused on identifying which current programs are most effective, where service gaps exist, and what additional supports are needed to help students feel healthier, happier, and more ready to learn. Respondents also shared input on services such as counseling, health care, and assistance with basic needs like food, transportation, and clothing.

Additionally, the survey included questions about family involvement and asked how the school could better support families in staying engaged in their child's education. The results are being used to inform program planning, resource allocation, decision making and future investments in student wellness and support systems.

2025-26 Dashboard data review

ULUSD earned the following color designations on the 2025 California Dashboard:
Green status for English Learner Progress and Graduation Rate
Yellow status for Suspension Rate
Orange status for College/Career Indicator and Science
Red status for Chronic Absenteeism, ELA and Math
Chronic Absenteeism student groups in Red: American Indian, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities
ELA student groups in Red: American Indian, Hispanic, White, Socioeconomically Disadvantaged, and Students with Disabilities
Math student groups in Red: American Indian, Hispanic, White, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

ULUSD School 2025 Dashboard results are as follows:

Upper Lake Elementary
Blue status for Suspension Rate
Yellow status for Math
Orange status for ELA and Science
Red status for Chronic Absenteeism

Upper Lake Middle School
Yellow status for Chronic Absenteeism and Suspension Rate
Red status for ELA, Math, and Science

Upper Lake High School

Green for Graduation Rate
Yellow for Suspension Rate
Orange for College/Career Indicator and Science
Red for ELA and Math

Upper Lake USD's 2025 California Dashboard improved from the previous year in Suspension Rate, moving from Orange to Yellow, and in English Learner Progress, moving from Red to Green. The College/Career Indicator dropped from Green to Orange in 2025, and Chronic Absenteeism dropped from Yellow to Red in 2025. No changes from 2024 to 2025 in Graduation Rate (Green), ELA (Red), and Math (Red). Science received a color of Orange for the first time in 2025. This data demonstrates ULUSD's need to focus more heavily on academics and student attendance. In the 2026-27 school year, ULUSD will undergo a new elementary math textbook adoption and engage in rigor and belonging professional development with the Lake County Office of Education to address these needs.

Reflections: Technical Assistance

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

Based on California School Dashboard data, Upper Lake Unified School District (ULUSD) qualifies for Differentiated Assistance.
Four student groups:
American Indian
Hispanic
Socioeconomically Disadvantaged
and Students with Disabilities (SWD)—earned "Red" status in Chronic Absenteeism, ELA, and Math.

To address these gaps, ULUSD is implementing the following key initiatives:

Lake County Office of Education: Focused support on ELA and Math.

Professional Development: Focused teacher training on essential standards and high-impact instructional strategies to clarify learning targets and improve core instruction.

Full Inclusion Support (Push-In): Education Specialists and Instructional Assistants work directly in general education classrooms, ensuring SWD have equitable access to grade-level content alongside their peers.

Targeted Intervention (Pull-Out): Coordinated, small-group sessions focused on critical skills that align directly with classroom instruction to prevent academic fragmentation.

Focus on Attendance support.

This blended service model is designed to increase equity, improve academic and attendance outcomes for our focus student groups, and build instructional capacity districtwide.

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.

No ULUSD schools were 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.

No ULUSD schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No ULUSD schools were identified for CSI.

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
1. School Site Councils	The primary purpose of the SSC is to develop, review, and evaluate the Single Plan for Student Achievement (SPSA), which outlines the school's goals, strategies, and actions for improving academic performance. By analyzing student data and identifying areas for growth, the SSC plays a crucial role in shaping school policies and programs to meet the diverse needs of students (equity multiplier engagement and input). ULES 9/4/2025 10/2/25 12/4/25 3/5/26 5/7/2026 ULMS/ULHS/CVHS August 26, 2025 September 30 2025, October 28 2025, November 18 2025 January 27 2026 February 24 2026 March 24 2026 April 28 2026 May 26 2026
2. Parent/Family Feedback	ULUSD gathers feedback from parents and families through various channels, including online surveys and paper surveys distributed during parent nights and award celebrations. These events typically have high attendance rates, making them effective opportunities to collect valuable input from parents and families. ULHS Parent & Student Feedback November 18, 2025, May 7, 2025, May 26, 2026
3. Lake County Office of Education DA Team	The Lake County Office of Education (LCOE) plays a crucial role in supporting the Upper Lake Unified School District (ULUSD) in its mission to provide quality education to students. As a dedicated educational resource, LCOE collaborates closely with ULUSD to ensure the delivery of effective programs and services that meet the diverse needs of students, educators, and families. LCOE provides valuable assistance to ULUSD in various areas, including curriculum

Educational Partner(s)	Process for Engagement
	development, professional development opportunities for teachers, and administrative support. By offering guidance and expertise, LCOE helps ULUSD enhance instructional practices and implement innovative educational initiatives as well as support with equity multiplier goals. Lake County Office of Education DA Team ULUSD November 2024
4. Native American Action Committee (N.A.A.C.)	The cooperative efforts with our Native American Advisory Committee (N.A.A.C.) have significantly enhanced our community engagement with the Native American population. As a result of this collaboration, we've launched Native American Clubs at both our middle and high schools. Additionally, we've integrated Native American curriculum into our K-12 social studies courses, and organized cultural awareness events and training sessions. These initiatives aim to foster a deeper understanding and appreciation of Native American heritage and traditions among our students and staff. 9/18/25, 10/16/25, 11/20/25, 2/19/26, 3/16/26, 4/16/26, 5/21/26
5. Student feedback	The Upper Lake Unified School District values student feedback obtained through various channels, including educational classroom walkthroughs, the California Healthy Kids Survey(grades 5,8,10), and extracurricular engagement. This feedback plays a crucial role in shaping our educational practices and ensuring the well-being and success of every student. ULHS Parent & Student Feedback November 2025 and March 2026
6. Staff feedback	The insights and perspectives of our teachers and staff (certificated and classified, executive cabinet, leadership team) have informed several actions outlined in our Local Control and Accountability Plan (LCAP), aligning closely with the goals set forth by our district. ULES April 2026 ULMS/ULHS May 2026. In addition Upper Lake Educators Association (ULEA) on April 2026
7. Special Education Local Plan Area (SELPA) and Community Advisory Committee (CAC)	ULUSD engages community through SELPA and CAC with quarterly meetings throughout the year.

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

The LCAP was significantly shaped by feedback from our educational partners. Upper Lake High School and Upper Lake schools serve as the social epicenter of our community. The community's voice is reflected in our Local Control and Accountability Plan (LCAP), demonstrating a commitment to supporting students both inside and outside the classroom. This is achieved by allocating additional

resources across all departments within our district. These resources are dedicated to ensuring clean and healthy learning environments, which are essential for student success in academics, extracurricular activities, arts, and athletics.

Due to our small size, we foster close relationships within our community, maintaining an ongoing feedback loop to address community needs promptly. Each of our three school sites acts as a community hub, with site principals consistently present and engaged in all events. We maintain an open-door policy and actively seek input on enhancing services for our students.

Feedback from the staff led us to increase focus on staff wellness. Our Wellness Committee met on August 2025 February 2026. The committee produced quartely wellness newsletter.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate academic growth annually while engaging in a rigorous, well-rounded educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In line with the mission of the Upper Lake Unified School District, our steadfast dedication lies in ensuring that every student makes annual progress academically, within a diverse and enriching educational environment. This commitment extends to providing equitable opportunities for all students. Our ultimate aim is to ensure that every student graduates college and career-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter SBAC English Language Arts: Scale score points distance from standard *Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students	2023 Dashboard All Students: 59.6 points below standard American Indian: 103.6 points below standard Hispanic: 62.3 points below standard Socioeconomically Disadvantaged: 65.3 points below standard	2024 Dashboard All Students: 80 points below standard (Red) American Indian: 118.2 points below standard Hispanic: 90.4 points below standard	2025 Dashboard All Students: 89 points below standard, a decline of 9 points (Red) American Indian: 116 points below standard Hispanic: 91 points below standard	Increase ELA growth by 5 points annually	Target not met. Point Differences: All Students: (-29.4) American Indian: (-12.4) Hispanic: (-28.7.1) Socioeconomically Disadvantaged: (-33.7) Students with Disabilities: (-4.5) White: (-34.7)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to be on track for college and career readiness at their grade level.	Students with Disabilities: 154.5 points below standard White: 49.3 points below standard	Socioeconomically Disadvantaged: 85.8 points below standard Students with Disabilities: 153 points below standard (Orange) White: 68.3 points below standard	Socioeconomically Disadvantaged: 99 points below standard Students with Disabilities: 159 points below standard (Orange) White: 84 points below standard All groups scored in the red.		
1.2	Smarter Balanced Assessment Math (SBAC)	2023 Dashboard All Students Performance Level: 94 points below standard American Indian: 141 points below standard Hispanic: 104.5 points below standard Socioeconomically Disadvantaged: 100 points below standard Students with Disabilities: 185.6 points below standard White: 78.4 points below standard	2024 Dashboard All Students: 107 points below standard (Red) American Indian: 149.3 points below standard Hispanic: 118.7 points below standard Socioeconomically Disadvantaged: 110.4 points below standard Students with Disabilities: 185 points below standard	2025 Dashboard All Students: 118 points below standard (Red) a decline of 24 points American Indian: 155 points below standard Hispanic: 130 points below standard Socioeconomically Disadvantaged: 125 points below standard Students with Disabilities: 190	Increase Math growth by 5 points annually	Target not met. Point differences: All Students:(-24) American Indian: (-14) Hispanic: (-25.5) Socioeconomically Disadvantaged: (-25) Students with Disabilities: (-4.4) White: (-26.6)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Orange) White: 92.7 points below standard	points below standard White: 105 points below standard All scoring in the red.		
1.3	English Learner Progress	2023 English Learner 54% of English Learners are making progress toward English language proficiency This represents a 25.1% increase from the previous reporting period Reclassification Rate: Less than 11 students - data not displayed for privacy	2024 English Learner 35% of English Learners are making progress toward English language proficiency. This reflects a 19% decline from the previous reporting period. Reclassification Rate: Less than 11 students - data not displayed for privacy	2025 English Learner- 45.2% are making progress toward English Language Proficiency. This reflects an increase of 10.2%. LTEL, ALT and RFEP are not reported on the Dashboard due to low numbers of students in these groups.	Increase percent making progress by 3% annually or maintain above state average	Target not met. Percentage difference: (-8.8%)
1.4	Student Access to Standards-aligned Instructional material	2023 Williams Act Reporting 100% of students have Standards-Aligned Instruction material	2024 Williams Act Reporting 100% of students have Standards-Aligned Instruction material	2025 ULUSD continues to meet standard and maintain 100% access to standards aligned instructional materials.	Maintain 100% of students have Standards-Aligned Instructional Material	Target met.
1.5	Semester Grade Data	Grades 9-12: At the Fall semester of 2023, the	Grades 9-12: At the Fall semester	Grades 9-12: At the Fall semester	Increase the percentage of	Target not met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percentage of students with a 2.0 or below were as follows: Gr.9-29%; Gr.10-21%; Gr.11-14%; Gr.12-25%. Total Gr.9-Gr.12-22% Grades 6-8: At the Fall semester of 2024, the percentage of students with a 2.0 or below were as follows: Gr.6-16%; Gr.7-49%; Gr.8-40%. Total Gr.6-Gr.8 - 28%	of 2024, the percentage of students with a 2.0 or below were as follows: Gr.9-32%; Gr.10-21%; Gr.11-16%; Gr.12-8%. Total Gr.9-Gr.12 - 20% Grades 6-8: At the Fall semester of 2024, the percentage of students with a 2.0 or below were as follows: Gr.6-14%; Gr.7-47%; Gr.8-32%. Total Gr.6-Gr.8 - 29%	of 2025, the percentage of students with a 2.0 or below were as follows: Gr.9- 31.8%; Gr.10- 27.6%; Gr.11- 27.3%; Gr.12- 13.5%. Total Gr.9-Gr.12 - 25.4% Grades 6-8: At the Fall semester of 2025, the percentage of students with a 2.0 or below were as follows: Gr.6- 12.3%; Gr.7-19.3%; Gr.8-12.2%. Total Gr.6-Gr.8 - 14.8%	students with As, Bs, and Cs by 5%	Gr. 9-12 Total: (2%) Gr.9: (+2.8%) Gr.10: (+6.6%) Gr.11: (+13.3%) Gr.12 (-11.5%) Gr. 6-8 Total: (+14%) Gr. 6: (+3.7%) Gr.7: (+ /29.7%) Gr.8: (+14%)
1.6	Entrance requirements to UC or CSU (A-G requirements).	8% of the Class of 2023 met requirements for UC or CSU.	In the Class of 2024, 22% of the students met the UC or CSU requirements.	For the class of 2025, UC/CSU completion rates were as follows: ULUSD: 29.2% ULHS: 35.1% CVHS: 0%	Increase percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs by 1% annually	Target met - increased by 21.2%
1.7	CTE pathway completers	7% of the Class of 2023 met CTE course sequence.	In the Class of 2024, 22.7% of the students were reported to CALPADS as CTE completers with 2	In the Class of 2025, 25.6% of the students were reported to CALPADS as CTE completers with 1	Increase percent of pupils who have successfully completed courses that satisfy requirements for	Target met - increased by 18.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students completing both pathways.	student completing both pathways.	CTE sequences or programs by 1% annually	
1.8	College Career Indicator	2023 Dashboard 25% prepared	2024 Dashboard Prepared 42.7%	2025 Dashboard reports 37.1 an increase of 5.6% and overall score of orange.	Increase percent prepared by 5%	Target met - increased by 12.1%
1.9	UC or CSU and career technical education sequence	1.3% of the Class of 2023 met the UC or CSU and CTE course sequence.	In the Class of 2024, 9% of the students met the UC or CSU entrance requirements and were reported to CALPADS as CTE completers (with 2 students completing both pathways).	In the Class of 2025, 13.4% of the students met the UC or CSU entrance requirements and were reported to CALPADS as CTE completers (with 1 student completing both pathways).	Increase the completion of UC or CSU and CTE course sequence by 1% annually.	Target met - increased by 7.7%
1.10	Early Assessment Program (EAP)	39.5% of students met EAP requirements based on ELA scores for 11th grade 7.7% of students met EAP requrements based on Math scores for 11th grade.	Class of 2024 No EAP results yet	2025 EAP results report 10.1% of students met EAP requirements based on ELA scores for 11th grade 1.4% of students met EAP requrements based on Math scores for 11th grade.	Increase EAP ready by 3% annually in ELA and Math.	ELA declined by 29.4% Math declined by 6.3%
1.11	Advanced placement examination and Dual Enrollment	ULUSD does not offer Advanced Placement Exams.	ULHS, grades 9-12, does not offer AP Courses and	ULHS, grades 9-12, does not offer AP Courses and	Maintain 0 AP classes. Increase number of	Target not met - decreased by 17.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ULUSD 2023 65% Completing at least 2 College Courses	thereby does not offer AP placement exams. The class of 2024 at ULUSD had 53% of it's graduates complete at least 2 college course with a "C" or better.	therefore does not offer AP placement exams. The class of 2025 at ULUSD had 47.7% of it's graduates complete at least 2 college course with a "C" or better.	students completing at least two college classes by 1% annually	
1.12	Williams Instructional Materials	Maintain 100% access to instructional materials, inclusive of online resources. Continue to offer a broad course of study enriching the opportunities for our unduplicated pupils.	Maintain 100% access to instructional materials, inclusive of online resources. Continue to offer a broad course of study enriching the opportunities for our unduplicated pupils.	All sites maintained 100% access to instructional materials as measured by Williams	100% of students will have access to instructional materials as measured by Williams.	Target met.
1.13	Suspension rate	2023 CA Dashboard reports 9.7% of our students have been suspended.	8.1% of our students have been suspended. This reflects a decline of 1.6% and zero groups reporting in the red	2025 4.9% of our students have been suspended. This reflects a decline of 4.8%. Foster youth and homeless report in the red.	Reduce by 3% annually	Progress toward Target met - decreased by 4.8%
1.14	California Healthy Kids Survey	54.6% of students report having a caring adult relationships in the California Healthy Kids Survey.	Data not in yet. (24-25)	68% of students report having a caring adult relationships in the California Healthy Kids Survey.	Increase the number of students reporting a connection with staff on campus by 3% annually.	Progress toward Target met - increase by 13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Academic Support for students not meeting proficiency	100% of students have access to academic support with priority to students socioeconomically disadvantaged, English Learner, Foster and Students with Disabilities.	100% of students have access to academic support with priority to students socioeconomically disadvantaged, English Learner, Foster and Students with Disabilities.	100% of students have access to academic support with priority to students socioeconomically disadvantaged, English Learner, Foster and Students	Maintain 100% access	Target met.

Goal Analysis [2025-26]

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

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

Overall Implementation:
During the 2023–24 school year, ULUSD made significant progress in implementing initiatives aligned to this goal. All school sites prioritized high-quality professional development, with a focus on equipping teachers with high-impact instructional strategies to improve student learning outcomes. This professional learning was aligned with districtwide instructional goals and supported through site-based collaboration. The data reflects that some student groups did meet our goal of growth.

In parallel, ULUSD secondary worked on building Student Services to better meet the academic, social-emotional, and behavioral needs of all students.

Schools across the district also advanced the implementation of AVID strategies, either through schoolwide efforts or as an elective, to support college readiness and academic skill-building. All sites maintained a strong commitment to A–G course alignment, ensuring that graduation requirements remain consistent with UC/CSU entrance standards.

In addition, ULUSD continued to offer dual enrollment opportunities and expanded access to Career Technical Education (CTE) pathways, supporting both college and career readiness for all students.

Challenges and Successes:
While overall implementation aligned closely with the planned actions, some challenges were encountered, particularly in staffing at the Middle School. However, successes included strong teacher engagement in professional development, increased student participation in

AVID and dual enrollment, and improved alignment of instructional programs with postsecondary pathways. This is also evident in the student groups that did not make the anticipated growth toward standard.

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.

Increases in spending were the results of programmatic expansion and necessity, while other areas, such as the decrease in spending on academic deans was due to a lack of available personnel.

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

Action 1.1: TOSA / Instructional Coach (6-12)
Effectiveness: Successfully established John Hattie's Visible Learning framework and led weekly Wednesday Professional Development, fostering iterative classroom Impact Cycles.

Ineffectiveness & Shift: Daily implementation remains inconsistent across classrooms. As the district transitions to new leadership and prioritizes a major mathematics adoption, this TOSA coaching position will not be maintained for the 2026–2027 school year.

Action 1.2: TOSA / Intervention Specialist
Effectiveness: Coordinated credit recovery pathways, supporting our 94.7% high school graduation rate.

Ineffectiveness & Shift: Interventions remained reactive, with 31% of students still needing credit recovery.

Action 1.3: AVID Elective (High School)
Effectiveness: Highly effective driver of college readiness, contributing to a 44.6% College/Career Indicator (CCI) rate.

Ineffectiveness: Highly structured AVID strategies remain siloed in elective classes and are not consistently integrated into general education classrooms.

Action 1.4: AVID Schoolwide (Elementary & Middle School)
Effectiveness: Upper Lake Elementary (ULES) continues to grow, building early organizational habits and college-ready vocabulary.

Ineffectiveness & Shift: Implementation at Upper Lake Middle (ULMS) stalled this year. The district's next step is to refocus ULMS through dedicated Advisory periods and basic organization. At ULES, the next step is identifying leadership to deepen and expand these strategies.

Action 1.5: Support Students Identified as English Learners
Effectiveness: Full-inclusion ensures English Learners maintain direct access to rigorous core curriculum, CTE pathways, and Dual Enrollment.

Ineffectiveness: Language scaffolds are not yet consistently integrated across math and science courses. High chronic absenteeism among Hispanic/Latino students (42.2%) also limits daily interactive language practice.

Action 1.6: Technology Equipment
Effectiveness: As a 1-to-1 technology district, we ensure all students have equal device access to monitor their own standards-based grading.

Ineffectiveness: 1-to-1 access has not automatically translated into active learning; devices are too often used for passive tasks or independent credit recovery rather than collaborative inquiry.

Action 1.7: Supplemental Curriculum and Materials
Effectiveness: Supported diverse, multi-perspective reading libraries and hands-on laboratory experiences.

Ineffectiveness: In mathematics, supplemental resources operated as fragmented, teacher-selected stopgaps rather than a cohesive system, which contributed to low math proficiency and prompted our unified math adoption.

Action 1.8: Instructional Aides (IAs)
Effectiveness: IAs are vital to our full-inclusion model, providing crucial face-to-face assistance that allows high-needs students to succeed in general education.

Ineffectiveness: We lack systematic, district-level PD for IAs. Without training on learning intentions and scaffolding, their classroom support remains reactive.

Action 1.9: Support for Students with IEPs
Effectiveness: Full inclusion successfully opens "no opt-out" pathways to rigorous core classes, CTE, and Dual Enrollment.

Ineffectiveness: Physical inclusion has not yet closed achievement gaps, highlighting a need for stronger daily classroom differentiation and scaffolding.

Action 1.10: Student Enrichment
Effectiveness: Eliminated economic barriers by offering free athletic admission and school gear districtwide. Partnership with Reynolds Systems Inc. brought high-agency, competitive robotics to campus.

Ineffectiveness: Credit-deficient students face scheduling conflicts; high credit recovery needs prevent our most vulnerable students from accessing these enrichment pathways.

Action 1.11: Dual Enrollment and CTE Expansion
Effectiveness: Direct master schedule integration boosted our CCI to 44.6%, providing equitable, early access to college credits and trade paths.

Ineffectiveness: Tier 1 and Tier 2 instructional scaffolding is not yet aligned within these advanced courses to support students entering with foundational reading or math deficits.

Action 1.12: Targeted Math Support (Hispanic, SED, SWD)
Effectiveness: Kept historically underserved subgroups in core math pathways, contributing to a 95.5% graduation rate for socioeconomically disadvantaged students.

Ineffectiveness: Only 9% of 11th graders achieved standard math proficiency. This academic challenge is compounded by high chronic absenteeism (50.0% for American Indian/Alaska Native; 42.2% for Hispanic/Latino), which prevents targeted math interventions from taking root.

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

The only change in the actions for Goal #1 is Action 1.2. This position will not be staffed for the 2026–2027 school year as leadership shifts focus to core Tier 1 instruction and math curriculum alignment.

No other changes were made to this goal for the 2026-27 school year. Reflections on prior implementation have highlighted the need for increased monitoring in two key areas:

Evidence of Student Learning:
There is a need for more consistent and intentional monitoring of student learning in classrooms on a daily basis. This includes gathering and analyzing formative data to ensure that instructional strategies are leading to improved student outcomes.

Effectiveness of Interventions:
Continued attention is needed to assess whether student interventions are effective. This includes implementing progress monitoring systems to evaluate the impact of academic and behavioral supports in real time.

These adjustments are designed to deepen the effectiveness of current actions and ensure alignment between strategy and student growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Maintain Teacher on Special Assignment (TOSA) as	An instructional coach assists teachers in grades 6 through 12 to implement the strategic plan. The goal is to ensure that effective instructional and assessment practices, which have a significant impact on learning outcomes, are consistently used in every classroom, every day.	$99,477.78	Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Coach 6-12	Additionally this is accordance with our Learning Recovery Emergency Block Grant (LREBG).		
1.2	Add a Teacher on Special Assignment (TOSA)/Intervention	Introducing an instructional coach to our elementary school will enhance the implementation of impactful instructional practices and interventions.		
1.3	AVID Elective High School	Sustain AVID Elective instructors to offer student assistance in core subjects.	$172,549.27	Yes
1.4	AVID Schoolwide Elementary & Middle School	Ensure a consistent AVID schoolwide emphasis at ULMS and ULES to bolster student achievement and foster college and career readiness.	$3,000.00	Yes
1.5	Support students identified as English Learners	Students identified as English Learners, LTEL and/or RFEP and provided interventions in all classes, inclusive of ELD.	$4,689,269.98	Yes
1.6	Technology Equipment	Maintain and enhance technology resources to ensure student access to 1-to1 devices and classroom technology for teachers and students.	$432,614.92	Yes
1.7	Supplemental Curriculum and Materials	Curriculum, materials, and supplies to enhance and compliment classroom and intervention instruction.	$249,849.00	Yes
1.8	Instructional Aides	Sustain instructional aides, to provide support for classroom instruction, intervention, and relationship building with students.	$322,802.11	Yes
1.9	Enhancement and Support for Students with IEPs	Continue to provide personalized approach to learning including targeted interventions to address their individual needs.	$118,798.82	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Student Enrichment	This action is specifically designed to address the needs of unduplicated pupils who frequently face limitations in accessing opportunities beyond the classroom, which are crucial for enriching and deepening their learning experiences. These learning experiences often take place in the form of guest speakers or trips off campus aligned to grade level learning.	$234,521.00	Yes
1.11	Student Course Access	By broadening the range of available courses and ensuring equitable access for all students, regardless of background or socio-economic status, the initiative aims to create a level playing field where every student has the opportunity to pursue academic enrichment and achieve success as outlined in the LCAP. (Expenses covered in Goal 1.7)		Yes
1.12	Provided targeted support in Math for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	Based on the California dashboard data, we recognize the need to provide targeted support in Math. (Funding is included in Action #8)		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Professional learning opportunities will be made available for all staff to support areas of growth as identified by data and the ever changing education landscape.	Maintenance of Progress 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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our district strives to provide the best working and learning conditions for our staff and students. This includes providing opportunities for expanded learning to advance job skills and keep abreast of current strategies and pedagogy to meet the needs of the ever-changing school system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of State Standards as measured by local indicators	Maintain 100% of teachers implementing and receiving professional development on the State Standards including but not limited to English Language Development.	ULMS and ULHS have partnered on the early release Wednesdays to ensure that teachers have time to build lessons and student supports based on the state standards and access to the Common Core	ULES conducted 4 days of professional development in August 2025 focus was on ELA, Writing and SEL. Ongoing professional development occurs bi-weekly for approximately 2	Maintain 100% of teachers implementing state standards.	Target met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			State Standards and the English Language Development standards. ULES continues to utilize professional development before school starts and during collaboration days to align lessons and address the CCS priority standards for each grade level and access to the English Language Development standards.	hrs each month. ULES staff conducted over 15 hrs of professional development focusing on the new math framework and curriculum adoption.		
2.2	Teacher Misassignments: %of appropriately assigned teachers.	100% Appropriately assigned	ULUSD has worked to find the best teacher to fill our vacancies and meet our credentialing needs. Due to the teacher shortage and struggles with hiring in rural California, we have not met our goal of 100% appropriately assigned.	2025 95.3% Appropriately Assigned	Increase proper assignments by 1.0 FTE	Decline in taecher misassignments by 4.7%
2.3	Implementation of AVID	100% of AVID Elective trained in AVID Elective	ULHS continues to implement AVID	ULES implemented AVID	Maintain	Target Not Met:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and continue to train AVID school wide and AVID elective teachers in AVID (WICOR) strategies	electives. ULMS has hired new staff who have not been AVID trained which has decreased the % of AVID trained teachers in secondary. ULES continues to implement AVID 3-5 with 7/9 teachers AVID trained. ULES continues to receive site support from our regional AVID coach to increase our successful implementation.	in grades 3-5 and had AVID walk through coaching three times during the school year. ULES supported one of our 5th grade teachers who was recognized as one of 5 elementary AVID teachers for the state of CA.	100% of AVID Elective trained in AVID Elective and continue to train AVID school wide and AVID elective teachers in AVID (WICOR) strategies	ULES AVID trained teachers 7/19 ULMS AVID trained teachers 3/9 ULHS AVID Elective Trained Teachers 2/2
2.4	Build Student Services	100% of our Deans trained to lead and support Student Services to deliver MultiTiered Supports for students academic and socioemotional needs.	Two deans were supported and trained in MTSS and Student Services. This professional development will continue into the next year as ULES hires a dean.	Deans supported the growth of building Student Services by providing more Tier 2 & Tier 3 response.	The Dean position was eliminated in order to shore up additional supports in Student Services with a focus on more classroom based support.	Target not met. The Dean position was eliminated in order to shore up additional supports in Student Services with a focus on more classroom based support.

Goal Analysis [2025-26]

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

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

During the reporting year, the district successfully implemented several key professional development initiatives aligned to its LCAP goals. One major area of focus was professional development for grades 6–12 teachers in collaboration with the instructional coach. This initiative

centered on high-impact teaching strategies and has been notably successful, contributing to increased clarity and coherence in instructional practices across secondary classrooms.

Additionally, the district expanded professional development efforts at the secondary level to include instructional assistants and support staff, emphasizing strategies to better support at-promise students. This inclusive approach is building stronger alignment between certificated and classified staff in meeting student needs.

At the elementary level, the focus remained on prioritizing teacher collaboration time and advancing practices in trauma-informed instruction for classified and certificated staff. Continued efforts in this area have supported a more responsive and supportive learning environment for younger students.

Challenges and Variances in Implementation:

One challenge encountered during implementation has been achieving district-wide alignment of student services, particularly in establishing clear and timely systems for academic and social-emotional interventions. While individual school sites have made progress, there remains a need for a more consistent and cohesive approach across all grade levels and schools to ensure that students receive real-time support when needed.

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

Staff is not attending summer professional development for AVID nor Visible learning during summer 2026. This constitutes a reduction in actual expenditures.

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

To date, the district's actions 2.1, and 2.4 have been (effective) in making progress toward the goal. Efforts to recruit and retain high-quality educators and staff have yielded positive results, contributing to a stable and committed workforce. The district has also placed emphasis on continuous professional learning, which has supported instructional growth and improved educational outcomes.

Actions 2.2, 2.3, (ineffective) show that our teachers without credentials have increased proving that we did not meet our goal of 100% effective educators. Hiring new staff also means that we did not meet 100% of our teachers AVID trained. Moving forward, our vacancies are filled and staff will be provided support to become fully credentialed and trained in AVID.
The implementation of AVID (Advancement Via Individual Determination) across grades 3–12 has further strengthened college and career readiness efforts as is evidenced in the data. Students are gaining early exposure to essential skills that prepare them for post-secondary success.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year 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
2.1	Professional Development	Professional Development focusing on high impact instructional and assessment practices offer tailored sessions designed for educators to enhance their skills. The focus of the professional development is implementation of state standards which will increase student academic success.	$48,750.00	Yes
2.2	Classified Staff Professional Development	Offer Professional Development to Classified Staff.	$18,000.00	No
2.3	Professional development on trauma informed instruction and social emotional learning.	Continue to expand professional development to support the services to our unduplicated pupil population (EL, LTEL, Foster SWD, SED) (cost included in action 2.1)	$0.00	Yes
2.4	Personalized professional development to support growth in providing wellness to staff and students	Continue to expand professional development to support student and staff wellness (cost included in action 2.1)	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, positive and productive learning and working environment.	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.

We developed the goal to provide a safe, positive, and productive learning and working environment to ensure the well-being and success of all students and staff. Creating such an environment is essential for fostering academic growth, social-emotional development, and overall student achievement. A safe and positive atmosphere promotes student engagement, reduces behavioral disruptions, and enhances the overall school climate. Furthermore, a productive learning environment encourages collaboration, critical thinking, and creativity among students and staff. Ultimately, by prioritizing safety, positivity, and productivity, the LEA aims to cultivate an environment where everyone can thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Engagement	TK-8 Chronic Absenteeism 35.1% Chronic Absenteeism Attendance Rate (2024): ULES: 92.21% ULMS: 90.27% ULHS: 89.42% CVHS: 73.93%	27% of our students report chronically absent. This is a decline of 8.1% Attendance Rate (2025): ULES: 88.45% ULMS: 88.55% ULHS: 90.42%	2025 Dashboard ULUSD maintained a 27.8% Chronic Absenteeism rate. Attendance Rate (2026): ULES: 91.69% ULMS: 92.30%	Reduce Chronic Absenteeism by 3% annually Increase Attendance Rate by 3% annually Reduce Drop Out Rate by 3% annually	Chronic Absenteeism met: Decreased 7.3% Attendance Target Rates: ULES decreased -0.52% ULMS increased +2.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HS Drop Out Rate: 12.9% HS Graduation Rate: 77%	CVHS: 49.47% High School Dropout rate 7.3% (decline) Graduation rate 86.5% (increase)	ULHS: 90.35% CVHS: 60.47% HS Drop Out Rate: HS Graduation Rate:	Increase graduation rate by 3% annually	ULHS increased +0.93% CVHS Decreased -13.46% Drop Out Rates: ULHS target met: Decreased 5.6% HS Graduation target rate met: Increased 9.5%
3.2	Support staff (survey) and student wellness (California Healthy Kids Survey)	Current baseline doesn't exist for staff. We will gather baseline data in Fall 2024. 54.6% of students report having a caring adult relationships in the California Healthy Kids Survey.	Spring 2025 Employees were asked to rate their sense of support in maintaining a healthy work-life balance at our school on a scale of 1 to 5 (1 = Not at all supported, 5 = Fully supported). The average rating was 4.07. The full distribution of responses: 1 - 0 % 2 - 7.1% 3 – 21.4% 4 – 28.6% 5 – 42.9% CHKS survey data was not available	Spring 2026 Employees were asked to rate their sense of support in maintaining a healthy work-life balance at our school on a scale of 1 to 5 (1 = Not at all supported, 5 = Fully supported). The average rating was 4.46. The full distribution of responses: 1 - 0% 2 - 0% 3 – 7.69% 4 – 38.46% 5 – 53.85% 2026 CHKS survey data was not	Staff survey will indicate increase in wellness. Increase students reporting having a caring adult relationships in the California Healthy Kids Survey by 3% annually.	Target Met. Employees were asked to rate their sense of support in maintaining a healthy work-life balance at our school on a scale of 1 to 5 (1 = Not at all supported, 5 = Fully supported). The average rating was 4.46. The full distribution of responses: 1 - no change 2 - decrease by 7.1% 3 – decreast by 13.71% 4 – increased by 9.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at the adoption of this LCAP.	available by June 2.		5 – decreased by 10.95%
3.3	Reduce the suspension rate for all students, EL, Hispanic, Homeless, SWD, White	2022-23 suspension rate data American Indian: 11.3% English Learners: 11.4% Hispanic: 9.9% Homeless: 22.2% Socioeconomically Disadvantage 10.2% White : 9.7% SWD : 14.3%	2023-2024 American Indian: 9.2% English Learners: 9.2% Hispanic: 8.9% Homeless: 11.8% Socioeconomically Disadvantage 8.8% White: 7% SWD : 13% LTEL 19% All demographic groups except LTEL have seen a decline in suspension rate because this is the first year LTEL has been reported. Our cumulative decline for all students is 1.6%	2024-2025 American Indian: 5.2% English Learners: 0% Foster Youth: 13.3% Hispanic: 4.6% Homeless: 13.2% Socioeconomically Disadvantage 5.3% White: 4.6% SWD : 5.7% LTEL 0% All demographic groups have seen a decline in suspension. Our cumulative decline for all students is 3.2%	1% decrease for each student group annually	Target met. Percentages Decreased: American Indian: (-6.1%) English Learners: (-11.4%) Hispanic: (-5.3%) Homeless: (-9.0%) Socioeconomically Disadvantage (-4.9%) White : (-5.1%) SWD : (-8.6%)
3.4	Participation of parents and families in school events and meetings	Parent Participation 82% of parents attending parent teacher conferences 65% of parents attending Back to School Nights 36% parents responding to district surveys	ULES reported an increase in parent participation during the 2024-25 school year. 90% of students represented at parent teacher conferences 75% of students represented at	ULES reported parent participation during the 2025-26 school year. 90% of students represented at parent teacher conferences 75% of students represented at	Maintain or increase parent participation by 3% until all participation is at or above 75% annually. Continue to improve participation for families of	Some targets met Parent Participation (PP) Conferences: Increased 8% PP Back-to-School: Increased 10% PP District Surveys: Decreased (-33%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5% of EL parents attend at least 1 meeting. 99% participation in decision making for students with disabilities.	Back to School Nights 88% of students are represented at Open House 3% parents responding to district surveys 8% of EL parents attend at least 1 meeting. 99% participation in decision making for students with disabilities.	Back to School Nights 81% of students are represented at Open House 98% of parents actively enrolled in SeeSaw for communication and the Instructional Continuity Plan.	students with disabilities.	EL 1 Meeting: Increased 3% Participation in decision making for students with disabilities: Same (99%)
3.5	Serve as the hub for our community with safe and compliant facilities and grounds and in good repair. Support and offer equitable transportation for students in the district.	Williams Act Reporting Facilities and Athletic Field indicated in good repair according to F.I.T and ready for play 30% of the time.	All sites continue to report GOOD on the FIT report and work to continually provide safe and asthetically pleasing campuses for all community events. Fields are reported ready to play 85% of the time	All sites continue to report GOOD on the FIT report and work to continually provide safe and asthetically pleasing campuses for all community events. Fields are reported ready to play 90% of the time	Improve access to facilities for during and after school use as measured by the Maintain Williams Act Reporting.	Target met - athletic fields 'ready for play' increased 5%
3.6	Support and offer equitable transportation for students in the district.	Continue to prioritize transportation for 100% of our unduplicated pupils	Continue to prioritize transportation for 100% of our unduplicated pupils within the ULUSD boundaries	Continue to prioritize transportation for 100% of our unduplicated pupils within the ULUSD boundaries	Survey and identify students who classify as unduplicated and notify and provide transportation	Target met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Maintain strong communication with families	Maintain district and school websites, phone dialer, in multiple languages to increase information to parents.	Maintain district and school websites, phone dialer, SeeSaw app at ULES and phone translation in multiple languages to increase information to families.	Maintain district and school websites, phone dialer, SeeSaw app at ULES and phone translation in multiple languages to increase information to families.	Maintain reception to school wide call and messages to 75% and engagement on social media.	Target met.
3.8	Maintain funding for district safety needs	School Resource Officer provides educational presentations and outreach 3 out of 4 sites.	School Resource Officer provides educational presentations and outreach 3 out of 4 sites.	School Resource Officer provided educational presentations and outreach to 4 out of 4 sites.	School Resources Officer provides educational presentations and outreach to 4 out of 4 sites.	Target met.
3.9	Decrease suspension rate	9.7% of our students have been suspended at least one time	2024-2025 our suspension rate continues to decrease. 8.1% of our UL students were suspended in the 2023-2024 school year.	2025-2026 4.9% suspended at least one day	Reduce suspensions by 3% annually	Target met decreased by 4.8%
3.10	Student participation in extra curricular and co-curricular	Maintain offering extra curriculuar and co-curricular (broad course of study) opportunities to 100% of the student population.	Maintain offering extra curriculuar and co-curricular opportunities (broad course of study) to 100% of the student population.	Maintain offering extra curriculuar and co-curricular opportunities (broad course of study) to 100% of the student population.	Maintain opportunities for students to participate in extra curriculuar and co-curricular opportunities.	Target met.
3.11	Expulsion Rate	2022-2023 Expulsion rate 0	2023-2024 expulsion rate	2025-2026 .6 expulsion rate	Maintain an expulsion rate of 0	Target not met. Increased by .6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			remains at 0 students expelled			
3.12	Transportation offering	Continue to offer transportation to 100% of students within the ULUSD boundaries	Continue to offer transportation to 100% of students within the ULUSD boundaries	Continue to offer transportation to 100% of students within the ULUSD boundaries	Continue to offer transportation to 100% of students within the ULUSD boundaries.	Target met.

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.

All planned actions under Goal 3 were implemented; however, reflection has revealed the need for a more targeted and intentional focus on supporting our most at-promise student populations. Continued development of a robust student services department at both the site and district levels is essential to ensure all students receive timely academic, behavioral, and social-emotional support.

Additionally, building strong, trusting partnerships with families remains a priority. Engagement must be supported through multiple modalities, including in-person events, social media, the school website, email, and direct phone communication, to ensure accessibility and equity.

Providing all students with access to co-curricular and extra-curricular activities has shown a positive impact on engagement. This strategy continues to be a key component of fostering school connectedness and promoting student success.

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

Action 3.1 was estimate to include transportation costs that were covered under Action 3.5. Total cost of transportation was underestimated in the original LCAP (Action 3.5).

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

Action 3.1: Student Engagement

Goal Focus: Maintain student engagement and connectedness at school sites for unduplicated pupils through district events, secondary club activities, attendance incentives, and athletics promotion.

Effectiveness: Effective. The district saw a successful increase in overall student participation and attendance. Additionally, student involvement in secondary club activities grew, indicating improved school connectedness and engagement among our unduplicated student groups.

Action 3.2: Parent/Family Engagement

Goal Focus: Increase parent/family engagement for all student groups and connectedness to school sites through celebrations and committees in support of shared decision-making.

Effectiveness: Effective. Parent and family engagement successfully grew over the course of the year. Through school celebrations and committee opportunities, families demonstrated an increased connection to school sites and a stronger presence in shared decision-making.

Action 3.3: Student Mental Health/Social Emotional Support

Goal Focus: Ensure an inclusive, safe, healthy, and secure environment by enhancing Mental Health Services. Deans implement a student services focus to support wellbeing, reduce suspensions, and increase achievement.

Effectiveness: Emerging. The district successfully implemented foundational changes to the physical spaces and initial strategies dedicated to student mental health and wellness. While these environmental changes were positive, the ongoing focus moving forward will be to refine and deepen our specific support strategies to maximize the impact of our mental health services.

Action 3.4: Staff Wellness

Goal Focus: Improve staff wellness through the availability of a fitness center, water purifiers, and air purifiers, aiming for fewer absences and better-prepared staff to lead rigorous instruction.

Effectiveness: Effective. Staff wellness supports were successfully maintained throughout the year. Continued access to the fitness center, as well as water and air purifiers, contributed to a healthy working environment and supported overall staff readiness.

Action 3.5: Transportation

Goal Focus: ULUSD provides home-to-school transportation for the regular school day, including after-school programs for all students.

Effectiveness: Highly Effective. The district successfully maintained and even expanded its transportation services. By providing more transportation options, we ensured that all students had reliable, equitable access to both the regular academic school day and after-school enrichment programs.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year 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	Student Engagement	Maintain student engagement and connectedness at school sites for unduplicated pupils through the following: All district events Club Activities at Secondary Sites Attendance incentives Promote athletics participation	$216,750.00	Yes
3.2	Parent/Family Engagement	Increase parent/family engagement for all student groups and connectedness to school sites through celebrations and committees in support of shared decision making.	$25,000.00	Yes
3.3	Student Mental Health/Social Emotional Support	Ensure an inclusive, safe, healthy, secure environment for students by enhancing Mental Health Services to support student wellness.		Yes
3.4	Staff Wellness	Improved wellness through availability to the fitness center, water purifiers, and air purifiers translate to fewer absences (meaning fewer subs), well rested and better prepared staff leading to more rigorous instruction in the classroom.	$0.00	Yes
3.5	Transportation	ULUSD provides home to school transportation for the regular school day, including after school programs for all students.	$939,504.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Upper Lake Unified School District will increase the graduation rate by 3% annually with priority focused to Clover Valley High School by increasing student support services over the next three years.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Following guidance from our educational partners, ULUSD established this goal because some of our students with the greatest needs possess talents that are not fully supported in traditional classrooms, where optimal learning typically occurs. This goal aims to integrate classroom learning with real-life skills and experiences, supported by curriculum and personnel to address all student groups.

Equity Multiplier - Clover Valley has been identified as receiving an equity multiplier allocation. This allocation is being used to address a well rounded education with the enhancement of outdoor learning opportunities. These opportunities will be focused to a well-rounded education in empowering students with diverse academic, vocational, and life skills tailored to their individual needs and interests to promote graduation or a return to the comprehensive high school campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5 Attendance	The attendance rate for Clover Valley High School in 2023 is 74.5%, with a chronic absenteeism rate of 25.5%. Aeries Analytics Dashboard	The attendance rate for Clover Valley High School in 2024 is 81.1%, with a chronic absenteeism rate of 18.9%.	The attendance rate for Clover Valley High School in 2025 is 84%, with a chronic absenteeism rate of 16%.	Improvement by 3% annually	Target met - Chronic Absenteeism decreased by 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Aeries Analytics Dashboard	Aeries Analytics Dashboard		
4.2	Priority 4 Graduation rate	2023 Graduation Rate: 82%	2024 Graduation rate 50%	2025 Graduation Rate 83.3%	Increase graduation rate by 3% annually	Increased 1.3%

Goal Analysis [2025-26]

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

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

Our focus under Goal 4 of the LCAP was on strengthening good first instruction to promote academic equity across all student groups, particularly those supported by the Equity Multiplier (e.g., English learners, foster youth, and low-income students). We also recognized the critical connection between academic success and student well-being, taking initial steps to integrate social-emotional support within instructional settings. The use of the equity multiplier funds is to increase support staff to aid in relationships, academics and transportation will ensure students are connected to the school setting and have their emotional and transportation needs met.

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 differences.

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

Action 4.1: Student Support Services

Goal Focus: Clover will employ an additional aide for targeted student instruction and support, as well as driving to ensure students arrive on time.

Effectiveness: Effective. The district successfully employed an additional aide to fulfill these duties. This action proved highly effective in delivering targeted instructional support to students while concurrently ensuring reliable transportation for on-time arrivals.

Action 4.2: Upgrade Online Learning

Goal Focus: Upgrade student and staff access to technology to ensure in-school and online learning is readily available and engaging, specifically targeting socioeconomically disadvantaged students who lack home access and require life skills training with technology.

Effectiveness: Partially Effective. The district successfully implemented the initial technology upgrades to increase access for students and staff. However, upon implementation, the current program was found to be insufficient in fully meeting our operational and educational needs. As a result, the district is preparing to make additional changes to the program to ensure it adequately supports student engagement and technical skill development moving forward.

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

Based on reflection of prior practice, we are refining our actions to strengthen school-to-home communication. In the coming year, we plan to add staff dedicated to outreach and family engagement to better support attendance, wellness, and academic progress. No changes were made to the overall goal, metrics, or target outcomes, but this added support is intended to improve access and connection for families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Support Services	Clover will employ an additional aide for targeted student instruction and support, as well as driving to ensure student arrive on time.	$42,584.96	Yes
4.2	Upgrade online learning	Student and staff access to technology is being upgraded to ensure inside learning is readily available and engaging for students. Students from socioeconomically disadvantaged households often don't have technology access at home and need access and life skill training with the technology.	$12,500.00	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
$3,582,493	$433,421.00

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
34.589%	0.281%	$27,979.95	34.870%

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:** Maintain Teacher on Special Assignment (TOSA) as Instructional Coach 6-12 **Need:** Student Achievement **Scope:** Schoolwide	We serve in a high-SED area and thus must be responsive to the needs of everyone in our community to ensure they have access to high-quality instruction, rigorous courses, and a supportive environment both inside and outside the classroom. An instructional coach assists teachers in grades 6 through 12 to implement the strategic plan. The goal is to ensure that effective instructional and assessment practices, which have a significant impact on learning outcomes,	Smarter SBAC English Language Arts & Math: Scale score points distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		are consistently used in every classroom, every day.	
1.3	**Action:** AVID Elective High School **Need:** Student assistance in core subjects **Scope:** LEA-wide	The parent education level of students in our district necessitates our response in providing college and career-ready programs.Sustain AVID Elective instructors to offer student assistance in core subjects.	College Career Indicator A-G Completion
1.4	**Action:** AVID Schoolwide Elementary & Middle School **Need:** Increase student achievement Increase student readiness for college and career **Scope:** Schoolwide	Our rural community doesn't provide opportunities to expose our students to many opportunities, including college. AVID ensures school-wide emphasis at ULMS and ULES to bolster student achievement and foster college and career readiness.	Semester Grade Data
1.5	**Action:** Support students identified as English Learners **Need:** Students identified as English Language Learners are in need of language support (designated ELD) as well as focused tier I instruction (integrated ELD) in all subject areas. **Scope:**	Continue to provide designated and integrated ELD. Increase supports provided to recent RFEP (Reclassified Fluent English Proficient) students and students identified as LTEL (Long Term English Learners). Continue to allocate designated English Language Development (ELD) in grades Tk - 12 to facilitate the advancement of English Learners in both English proficiency and core subject comprehension.	EL Reclassification Rate English Learner Progress in language acquisition Smarter SBAC English Language Arts & Math: Scale score points distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Technology Equipment **Need:** Ensure student access to 1-to1 devices and classroom technology for teachers and students. **Scope:** LEA-wide	Providing technology to all students is essential to promote equity and access.Maintain and enhance technology resources to ensure student access to 1-to-1 devices and classroom technology for teachers and students.	Williams Act
1.7	**Action:** Supplemental Curriculum and Materials **Need:** Supplemental Curriculum and Materials **Scope:** LEA-wide	Ensuring that all our students have access to instructional materials is essential for promoting equity and access.Curriculum, materials, and supplies to enhance and compliment classroom and intervention instruction.	Student Access to Standards aligned Instructional material as measured by local indicators
1.8	**Action:** Instructional Aides **Need:** MTSS Intervention and academic support **Scope:** LEA-wide	Our students require systematic and research-based support for academic and social-emotional needs on a daily basis, extending beyond just the classroom teacher. Sustain instructional aides, to provide support for classroom instruction, intervention, and relationship building with students.	SBAC and grade reports Suspension Rate Healthy Kids Survey
1.9	**Action:** Enhancement and Support for Students with IEPs	Ensuring equity and access to all courses for students with IEPs is essential.Continue to provide personalized approach to learning including	Smarter Balanced Assessments Grader Data EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Targeted interventions to address students with IEP's **Scope:** LEA-wide	targeted interventions to address their individual needs.	
1.10	**Action:** Student Enrichment **Need:** unduplicated pupils who frequently face limitations in accessing opportunities beyond the classroom **Scope:** LEA-wide	This action is specifically designed to address the needs of unduplicated pupils who frequently face limitations in accessing opportunities beyond the classroom, which are crucial for enriching and deepening their learning experiences. These learning experiences often take place in the form of guest speakers or trips off campus aligned to grade level learning.	College Career Indicator A-G Completion
1.11	**Action:** Student Course Access **Need:** Course access, particularly for unduplicated pupils. **Scope:** LEA-wide	The actions are meticulously crafted to address the identified need by expanding course access, particularly for unduplicated pupils. By broadening the range of available courses and ensuring equitable access for all students, regardless of background or socio-economic status, the initiative aims to create a level playing field where every student has the opportunity to pursue academic enrichment and achieve success as outlined in the LCAP.	CTE Pathway Completers Dual Enrollment
1.12	**Action:** Provided targeted support in Math for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	Our students are still performing below standard in math, highlighting the need for intensive intervention inside the classroom to address the lack of growth and progress in this area. Targeted	Smarter Balanced Assessment Math (SBAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Targeted support in Math **Scope:** LEA-wide	instruction to increase student outcomes is an integral part of our technical assistance.	
2.1	**Action:** Professional Development **Need:** Professional development to support all students with best first instruction is essential for ensuring equitable access to high-quality education and promoting academic success for every learner. **Scope:** LEA-wide	This need addresses an action in the LCAP by equipping educators with the skills and strategies necessary to implement best first instruction, thereby enhancing the quality of teaching, fostering equitable learning environments, and driving academic achievement for all students.	Common Core Standards Implementation- measured by local indicator Teacher assignments as measured through priority 1
2.3	**Action:** Professional development on trauma informed instruction and social emotional learning. **Need:** Professional development on trauma-informed instruction and social-emotional learning is essential for creating supportive and responsive educational environments that address the holistic needs of students, fostering their wellbeing and academic success. **Scope:**	This need addresses an action in the LCAP by providing educators with professional development on trauma informed instruction and social emotional learning, thereby creating supportive and responsive educational environments that cater to the holistic needs of students, fostering their well-being and academic success.	Healthy Kids Survey Data Grade Data Smarter Balanced Assessments measured as distance from standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Personalized professional development to support growth in providing wellness to staff and students **Need:** There is a need for personalized professional development to support the growth of educators in promoting wellness for both staff and students, thereby enhancing overall school climate and fostering a healthier, more productive learning environment. **Scope:** LEA-wide	This action addresses a need in the LCAP by offering personalized professional development to support the growth of educators in promoting wellness for both staff and students, thereby enhancing overall school climate and fostering a healthier, more productive learning environment.	Healthy Kids Survey Data Staff Survey Data
3.1	**Action:** Student Engagement **Need:** There is a need to offer co-curricular and extra-curricular activities to engage students in the learning process both inside and outside of the classroom. **Scope:** LEA-wide	This action addresses the need to provide opportunities for learning and growth beyond the classroom. To support our unduplicated pupil count, we must find ways and resources to ensure equity and access for all students to participate.	Participation in Extra-Curricular, Co-Curricular activities
3.2	**Action:** Parent/Family Engagement **Need:**	ULUSD hosts a free, voluntary physicals night with volunteer doctors opportunity to keep students safe and engaged.	Parent participation in school events

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 rural area provides limited access to doctors for student physcials needed to safely participate in sporting events **Scope:** LEA-wide		
3.3	**Action:** Student Mental Health/Social Emotional Support **Need:** An identified need for a school serving unduplicated students is to enhance mental health and social-emotional support services to ensure the well-being and success of every student. **Scope:** LEA-wide	This action addresses the critical need to support our unduplicated students by implementing a comprehensive, research-based multi-tiered system of support. By doing so, we aim to proactively address the diverse social-emotional needs of our students, ensuring their overall well-being and academic success. This approach will enable us to provide targeted interventions and resources tailored to each student's unique circumstances, fostering a supportive and inclusive learning environment including alternatives to suspension.	California Healthy Kids Survey Suspension rate/Expulsion rate
3.4	**Action:** Staff Wellness **Need:** An identified need is to support staff wellness to ensure that educators remain strong, healthy, and resilient, allowing them to consistently meet the unique needs of our students. **Scope:** LEA-wide	By prioritizing staff well-being, we aim to cultivate a positive and supportive work environment that fosters collaboration, growth, and resilience among educators. This approach ensures that our teachers and staff are better equipped with the resources and mindset to provide consistent, effective support and guidance to our diverse student population, promoting their overall success and well-being.	Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Transportation **Need:** An identified need to support unduplicated pupils in accessing transportation to and from school and to extracurricular activities is to provide reliable transportation services. **Scope:** LEA-wide	An identified need within our LCAP is to support unduplicated pupils in accessing transportation to and from school, as well as to extracurricular activities. Providing reliable transportation services ensures equitable access to educational opportunities and enriching experiences outside the regular school day, promoting greater student engagement and participation. By addressing this need, we aim to remove barriers to student success and foster a more inclusive learning environment for all.	Offer transportation within ULUSD Boundaries
4.1	**Action:** Student Support Services **Need:** Low graduation rate **Scope:** Schoolwide	ULUSD will provide coordinated academic, behavioral, social-emotional, attendance, and wellness supports to help students stay engaged, make progress, and feel connected to school. Services may include targeted interventions, counseling, behavior support, attendance monitoring, family outreach, and connections to community resources.	Graduation rate
4.2	**Action:** Upgrade online learning **Need:** An identified need within our LCAP is to provide an online learning system to support continuous learning and credit recovery when needed. Implementing such a system ensures that students have access to flexible educational opportunities that meet their individual needs, regardless of time or location.	An identified need within our LCAP is to provide an online learning system to support continuous learning and credit recovery when needed. Implementing such a system ensures that students have access to flexible educational opportunities that meet their individual needs, regardless of time or location. This approach promotes equity and provides additional support for students who require credit recovery or alternative learning pathways to achieve academic success, thus helping to close achievement gaps and ensure all students reach their full potential.	Graduation Rate

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		

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.

ULUSD has 84.4% of its students identified in at least one category of the Unduplicated Pupil Count (Socio-Economically Disadvantaged, Foster Youth, Homeless, English Learner). All actions and services are designed based on best educational practices and target this 84%, with the remaining 16% also benefiting. Goal 1: Goal 1: Address student academic support needs during and immediately after school due to many students having household responsibilities that limit their homework time. Actions include intervention support, early literacy intervention, math tutoring, access to rigorous courses, access to a broad course of study, and access to technology. Expected outcomes include increased academic success and well-rounded citizens prepared for competition outside of rural Upper Lake. Goal 2: Retain and grow the best employees. Actions include summer professional development, TOSAs for research and peer teaching, ongoing professional learning, ensuring timely staffing.. Expected outcomes are increased student success and a highly trained, satisfied staff, ensuring sustained relationships and competent instruction for our students. Goal 3: Support the community by addressing the needs of socioeconomically disadvantaged families. Actions include increased psychologist/counseling support, consistent communication, community engagement activities, and a wellness center for trauma support and basic needs. Expected outcomes include increased academic success, breaking the cycle of poverty, a climate of success, increased wellness center usage, and reduced behavioral incidents. All goals aim to improve educational outcomes and overall well-being for ULUSD students, staff, and the community.

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.

We are enhancing services for our students by increasing social-emotional support, academic interventions, and improving learning environments (staff, instructional supplies, and space) to meet safety needs. We provide targeted, research-based early intervention in Math and English Language Arts and improved opportunities for co-curricular and extra curricular activities. We are expanding staff capacity and awareness to provide responsive, trauma-informed support for students navigating socioeconomic hurdles, language learning, and personal adversity. We offer high-quality meals, including breakfast for all students, and bring enrichment opportunities typically available in affluent communities to our schools or transport students to these experiences. Our after-school program, now expanded to include ULMS students, provides a safe and enriching environment. These actions, identified by our stakeholders, focus on the needs of foster youth, homeless, socio-economically disadvantaged students, and English learners. We address generational poverty, trauma, and geographic barriers that hinder our students' success. ULUSD is actively involved in the NAAC (Native American Action Committee) to support Native American students. We are committed to providing resources and ensuring priority registration or enrollment for students with unique learning needs and those in unduplicated pupil groups.

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		1:35
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	10,357,285	3,582,493	34.589%	0.281%	34.870%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,206,569.25	$419,402.59	$0.00	$0.00	$7,625,971.84	$6,464,574.02	$1,161,397.82

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain Teacher on Special Assignment (TOSA) as Instructional Coach 6-12	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ULMS, ULHSULMS, ULHS 6-12	2024-2027	$99,477.78	$0.00	$99,477.78				$99,477.78	
1	1.2	Add a Teacher on Special Assignment (TOSA)/Intervention						2024-2027								
1	1.3	AVID Elective High School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	2024-2027	$147,549.27	$25,000.00	$163,549.27	$9,000.00			$172,549.27	
1	1.4	AVID Schoolwide Elementary & Middle School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools/Middle Schools 3-8	2024-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.5	Support students identified as English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$4,689,269.98	$0.00	$4,564,716.39	$124,553.59	$0.00	$0.00	$4,689,269.98	
1	1.6	Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$315,114.92	$117,500.00	$396,614.92	$36,000.00			$432,614.92	
1	1.7	Supplemental Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$249,849.00		$249,849.00			$249,849.00	
1	1.8	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$322,802.11	$0.00	$322,802.11				$322,802.11	

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	1.9	Enhancement and Support for Students with IEPs		Yes	LEA-wide		All Schools	2024-2027	$0.00	$118,798.82	$118,798.82	$0.00	$0.00	$0.00	$118,798.82	
1	1.10	Student Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$39,171.00	$195,350.00	$234,521.00				$234,521.00	
1	1.11	Student Course Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School/High School	2024-2027								
1	1.12	Provided targeted support in Math for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$48,750.00	$48,750.00				$48,750.00	
2	2.2	Classified Staff Professional Development	All	No				2024-2027	$0.00	$18,000.00	$18,000.00				$18,000.00	
2	2.3	Professional development on trauma informed instruction and social emotional learning.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Personalized professional development to support growth in providing wellness to staff and students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$42,500.00	$174,250.00	$216,750.00				$216,750.00	
3	3.2	Parent/Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
3	3.3	Student Mental Health/Social Emotional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027								
3	3.4	Staff Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$766,104.00	$173,400.00	$939,504.00				$939,504.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Student Support Services		Yes	Schoolwide		Specific Schools: Clover Valley High SchoolClover Valley High School 9-12	2025-26 school year	$42,584.96	$0.00	$42,584.96	$0.00	$0.00	$0.00	$42,584.96	
4	4.2	Upgrade online learning	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Clover Valley High School		$0.00	$12,500.00	$12,500.00	$0.00	$0.00	$0.00	$12,500.00	

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
10,357,285	3,582,493	34.589%	0.281%	34.870%	$7,188,569.25	0.000%	69.406 %	**Total:**	$7,188,569.25
								LEA-wide Total:	$7,043,506.51
								Limited Total:	$0.00
								Schoolwide Total:	$145,062.74

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**	Maintain Teacher on Special Assignment (TOSA) as Instructional Coach 6-12	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ULMS, ULHS	$99,477.78	
1	**1.3**	AVID Elective High School	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$163,549.27	
1	**1.4**	AVID Schoolwide Elementary & Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools/Middle Schools 3-8	$3,000.00	
1	**1.5**	Support students identified as English Learners	Yes	LEA-wide	English Learners	All Schools	$4,564,716.39	
1	**1.6**	Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$396,614.92	
1	**1.7**	Supplemental Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.8	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$322,802.11	
1	1.9	Enhancement and Support for Students with IEPs	Yes	LEA-wide		All Schools	$118,798.82	
1	1.10	Student Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$234,521.00	
1	1.11	Student Course Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School/High School		
1	1.12	Provided targeted support in Math for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,750.00	
2	2.3	Professional development on trauma informed instruction and social emotional learning.	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	2.4	Personalized professional development to support growth in providing wellness to staff and students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$216,750.00	
3	3.2	Parent/Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		$25,000.00	
3	3.3	Student Mental Health/Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Staff Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$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 (%)
3	3.5	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$939,504.00	
4	4.1	Student Support Services	Yes	Schoolwide		Specific Schools: Clover Valley High School 9-12	$42,584.96	
4	4.2	Upgrade online learning	Yes	LEA-wide	Low Income	Specific Schools: Clover Valley High School	$12,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,637,773.91	$3,636,735.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Maintain Teacher on Special Assignment (TOSA) as Instructional Coach 6-12	Yes	$34,033.40	$110,139.04
1	**1.2**	Add a Teacher on Special Assignment (TOSA)/Intervention	Yes	$137,638.65	$156,000.00
1	**1.3**	AVID Elective High School	Yes	$21,333.26	$9,000.00
1	**1.4**	AVID Schoolwide Elementary & Middle School	Yes	$374,983.17	$0.00
1	**1.5**	Support students identified as English Learners	Yes	$0.00	$0.00
1	**1.6**	Technology Equipment	Yes	$200,201.52	$211,439.00
1	**1.7**	Supplemental Curriculum and Materials	Yes	$60,500.00	$11,000.00
1	**1.8**	Instructional Aides	Yes	$1,079,940.77	$1,476,427.48
1	**1.9**	Enhancement and Support for Students with IEPs	Yes	$0.00	$0.00
1	**1.10**	Student Enrichment	Yes	$77,778.91	$77,778.91
1	**1.11**	Student Course Access	Yes	$161,695.23	$60,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provided targeted support in Math for Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.	Yes		$0.00
2	2.1	Professional Development	Yes	$141,815.00	$215,750.00
2	2.2	Classified Staff Professional Development	No	$2,626.00	$10,000.00
2	2.3	Professional development on trauma informed instruction and social emotional learning.	Yes	$0.00	$0.00
2	2.4	Personalized professional development to support growth in providing wellness to staff and students	Yes	$0.00	$0.00
3	3.1	Student Engagement	Yes	$216,750.00	$216,750.00
3	3.2	Parent/Family Engagement	Yes	$2,000.00	$10,000.00
3	3.3	Student Mental Health/Social Emotional Support	Yes	$0.00	$0.00
3	3.4	Staff Wellness	Yes	$0.00	$0.00
3	3.5	Transportation	Yes	$1,076,478.00	$1,000,451.00
4	4.1	Upgrade online learning	Yes	$40,000.00	$62,000.00
4	4.2	Student Support Services		$10,000.00	$10,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,475,482	$3,946,032.10	$3,616,735.43	$329,296.67	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	Maintain Teacher on Special Assignment (TOSA) as Instructional Coach 6-12	Yes	$34,033.40	$110,139.04		
1	1.2	Add a Teacher on Special Assignment (TOSA)/Intervention	Yes	$137,638.65	$156,000.00		
1	1.3	AVID Elective High School	Yes	$21,333.26	$9,000.00		
1	1.4	AVID Schoolwide Elementary & Middle School	Yes	$374,983.17	$0.00		
1	1.5	Support students identified as English Learners	Yes	$0.00	$0.00		
1	1.6	Technology Equipment	Yes	$350,884.19	$211,439.00		
1	1.7	Supplemental Curriculum and Materials	Yes	$200,201.52	$11,000.00		
1	1.8	Instructional Aides	Yes	$60,500.00	$1,476,427.48		
1	1.9	Enhancement and Support for Students with IEPs	Yes	$1,079,940.77	$0.00		
1	1.10	Student Enrichment	Yes	$0.00	$77,778.91		
1	1.11	Student Course Access	Yes	$77,778.91	$60,000.00		
1	1.12	Provided targeted support in Math for Hispanic, Socioeconomically	Yes	$161,695.23	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Disadvantaged, and Students with Disabilities.					
2	**2.1**	Professional Development	Yes	$141,815.00	$215,750.00		
2	**2.3**	Professional development on trauma informed instruction and social emotional learning.	Yes	$0.00	$0.00		
2	**2.4**	Personalized professional development to support growth in providing wellness to staff and students	Yes	$0.00	$0.00		
3	**3.1**	Student Engagement	Yes	$216,750.00	$216,750.00		
3	**3.2**	Parent/Family Engagement	Yes	$2,000.00	$10,000.00		
3	**3.3**	Student Mental Health/Social Emotional Support	Yes	$0.00	$0.00		
3	**3.4**	Staff Wellness	Yes	$0.00	$0.00		
3	**3.5**	Transportation	Yes	$1,076,478.00	$1,000,451.00		
4	**4.1**	Upgrade online learning	Yes	$10,000.00	$62,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,954,905	3,475,482	1.7	36.612%	$3,616,735.43	0.000%	36.331%	$27,979.95	0.281%

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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