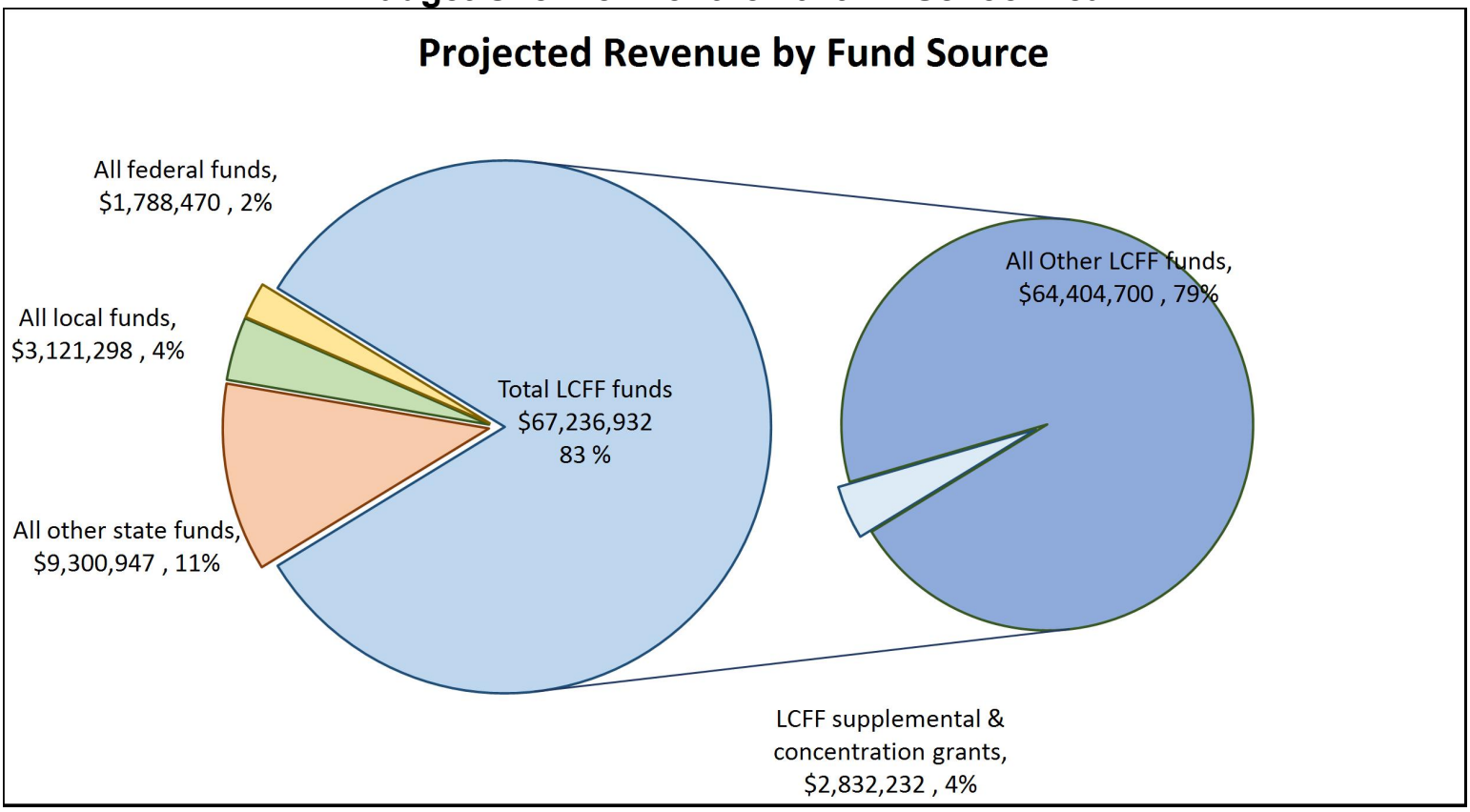
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Union Elementary School District
CDS Code: 43697080000000
School Year: 2026-27
LEA contact information:
Sarah Jellin
Associate Superintendent, Learning & Innovation
jellins@unionsd.org
408-377-8010

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

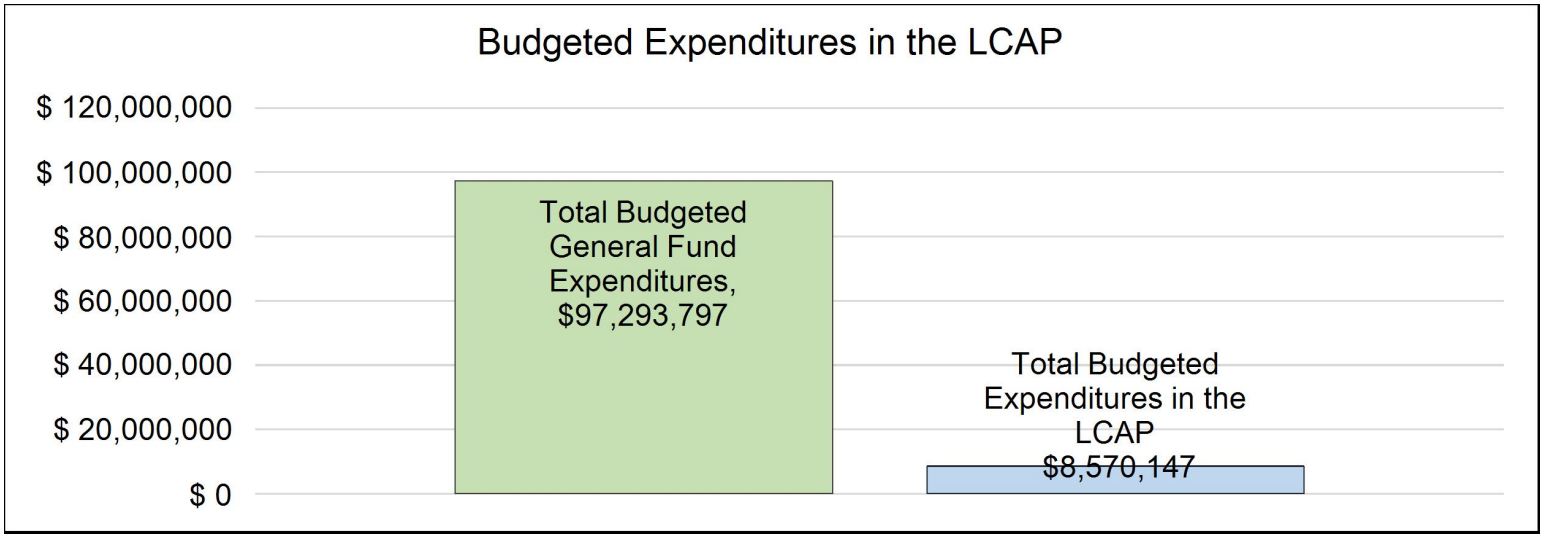


This chart shows the total general purpose revenue Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Union Elementary School District is $81,447,647.08, of which $67236932 is Local Control Funding Formula (LCFF), $9300947 is other state funds, $3121298.08 is local funds, and $1788470 is federal funds. Of the $67236932 in LCFF Funds, $2832232 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Union Elementary School District plans to spend $97293796.84 for the 2026-27 school year. Of that amount, $8570147 is tied to actions/services in the LCAP and $88,723,649.84 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

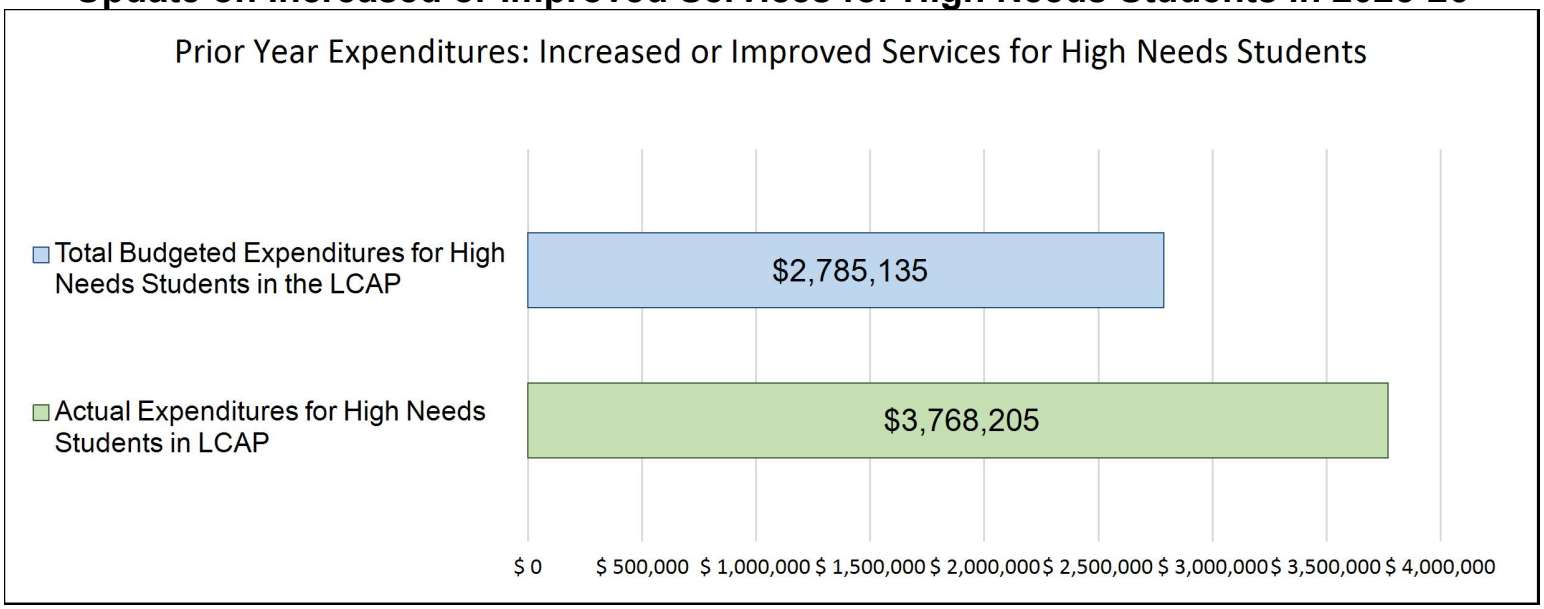
General operational costs such as salaries and benefits for all staff serving all students, supplies, professional services, utilities (Gas, Electricity, Water, and Disposal Services), equipment purchases, transportation costs, indirect cost, and transfer to Other funds.

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

In 2026-27, Union Elementary School District is projecting it will receive $2832232 based on the enrollment of Foster Youth, English learner, and low-income students. Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Union Elementary School District plans to spend $2879183 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Union Elementary School District's LCAP budgeted $2785135 for planned actions to increase or improve services for high needs students. Union Elementary School District actually spent $3768205 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Union Elementary School District	Sarah Jellin Associate Superintendent, Learning & Innovation	jellins@unionsd.org 408-377-8010

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.

The Union School District is a high-performing TK-8 state-funded public district located in Silicon Valley, serving students in San Jose, unincorporated southwest Santa Clara County, and some areas bordering the town of Los Gatos. The district encompasses seven square miles of single-family and multiple-unit homes. Our mission is to enrich the community through learning. We are dedicated to children: to involve the community, to anticipate challenges, to take advantage of opportunities, and to guarantee vital skills for all our children to pursue lifelong learning and become productive citizens.

We have eight schools: six TK-5th-grade elementary schools and two 6th-8th-grade middle schools. Our schools serve 5500 students, 40% of whom are Asian, 10% Hispanic, 33% White, and the remaining 17% in other categories. Our enrollment has remained relatively stable over the last three years.

Each of our schools is a California Gold Ribbon School, recognized for the outstanding educational programs and practices in our district. In the last five years, seven of our schools have been recognized as California Distinguished Schools, with Union Middle School receiving an award in 2025-26 for academic achievement. All sites received recognition from the state for their implementation of Positive Behavior and Supports-PBIS; Lietz and Oster both received California Gold Implementation for the 2024-25 school year, Alta Vista, Carlton, Guadalupe, and Noddin received California Silver Recognition for the 2024-25 school year, and Dartmouth and Union Middle School received California Bronze Implementation Recognition for the 2024-25 school year. Union School District was the only school district in Santa Clara County to receive recognition at all school sites.

Our Union School District family is made up of 597 staff members with 258 teachers. We also have 303 classified staff and 36 management and confidential staff who together support average class sizes of 10:1 in TK, 24:1 in K-3, and 29.5:1 in grades 4-8.

Union School District offers a range of educational programs to meet the needs of all students. The district provides exceptional education opportunities, including award-winning Middle School band programs, Project Lead The Way (PLTW) STEM courses, integrated Science, Technology, Engineering, Art, and Math (STEAM) elementary programs in our state-of-the-art maker spaces, and our excellent Special Education services. We believe in the importance of providing a whole child learning experience focused on building a foundation of excellence for our community.

No schools in the Union School District receive Equity Multiplier funding.

Reflections: Annual Performance

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

Union School District continually monitors our successes and areas for growth through data provided on the California State Dashboard and with locally collected data. We are proud that in the areas of English Language Arts and Mathematics, as a district, we remain at the highest level indicator, blue. We are also proud that our suspension rate has decreased, and we are now at the green indicator. In addition, we have continued to meet Standard Met for all local indicator metrics, including Basics: Teachers, instructional materials, facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey, and Access to a Broad Course of Study.

Utilizing 2023 Dashboard Data, we identified areas needing improvement. Six of our school sites were at the lowest performance level indicators red for chronic absenteeism within different student groups: Alta Vista (Low Socio Economic) Carlton (Low Socio Economic), Noddin (Hispanic and Low Socio Economic), Lietz (English Learners, Hispanic, and Students with Disabilities), Dartmouth Middle School (Students with Disabilities) and Union Middle School (White and Low Socio Economic) and overall as a District our Students with Disabilities and students experiencing homelessness. To address this, we began implementing a positive attendance campaign and targeted attendance interventions by coordinating various resources provided by staff, including our community liaison, counselors, district wellness coordinator, Extended Care, district nurses, site staff, and our student services director. Attendance will be monitored through an attendance compliance system.

Another area of focus from the 2023 Dashboard was specific to Dartmouth Middle School, whose students were in the lowest red indicator on the Dashboard within the following areas: English Language Arts (English Language Learners and Students with Disabilities) and Mathematics (Hispanic and Low Socio-Economic). To address this, we are building continuity across our middle school sites to ensure interventions for English Language Arts and Mathematics are available to students within these targeted subgroups. A Teacher on Special Assignment will provide support for implementing and monitoring these interventions. As of the 2025 Dashboard, Dartmouth has no student groups with a red indicator. However, we have continued to focus on increasing the number of students who can access interventions.

Overall, our suspension rates are yellow, but within that, on our 2023 Dashboard our African American student population is red. To address this area of need, we will continue implementing Positive Behavior Supports and Interventions (PBIS) while continuing our equity work with all staff to identify biases in their practices and ensure that we are providing all students with opportunities for restorative practices before moving to suspension. As of the 2025 Dashboard, our African American student population has moved into the blue indicator and is no longer in red.

We continue to focus on the areas above and have new areas of improvement to focus on based on the 2025 dashboard. As a District, our homeless students have a red indicator for Chronic Absenteeism. To address this, we will continue to provide professional development for all staff around students who are struggling with housing insecurity, removing barriers when possible for transportation, providing access to our Clothing Closet, and weekly Blessings in a Backpack items that go home each Friday to provide snacks for the weekend.

Learning Recovery and Emergency Block Grant

USD has unexpended LREBG funds for the 2026-27 school year. $413,340.32

We will continue with the actions and metrics we put in place for the 2024-25 school year. Our LREBG-funded actions may be found in Goal 2, Action 2.4, and Goal 3, Action 3.2. This will be monitored through Metrics 2.4, 2.5, and 2.6 for Action 2.4 and Metrics 3.2 and 3.4 for Action 3.2

The findings from the USD needs assessment indicate that our students in grades 4 through 8 have shown stagnant growth in English Language Arts (ELA). As a result, we will prioritize supporting students in grades 4 to 8 who are below grade level and unduplicated, focusing on professional development and coaching.

Additionally, while our students have demonstrated growth on the California Healthy Kids Survey (CHKS), we recognize that there is still work to be done. Our data shows that middle school students, in particular, are experiencing a high level of emotional distress. Through action 3.2, we will continue providing mental health support, which qualifies as an allowable expense for LREBG.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partners Committee	Attendees at these meetings included community members, classified staff, certificated staff, certificated management, classified management, UDEA representation, and CSEA representation. The meetings were held to review the LCAP and the perception survey data, which included feedback from families, teachers, and staff, and from our student senators. These meetings took place on December 11, 2025, February 26, 2026, and April 23, 2026.
Student Senate	Attendees at these meetings include 4th and 5th-graders from the six elementary sites and 6th, 7th, and 8th graders from the two middle schools. All student senate meetings took place on Zoom on September 18, 2025, October 17, 2025, and February 27, 2026; the final will be on May 8, 2026. Individual Site Student Senate meetings took place at Alta Vista on February 6, 2026, Carlton on February 25, 2026, Leitz on February 12, 2026, Dartmouth Middle School on February 6, 2026, Noddin on January 22, 2026, Oster on February 6, 2026, Union Middle School on February 17, 2026, and Guadalupe on January 26, 2026. The whole group meetings were to discuss how students could create site plans to address attendance. The individual site meetings were to review the LCAP, receive feedback on the goals and actions, and discuss the changes made to the last LCAP based on that feedback.
Community and Staff Feedback	A survey was sent to all staff and community members. This survey included a specific section on our LCAP goals, in which we asked respondents to provide written feedback. That data was shared with our administrators and the LCAP Educational Partners Committee,

Educational Partner(s)	Process for Engagement
	who reviewed current Goals and Actions and provided feedback on amendments, deletions, and new actions. The survey went out at the end of February 2026 and was available for two weeks.
Site Administrators	All sites shared information about what the LCAP is, including the goals and actions, the process for updating and sharing the progress on metrics and actions, and the adoption process. Meetings were held at a staff meeting for staff members and at a Principal Coffee or Home and School Club meeting for the community in February and March of 2026. All district management team participated in reviewing the perception survey and providing feedback on goals and actions on March 26, 2026.
DELAC	Presented LCAP to the District English Learner Parent Advisory Committee (DELAC) for feedback on January 28, 2026. There were no questions for the Superintendent to respond to in writing to questions and feedback from the District English Learner Parent Advisory Committee (DELAC) was gathered.
SELPA	The Union School District's LCAP reflects an effort to include students with disabilities (SWDs) within its planning framework. The LCAP acknowledges the SELPA review and consultation process. This reflects alignment with required consultation practices and demonstrates the district's commitment to incorporating SELPA input into its LCAP development. The SELPA section will need to be updated based on feedback from the May 26, 2026, consultation Students with disabilities are included across several goals, with varying levels of alignment between metrics and actions. In Goal 1, which focuses on providing conditions that support teaching and learning, SWDs are included in metrics related to chronic absenteeism and access to services. An action tied to improving attendance (Action 1.8) specifically references SWDs In Goal 2, which focuses on raising student achievement and closing gaps, SWDs are integrated. Metrics include student performance on statewide assessments and access to a broad course of study. Multiple actions explicitly support SWDs, including targeted interventions at the elementary and middle school levels, professional development, differentiated instruction, and early literacy supports.

Educational Partner(s)	Process for Engagement
	In Goal 4, focused on parent engagement and communication, SWDs are included in metrics related to parent participation in the IEP process. An associated action (Community Liaison) explicitly supports this work. Goal 5 addresses systemic disproportionality in special education identification, particularly for Hispanic students under the category of Specific Learning Disability. While metrics are aligned to federal monitoring requirements and the Comprehensive Coordinated Early Intervening Services (CCEIS) plan, no specific actions are identified for SWDs. This is appropriate given the focus on pre-identification systems. Overall, the SELPA LCAP review and consultation findings indicate that Union School District has incorporated students with disabilities into several key areas of the LCAP, particularly in relation to academic achievement and intervention supports. The district demonstrates the use of data and intentional inclusion of SWDs across goals and actions.

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

Our district has worked throughout the year to gather feedback from Educational Partners in preparation for updating and monitoring our current LCAP. Three key groups have met and provided input in various ways. This includes our Educational Partners LCAP Committee, which comprises certificated and classified staff, community members, parents from our Hispanic subgroup, and parents representing both the elementary and middle school levels. Input was also gathered from our District English Learner Advisory Committee (DELAC) and our Student Senate (4 students from each school site). This feedback was provided through in-person meetings, Zoom meetings, and staff and parent/student surveys. We used all of the input and survey data to guide our activities and discussions during our LCAP Educational Partner meetings, which led us to modify some of our actions. Overall, the following changes were made based on our Educational Partner Feedback:

Action 1.1 Staff Recruitment and Retention. This action was modified to include the phrase "diversified staff" to ensure we are hiring staff who represent our community when possible.

Action 1.9 Lunchtime Supervision. This action was modified to include that the professional development for our noon duty staff includes training on PBIS (Positive Behavior Intervention and Supports) to align with each school's expectations.

Action 2.4 English Learner Support. This action was modified to include technology strategies such as translation devices, as this is one way our TOSA supports staff and students in providing access to instruction in class.

Action 2.5 Differentiated Core Instruction. This action was modified to include language addressing differentiation of instruction for students performing above grade level, as well as adding in math to support that content area with interventions.

Action 2.6 Science, Technology, Engineering, Arts, and Mathematics. This action has been modified to include the communication and promotion of the use of STEAM and PLTW (Project Lead the Way) kits, and the gathering of feedback on their usefulness.

Action 2.8 Digital Citizenship, Safety, and Balance of Technology. This action was modified to focus on ensuring a balanced approach to technology to enhance instruction.

Action 3.4 Professional Development. This action was modified to specifically call out both classified and certificated staff in the professional development for behavioral support techniques.

Action 3.6 Increase sense of belonging on campus and in their community. This action was modified to include language to address providing structured activities for students at lunch and recess.

Action 4.1 Parent Education. This action was modified to call out volunteer opportunities for families at both the school and district level.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide the appropriate conditions to support teaching and learning for all students by: recruiting, hiring and retaining a diverse group of highly qualified staff who are skilled in closing the achievement gap and in creating an enriched, social-emotionally responsive and academically rigorous future-ready learning environment for all students; maintaining facilities in good repair; and ensuring access to instructional materials and technology.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Union School District developed this goal because it is important for our district to create an educational environment where all students can thrive, it is essential to provide conditions that support diverse and high-quality teaching and learning experiences. This involves several key strategies: recruiting, hiring, and retaining a diverse group of highly qualified staff; maintaining facilities in good repair; and ensuring access to instructional materials and technology. A diverse teaching staff brings a variety of perspectives, cultural backgrounds, and experiences, which can enrich the learning environment. This diversity helps in addressing the varied needs of students from different backgrounds and ensures that all students feel represented and understood in their school community. Highly qualified staff are skilled in implementing strategies to close the achievement gap. They use evidence-based practices to support students who may be struggling and to challenge those who are excelling. Their expertise is crucial in creating an equitable learning environment where all students have the opportunity to succeed. Well-maintained facilities are essential for the safety and well-being of students and staff. Safe, clean, and functional environments reduce the risk of accidents and health issues, creating a conducive learning atmosphere. Providing access to up-to-date instructional materials ensures that all students have the necessary resources to learn effectively. This includes textbooks, digital resources, and other learning aids that support diverse learning styles and needs. Ensuring that students have access to the latest educational technology and materials prepares them for the demands of the future. It helps in developing critical thinking, problem-solving skills, and digital literacy, which are essential for success in the 21st century.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher Assignments and Credentials	2023-24	2024-25	2025-26	2026-27	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers are highly qualified and properly assigned.	100% of teachers are highly qualified and properly assigned.	99% of teachers are highly qualified and properly assigned.	100% of teachers are highly qualified and properly assigned.	
1.2	Staff Perception Survey	2023-24 Favorable response rates: Relevance of professional development opportunities 66% Positive working environment 66% Positive tone that leaders set 72%	2024-25 Favorable response rates: Relevance of professional development opportunities 67% Positive working environment 71% Positive tone that leaders set 75%	2025-26 Favorable response rates: Relevance of professional development opportunities 76% Positive working environment 74% Positive tone that leaders set 86%	2026-27 Staff will rate the above perception survey questions at 75% or higher: Relevance of professional development opportunities:75% Positive working environment :75% Positive tone that leaders set : 75%	Relevance of professional development opportunities: 10% Positive working environment 8% Positive tone that leaders set 14%
1.3	Technology Access	2023-24 100% of students and staff are assigned 1:1 mobile devices that are refreshed as they become eligible for replacement.	2024-25 100% of students and staff have been assigned 1:1 mobile devices that are refreshed as they become eligible for replacement.	2025-26 100% of students and staff have been assigned 1:1 mobile devices that are refreshed as they become eligible for replacement	2026-27 100% of students and staff are assigned 1:1 mobile devices that are refreshed as they become eligible for replacement.	0%
1.4	Every student in the school district has sufficient access to the standards-aligned instructional materials	2023-24 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.	2024-25 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.	2025-26 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	2026-27 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	School facilities are maintained in good repair	2023-24 100% of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool).	2024-25 100% of sites passed the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool).	2025-26 100% of sites passed the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool)	2026-27 100% of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool).	0%
1.6	New Teacher Induction	2023-24 100% of new teachers in their first and second year of teaching will have participated in a new teacher induction program.	2024-25 100% of new teachers in their first and second year of teaching are participating in a new teacher induction program.	2025-26 For the 2025-26 school year, 100% of new teachers in their first and second year of teaching are participating in a new teacher induction program	2026-27 100% of new teachers in their first and second year of teaching will participate in a new teacher induction program.	0%
1.7	School Attendance Rates	2023-24 District Average Daily Attendance Rate is 96.65%	2024-25 District Average Daily Attendance Rate is 96.16%	2025-26 District Average Daily Attendance Rate is 96.49%	2026-27 District Average Daily Attendance Rate will be 97.5% or higher	-.16%
1.8	Chronic absenteeism rates	2022-23 Percentage of students who are chronically absent: All students: 10.1% Students with Disabilities (SWD): 19.6% Homeless students: 45.2% English Learners: 14.1% Hispanic: 22.2	2023-24 Percentage of students who are chronically absent: All students: 5.9% Students with Disabilities (SWD): 14.6% Homeless students: 30.6% English Learners: 7.4%	2024-25 Percentage of students who are chronically absent: All students: 6.0% Students with Disabilities (SWD): 16.6% Homeless students: 43.9% English Learners: 7.6%	2026-27 Percentage of students who are chronically absent: All students: < 10% Students with Disabilities (SWD): < 15% Homeless students: < 25% English Learners: < 10%	All students: -4.1% Students with Disabilities (SWD): -3% Homeless students: -1.3% English Learners: -6.5% Low Income: -7.6% Hispanic: -6.1% White: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: 27.2% Hispanic: 22.2% White: 11.2%	Low Income: 18.7% Hispanic: 15.4% White: 6.3%	Low Income: 19.6% Hispanic: 16.1% White: 6.2%	Low Income: < 15% Hispanic:< 15%% White: <10%	
1.9	Extent to which pupils have access to and are enrolled in: a broad course of study	2023-24 59% of middle school students enrolled in a Visual and Performing Arts Course	2024-25 66% of middle school students enrolled in a Visual and Performing Arts Course	2024-25 61% of middle school students enrolled in a Visual and Performing Arts Course	2026-27 65% of middle school students enrolled in a Visual and Performing Arts Course	2%
1.10	Extent to which pupils have access to and are enrolled in: programs and services developed and provided to individuals with exceptional needs	2023-24 65% of students with disabilities in general education classes 80% or more of the time	2024-25 71.25% of students with disabilities in general education classes 80% or more of the time	2025-26 71% of students with disabilities in general education classes 80% or more of the time	2026-27 Target is >62% students with disabilities in general education classes 80% or more of the time	6%
1.11	Extent to which pupils have access to and are enrolled in: programs and services developed and provided to unduplicated pupils	2023-24 100% of teachers received three site presentations with intervention strategies and core teaching practices with a focus on English Learners.	2024-25 100% of teachers received three site presentations with intervention strategies and core teaching practices with a focus on English Learners.	2025-26 100% of teachers received three site presentations with intervention strategies and core teaching practices with a focus on English Learners.	2026-27 100% of teachers will received four site presentations with intervention strategies and core teaching practices with a focus on English Learners	0%

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.

Successful Implementation:
Action 1.1 Staff Recruitment and Retention: We have continued to successfully recruit highly qualified staff members. Each May, a whole district event recognizes staff members for years of service, retirement, and the certificated and classified person of the year at each school site.

Action 1.2 New Teacher Support: We successfully support our current 13 new teachers through the New Teacher Project (NTP). In this year's NTP survey, 99% of teachers felt supported by their mentor. Union uses one of our Teachers on Special Assignment (TOSA) as the mentor to the New Teachers.

Action 1.4 Student and Staff Devices: We continue to provide devices to 100% of students and staff. Our Transitional Kindergarten and Kindergarten students use iPads, while first-grade students receive Chromebooks that are refreshed when they are in 5th grade. All staff members have access to devices and are refreshed when they become eligible for replacement.

Action 1.5 Maintain School Facilities: As measured by our metric, 100% of sites passed the Williams Compliance review (i.e., the facilities are in good repair, as measured by the FIT tool). A focus for our district has been bathroom cleanliness, which came out of our student senate. Our Director of Maintenance of Operations has worked with the custodial staff to create a checklist of procedures to ensure a consistent standard is followed at each site.

Action 1.6 Access to Variety of Elective Offerings: Both middle schools offer robust music and art programs as electives, along with a variety of other options, including Spanish, Project Lead the Way, Marine Biology, and Study Skills. Each year, students are asked which electives they would like to have, and new courses are added.

Action 1.7 Health and Nutrition Committee: The Union School District has created a Wellness Committee, which has met 4 times this school year. The Wellness Committee researches, collaborates, and provides guidance to the district regarding health literacy through health education, physical education, health services, nutrition services, and psychological and counseling services. We have been able to add a component called Discovery Kitchens, where our Chef from Chartwells visits each site 2 times a year to provide samples of different food options that students have requested, to gather feedback. Depending on the feedback, these become part of the student menus. Students also, through surveys, stated that they wanted to know more often about the different food options and what they look like, so our Food Services Department provides a weekly menu with pictures and descriptions of the food in a slide deck that teachers share with their students.

Implementation Challenges:
Action 1.9 Lunchtime Supervision: One of the challenges we have faced this school year is finding consistent lunchtime supervision. Some of the ways we have addressed this challenge include having our Administrator, who supports Wellness, visit each site multiple times before and after school to recruit parents/guardians who might be interested in supporting the sites. Our goal this year was to provide professional development twice a year to our Noon Duty support and volunteers. Each site did this individually, but it was only held once this year. Our goal going forward is to provide more professional development sessions for our noon duty supervisors, either before school, right after their shift, or after school, to increase participation and to focus on PBIS (Positive Behavior and Supports) and student health and safety. These training sessions will be provided by our District Nurse and Director of Student Services.

Action 1.8 Increase Student Attendance: We are very proud of our work this year to increase student attendance. Chronic absenteeism decreased in our subgroups during the 2024-25 school year. We have worked closely with the site Principals, Community Liaison, and Director of Student Services in ongoing and early outreach to students who have fallen into being Chronically Absent. We added text

message updates to families to let them know if their student is close to becoming chronically absent, along with ways to support attendance at home.

Non-Implemented Actions
Action 1.3 Curriculum and Instructional Material Access. After a lengthy pilot process, all Kindergarten through 8th-grade students are in the first year of implementation with the new science curriculum. Elementary is implementing TCI Science, and Middle School is implementing FOSS Science. We will be piloting the English Language Arts/English Development curriculum beginning in 2027-28 as we are waiting for the state to release its recommended instructional materials in the 2026-27 school year.

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

Action 1.1: Estimated actuals were greater than planned/budget due to hosting our own Classified and Certificated job fair earlier in the year than in previous years, where we attended the Santa Clara County Office of Education.

Action 1.2: Estimated actuals were less than planned/budget because we did not spend the amount budgeted because we hired fewer Year 1 and Year 2 teachers who needed induction support than originally anticipated.

Action 1.4: Estimated actuals were greater than planned/budget due to more devices need to be refreshed this year than originally planned.

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

Based on our analysis of metrics and outcomes, the implementation of actions has proven highly effective in achieving Goal 1, as evidenced by both quantitative and qualitative indicators.

For example, Action 1.9 focuses on student attendance. Our metrics show that our overall chronic absenteeism rates have stayed steady. Our emphasis on attendance, early outreach to families, the development of attendance plans collaboratively with families, and the involvement of our community liaison in contacting families have been valuable strategies for increasing school attendance. Our overall attendance rate has continued to grow.

Additionally, Action 1.3 which addresses curriculum and materials access, highlights our achievement in increasing the time students with disabilities spend in general education classrooms. This percentage has risen from 65% to 71.25% as we work with teachers and staff to ensure that students receive as much support as possible during their time in general education.

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.

We have not made any significant changes to our goal or any actions aligned with our goal, as we are continuing to make progress overall in Goal 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Recruitment and Retention	Actively recruit high-quality, diversified staff in a variety of ways, including participation in recruitment fairs, the utilization of equitable screening tools, and upgrading our onboarding process for all new employees. We will annually recognize staff contributions and staff dedication to supporting all students.	$61,489.00	No
1.2	New Teacher Support	Provide teacher support for 1st and 2nd year teachers to assist teachers in clearing their credentials through a new teacher induction program.	$36,187.00	No
1.3	Curriculum and Instructional Materials Access	Students will have access to core curricular materials. English Language Arts/English Language Development curriculum will be piloted in 2026-27.	$3,000.00	No
1.4	Student and Staff Devices	Refresh student and staff devices as they become eligible for replacement. Provide translation devices for students in grades 3rd through 8th that are at a level 1 on the ELPAC.	$850,000.00	No
1.5	Maintain Facilities	Maintain school facilities paying special attention to school bathrooms.	$3,354,493.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Access to a variety of elective courses	Provide a variety of elective offerings for middle school students, taking into account student feedback on courses they are interested in participating in. No cost is required to implement the action.	$0.00	No
1.7	Health and Nutrition Committee	Create a health and nutrition committee to monitor our free lunch program and collect student survey data on lunch menus. No cost is required to implement the action.	$0.00	No
1.8	Increase Student Attendance	Implement a positive attendance campaign and targeted attendance interventions through the coordination of various resources provided by staff, including: our community liaison, counselors, student wellness coordinator, Extended Care, district nurses, site staff, and our student services director. Attendance will be monitored through an attendance compliance system. This action will target student groups who are designated as chronically absent as indicated on the California State Dashboard in red: Hispanic and White, Low-Income students, English Learners, and Students with Disabilities, and Homeless.	$90,000.00	Yes
1.9	Lunchtime Supervision	Recruit parent volunteers and noon duty staff to increase student supervision. Protocols will be developed, and professional development around Positive Behavior Interventions and Supports will be provided for volunteers and Noon Duty Staff at least twice per year. No cost is required to implement the action.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Raise the achievement of all students, while closing achievement gaps in identified student groups, including English Learners, Long Term English Learners, low-income, foster youth and students with disabilities, through rigorous differentiated instruction that is based on state standards, is culturally responsive and develops students' Collaboration, Communication, Creativity, and Critical Thinking skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Union School District developed this goal because raising the achievement of all students while closing achievement gaps in identified student groups—including English Learners, Long Term English Learners, low-income students, foster youth, and students with disabilities—remains a focus districtwide to improve achievement for all learners. Each aspect of this goal contributes significantly to creating an inclusive, equitable, and high-performing educational environment. Targeting specific student groups such as English Learners, Long Term English Learners, low-income students, foster youth, and students with disabilities ensures that those who often face the most significant educational barriers receive the necessary support. By prioritizing these groups, we aim to create a more equitable educational landscape where every student has the opportunity to succeed. Ensuring that instruction is based on state standards
guarantees that the curriculum is rigorous, relevant, and consistent. This alignment helps maintain high expectations and accountability, which are crucial for academic excellence. When students see their cultures and experiences reflected in the curriculum, they are more likely to engage and participate actively in their learning. This connection can lead to better academic outcomes and a more positive school experience. This goal is vital for fostering an educational environment that promotes success for all students, regardless of their background or circumstances.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Performance of Redesignated Fluent	2022-2023	2023-24	2024-25	2025-26	1.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Proficient students meeting or exceeding standard on the English Language Arts Smarter Balanced Summative Assessment	87% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	87% of Redesignated Fluent English Proficient students Met or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	88.16% of Redesignated Fluent English Proficient students Met or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	90% of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	
2.2	Monitoring of English Language Development, English Language Arts, and ELD interventions at the Elementary and Middle School sites	2023-24 100% of Elementary Sites have ELD, ELA, and Math interventions 50% of Middle School Sites have ELD, ELA, and Math interventions	2024-25 100% of Elementary Sites have ELD, ELA, and Math interventions. 50% of Middle schools have an ELD intervention, however each only have an ELA or Math intervention for some students	2025-26 100% of Elementary Sites have ELD, ELA, and Math interventions. 50% of Middle schools have an ELD intervention, however each only have an ELA or Math intervention for some students	2026-27 100% of Elementary Sites have ELD, ELA, and Math interventions 100% of Middle School Sites have ELD, ELA, and Math interventions	0%
2.3	Implementation of state board adopted academic content and performance standards for all students:	2023-24 An average response rating of 3.5 on a scale from 1 to 5 on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	2024-25 An average response rating of 3.6 on a scale from 1 to 5 on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	2025-26 An average response rating of 3.8 on a scale from 1 to 5 on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	2026-27 An average response rating of 4 or higher on a scale of 1 to 5 on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool	.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	2022-23 CA School Dashboard English Learner Progress Indicator (ELPI): 44.1% of current EL students who progressed at least one ELPI level, 11.2% maintained ELPI level 4	2023-24 CA School Dashboard English Learner Progress Indicator (ELPI): 47.7% of current EL students progressed at least one ELPI level 8.4% maintained ELPI level 4	2024-25 CA School Dashboard English Learner Progress Indicator (ELPI): 48.6% of current EL students progressed at least one ELPI level 7.9% maintained ELPI level 4	2025-26 CA School Dashboard English Learner Progress Indicator (ELPI): 55% of current EL students who progressed at least one ELPI level, 15% maintained ELPI level 4	Dashboard English Learner Progress Indicator (ELPI): 4.5% of current EL students progressed at least one ELPI level -3.3% maintained ELPI level 4
2.5	English Learner reclassification rate	2022-23 10.3 % of English Learner students reclassified to Fluent English Proficient during the school year	2023-24 10.6% of English Learner students reclassified to Fluent English Proficient during the school year	2024-25 18.38% of English Learner students reclassified to Fluent English Proficient during the school year	2025-26 18% of English Learner students reclassified to Fluent English Proficient during the school year	8.08%
2.6	Student performance on statewide standardized assessments	2022-23 % of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) All Students ELA: 74% Math: 74% Science: 30%	2023-24 % of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) All Students ELA: 74% Math: 75% Science: 63%	2024-25 % of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) All Students ELA: 74.79% Math: 75.10% Science: 64.58%	2025-26 % of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) All Students ELA: 77% Math: 77% Science: 45%	All Students ELA: .79% Math:1.1% Science: 34.58%
2.7	Student group performance on statewide standardized assessments	2022-23 % of students performing at or above standard on the	2023-24 % of students performing at or above standard on the Smarter	2024-25 % of students performing at or above standard on the Smarter	2025-26 Smarter Balance ELA and Math assessments	ELA: EL: 4.29% SED: 6.2% SWD: .42% Hispanic: 4.89%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Smarter Balance ELA and Math assessments ELA: EL: 24% SED: 35% SWD: 30% Hispanic:41% Math: EL: 32% SED: 32% SWD: 36% Hispanic: 36%	Balance ELA and Math assessments ELA: EL: 24% SED: 55% SWD: 31% Hispanic:43% Math: EL: 38% SED: 54% SWD: 32% Hispanic: 38%	Balance ELA and Math assessments ELA: EL: 28.29% SED: 41.2% SWD: 30.42% Hispanic:45.89% Math: EL: 40.21% SED: 34.5% SWD: 32.28% Hispanic: 38.98%	ELA: EL: 33% SED: 44% SWD: 39% Hispanic:51% Math: EL: 41% SED: 41% SWD: 45% Hispanic: 46%	Math: EL: 8.21% SED: 2.5% SWD: -3.72% Hispanic: 2.98%
2.8	K-2 Reading Mid Year Reading Assessment	2023-24 Mid-Year Literably percent meeting or exceeding standards: Kindergarten: 89.36% 1st Grade: 78.24% 2nd Grade: 79.92% EL: K 82.76% 1st 50.38% 2nd 47.83% SED: K 37.50% 1st 36.21% 2nd 45.90%	2024-25 Mid-Year Literably percent meeting or exceeding standards: Kindergarten: 90% 1st Grade: 83% 2nd Grade: 86% EL: K 66% 1st 74% 2nd 60% SED: K 100% 1st 62% 2nd 57%	2025-26 Mid-Year Literably percent meeting or exceeding standards: Kindergarten: 85% 1st Grade: 87.76% 2nd Grade: 82% EL: K 100% 1st 80% 2nd 47% SED: K 100% 1st 75% 2nd 59%	2026-27 % of students at grade level or above in reading in grades K-2 K: 90% or higher 1st: 80% or higher 2nd: 80% or higher EL: K 90% or higher 1st 65% or higher 2nd 60% or higher SED: K: 50% or higher 1st: 50% or higher 2nd: 55% or higher	K: -4.36% 1st: 9.52% 2nd: 2.08% EL: K: 17.24% 1st: 29.62% 2nd: -.83% SED: K: 62.50% 1st: 38.79% 2nd: 13.1%
2.9	Long Term English Learner Progress	2022-23	2023-24	2024-25	2025-26	ELA: 13.36% Math: 9.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of Long Term English Learners performing at or above standard on the Smarter Balance ELA and Math assessments ELA: 7.4% Math: 13.2%	% of Long Term English Learners performing at or above standard on the Smarter Balance ELA and Math assessments ELA: 9.1% Math: 11.4%	% of Long Term English Learners performing at or above standard on the Smarter Balance ELA and Math assessments ELA: 20.76% Math: 22.64%	% of Long Term English Learners performing at or above standard on the Smarter Balance ELA and Math assessments ELA: 15% Math: 20%	

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.

Implementation Successes:
Action 2.1-Elementary Interventions: Implemented with fidelity across all six school sites. Student data was used to determine which students needed a “double dose” of either literacy, math or ELD and were provided the appropriate Tier II supports based on their needs. Data was continually monitored by an Instructional TOSA, and each site administrator and student grouping was adjusted throughout the year based on progress monitoring.

Action 2.2-Middle School Interventions: We continued our dedicated TOSA support at both middle schools. While both middle schools offered a Tier II ELD course, both schools also offered After-school Academic academies for students. Our long-term English learners (LTELs) moved from a Red indicator on the 2024 dashboard to an Orange indicator.

Action 2.3-Professional Development: Aside from our three contracted professional development days, we found success in this action by layering in more opportunities, including the formation of a Professional Learning Community around the area of upper grade literacy foundational skills, as well as the development of a Monday Professional Development Series that offered learning opportunities in the areas of literacy, math, Social Emotional Learning (SEL) and Guided Language Aquisition and Design (GLAD). Further, our EL Teacher Leadership committee facilitated three site staff meetings, which included EL data analysis activities and designated and integrated English Language Development (ELD) strategy training. This was implemented using a train-the-trainer model and was effective, as all eight school staff received the same information and messaging on EL strategies and policies.

Action 2.4-English Learner Support: While each of our TOSAs holds a different role, we were able to leverage all four of them this year to support sites with ELD coaching, modeling, and training. For example, they attended the Guided Language Acquisition and Design (GLAD) training that we provided all elementary teachers in the fall and then supported sites with follow-up coaching and collaboration sessions.

Action 2.5-Differentiated Core Instruction (Tier I): We have had continued success in this area through our ongoing implementation of the districtwide Data Protocol and our list of Top 10 Effective Teaching Strategies that we would like to see in all classrooms. Side administrators use the data protocol with staff when reviewing data. The Top 10 Tier 1 strategies are revisited during staff meetings,1:1 conversations with teachers, and classroom walkthroughs. During our Professional Development Day in March, where teachers had the opportunity to choose sessions that they wanted to learn from, we had many teachers presenting some of the Top 10 Tier 1 strategies they use, how they use them, and how it has changed their teaching practice. This will continue to be a focus during 2026-27.

Action 2.6-STEAM: As indicated, additional STEAM kits were created and distributed to teachers, with follow-up professional development provided by our iSTEAM specialist. Additional Project Lead the Way units were implemented, and students had opportunities to share their learnings during district classroom walkthroughs.

Action 2.7-Content Area Committees: To expand our Science of Reading practices into classrooms, we continued our Upper Grade Literacy Professional Learning Community Cohort. Our middle school Teacher on Special Assignment, along with teacher leaders, facilitated collaboration days in science, ELA, math, and social studies. In addition to providing collaboration time for TK-5 teachers on the afternoon of the March Professional Development Day, we also held four optional district grade-level collaboration afternoons.

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

Action 2.1 Currently, it shows that we have not spent all the funding. We have outstanding payroll for staff that will be deducted on June 10th and July 10th after the LCAP gets approved.

Action 2.2 Lower student enrollment in after-school intervention classes led to fewer classes than expected, which decreased the amount of funding needed for staff and supplies.

Action 2.3 Currently, it shows that we have not spent all the funding. We have outstanding payroll for staff that will be deducted on June 10th and July 10th after the LCAP gets approved.

Action 2.5: We spent more on this action than planned due to a negotiated increase in the teacher salary schedule, which increased the cost of the TOSA, and due to higher staff attendance at our Monday Professional Development series throughout the year.

Action 2.6: We did not need as many materials as anticipated throughout the year for the STEAM kits and their replenishments.

Action 2.8. This school year, we did have a schoolwide assembly for Middle Schools from I CAN HELP, which teaches students about their online footprint and online safety, as we have done in previous years. We have had the company come out the last two years, so we decided to wait until next year to host again, as the current study body will have already seen the presentation twice. By waiting one year, only the 8th graders will have seen it back when they were in 6th grade. We want to make sure the content is new to the students.

Action 2.9 Purchasing Fundations for all K-2nd grade due to the number of classes ended up being higher than anticipated.

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

Based on both qualitative data (feedback from surveys) and quantitative data (metrics and participation rates), we have made progress on all eight of our action steps outlined in Goal 2. Our Long Term English Learners have moved out of red on the dashboard in ELA and Math to orange in ELA and Yellow in Math.

Our metrics also indicate that our English Learners continue to progress on the English Learner Progress Indicator (ELPI). USD moved from 44.1% of students making progress by one level on the 2023 Dashboard to 48.6% on the 2025 Dashboard. This performance increase can be attributed to Actions 2.1 through 2.5, which specifically support English Learners. We also increased our reclassification rate for English Learners from 10.3% in 2023 to 18.38% in 2025.

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.

Next year, we will continue our LREBG funding in Goal 2. Action 2.9, entitled Early Literacy and Intervention (Action 2.9), states that our district will:

Provide tier 1 early interventions, early literacy curriculum (such as phonics), a reading difficulties screener in grades K-2, and early literacy professional development to accelerate the closing of achievement gaps for our English Learners, low-income, homeless, and students with disabilities.
This is partially funded using LREBG.

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	Elementary School Interventions	Our elementary schools will be implementing site-based intervention programs in English Language Arts, Mathematics, and English Language Development, which are aligned with the Multi-Tiered Systems of Support (MTSS) process. To ensure that all students receive the necessary support, a Teacher on Special Assignment (ToSA) will monitor the progress of the students and recommend interventions three times a year. We firmly believe that our students who are Foster Youth, English Learners, Low Income, and Students with Disabilities will benefit greatly from these additional intervention programs. Our data shows that our English Learners and Low Income students are not performing at the same level as other students. This action is to ensure they are getting the extra support needed for their academic growth.	$615,842.00	Yes
2.2	Middle School Interventions	Implement school site-based intervention programs in English Language Arts, Mathematics, and English Language Development (with a special focus on Long Term English Learners) in our middle schools that align with the Multi-Tiered Systems of Support (MTSS) process. With support from a Teacher on Special Assignment (ToSA), school staff will monitor the progress and make recommendations for students needing interventions three times a year. This action will target student groups who are designated as falling in the red indicator on the California State Dashboard: Students with disabilities and English learners (English Language Arts) and Hispanic and Low Income students (Math).	$263,518.00	Yes
2.3	Professional Development	Provide professional development for certificated and classified staff during district professional development days and after school, targeting small group differentiated instruction with an emphasis on English Language Arts, Mathematics, and the integration of English Language Development strategies. This will increase the achievement of all students, with a focus on unduplicated students and Students with Disabilities, as our data shows that these subgroups are underperforming compared to everyone else.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	English Learner and Special Education Support	Provide a Teacher on Special Assignment (ToSA) to coach instructional staff on providing strategies that support English Learners, including Long Term English Learners, while using data to improve instructional practice in all content areas. Provide a Teacher on Special Assignment (ToSA) to coach instructional staff on providing strategies that support special education students to ensure students are making progress towards their IEP goals. Our academic achievement data indicates a need to increase the use of research-based strategies to increase the achievement of all students, including unduplicated students. We will be using LREBG funds to support this action. LREBG Funds: $317,017.00 for the 2025-26 school year. This will be monitored through Metrics 2.4, 2.5, and 2.6	$371,255.00	No
2.5	Differentiated Core Instruction (Tier 1)	Using data to guide instructional practices, instructional staff will provide differentiated instruction in all content areas to increase learning opportunities for all students, including those performing above grade level. The focus area for the 2024-25 school year will be on students who are below grade level in grades 4th through 8th in reading. This will include supporting our English Learners, Long Term English Learners, and those who need more enrichment opportunities. By providing professional development, coaching and modeling by Teachers on Special Assignment (ToSA) and through the review of student data at staff meetings, instructional staff will have a cadre of strategies to utilize. This will support our English Learners, Foster Youth, Low Income, and Students with Disabilities.	$263,318.00	Yes
2.6	Science, Technology, Engineering, Arts and Mathematics	Increase Science, Technology, Engineering, Arts, and Mathematics (STEAM) access and opportunities for all students utilizing district-provided STEAM Kits and Makerspace resources. Additional STEAM kits will be created, and MakerSpace inventory will be maintained. In the middle schools, new Project Lead the Way (PLTW) units will be implemented.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Communicate and promote the use of the STEAM and PLTW kits and gather to determine usefulness of kits		
2.7	Content Area Committees	Create various committees to support the integration of content area curriculum, provide feedback on curriculum, receive updated training, and lead instructional staff by providing strategies at school sites.	$58,336.00	No
2.8	Digital Citizenship, Safety and Balance of Technology Use	Digital citizenship and safety lessons will be taught throughout the year for students to learn how their digital footprint affects their lives. To ensure technology balance in order to enhance instruction, instructional staff will continue to receive professional development to increase the use of communication, collaboration, creativity and critical thinking when utilizing technology.	$8,000.00	No
2.9	Early Literacy and Intervention	Provide tier 1 early interventions, early literacy curriculum (such as phonics), a reading difficulties screener in grades K-2 and early literacy professional development to accelerate the closing of achievement gaps for our English Learners, low income, homeless and students with disabilities.	$29,739.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Educate the whole child by providing integrated social-emotional, behavioral and mental health support systems to ensure that all students develop self-regulation skills, social responsibility, and respect for themselves and their school, community, and the world.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Union School District developed this goal because educating the whole child by providing integrated social-emotional, behavioral, and mental health support systems is crucial to ensure that all students develop self-regulation skills, social responsibility, and respect for themselves, their school, their community, and the world. Educating the whole child recognizes that academic success alone is not sufficient for a well-rounded education. Students must also develop social-emotional and behavioral skills to navigate life's challenges effectively. This approach prepares students to be well-adjusted, responsible, and empathetic individuals.Providing integrated support systems ensures that students receive consistent and comprehensive care. By addressing social-emotional, behavioral, and mental health needs holistically, schools can create a supportive environment that promotes overall well-being and academic success. Providing behavioral and mental health support helps identify and address issues before they escalate. Early intervention can prevent more severe problems and support students in developing healthy coping mechanisms. Choosing this goal reflects a commitment to the comprehensive development of each student. By focusing on the whole child, integrating social-emotional, behavioral, and mental health support systems, we ensure that students are not only academically successful but also emotionally resilient, socially responsible, and respectful individuals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Middle School Dropout Rates	2022-23 Middle School Dropout rate 0%	2023-24 Middle School Dropout rate 0%	2024-25 Middle School Dropout rate 0%	2025-26 Middle School Dropout rate 0%	0%
3.2	Pupil Suspension Rate	2022-23: Suspension Rates All Students: 0.6% SED: 1.7% EL:.6%	2023-24: Suspension Rates All Students: 0.9% SED: 1.3% EL: 1.1%	2024-25: Suspension Rates All Students: 1.1% SED: 3.1% EL: 1.4%	2025-26 Suspension Rate All students: 0.4% SED:.5% EL:.1%	All students: 0.5% SED: 1.4% EL: 0.8% African American: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 6%	African American: 1%	African American: 0%	African American:1%	
3.3	Pupil Expulsion Rates	2022-23 0% of students expelled	2023-24 0% of students expelled	2024-25 0% of students expelled	2025-26 0% of students Expelled	0%
3.4	California Healthy Kids Survey	2023-24 5th School Connectedness 74% Feels Safe at School 81% Caring Adults in School 66% Frequent Sadness 13% 6th School Connectedness 65% Feels Safe at School 75% Caring Adult Relationships 71% Social Emotional Distress 24% 7th School Connectedness 58% Feels Safe at School 66% Caring Adult Relationships 63% Social Emotional Distress 21%	2024-25 5th School Connectedness 83% Feels Safe at School 91% Caring Adults in School 74% Frequent Sadness 8% 6th School Connectedness 68% Feels Safe at School 71% Caring Adult Relationships 63% Social Emotional Distress 20% 7th School Connectedness 61% Feels Safe at School 67% Caring Adult Relationships 68%	2025-26 5th School Connectedness 78% Feels Safe at School 85% Caring Adults in School 69% Frequent Sadness 10% 6th School Connectedness 76% Feels Safe at School 78% Caring Adult Relationships 79% Social Emotional Distress 14% 7th School Connectedness 67% Feels Safe at School 72% Caring Adult Relationships 66%	2026-27 5th School Connectedness 80% or above Feels Safe at School 80% or above Caring Adults in School 80% or above Frequent Sadness 10% or less 6th School Connectedness 80% or above Feels Safe at School 80% or above Caring Adult Relationships 80% or above Social Emotional Distress 10% or less 7th School Connectedness 80% or above	5th School Connectedness 4% Feels Safe at School 4% Caring Adults in School 3% Frequent Sadness -3% or less 6th School Connectedness 11% Feels Safe at School 3% Caring Adult Relationships 8% Social Emotional Distress -10% 7th School Connectedness 9% Feels Safe at School 6% Caring Adult Relationships 3% Social Emotional Distress 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Social Emotional Distress 25%	Social Emotional Distress 21%	Feels Safe at School 80% or above Caring Adult Relationships 80% or above Social Emotional Distress 10% or less	

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.

Implementation Successes:
Action 3.1-All sites continue to effectively implement their selected Social Emotional Learning (SEL) curriculum. Ongoing qualitative data is collected through classroom walkthroughs, feedback from our Student Senators, and through staff meeting discussions.

Action 3.2-Students have access to Mental Health Supports at all of our sites. All sites have implemented a request form so students can reach out when they need support.

Action 3.3-We implemented a Power School Data Management system this year to better track student behavioral concerns, which will help to drive our Positive Behavior Interventions and Support (PBIS) strategy implementation. Our suspension rates for the 2026-27 have significantly decreased from previous years.

Action 3.4-We continue to provide behavior de-escalation training for staff, whether it be during the school day, after school, or part of one of our professional development days.

Action 3.5-We continued our implementation of student surveys, such as the California Healthy Kids Survey, nutrition/food services surveys, and Student Senate meetings, providing opportunities throughout the school year for student voice, and changes that are made based on student feedback are shared with students so they are able to see the power of their voices.

Implementation Challenges

Action 3.6-While all four areas in the CHKS (school connectedness, feeling safe at school, caring adults on campus and frequent sadness/social emotional distress) improved in 6th and 7th grade, 5th grade results did not completely follow this upswing. Instead, 5th graders decreased 5% in feeling connected to school, 6% in feeling safe at school and decreased 5% in caring adults on campus. We will pay extra attention to this student group during 2026-27 as they transition to middle school.

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 3.3 This year, we received additional funding through TUPE to cover some of the district's PBIS training costs. We allocated money for Tier 1 site meetings, and some sites did not have regular monthly meetings, so all the money set aside to pay staff went unused.

Action 3.4: Since we offered some safety care training during one of our Professional Development Days, we did not have to pay staff training costs after school and did not have to pay as many substitute teacher costs for training during the school day.

Action 3.5 We did not use LCFF funds this year for the California Healthy Kids Survey. It is the last year of our TUPE Grant so we used the funds that we had allocated from TUPE to pay for the survey this school year.

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

Based on qualitative data (survey feedback) and quantitative data (metrics and participation rates), we have made progress on all six action steps within Goal 3. Specifically, regarding metric 3.2 (pupil suspension rate), we achieved a significant reduction in suspensions for African American students, from 6% in the 2022-23 school year to 0% in the 2024-25 school year. We observed slight increases in suspension rates for English Learner students, Low Income Students, and in the overall student population. To support schools in addressing these trends (Action 3.3), the final four school sites have now launched their Tier 2 Positive Behavioral Interventions and Supports (PBIS) programs schoolwide. We are utilizing referral data to identify behavioral trends at each school site, and site-based PBIS teams are developing targeted interventions to promote student success in addressing and changing behaviors. We do see a higher rate of referrals during unstructured times such as recess and lunch. Due to this, we made an addition to action 3.6 to address this. When reviewing our PowerSchool data on suspensions, we have seen a significant decrease from the prior year, and are looking forward to seeing the changes in our 2026 California Dashboard.

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 slight modifications to wording in Actions 3.4 to clearly call out classified and certificated staff members, and in Action 3.6 we added in that structured lunch activities were provided at lunch and recess.

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	Social Emotional Learning	Sites will continue to implement a Social Emotional Learning (SEL) curriculum in all classrooms to increase the wellbeing of students.	$6,999.00	No
3.2	Mental Health and Counseling Support	Schools will provide access to mental health and counseling support services. All sites will have a student self-referral process. Caseload numbers and stakeholder data show that there is an increased need for these services. By providing additional mental health support for students at the school level, we believe that our Foster Youth, English Learners, and Low-Income students will principally benefit from the additional access and that we will see an overall decrease in student mental health referrals. In order to provide additional counselors and Mental Health Therapists, we will be using LREBG funds to support this action. LREBG Funds: $556,172.00 for the 2025-26 school year. This will be monitored through Metrics 3.2 and 3.4	$1,800,216.00	Yes
3.3	Behavior Support	Through the Multi tiered Systems of Support (MTSS) model, Positive Behavior Intervention and Supports (PBIS) has been identified as a tiered approach to support behavioral needs. PBIS provides consistency of language and interventions across all schools. The district will provide resources and professional development to support PBIS implementation, including the use of a behavioral data tracking system. Our data shows that our unduplicated students are being suspended at a higher rate, and by providing positive behavior support we will see a decrease in behaviors. This action will also provide resources to address the our African American student group that is red on the California Dashboard.	$339,872.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development	Provide professional for classified and certificated staff on preventative behavioral support techniques and de-escalation strategies during professional development days and after school.	$76,886.00	No
3.5	Incorporating Student Voice	To continue incorporating student voice, we will provide opportunities for feedback through student senate, student councils, student suggestions boxes, student focus groups and various surveys such as: elective offerings, nutrition, middle school quick checks, and lunchtime and after school enrichment offerings. We will also administer the California Healthy Kids Survey annually.		No
3.6	Increase students sense of belonging on campus and in their community	Students will be given more opportunities to engage in activities that support their school and community, increasing their sense of belonging. Students will be provided with structured activities at recess and lunch. We will also focus on ensuring that our Students with disabilities have continued opportunities for mainstreaming and participation in school-wide activities. No cost is required to implement the action.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance parent engagement and improve communication among home, school and district stakeholders.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Union School District choose this goal of enhancing parent engagement and improving communication among home, school, and district stakeholders because effective collaboration and communication are critical for student success and community building. Research consistently shows that parent involvement is linked to higher student achievement, better attendance, and improved behavior. When parents are engaged, they can support their children's learning and reinforce the educational objectives set by the school. Engaging parents strengthens the home-school connection, creating a more cohesive and supportive learning environment. This partnership helps to ensure that students receive consistent messages about the importance of education and are supported in their learning both at home and at school. Clear and open communication between home, school, and district stakeholders fosters transparency and builds trust. Parents and caregivers are more likely to support school initiatives and policies when they feel informed and involved in decision-making processes. By enhancing parent engagement and improving communication, we create a supportive and collaborative environment that promotes student achievement, builds trust, and fosters a sense of community. This goal ensures that all stakeholders are informed, involved, and working together towards the common objective of providing the best possible education for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Learner Parent Participation Rates	2023-24 DELAC attendance average of 15 per meeting	2024-25 DELAC attendance average of 20 per meeting	2025-26 DELAC attendance average of 20 per meeting	2026-27 DELAC attendance average of 25 per meeting	5
4.2	Translation Service Usage	2023-24 300 calls	2024-25 376 calls	2025-26 333 calls	2026-27 450 calls	33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percent of parents of students with a disability that indicated full participation in the IEP process	2023-24 99.86%	2024-25 99.91%	2025-26 96%	2026-27 100% of parents indicate that they have fully participated in the IEP Process	-3.86%
4.4	Parent Survey	2023-24 The District engages Parents 55% The District is transparent with parents about decision making 54% The District effectively communicates with parents/guardians 72%	2024-25 The District engages Parents 54% The District is transparent with parents about decision making 50% The District effectively communicates with parents/guardians 69%	2025-26 The District engages Parents 54% The District is transparent with parents about decision making 49% The District effectively communicates with parents/guardians 69%	2026-27 The District engages Parents 60% The District is transparent with parents about decision making 60% The District effectively communicates with parents/guardians 75%	The District engages Parents -1% The District is transparent with parents about decision making -5% The District effectively communicates with parents/guardians -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.

Implementation Successes:
Goal 4.1-We have continued to implement our Beginner and Advanced Adult English classes both in the fall and again in the spring. These offerings are in addition to parent education nights, the Parent Advisory Committee, and ongoing volunteer opportunities at all eight sites throughout the year. This year as well, we had four Spanish Socials where parents from our Spanish-speaking community came together, had dinner, worked on a project related to art and music with their students, and then received training on positive parenting. These have been very successfull. This year we had over 16 parents participate in our Adult Education English classes.

Goal 4.2-We continued providing our Language Line Interpretation services this year and saw an increase of 33 calls compared to the 2023-24 school year, but a decrease from last year, likely due to the introduction of handheld translation devices that staff found more convenient to use.

Goal 4.3-Over the past year and a half, we have had a consistent Community Liaison, who is bilingual and extremely effective with parent outreach and support. She works closely with our schools to support our Principals in outreach to students who are near or are chronically absent. She connects with and supports our McKinney-Vento families, and because we have had the same person in this role, she has built strong relationships with our parent community.

Goal 4.4-Our district wellness coordinator began a Clothing Closet as a resource for families during the 2023-24 school year and has worked to continue to build it up this year through fundraising efforts and donation drives. Middle school students are supporting these efforts and are taking leadership roles so that it becomes more sustainable. We also saw increased participation rates at our Helping Harvest community event this year, which helps to connect our families with resources.

Implmentation Challenges:
Goal 4.2-We continued providing our Language Line Interpretation services this year and saw a decrease of 43 calls compared to the 2024-25 school year. We will work on retiertating with staff the importance of connecting with families in their language and before conferences offering times for a trainings on how to use Language Line in person or via Google Meet.

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

Action 4.1: We over budgeted for the English Classes and Parent Education classes, while we still held them we did not need as much money as we had budgeted for staffing and materials.

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

We have observed overall success in Goal 4, particularly with Action 4.1 (parent education). We have continued to offer English classes for adults learning English, A book club for English Learners, and parent education evenings focused on attendance and online safety, which have been well-received. We provide a variety of communication methods with parents, including the Superintendent's monthly newsletters, site weekly newsletters, video messages, and large-scale events like our Spring Health and Wellness Fair, parent survey results have not changed from the 2024-25 school year to this year. Moving forward, we will continue to focus on identifying different strategies to enhance parent engagement through additional parent education opportunities and on-campus volunteering, while maintaining our regular monthly newsletters to keep parents informed about district-wide activities. We have also conducted further surveys of our families in various formats to ask how they would like the Union School District to engage with them. We aim to implement further strategies next year, including increased parenting sessions on Artificial Intelligence and Media Balance.

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.

While we are not planning on making changes to current goal language or metrics, we will continue monitoring our participation rates, absenteeism rates and Dashboard data to ensure we continue to make growth in the areas identified in Goal 4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Education	Engage parents/caregivers that speak languages other than English, as well as our English Only community, through parent outreach programs, classes, district/school committees, professional development opportunities and events and volunteer opportunities at both the site and district level.	$12,020.00	No
4.2	Communication	Provide translation services to increase parent communication and the involvement of English Learner parents in school activities. To support our families in connecting to our community we have a Language Ambassador program that allows families who speak the same language to build a connection within the school community. Annually, we will collect family feedback through our perception survey.	$10,000.00	No
4.3	Community Liaison	Provide a bilingual community liaison to connect our multilingual learner community, and those students struggling with academics, behavior, or attendance, with school and community-based resources. Our data shows that our English Learners, Long Term English Learners, Low Income, and Foster Youth and Students with Disabilities have lower proficiency rates in academics, higher behavior incidences, and higher rates of absenteeism. With this action, we will target the identified groups through targeted outreach.	$49,515.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	District Wellness Coordinator	To connect our families with community resources such as for food, clothing, housing and access to health care, our district wellness coordinator will organize district-wide community wellness events and provide a food and resource center. Our data shows that our English Learners, Low Income, Homeless, Foster Youth, and Students with disabilities have lower proficiency rates in academics, higher behavior incidences, and higher rates of absenteeism. With this action, we will target the identified groups through targeted outreach.	$31,633.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Address the underlying systemic conditions leading to the significantly disproportionate identification of Hispanic students for special education assessment under Specific Learning Disability (SLD).	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Union School District choose this goal because it is vital for addressing the systemic conditions that lead to the disproportionate identification of Hispanic students for special education under SLD. This goal fosters trust, transparency, and collaboration, enabling schools to understand and mitigate biases in the assessment process. It empowers parents, incorporates culturally responsive practices, and promotes an inclusive educational environment, ensuring fair and accurate identification and support for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Indicator 10: Disproportionate Representation by Disability	2022-23 Hispanic Students in the area of SLD target rate is 4.97%	2023-24 Hispanic Students in the area of SLD target rate is 5.07%	2024-25 Hispanic Students in the area of SLD target rate is 5.1%	2026-27 Hispanic Students in the area of SLD target rate is =< 3%	.13%
5.2	CCEIS Quarterly Progress Reports	2023-24: Quarterly CCEIS Progress Reports Completed and submitted. 100% 4/4	2024-25: Quarterly CCEIS Progress Reports Completed and submitted. 100% 4/4	2025-26: Quarterly CCEIS Progress Reports Completed and submitted. 100% 4/4	2026-27 Quarterly CCEIS Progress Reports Completed and submitted. 100% 4/4	0%

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.

Successes:
Action 5.1: During the 2025-26 school year we successfully implemented our action steps in Goal 5. We held four EL Committee and three District English Language Advisory Committee (DELAC) meetings. Our EL Committee meetings follow a "train-the-trainer" model where we present policy updates, current data, and ELD strategies. Our teacher leaders from the committee presented this information four times for their sites during staff meetings throughout the year. This has been an effective way to make sure that all teachers and principals are receiving the same information.

Action 5.2: Our EL TOSA has continued to support teaching and administrative staff with CCEIS and Positive Behavior Interventions and Support (PBIS) implementation. She has maintained an ongoing data tracking system. One highlight is that aside from the six students in our target population who have maintained their current reading level, 14 students grew between 1 and 3 reading levels and seven grew 4 or more levels over the last six months! Further, all eight sites received PBIS California State Recognition!

Action 5.3: Aside from our three district wide professional development days which focused on effective, research based Tier I instructional strategies, we also implemented a new after school Professional Development Series that was very well attended. Sessions throughout these offerings included ELD, student engagement, early literacy (based on the Science of Reading) and self regulations strategies. Teachers on Special Assignment also facilitated half day planning sessions on Guided Language Acquisition and Design (GLAD) to all K-5th grade teachers this year.

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 5.1: While continuing to hold our District English Learner Committee meetings, and even adding additional teacher leaders to the team, we didn't end up purchasing as many supplies for our meetings and materials for ELD implementation as previously thought (rather relying on current implementation materials and bolstering their usage through coaching and support from our CCEIS/MTSS TOSA; see LCAP Goal 5.2)

Action 5.3: Due to the expiration of Educator Effectiveness Funds, our district exhausted those funds for Professional Development before using LCFF funds for these professional development initiatives. That being said, we did offer professional development in all of these areas, including utilizing outside professionals from Kagan Cooperative Learning (engagement and differentiation) and Social Thinking (executive functioning and self regulation.) All K-5 teachers also received a half day of GLAD professional development and coaching but we followed a train the trainer model this year, utilizing our Teachers On Special Assignment to facilitate these sessions (rather than outside consultants), which allowed for a decrease in originally planned expenditures.

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

Based on our analysis of the actions listed in Goal 5, we were effective in our implementation of all three actions. We received ongoing positive qualitative feedback from sites about the three ELD staff presentations. District walkthrough data and Professional Development survey data indicated increased student engagement and implementation of ELD strategies across the district.

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.

We were required to write a new CCEIS Plan and it was approved by CDE in March 2026. Actions remain the same as in our previous plan but include an added emphasis on intervening with upper grade who are lacking their reading foundational skills using Science of Reading strategies and offering during and after school interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Learner Committee	Add an additional 6 meetings to our District English Learner Committee to extend our work through the 2024-25 school year to support teachers in their implementation of the ELD standards into their classrooms, paying special attention to the needs of our Long Term English Learners.	$23,112.00	No
5.2	Partially fund a CCEIS/MTSS TOSA for the 2024-25 School Year	Provide Teacher on Special Assignment (TOSA) support to effectively implement the variety of activities described in our Comprehensive Coordinated Early Intervening Services (CCEIS) plan as well as assistance in monitoring the effectiveness of these activities. The CCEIS/MTSS TOSA will monitor progress of our Target Population students and will support their teachers as needed through coaching, modeling lessons, and assistance with targeted lesson planning.	$103,653.00	No
5.3	Continued Professional Development and follow up coaching to	Continued professional development and follow up coaching support from EL and Literacy TOSAs in the areas of current LCAP, CCEIS and District Initiatives:	$71,064.00	No

Action #	Title	Description	Total Funds	Contributing
	support current LCAP, CCEIS and District Initiatives	Inclusion (such as Social Thinking courses) Behavior and Self regulation (such as Zones of Regulation), EL strategies (such as GLAD and PD offered by the Santa Clara County Office of Education), Engagement, early literacy skills, Cooperative Learning (such as Kagan Cooperative Learning) and Differentiation (such as Universal Design for Learning)		

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
$2832232	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.715%	0.000%	$0.00	4.715%

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
1.8	**Action:** Increase Student Attendance **Need:** Based off red indicators for Chronic absenteeism **Scope:**	Using an attendance campaign and targeted intervention system to address the needs of chronically absent, particularly unduplicated students, Students With Disabilites and homeless students is a comprehensive approach. This will allow the district to have an early identification system with tailored interventions, enhanced communication, proactive strategies, collaborative efforts, and continuous improvement. By leveraging technology and data, schools can better understand and respond to the complex	Chronic absenteeism rates for unduplicated and Dashboard Red student groups

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	challenges students with chronic absenteeism face by improving their attendance and educational outcomes.	
2.1	**Action:** Elementary School Interventions **Need:** USD's reading and math scores show that our English Learners, Low Income and Hispanic students are not performing at the same rate as other students. **Scope:** Schoolwide	This action will provide intervention supports at all elementary sites in ELA, Math and ELD to support students that are behind in their grade level standards, and provide them resources to increase their academic proficiency.	CAASPP and K-2 Literably results for unduplicated student groups
2.2	**Action:** Middle School Interventions **Need:** USD's reading and math scores show that our English Learners, including Long Term English Learners, Low-Income Students, and Hispanic students are not performing at the same rate as other students. Our dashboard data shows that in ELA Dartmouth Middle School, our English learners and Students with Disabilities are in the lowest performance area (red), and in Math at Dartmouth, our Hispanic and Low-Income students are in the lowest performance area (red).	Implementing targeted interventions in English Language Arts (ELA) and math for middle school students can significantly support students with disabilities, low-income students, English learners, and Hispanic students. These groups often face unique challenges that can impede their academic progress. Assigning formative assessments to regularly check students' understanding and progress allows for timely and targeted interventions. Leveraging data to create personalized learning paths helps address the unique needs of each student, ensuring they receive the support necessary to succeed in ELA and math.	CAASPP results for unduplicated and Dashboard Red student groups

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: Schoolwide		
2.5	**Action:** Differentiated Core Instruction (Tier 1) **Need:** Students that fall into the unduplicated category are not performing at the same levels as their peers. **Scope:** LEA-wide	By providing professional development, coaching and modeling by Teachers on Special Assignment (ToSA) and through the review of student data at staff meetings, instructional staff will have a cadre of strategies to utilize. This will support our Learners, Long Term English Learners, Foster Youth, Low Income, and Students With Disabilities.	CAASPP results for unduplicated student groups
3.2	**Action:** Mental Health and Counseling Support **Need:** Our data shows that our unduplicated students are being suspended at a higher rate, and by providing mental health support, we will see a decrease in suspensions. Our CHKS data shows that over 20% of our students are rating themselves as feeling frequent sadness, and by having mental health support, we will be able to address these needs. **Scope:** LEA-wide	By providing additional mental health support for students at the school level, we believe that our Foster Youth, English Learners, and Low-Income students will principally benefit from the additional access and that we will see an overall decrease in student mental health referrals.	Suspension rates for unduplicated student groups and possibly California Healthy Kids Survey data for unduplicated student groups in the future
3.3	**Action:** Behavior Support **Need:**	By providing consistent expectations across all school sites, and providing staff with the language to positively support students this will allow students to understand the expectations in a positively reinforced environment. We will also	Suspension rates for unduplicated and Dashboard Red student groups and possibly California Healthy Kids

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 data shows that our unduplicated students are being suspended at a higher rate, and by providing positive behavior support, we will see a decrease in behaviors. **Scope:** LEA-wide	provide professional development that engages staff in understanding how students respond and to help them become more culturally responsive.	Survey data for unduplicated and Dashboard Red student groups in the future
4.3	**Action:** Community Liaison **Need:** To support our unduplicated students in academics, social emotional health it is important to have a staff member for outreach to help navigate school and any other needs or support that they need. Our data shows that your low income and English Learners are not performing at the same levels of other students, have a higher suspension and chronic absenteeism rates. **Scope:** LEA-wide	By providing a dedicated staff member to work directly with targeted families. We will better connect with the families we serve. This common ground fosters trust and helps the liaison understand and address the unique challenges faced by families. By understanding cultural nuances and customs, the liaison can help create an inclusive environment where families feel welcomed and valued, which is essential for meaningful engagement. A community liaison can connect low-income families with resources such as free or reduced-cost school supplies, food programs, transportation assistance, and after-school programs. This support can alleviate some of the external pressures that hinder students' academic performance. For English Learners, the liaison can help access language support programs, tutoring services, and ESL resources, ensuring students receive the help they need to succeed academically.	Chronic absenteeism and suspension rates for unduplicated students, Parent survey results
4.4	**Action:** District Wellness Coordinator **Need:** To ensure that our unduplicated students are connected to resources.	A district wellness coordinator is essential for supporting unduplicated students, which include low-income students, English Learners, foster youth, and other vulnerable populations. A wellness coordinator integrates various services—health, nutrition, mental health, and social	Translation Services, Parent Survey, and we will monitor participation in the health and wellness events, which are primarily focused on providing

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	services—creating a comprehensive support system for students. By working with community organizations, healthcare providers, and social services, the coordinator can connect students and families with external resources, ensuring they receive the support they need. Identifying at-risk students early and providing targeted interventions can prevent issues from escalating, promoting better long-term outcomes.	resources for our SED students.

Limited Actions

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

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

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

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	60070657	2832232	4.715%	0.000%	4.715%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,562,791.00	$940,197.00	$1,047,829.00	$19,330.00	$8,570,147.00	$4,035,363.00	$4,534,784.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Recruitment and Retention	All	No			All Schools	ongoing	$37,279.00	$24,210.00	$57,279.00			$4,210.00	$61,489.00	
1	1.2	New Teacher Support	All	No			All Schools	ongoing	$2,437.00	$33,750.00	$36,187.00				$36,187.00	
1	1.3	Curriculum and Instructional Materials Access	All	No			All Schools	ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	0.00
1	1.4	Student and Staff Devices	All	No			All Schools	ongoing	$0.00	$850,000.00			$850,000.00		$850,000.00	
1	1.5	Maintain Facilities	All	No			All Schools	ongoing	$0.00	$3,354,493.00	$3,354,493.00				$3,354,493.00	
1	1.6	Access to a variety of elective courses	All	No			Specific Schools: Dartmouth and Union Middle Schools 6th-8th grade	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Health and Nutrition Committee	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Increase Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$90,000.00	$90,000.00				$90,000.00	
1	1.9	Lunchtime Supervision	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Elementary School Interventions	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary sites	ongoing	$612,842.00	$3,000.00	$615,842.00				$615,842.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Middle School Interventions	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dartmouth and Union Middle School 6th-8th	ongoing	$260,018.00	$3,500.00	$263,518.00				$263,518.00	
2	2.3	Professional Development	All	No			All Schools	ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.4	English Learner and Special Education Support	All Focus on English Learners and Long Term English Learners	No			All Schools	ongoing	$371,255.00	$0.00	$35,528.00	$335,727.00			$371,255.00	
2	2.5	Differentiated Core Instruction (Tier 1)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th-8th	ongoing	$248,379.00	$14,939.00	$263,318.00				$263,318.00	
2	2.6	Science, Technology, Engineering, Arts and Mathematics	All	No			All Schools	ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.7	Content Area Committees	All	No			All Schools	ongoing	$58,336.00	$0.00	$58,336.00				$58,336.00	
2	2.8	Digital Citizenship, Safety and Balance of Technology Use	All	No			All Schools	ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.9	Early Literacy and Intervention	All	No			All Schools Kinder through Second	ongoing	$0.00	$29,739.00		$29,739.00			$29,739.00	
3	3.1	Social Emotional Learning	All	No			All Schools	ongoing	$0.00	$6,999.00	$6,999.00				$6,999.00	
3	3.2	Mental Health and Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,800,216.00	$0.00	$1,225,485.00	$574,731.00			$1,800,216.00	
3	3.3	Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$309,872.00	$30,000.00	$339,872.00				$339,872.00	
3	3.4	Professional Development	All	No			All Schools	ongoing	$68,721.00	$8,165.00	$76,886.00				$76,886.00	
3	3.5	Incorporating Student Voice	All	No			All Schools	ongoing								
3	3.6	Increase students sense of belonging on campus and in their community	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	

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	Parent Education	All	No			All Schools	ongoing	$5,120.00	$6,900.00	$6,900.00			$5,120.00	$12,020.00	
4	4.2	Communication	All	No			All Schools	ongoing	$0.00	$10,000.00				$10,000.00	$10,000.00	
4	4.3	Community Liaison	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$49,515.00	$0.00	$49,515.00				$49,515.00	
4	4.4	District Wellness Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$31,633.00	$0.00	$31,633.00				$31,633.00	
5	5.1	English Learner Committee	All	No			All Schools	2024-2026	$20,023.00	$3,089.00			$23,112.00		$23,112.00	
5	5.2	Partially fund a CCEIS/MTSS TOSA for the 2024-25 School Year	All	No			All Schools	2024-2026	$103,653.00	$0.00			$103,653.00		$103,653.00	
5	5.3	Continued Professional Development and follow up coaching to support current LCAP, CCEIS and District Initiatives	All	No			All Schools	2024-2026	$56,064.00	$15,000.00			$71,064.00		$71,064.00	

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
60070657	2832232	4.715%	0.000%	4.715%	$2,879,183.00	0.000%	4.793 %	**Total:**	$2,879,183.00
								LEA-wide Total:	$1,999,823.00
								Limited Total:	$0.00
								Schoolwide Total:	$879,360.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Increase Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
2	2.1	Elementary School Interventions	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary sites	$615,842.00	
2	2.2	Middle School Interventions	Yes	Schoolwide	English Learners Low Income	Specific Schools: Dartmouth and Union Middle School 6th-8th	$263,518.00	
2	2.5	Differentiated Core Instruction (Tier 1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th-8th	$263,318.00	
3	3.2	Mental Health and Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,225,485.00	
3	3.3	Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$339,872.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Community Liaison	Yes	LEA-wide	English Learners Low Income	All Schools	$49,515.00	
4	4.4	District Wellness Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,633.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,473,864.00	$7,721,758.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Recruitment and Retention	No	$37,834.00	52,732.00
1	**1.2**	New Teacher Support	No	$36,187.00	29,494.00
1	**1.3**	Curriculum and Instructional Materials Access	No	$4,800.00	4,400.00
1	**1.4**	Student and Staff Devices	No	$267,071.00	735,617.00
1	**1.5**	Maintain Facilities	No	$2,384,843.00	2,389,939.00
1	**1.6**	Access to a variety of elective courses	No	$0.00	
1	**1.7**	Health and Nutrition Committee	No	$0.00	
1	**1.8**	Increase Student Attendance	Yes	$88,000.00	89,050.00
1	**1.9**	Lunchtime Supervision	No	$0.00	
2	**2.1**	Elementary School Interventions	Yes	$667,039.00	526,917.00
2	**2.2**	Middle School Interventions	Yes	$206,262.00	161,257.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Professional Development	No	$10,000.00	7,364.00
2	2.4	English Learner and Special Education Support	No	$351,267.00	353,717.00
2	2.5	Differentiated Core Instruction (Tier 1)	Yes	$230,212.00	259,311.00
2	2.6	Science, Technology, Engineering, Arts and Mathematics	No	$30,000.00	21,125.00
2	2.7	Content Area Committees	No	$58,336.00	61,084.00
2	2.8	Digital Citizenship, Safety and Balance of Technology Use	No	$8,000.00	0.00
2	2.9	Early Literacy and Intervention	No	$29,739.00	50,254.00
3	3.1	Social Emotional Learning	No	$6,999.00	7555.00
3	3.2	Mental Health and Counseling Support	Yes	$2,342,010.00	2,359,257.00
3	3.3	Behavior Support	Yes	$331,208.00	294,131.00
3	3.4	Professional Development	No	$79,634.00	68,763.00
3	3.5	Incorporating Student Voice	No	$3,000.00	0.00

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)
3	3.6	Increase students sense of belonging on campus and in their community	No	$0.00	3507.00
4	4.1	Parent Education	No	$12,927.00	10,125.00
4	4.2	Communication	No	$14,000.00	14,218.00
4	4.3	Community Liaison	Yes	$48,327.00	47,578.00
4	4.4	District Wellness Coordinator	Yes	$29,814.00	30,704.00
5	5.1	English Learner Committee	No	$26,023.00	14,287.00
5	5.2	Partially fund a CCEIS/MTSS TOSA for the 2024-25 School Year	No	$88,357.00	88,356.00
5	5.3	Continued Professional Development and follow up coaching to support current LCAP, CCEIS and District Initiatives	No	$81,975.00	41,016.00

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)
2658279	$2,785,135.00	$3,768,205.00	($983,070.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Increase Student Attendance	Yes	$88,000.00	89,050.00		
2	2.1	Elementary School Interventions	Yes	$667,039.00	526,917.00		
2	2.2	Middle School Interventions	Yes	$206,262.00	161,257.00		
2	2.5	Differentiated Core Instruction (Tier 1)	Yes	$230,212.00	259,311.00		
3	3.2	Mental Health and Counseling Support	Yes	$1,184,273.00	2,359,257.00		
3	3.3	Behavior Support	Yes	$331,208.00	294,131.00		
4	4.3	Community Liaison	Yes	$48,327.00	47,578.00		
4	4.4	District Wellness Coordinator	Yes	$29,814.00	30,704.00		

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)
58428425	2658279	0	4.550%	$3,768,205.00	0.000%	6.449%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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