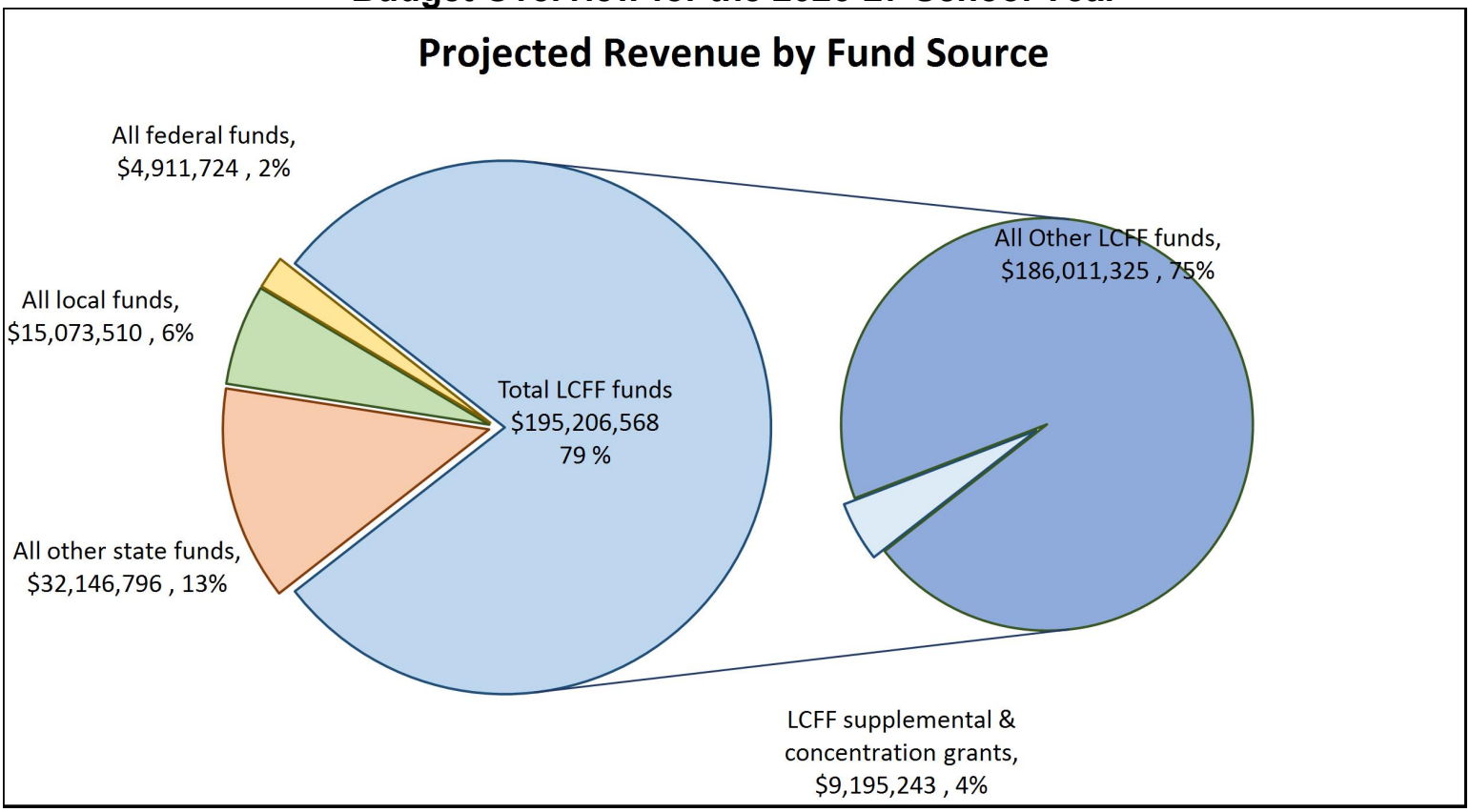
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cupertino Union Elementary School District
CDS Code: 4369419000000
School Year: 2026-27
LEA contact information:
Stacy Yao
Superintendent
yao_stacy@cusdk8.org
(408) 252-3000

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



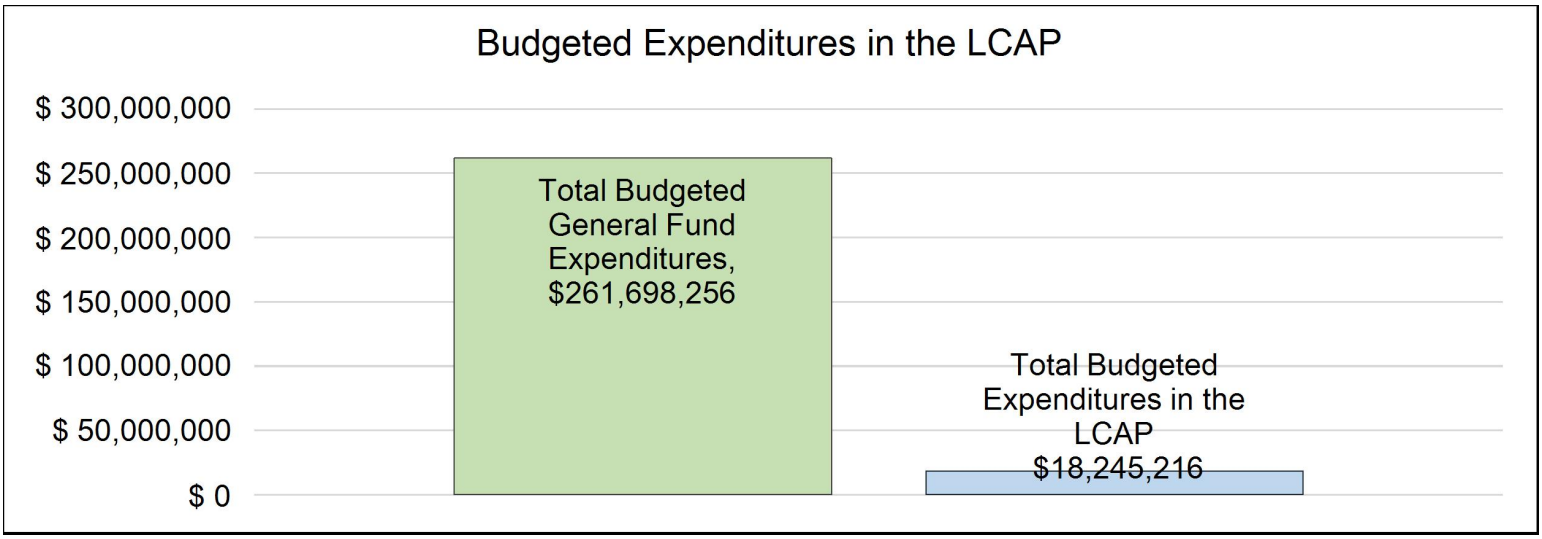
This chart shows the total general purpose revenue Cupertino Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cupertino Union Elementary School District is $247,338,598, of which $195,206,568 is Local Control Funding Formula (LCFF), $32,146,796 is other state funds, $15,073,510 is local funds, and $4,911,724 is federal funds. Of the $195,206,568 in LCFF

Funds, $9,195,243 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 Cupertino 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: Cupertino Union Elementary School District plans to spend $261,698,256 for the 2026-27 school year. Of that amount, $18,245,216 is tied to actions/services in the LCAP and $243,453,040 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

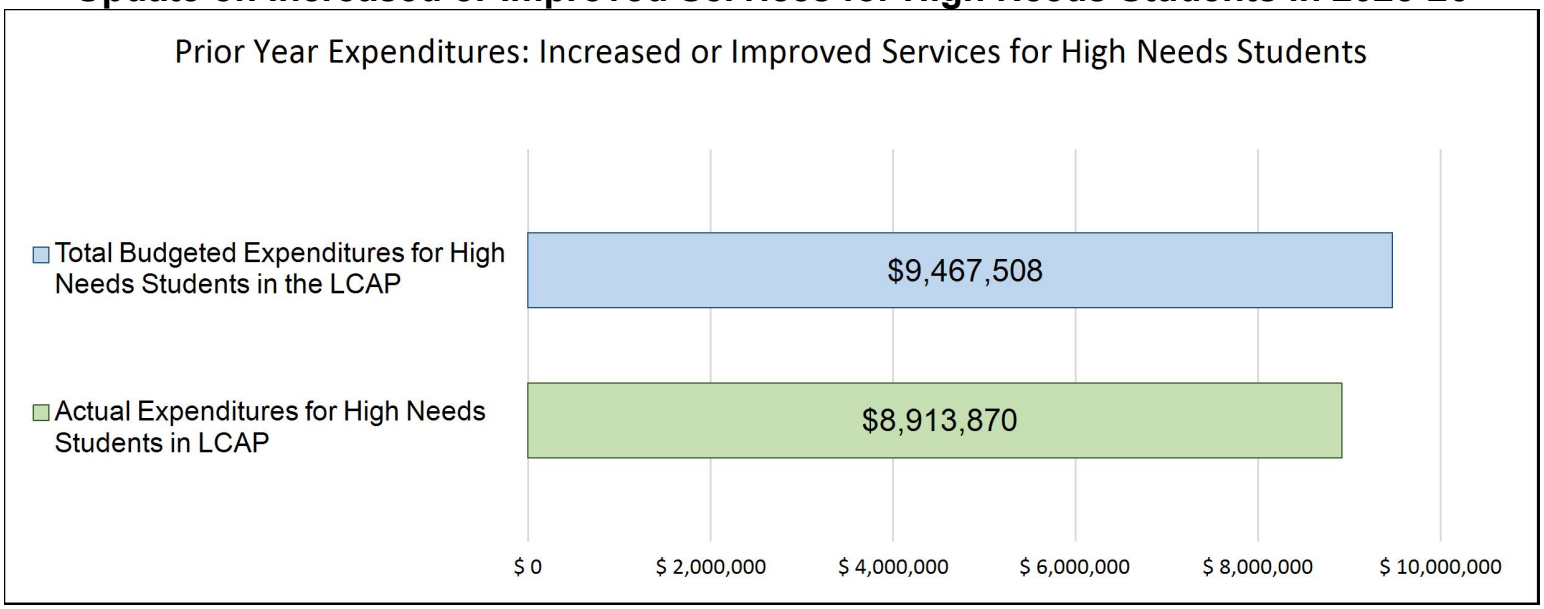
Budgeted expenditures not included in the LCAP are related to general education costs, materials and operations of the school district. Examples of these costs include: Salaries and benefits of certificated & classified support staff, and administration, textbooks, instructional supplies, utilities, insurance, technology, maintenance, operations and transportation. The entire district budget may be found on our district website: www.cusdk8.org.

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

In 2026-27, Cupertino Union Elementary School District is projecting it will receive $9,195,243 based on the enrollment of foster youth, English learner, and low-income students. Cupertino Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cupertino Union Elementary School District plans to spend $9,730,427 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 Cupertino 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 Cupertino 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, Cupertino Union Elementary School District's LCAP budgeted $9,467,508 for planned actions to increase or improve services for high needs students. Cupertino Union Elementary School District actually spent $8,913,870 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $553,638 had the following impact on Cupertino Union Elementary School District’s ability to increase or improve services for high needs students:

The difference between planned expenditures and estimated actuals totals $553,638 and is primarily due to a bond measure was passed that was able to support technology now (-$525,000). There were also staffing reductions and vacancies. As a result, the district will carryover $553,638. This amount will be incorporated in the the district's 2026-2027 LCAP as part of the total percentage to increase or improve services. These funds will support the district's continued commitment to addressing the unique needs of unduplicated studetns, who are English Learners, low-income, and foster youth.

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
Cupertino Union Elementary School District	Stacy Yao Superintendent	yao_stacy@cusdk8.org (408) 252-3000

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 Cupertino Union School District is a vibrant, engaged learning community encompassing six cities in the heart of Silicon Valley. Our attendance area includes the city of Cupertino, as well as parts of San Jose, Santa Clara, Los Altos, Saratoga and Sunnyvale. Our District includes 17 elementary schools, 1 TK-8 school and 5 comprehensive middle schools. These campuses include 4 alternative schools that enroll students from across the District. We are a global community where over 45 languages are spoken by students and families, and more than 20 nationalities are represented! 18 of our campuses were recognized for high academic achievement as California Distinguished Schools for 2022-2023 (elementary schools) or 2023-2024 (middle schools). In 2024-2025, two elementary schools were recognized as California Distinguished Schools: Nimitz Elementary and Murdock-Portal Elementary. Additionally, Miller Middle School was recognized as a National Blue Ribbon School in 2024-2025. During the 2025-2026 school year, 13 of our schools were recognized by US News and World Report as being in the Top 100 Elementary or Middle Schools in the state of California: Blue Hills Elementary, Collins Elementary, Cupertino Middle School, Faria Elementary, Hyde Middle School, John Muir Elementary, Kennedy Middle School, Lawson Middle School, Lincoln Elementary, Miller Middle School, Montclaire Elementary, Murdock-Portal Elementary, and Stevens Creek Elementary. Two of our middle schools, Lawson Middle School and Kennedy Middle School, were honored as California Distinguished Schools.

The 2025 CA Dashboard reports 13,533 students enrolled in grades TK-8. CUSD employees approximately 1800 staff members. Student Groups, per the 2025 CA Dashboard: 18.6% of our students are socio-economically disadvantaged (SED), a population that has more than tripled since 2020; 19.2% of our students are English Learners (ELs); 0% Foster Youth. We typically serve 10-20 Foster Youth and 30-40 Homeless students at any given moment; 7.9% of our students are students with disabilities (SWD). Race/Ethnicity, per the 2025 CA

Dashboard: African American .6%; American Indian .4%; Asian 68.8%; Filipino 1.2%; Hispanic 7.2%; 2 or More Races 4.6%; Pacific Islander 0.1%; White 12%

During the 2018-2019 school year, CUSD engaged in a community-based Strategic Planning Process in order to develop shared aspirations for our students. During the 2019-2020 school year, we launched our Strategic Plan with the following core commitments and beliefs:

Our Beliefs:
All children will progress, learn and thrive when provided engaging learning experiences and environments
One size does not fit all - students learn at different paces and in different ways
Academics are a portion of what matters to a child's success in school and in life
When families, communities and schools work together, students are more successful and the entire community benefits

Our Focus:
We will prepare students for future success - in high school, college, career, and in life - in this rapidly changing world
We will provide personalized and challenging learning experiences, designed to help each child stretch towards their "just right" next learning step
We will develop the whole child - social, emotional, intellectual, mental and physical well-being
We will support student success and family engagement by building partnerships with parents and community organizations

District Priorities for 2025-2026:

The District sets priorities for each school year and current priorities include:
Priority 1: Future-Ready Learning - Support each child in developing the skills and characteristics of our CUSD Portrait of a Learner (POL) including academic content skills and our seven competencies (Critical Thinker, Effective Communicator, Global Contributor, Inclusive Collaborative, Inspired Creator, Resilient Learner and Wellness.
Priority 2: Community-Wide Engagement: Actively engage educational partners and build strong relationships to support the implementation of the CUSD Strategic Plan, including the Portrait of a Learner.
Priority 3: Fiscal Responsibility - Effectively and efficiently utilize District resources, operations and processes to maximize each student's learning
Priority 4: Sense of Belonging - Create a sense of belonging in the workforce so that every employee feels valued, validated and supported to actively engage in their work, fully contribute, and confidently practice well-being activities that promote connectedness and work-life harmony.

Current Areas of Challenge and Opportunity:

*Facilities and a General Obligation Bond: Our community passed a 347 million dollar General Obligation Bond in the fall of 2024 to address aging facilities. Projects began during the summer of 2025 including upgraded playgrounds to support each child's well-being, perimeter fencing and solar projects. In Phase II, the District will improve security measures, revitalize outdoor tracks, install hydration stations and design middle school gyms at three campuses: Hyde Middle School, Kennedy Middle School and Miller Middle School.

* Portrait of a Learner: In the summer of 2023, the District convened a group of teachers and administrators to refresh a section of our Strategic Plan called "The Portrait of a Learner" in service of future-ready, deeper learning for our students. The goal of this work is to ensure that our instructional design will prepare students for future success. We developed a first year Roadmap to guide our strategic steps in fully embedding our Portrait of a Learner competencies across CUSD schools, and we implemented our Roadmap during the 2024-2025 school year. During the 2025-2026 school year, we added four student minimum days to allow for teacher-to-teacher learning and collaboration in support of future-ready learning. All teachers chose a professional development "Pathway to the Portrait" to support implementation of two focal competencies across all classrooms: Inclusive Collaborator and Effective Communicator. Highlights were shared at Superintendent Award events and Board meetings throughout the school year.

* Expanded Learning: Approximately 1000 English Learners, Low Income Students and Foster Youth are enrolled in our Expanded Learning Opportunities Program (ELOP) program across CUSD. We are fully implementing this new state-required program to offer a 9-hour learning day to our students. During the 2025-2026 school year, CUSD implemented new sliding scale fees for English Learners who are not low income or foster youth. Additionally, CUSD is beginning to expand program offerings to students who are not unduplicated, once all seats have been offered to eligible children.

* Middle School Electives: CUSD expanded middle school electives to provide all 6th, 7th and 8th graders with the opportunity to enroll in two electives at our 5 comprehensive middle schools.

* MTSS: Over the course of the prior LCAP, we expanded our Multi-Tiered System of Supports (MTSS) system to include reading intervention and systematic phonemic awareness/phonics instruction and math intervention. We need to continue to strengthen our approaches in these areas, and also build tiers of support in the social-emotional/behavioral realm.

* Rapidly Changing World: AI and new technologies as well as the global challenges that our students will face as adults are top-of-mind as we consider how to best prepare them for learning now and into the future. We recognize the potential for AI to support future-ready, deeper learning for students as well as the potential for AI to help teachers work more efficiently and address the ever-present challenge of limited time during the work day.

* Budget: CUSD transitioned into a "Community-Funded/Basic Aid" district during the 2024-2025 school year which means that our local funding comes from property taxes. Because property tax revenue barely exceeds the state guarantee per pupil, we identify as a "barely Basic Aid" district at this point in time. The expansion of TK, the expiration of one-time COVID funds, and the loss of our local parcel tax, have impacted our District budget. Additionally, the District committed to lowering class size in the elementary grades and this resulted in additional staff. The District implemented workforce reductions and submitted a budget stabilization plan to the Santa Clara County Office of Education. Fiscal Stabilization remains a priority for our Board of Trustees. Staff reductions were approved for the 2026-2027 school year.

Equity Multiplier Funds: No schools in CUSD are eligible for state Equity Multiplier Funds.

Learning Recovery Emergency Block Grant (LREBG)

CUSD did not use LREBG funds during the 2025-2026 school year. Funds will be used in the 2026-2027 school year to fund the following action: $331,036 for Action 1.6 iReady diagnostic and personalized learning path for Grades 1-5 and $331,363 for Action 1.16 to fund access to school library books. Our iReady tools provide educators with diagnostic information on each child's progress in reading and math. Additionally, the personalized learning path provides each child with a customized learning plan that adapts to provide tailored instruction in these areas. Access to library books provides students with opportunities to deepen and practice reading with materials that match their interests, cultural backgrounds, and skills levels. This was determined based on our needs assessment as outlined in this plan. Please see the Plan Summary: Reflections section of this plan for additional information about the use of these funds, and our rationale.

Reflections: Annual Performance

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

We aim for high achievement and success across all student groups in CUSD, as represented by "Blue" or "Green" on the Dashboard. When we have student groups in the "Red," "Orange" or "Yellow" zones of the Dashboard, we know that we need to focus our improvement efforts in these areas.

2023 CA Dashboard Performance
As was required for the 3-year plan developed in spring 2024, listed below are the metric areas for overall district, schools and/or student groups who performed in the lowest or Red level, or received the lowest performance level on one or more state indicators on the 2023 Dashboard. Upon review of these metrics, we are continuing our actions from the previous LCAP and applying changes to areas of ineffectiveness, as noted in our Annual update.

CUSD schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Stevens Creek as well as Collins Elementary were identified as "Red" for Chronic Absenteeism. Stocklmeir Elementary was identified as "Red" for Chronic Absenteeism for Students with Disabilities. Additionally, Collins Elementary School was identified as "Red" for English Learner Progress. Schools are addressing these areas in their School Plans for Student Achievement (SPSAs). Student Groups within CUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Homeless students were identified as "Red" for Chronic Absenteeism. Our Director of Student Support Services is working with school sites and families to address this issue, identify root causes, and increase supports. Student groups within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Many of our schools had student groups in "Red" for Chronic Absenteeism, as follows: Blue Hills Elementary: Socio-economically Disadvantaged Students; Collins Elementary: All Students; DeVargas Elementary: English Learners, Socio-economically Disadvantaged Students, Students with Disabilities, Hispanic, White; Eaton Elementary: English Learners; Nimitz Elementary: 2 or more Races; Cupertino Middle School: English Learners, Students with Disabilities, Hispanic; Sedgwick Elementary: Students with Disabilities and Hispanic; Eisenhower Elementary: Socio-economically Disadvantaged Students, Students with Disabilities, 2 or More Races; Kennedy Middle School: Students with Disabilities; Stevens Creek Elementary: All Students Socio-economically Disadvantaged Students, Students with Disabilities. While the 2024 Dashboard indicated progress in all of these areas, this LCAP continues to include required actions to address the need for improvement in these areas listed above.

2024 CA Dashboard Performance

CUSD demonstrated high academic achievement and success as reported on the 2024 CA Dashboard. CUSD scored in the highest "Blue" range in both English Language Arts (86.1 points above Standard) and Mathematics (100.3 points above standard). Our English Learners demonstrated excellent progress (65.5% of students making progress), putting this student group's performance in the highest "Blue" range on the Dashboard. Our suspension rate was low, with 0.7% of students being suspended from school at least one day. This low rate put CUSD in the "Blue" range in this area.

The following areas emerged as areas of focus: English Language Arts ("Orange" for Hispanic Students, Homeless Students and Students with Disabilities; "Yellow" for Long Term English Learners); Mathematics ("Orange" for Hispanic Students, Homeless Students and Students with Disabilities; "Yellow" for Long Term English Learners); Suspension Rate ("Red" for Homeless Students, "Orange" for American Indian Students. Hispanic Students, Long Term English Learners, Socioeconomically Disadvantaged Students and Students with Disabilities; "Yellow" for White Students.)

Student Groups within CUSD that received the lowest performance level on one or more state indicators on the 2024 Dashboard: Homeless students were identified as "Red" for Suspension Rate. Our Directors of Student Support Services and Site Principals continue to work with school staff and families to address this issue, identify root causes, and increase supports. See Action 2.4.

Suspension rates remained low overall (.7%); however, some student groups were suspended at a higher rate: American Indian (4.1%), Hispanic (3.7%), LTELs (6.3%), SED (1.7%) and SWD (2.8%). See information for Homeless Students above.
Chronic Absenteeism decreased by 1.2%, moving from "Orange" to "Green." Two student groups fell into the "Orange" area: Homeless (39.4% Chronically Absent) and American Indian (17% Chronically Absent). Five groups fell into the "Yellow" area: Hispanic (20.4% Chronically Absent), LTELs (11.4% Chronically Absent), SED (13.1% Chronically Absent), SWD (16% Chronically Absent) and White (9.2% Chronically Absent)

2025 CA Dashboard Performance
CUSD continues to demonstrate high academic achievement and success as reported on the 2025 CA Dashboard. CUSD scored in the highest "Blue" range in both English Language Arts (84.5 points above Standard) and Mathematics (102.1 points above standard). Our English Learners are making good progress, although this area declined slightly from 2024 to 2025 (60.9% of students making progress), putting this student group's performance in the "Yellow" range on the Dashboard. Our suspension rate is low, with 0.7% of students being suspended from school at least one day. This low rate puts CUSD in the "Green" range in this area. The following areas emerged as areas of focus: English Language Arts ("Yellow" for African American Students, Hispanic Students, Homeless Students, Long-Term English Learners and Students with Disabilities); Mathematics ("Yellow" for African American Students, Hispanic Students, Homeless Students and Long-Term English Learners); Suspension Rate ("Orange" for African American Students and Students with Disabilities, "Yellow" for Homeless Students and Students of Two or More Races); Chronic Absenteeism ("Orange for African American and Filipino, "Yellow" for Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Students and Students with Disabilities.)

The state added Science to the 2025 Dashboard for informational purposes. CUSD scored in the highest "Blue" range in this area (75.4 science points) and all student groups were reported in "Blue" or "Green."

Looking at our District results, no student groups were identified in the lowest performance level ("Red") in any of the following areas: ELA, Math, Science, Suspension Rate, or Chronic Absenteeism. Two schools received the lowest performance level ("Red") on the English Learner Progress indicator: Eaton Elementary and Nimitz Elementary.

Suspension rates remained low overall (.7%); however, some student groups are suspended at a higher rate: African American (2.1%), Homeless (5.4%) Two or More Races (1%), and SWD (3.4%). See information for Homeless Students above.
Chronic Absenteeism decreased by 1.2%, moving from "Orange" to "Green." Two student groups fell into the "Orange" area: African American (9.9% Chronically Absent) and Filipino (9.8% Chronically Absent). Four groups fell into the "Yellow" area: Hispanic (18.3% Chronically Absent), Homeless (18.8% Chronically Absent), SED (11.4% Chronically Absent), SWD (13.6% Chronically Absent). CUSD notes the significant improvement in attendance for Homeless students. On the 2023 CA Dashboard, 66.7% of our Homeless students were chronically absent and that decreased to 39.4% on the 2024 Dashboard. Now, we see that 18.8% of our Homeless students are chronically absent, an improvement of almost 50% over the 2023 results.

Review of Local Academic Data:
The areas of concern reflected on the CA Dashboard also are evident in our local iReady data. On Diagnostic 2 during the 2025-2026 school year (mid-year results), 71% of students in Grades 1-5 and 80% of students in Grades 6-8 scored on or above grade level in Reading. 68% of students in Grades 1-5 and 88% of students in Grades 6-8 scored on or above grade level in Mathematics. Looking more closely at this data, we see gaps in achievement between student groups. In Reading for students in Grades 1-5, 28% of ELs, 56% of African American students, 36% of Hispanic students and 39% of SWDs scored on or above grade level. In Mathematics, 35% of English Learners, 32% of African American students, 22% of Hispanic students and 34% of SWDs scored on or above grade level. In Reading for students in Grades 6-8, 12% of ELs, 52% of African American students, 38% of Hispanic students and 37% of SWDs scored on or above grade level. In Mathematics, 51% of English Learners, 54% of African American students, 35% of Hispanic students and 37% of SWDs scored on or above grade level. This shows that we need to continue to focus on providing tiered supports as well as personalized learning opportunities for our students.

Local Social-Emotional Learning (SEL)/School Climate Data:
Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed favorable overall results for indicators of school connectedness in 5th grade (81%) and 7th grade (70%), as well as positive results for perceived safety in 5th grade (91%) and 7th grade (80%). In the area of school connectedness, however, we see gaps in the CHKS results when comparing specific subgroups to these overall student averages. For example, 5th-grade Hispanic students reported an 80% connectedness rate, which is slightly below the 81% overall 5th-grade average (a -1 gap). This disparity is wider in middle school, where 7th-grade Hispanic students reported a 63% connectedness rate compared to the 70% overall average (a -7 gap). Middle school English Learners also revealed a gap in connectedness, reporting 66% compared to the overall 7th-grade average of 70% (a -4 gap). Notably, unlike the previous year, Black or African American 7th graders did not show a gap in connectedness, as they reported a 71% rate that was slightly above the District average.In the area of perceived school safety, we identified additional gaps requiring continued focus. Hispanic students in the 7th grade reported a 66% safety rate compared to the 80% overall average for their grade, representing a -14 gap. Similarly, 7th-grade English Learners reported a 72% perceived safety rate, which is an -8 gap from the overall average. On a positive note, the safety gap for 5th-grade Hispanic students successfully closed this year, as they reported feeling safer (94%) than the 5th-grade District average of 91%. We continue to focus on ensuring that each child feels a sense of

connection and safety at school. Other notable results in the 2025-2026 CHKS administration reveal disparities amongst our student groups regarding frequent or chronic sadness. Overall, 5% of surveyed 5th graders reported frequent sadness, and 17% of surveyed 7th graders reported feelings of chronic sadness. However, certain subgroups experienced higher rates than their peers. Hispanic elementary students reported a 9% rate of frequent sadness, creating a +4 gap above the 5% overall average. In middle school, Hispanic students reported a 23% chronic sadness rate, resulting in a +6 gap above the 17% overall 7th-grade average. Additionally, 7th-grade students with IEPs reported a 20% chronic sadness rate (a +3 gap), and 7th-grade English Learners reported an 18% rate (a +1 gap).

Reflections:
Most students meet or exceed academic standards in CUSD, and we also have many students who require additional support. Our data demonstrates the need to continue to focus on personalizing instruction to meet individual student needs, as well as the need to continue strengthening our system of MTSS across academic and social/emotional/behavior areas so that all schools within CUSD can access a range of strategies and student supports. We recognize the importance of building positive school climates that foster a sense of belonging for each child. Additionally, our data demonstrates the importance of working with parents to ensure that students attend school regularly and access the supports provided. In addition to focusing on foundational skills in reading and mathematics, we also want to ensure that all students develop deeper learning competencies that will prepare them for future success.

Learning Recovery Emergency Block Grant (LREBG):

CUSD has $331,036 in carryover LREBG funds for the 2025-2026 school year. CUSD also expects to receive $331,363 in LREBG funds to be used in 2026-2027. As required by the state, a needs assessment focused on district, school and student outcomes in English Language Arts (ELA), mathematics, and chronic absenteeism was conducted as part of our LCAP process during spring 2026 to determine needs and guide planned actions that will be funded with LREBG funds.

Based on our overall analysis of the CA Dashboard, local data measures, and the LREBG needs analysis, the following action will be funded with LREBG funding:
Action 1.6: iReady Diagnostic and Personalized Learning Pathway.
Action 1.16: School Library books. LREBG funds will be used to pay for School Library Media Technician (SLMT) hours.

Rationale: As outlined under the state's allowable uses for these funds, iReady tools support learning acceleration for students performing below grade level. School library access also falls under the allowable uses for these funds. Please see below for additional details.
Metrics in this LCAP: 1.1 Reading K-5; 1.2 Reading K-2; 1.4 Math K-5; 1.5 Math 3-5

In Grades 1-5, iReady tools provide educators with diagnostic information on each child's progress in reading and math. Access to library books provides students with opportunities to deepen and practice reading skills with materials that match their interests, cultural backgrounds, and skills levels. Our SLMTs collaborate to ensure that our collections reflect the needs of our students. Additionally, the iReady personalized learning path provides each child with a customized learning plan that adapts to provide tailored instruction in these areas. This was determined based on our needs assessment as outlined in this plan.This action is allowable within the scope of LREBG and it incorporates evidence-based approaches to address the gaps shown in the data analysis. In addition, these actions align with highly valued actions based on Educational Partner input. The rationale for the selection of the action and application of LREBG funding, as well as

additional data and the metrics to be used to measure effectiveness, are included in the sections above. While CUSD continues to demonstrate high academic achievement and success as reported on the 2025 CA Dashboard, some student groups require targeted support to ensure strong progress in core areas. The following areas emerged as areas of focus: English Language Arts ("Yellow" for African American Students, Hispanic Students, Homeless Students, Long-Term English Learners and Students with Disabilities); Mathematics ("Yellow" for African American Students, Hispanic Students, Homeless Students and Long-Term English Learners); Suspension Rate ("Orange" for African American Students and Students with Disabilities, "Yellow" for Homeless Students and Students of Two or More Races); Chronic Absenteeism ("Orange for African American and Filipino, "Yellow" for Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Students and Students with Disabilities.) Gaps between student groups also were reflected in our local iReady data as described in the metrics section. Utilizing our diagnostic iReady assessment in combination with personalized learning tools will help us identify and support each child's unique learning needs in Reading and Math.

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.

This does not apply to CUSD. No schools are eligible for comprehensive support and improvement.

Support for Identified Schools

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

This does not apply to CUSD. No schools are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

This does not apply to CUSD. No schools are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers: Teacher Leadership Teams across our 23 school sites	Between 1/28 and 3/31, Principals at all school sites engaged Teacher Leadership teams in a discussion and completed a survey.
Parents: Parent Advisory Council and District English Learner Advisory Council (PAC/DELAC) including parent(s) of students with disabilities; All Parents; Homeless Parents	2/24: A presentation on the CA Dashboard results was provided to inform parents about strengths and needs in preparation for LCAP discussions. All parents were invited to complete our Parent LCAP Survey during the survey window. In March, our Community Liaisons reached out to homeless families for 1:1 conversations about the support they received as well as their ideas about how to improve support.On 3/24, PAC/DELAC reviewed the LCAP process and had an opportunity to share ideas about what the District should prioritize in the next LCAP. On 5/12, PAC/DELAC reviewed feedback to date and had the opportunity to add comments or concerns to the discussion. On 5/26, PAC/DELAC reviewed the draft LCAP and in accordance with Education Code section 52062(a) (1), PAC/DELAC had the opportunity to pose questions about the LCAP to the Superintendent.
Principals and Administrators test	In February, Principals met to share input to inform Local Indicators. Principals also led team discussions at their school sites as noted in the first box above, and they also attended EC visits to their school sites as noted in the box below. Additionally, principals met with colleagues and their assigned Directors to complete the Local Indicator surveys in March which provided more feedback to the LCAP process. Middle school principals met with their student

Educational Partner(s)	Process for Engagement
	leadership teams to gather feedback. All of these discussions provided insights that shaped our plan.
Other School Personnel: Staff at 23 school sites	The Executive Cabinet (EC) visits all 23 school sites to hear directly from certificated and classified staff during their designated staff meeting time. EC reminded staff of our District Priorities and gathered questions and feedback to inform the LCAP. During the 2025-2026 school year, EC visited the sites on the following dates: Muir 9/16, Faria 9/30, West Valley 10/21, Hyde 10/22, Murdock-Portal 11/4, Blue Hills 11/18, Kennedy 11/19, Lincoln 2/10, Montclaire 12/9, Garden Gate 1/13, Eisenhower 1/20, Nimitz 1/27, Eaton 2/3, Stevens Creek 2/10, Lawson 2/11, Stocklmeir 2/24, McAuliffe 3/3, Miller 3/4, De Vargas 3/31, Dilworth 4/7, Collins 4/21, Cupertino 4/29 and Sedgwick 5/12. Each principal presented an update on their SPSA goals aligned to the LCAP, highlighting areas where support and resources should continue to be applied, as well as areas where further support is needed. Additionally, all school leadership teams met with their principal in March to complete a survey about how their site is progressing towards SPSA goals, reflections on CA Dashboard data, and resources needed to support progress. Directors met with Department groups during their designated meeting times in February and March to engage reflection protocol in order to gather feedback for the LCAP. Prompt for Discussion: Considering your role, the CA Dashboard and other local measures: What 1-2 strategic actions should be taken in your area in 26-27?
Students (CUSD Student Leaders at our 5 middle schools)	Per SB997, Middle school staff convened their student leaders during the months of February and March to engage students in a discussion of points of pride as well as areas for improvement. Each site captured student sentiments on a form that was shared with the District.
Local Bargaining Units (CEA, CSEA and SEIU)	9/18, 1/8, 3/19, 5/7: Joint Leadership Council (JLC) met to discuss areas of need. This group is a partnership between the Executive Cabinet and the Cupertino Education Association (CEA). Meetings provide an avenue for open dialogue with the purpose of addressing areas of concern and leading shared priorities.

Educational Partner(s)	Process for Engagement
	3/19: Representatives from CEA, CSEA and SEIU unions met with the Deputy Superintendent for a discussion to review themes from partner feedback and provide input on the LCAP. We reviewed currently funded items and union leaders surfaced areas for consideration.
Special Education Local Plan Area (SELPA)	On 5/26, the SELPA Director reviewed the document, provided feedback by email, and confirmed that actions of students with disabilities are included in the 2025-2026 LCAP.
Board of Trustees	At the 1/15 Board meeting, staff presented an overview of the CA Dashboard. At 1/22 Board Advance, staff presented an update on our work towards District Priority 1: Future Ready Learning and the Portrait of a Learner. At the the 4/9 Board meeting, staff presented the LCAP Parent Survey results. At the 4/23 Board meetings, staff presented an update on the California Healthy Kids Survey. Board members shared comments and feedback to inform our LCAP actions and metrics. Board members also reviewed the draft LCAP and held a public hearing in June.

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

Educational Partners continued to affirm the importance of staying the course and expanding our work in the following areas: MTSS; Reading and Math Intervention, Elementary Music, Middle School Electives, Mental Health, Social-Emotional Learning
Additionally educational partners encouraged the District to increase focus in the following areas: PBIS and addressing challenging student behaviors, Future-Ready learning and our Portrait of a Learner, Parent Education, as well as addressing Chronic Absenteeism.

Parents and Parent Advisory Committee: Parents encouraged the District to continue to focus on whole child education and future-ready learning. They hope to see the District continue fostering the skills in our Portrait of a Learner, supporting social-emotional learning and inclusive environments, and balancing technology with strong academic foundations. Parents hope the district will place increased focus in the following areas: integrating AI literacy and ethical technology education, teaching financial literacy and practice life skills, improving student mental health, upgrading facilities and student nutrition offerings. Parents also hope the District will consider adding mid-year parent-teacher conferences and improving communication about student progress. The influence of parent input can be seen in Goals 1, 2 and 3 where we reference our work in the area of core content mastery and future-ready learning, ELOP, expanding elementary music and middle school electives, maintaining staffing ratios in nursing and mental health, and ensuring all sites are trained in PBIS and using SEL curriculum.

In our 1:1 conversations with parents of homeless and foster youth, families mentioned the positive impact of ELO-P. Additionally, parents mentioned the value of receiving school supplies and backpacks at the start of the year. Parents also expressed that they hope

transportation will continue for homeless students, as this has positively impacted student attendance. Flyers and communication through Parent Square have been helpful and informative, as well as connections with community resources that assist families.

Staff (Teachers, Principals, Classified Staff) and Local Bargaining Units (CEA, CSEA and SEIU)
Teachers, principals and school personnel highlighted the importance of regular time for professional learning and collaboration in the areas of MTSS and future-ready, deeper learning. Staff also highlighted the need to continue our strong work in the areas of PBIS, reading and math intervention, and EL support. Bargaining units encouraged the District to continue focusing on MTSS, specifically integrating academic and behavioral interventions. They also expressed the importance of the iReady My Path tools for personalizing learning and the importance of making these resources available to all school sites. Union leaders emphasized the importance of investing in the whole child. They advocated for adding resources to ensure Zen Den spaces have more consistent and structured coverage as well as providing training on proactive strategies to support positive behavior. Looking ahead to the next 3-year plan, union leaders recommended monitoring potential summer learning loss for unduplicated pupils and assessing whether additional supports are required. They also advocated for the expansion of SSLs to support positive connections and a sense of belonging at school. The influence of these comments primarily can be found under Goal 1 and Goal 2 in this LCAP which prioritize academic, future-ready learning as well as positive, safe learning environments for all students. Teachers also expressed the importance of continuing with our iReady tools in Grades 1-5, particularly the personalized learning path. They noted the importance of making this tool available across school sites to meet the needs of students performing below grade level standards in reading and/or math. Comments about iReady are reflected in the next section of our plan which highlights how the state's LRBG funds will be used. Special education staff encouraged the District to strengthen family and parent engagement and support, as well as to increase staff training in the area of behavioral strategies and trauma-informed care. Special education staff also encouraged the District to increase communication with parents regarding EL reclassification, as well as to increase professional development for teachers in the area of supporting English Learners. Feedback from special education staff is visible in the following LCAP actions: 2.2, 2.4, 2.12 and 2.13. Teachers also continue to be interested in the use of AI tools to increase efficiency and this is reflected in action 1.14.Staff also raised the impact of escalating costs for supplies, materials and services. Additionally, site staff commented that there are significant variations in parent donations across sites. Based on this feedback, a number of action items were adjusted to reflect a needs-based allocation of funds. Sites with a higher percentage of students eligible for Free/Reduced price meals (FRM) were allocated more funds. (2025-2026: 25% or more: Eisenhower, Sedgwick, Hyde, DeVargas and Nimitz; 20-24%: Collins, CMS, Garden Gate, Stocklmeir). See actions 2.3, 2.4 and 2.8 in this plan.

Students
Students expressed pride in the positive school culture, strong safety measures, supportive staff, and the quality of engaging programs like student leadership and clubs. They encouraged CUSD to place a strong focus on student well-being and mental health, which includes dedicating time for stress relief, providing enhanced mental health support, and improving access to counselors. They expressed a desire for more interactive, hands-on, and real-world learning, as well as providing structured, dedicated time for academic support and tutoring. Finally, students recommend enhancing the PBIS and reward systems for better consistency across grade levels and more appealing rewards for older students. Student feedback is reflected in the following actions: 1.10, 2.2, 2.4 and 2.12

SELPA
The SELPA feedback acknowledged the District's work in including Special Education and Students with Disabilities (SWD) across the LCAP in the following areas: Reflection on annual performance and engaging educational partners. The SELPA Director stated that SWD are well

represented across multiple metrics under Goal 1, noting that several actions explicitly reference SWD. These actions demonstrate a targeted approach to addressing the academic needs of SWD. Under Goal 2, SWD are included in metrics related to chronic absenteeism and access to a broad course of study. The SELPA Director encouraged the District to include student groups, including SWD, in our metric on reducing suspensions. Under Goal 3, the SELPA Director encouraged the District to consider adding an action specifically related to parent education for parents of students with disabilities. The District values this feedback and will consider this input for the next 3-year LCAP, beginning in the 2026-2027 school year.

Board of Trustees:
Board members encouraged staff to continue focusing on our District Priorities, particularly in regards to Future-Ready Learning and our Portrait of a Learner. Trustees affirmed our progress in this area, and encouraged staff to engage parents in this work. This feedback about parent engagement is visible in the adjustment to metric 3.7. Trustees also encouraged staff to expand student leadership opportunities in CUSD, particularly in the areas of Future-Ready Learning and our LCAP planning process. In 2026-2027, CUSD will launch Student Future-Ready Ambassadors as described in Action 1.10. We also will expand parent education as listed in Action 3.1.

Based on this feedback as well as our analysis of state and local assessments, the District developed the 2026-2027 LCAP to maintain the following broad goals:
Goal 1: Future-Ready, Deeper Learning - Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our 6 POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator
Goal 2: Whole Child - Help students thrive socially, emotionally and behaviorally by fostering engaging, positive, safe learning environments where everyone belongs.
Goal 3: Community Engagement - Actively engage parents and community members in supporting the implementation of the CUSD Strategic Plan, including the Portrait of a Learner

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Future-Ready, Deeper Learning: Support Each Child in Demonstrating the Skills and Characteristics described in our CUSD Portrait of a Learner (POL), including foundational academic content skills as well as our POL Competencies: Inclusive Collaborator; Global Contributor; Effective Communicator; Critical Thinker; Resilient Learner; Inspired Creator	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Supporting academic achievement is core to our mission as a school district. As noted in our Strategic Plan: We will prepare students for future success - in high school, college, career, and in life - in this rapidly changing world; and
We will provide personalized and challenging learning experiences, designed to help each child stretch towards their "just right" next learning step. Our achievement on local and state metrics demonstrate that our students bring a range of strengths and needs to their learning, and we commit to addressing each student's unique needs. ogether, these actions and metrics support our commitment to personalize learning and challenge each student.

The 2025 CA Dashboard results illustrate the range of needs. CUSD scored in the highest "Blue" range in both English Language Arts (84.5 points above Standard) and Mathematics (102.1 points above standard). Our English Learners are making good progress, although this area declined slightly from 2024 to 2025 (60.9% of students making progress), putting this student group's performance in the "Yellow" range on the Dashboard. Our suspension rate is low, with 0.7% of students being suspended from school at least one day. This low rate puts CUSD in the "Green" range in this area. The following areas emerged as areas of focus: English Language Arts ("Yellow" for African American Students, Hispanic Students, Homeless Students, Long-Term English Learners and Students with Disabilities); Mathematics ("Yellow" for African American Students, Hispanic Students, Homeless Students and Long-Term English Learners); Suspension Rate ("Orange" for African American Students and Students with Disabilities, "Yellow" for Homeless Students and Students of Two or More Races); Chronic Absenteeism ("Orange for African American and Filipino, "Yellow" for Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Students and Students with Disabilities.)

CUSD is part of a group of statewide and national networks of educators committed to ensuring that all students are prepared for the future. We are learning and sharing with colleagues across these networks to advance Future-Ready learning for all students. We are in the beginning stages of realizing this part of our Strategic Plan and we will continue to devote resources to fulfilling this promise. We want to ensure that all students develop the skills and competencies they need to thrive in high school and beyond, and this LCAP goal reflects essential actions towards that commitment.

Together, these actions and metrics support our commitment to personalizing learning and preparing each student to thrive in our rapidly changing world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Reading: iReady Grades K-5 (Window #3): Percentage of students on grade level Note: Based on teacher feedback, iReady shifted from Grades K-5 to Grades 1-5 in 2025-2026.	2023-2024 All Students: 82% African American: 67% Hispanic: 50% SWD: 51% SED: 61% ELs: 53%	2024-2025 All Students: 82% African American: 65% Hispanic: 51% SWD: 52% SED: 61% ELs: 54%	2025-2026 All Students: 79% African American: 65% Hispanic: 43% SWD: 45% SED: 59% ELs: 41%	2026-2027 All Students: 85% African American: 72% Hispanic: 55% SWD: 56% SED: 66% ELs: 58%	All Students: -3% African American: -2% Hispanic: -7% SWD: -6% SED: -2% ELs: -12%
1.2	Reading: iReady Grades K-2 Phonics (Window #3): Percentage of students on grade level Note: Based on teacher feedback, iReady shifted from Grades K-5 to Grades 1-5 in 2025-2026.	2023-2024 All Students: 84% African American: 76% Hispanic: 54% SWD: 55% SED: 66% ELs: 68%	2024-2025 All Students: 86% African American: 71% Hispanic: 60% SWD: 62% SED: 68% ELs: 70%	2025-2026 All Students: 84% African American: 68% Hispanic: 48% SWD: 51% SED: 68% ELs: 61%	2026-2027 All Students: 87% African American: 81% Hispanic: 59% SWD: 60% SED: 71% ELs: 73%	All Students: No change African American: -8% Hispanic: -6% SWD: -4% SED: +2% ELs: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Reading: iReady Grades 6-8 (Window #2): Percentage of students on grade level Note: Based on teacher feedback, iReady is no longer being used in middle school. Instead, we are using NWEA. 2025-2026 NWEA scores were added to the baseline column.	2023-2024 All Students: 83% African American: 51% Hispanic: 42% SWD: 37% SED: 61% ELs: 18% 2025-2026 Baseline year for shift to NWEA All Students: 83% African American: 60% Hispanic: 43% SWD: 38% SED: 66% ELs: 22%	2024-2025 All Students: 82% African American: 56% Hispanic: 44% SWD: 38% SED: 61% ELs: 15%	N/A	2026-2027 All Students: 86% African American: 56% Hispanic: 47% SWD: 42% SED: 66% ELs: 23%	N/A
1.4	Math: iReady Grades K-5 (Window #3): Percentage of students on grade level Note: Based on teacher feedback, iReady shifted from Grades K-5 to Grades 1-5 in 2025-2026.	2023-2024 All Students: 80% African American: 56% Hispanic: 36% SWD: 47% SED: 58% ELs: 57%	2024-2025 All Students: 80% African American: 52% Hispanic: 39% SWD: 49% SED: 55% ELs: 57%	2025-2026 All Students: 80% African American: 41% Hispanic: 36% SWD: 46% SED: 55% ELs: 52%	2026-2027 All Students: 83% African American: 61% Hispanic: 41% SWD: 52% SED: 63% ELs: 62%	All Students: No change African American: -15% Hispanic: No change SWD: -1% SED: -3% ELs: -5%
1.5	Math iReady Grades 3-5 Number & Operations (Window #3): Percentage of students on grade level Note: Based on teacher feedback, iReady shifted from Grades K-5 to	2023-2024 All Students: 87% African American: 74% Hispanic: 50% SWD: 52% SED: 72% ELs: 68%	2024-2025 All Students: 87% African American: 59% Hispanic: 33% SWD: 55% SED: 70% ELs: 70%	2025-2026 All Students: 86% African American: 52% Hispanic: 46% SWD: 51% SED: 65% ELs: 67%	2026-2027 All Students: 90% African American: 79% Hispanic: 55% SWD: 57% SED: 77% ELs: 73%	All Students: -1% African American: -22% Hispanic: -4% SWD: -1% SED: -7% ELs: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Grades 1-5 in 2025-2026.					
1.6	Math: iReady Scores 6-8 (Window #3): Percentage of students on grade level Note: Based on teacher feedback, iReady is no longer being used in middle school. Instead, we are using NWEA. 2025-2026 NWEA scores were added to the baseline column.	2023-2024 All Students: 90% African American: 48% Hispanic: 45% SWD: 43% SED: 71% ELs: 62% 2025-2026 Baseline year for shift to NWEA All Students: 90% African American: 56% Hispanic: 39% SWD: 42% SED: 71% ELs: 59%	2024-2025 All Students: 87% African American: 47% Hispanic: 34% SWD: 37% SED: 64% ELs: 54%	N/A	2026-2027 All Students: 93% African American: 53% Hispanic: 50% SWD: 48% SED: 76% ELs: 67%	N/A
1.7	CA School Dashboard: English Language Arts Distance from Standard (points above or below) for All students, African American students (AA), socio-economically disadvantaged (SED) students, English Learner (EL) students, Redesigned Fluent English Proficient (RFEP students), and Students with Disabilities (SWDs)	2023 CA Dashboard All: 86 above AA: 4 below Hispanic: 26 below SED: 29 above EL: 33 above RFEP: 92 above SWD: 32 below	2024 CA Dashboard All: 86 above AA: 14 above Hispanic: 27 below SED: 29 above EL: 27 above RFEP: 85 above SWD: 30 below	2025 CA Dashboard All: 85 above AA: 8 above Hispanic: 19 below SED: 23 above EL: 29 above RFEP: 84 above SWD: 24 below	2026 CA Dashboard All: 91 above AA: 6 above Hispanic: 16 below SED: 39 above EL: 43 above RFEP: 97 above SWD: 22 below	All: -1 AA: +4 points Hispanic: +7 points SED: -6 points EL: - 4 points RFEP: -8 points SWD: +8 points
1.8	CA School Dashboard: Mathematics Distance from Standard (points above or below) for All	2023 CA Dashboard All: 100 above AA: 19 below Hispanic: 46 below	2024 CA Dashboard All: 100 above AA: 13 below	2025 CA Dashboard All: 102 above AA: 15 below	2026 CA Dashboard All: 105 above AA: 9 below	All: +2 points AA: +4 points Hispanic: +5 points SED: - 4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students, African American students (AA), socio-economically disadvantaged (SED) students, English Learner (EL) students, Redesigned Fluent English Proficient (RFEP students), and Students with Disabilities (SWDs)	SED: 34 above EL: 53 above RFEP: 104 above SWD: 33 below	Hispanic: 53 below SED: 31 above EL: 46 above RFEP: 100 above SWD: 34 below	Hispanic: 41 below SED: 30 above EL: 55 above RFEP: 102 above SWD: 19 below	Hispanic: 36 below SED: 44 above EL: 63 above RFEP: 109 above SWD: 23 below	EL: +2 points RFEP: - 2 points SWD: +14 points
1.9	CAST Science Grades 5 & 8: Percentage of students who met or exceeded standard	Spring 2023 Grade 5: 73% Grade 8: 79%	Spring 2024 Grade 5: 75% Grade 8: 79%	Spring 2025 Grade 5: 71% Grade 8: 80%	Spring 2026 Grade 5: 76% Grade 8: 82%	Grade 5: -2% Grade 8: +1%
1.10	CA School Dashboard English Learner Progress Indicator (ELPI). The percentage of EL students who progressed at least one ELPI level or maintained ELPI 4 (highest level)	2023 CA Dashboard District 67% Collins Elementary: 35% and "Red" on the CA Dashboard	2024 CA Dashboard District: 66% Collins Elementary: 58% and "Blue" on the CA Dashboard	2025 CA Dashboard District: 61% Collins Elementary: 60% and "Green" on the CA Dashboard	2026 CA Dashboard District: 70% Collins: 45% No schools "Red"	District: -6% Collins: +25%
1.11	EL Reclassification Rate and Percentage of Long Term ELs (LTELs) in 8th grade	2022-2023 EL Reclassification Rate: 21% 67% of EL students progressed 1 ELPI level or remained at an ELPI level of 4. LTELs 8th Grade: 34 students as of April 12, 2024	2023-2024 EL Reclassification Rate: 17% 66% of EL students progressed 1 ELPI level or remained at an ELPI level of 4 LTELs 8th grade: 26 students as of March 31, 2025	2024 -2025 EL Reclassification Rate: 17% 68% of EL students progresses 1 ELPI level or remained at an ELPI level of 4 LTELs 8th grade: 33 students as of March 31, 2025	2025-2026 EL Reclassification Rate: 30% Spring 2027: LTELs 8th grade: Less than 15 students	EL Reclassification Rate: -4% EL students progressed 1 ELPI level or remained at Level 4: +1% LTELs in 8th grade: - 1 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percentage of Fully Credentialed and Appropriately Assigned Teachers (Assignment monitoring outcome of "Clear", per District HR Records)	2023-2024 As of February 14, 2024, 100% of CUSD teachers held a credential that authorized them to teach in their assignment per CTC. As of February 14, 2024 fourteen (14) of the total 675 teachers were not fully credentialed, giving CUSD a rate of 98% fully credentialed teachers. Teachers who are not fully credentialed are working towards achieving their credential within 12 months of hiring.	2024-2025 As of January 29, 2025, 99.8% of CUSD teachers hold a credential that authorizes them to teach in their assignment per CTC. As of January 29, 2025, eight (8) of the total 699 teachers are not fully credentialed, giving CUSD a rate of 98.8% fully credentialed teachers. Teachers who are not fully credentialed are working towards achieving their credentials within 12 months of hiring.	2025-2026 As of January 5, 2026, 100% of CUSD teachers hold a credential that authorizes them to teach in their assignment per CTC. As of January 5, 2026, six (6) of the total 716 teachers are not fully credentialed, giving CUSD a rate of 99.16% fully credentialed teachers. Teachers who are not fully credentialed are working towards achieving their credentials within 12 months of hiring.	2026-2027 Maintain 98% or higher	No change from baseline
1.13	Percentage of students who have access to their own copies of standards-aligned Instructional Materials for use at school and at home Data Source: Williams Complaints and District Purchasing	2023-2024 100%; 0 Williams Complaints	2024-2025 100% 0 Williams Complaints	2025-2026 100% 0 Williams Complaints	2026-2027 Maintain 100% and 0 Williams Complaints	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Implementation of Academic Content Standards. Data Source: CA Dashboard Local Indicator Self-Reflection Tool. Number rated 4 Full Implementation) or 5 (Full Implementation and Sustainability) Scale: 1: Exploration and Research 2: Beginning Development 3: Initial Implementation 4: Full Implementation 5: Full Implementation and Sustainability	2023-2024 English Language Arts: 5 English Language Development: 4 Math: 5 Science: 3 Elem/4 Middle History Social Studies: 4 Elem/5 Middle Visual & Performing Arts: 3 Elem/5 Middle Health: 4 PE: 4 World Language: 1 (Pilot in progress) Career Tech: 4	2024-2025 English Language Arts: 5 English Language Development: 4 Math: 5 Science: 3 Elem/5 Middle History Social-Studies: 4 Elem/5 Middle Visual & Performing Arts: 3 Elem/4 Middle Health: 4 PE: 5 World Language: 3 Career Tech: 4	2025-2026 English Language Arts: 5 English Language Development: 4 Math: 5 Science: 4 Elem/5 Middle History Social-Studies: 4 Elem/5 Middle Visual & Performing Arts: 4 Elem/4 Middle Health: 4 PE: 5 World Language: 4 Career Tech: 4 World Language: 4	2026-2027 Maintain 4s and 5s from Baseline year. Increase results to 4 or 5 in World Language, Elementary Science and Elementary Visual and Performing Arts	English Language Arts: No change English Language Development: No change Math: No change Science: +1 elem ; + 1 middle school History Social-Studies: No change Visual & Performing Arts: +1 elem; -1 middle school Health: No change PE: +1 World Language: +3 Career Tech: No change
1.15	Access to Instructional Technology: Percentage of students who have access to a device less than 5 years old	2023-2024 90% of K-8 students have access to a device less than 5 years old.	2024-2025 100% of 1st-8th graders have devices less than 5 years old; 90% of KN-8th graders have devices less than 5 years old	2025-2026 95% of 1st-8th graders have devices less than 5 years old; 90% of KN-8th graders have devices less than 5 years old	2026-2027 100% of students have access to a device less than 5 years old.	+10%
1.16	Percentage of TK-8 Teachers Trained in Portrait of a Learner Competencies (Source: District Data) Percentage of Teachers reporting that they	2023-2024 0% Trained 0% Regularly integrate Note: The Teacher Survey is not in place yet. This will be added	2024-2025 100% Trained (This will be ongoing) 18% Regularly integrate	2025-2026 100% Trained 78% Regularly integrate 2025-2026 68% AI efficiency	2026-2027 100% Trained 80% Regularly integrate 2026-2027 70% AI efficiency	Trained: +100% Regularly integrate: +60% AI efficiency: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	regularly integrate these competencies in their classroom - at least 3/6 competencies. (Source: Teacher Survey) Added Spring 2025 for the 2025-2206 LCAP: Percentage of CEA staff who report that AI tools helped them increase efficiency	for spring 2025 after training occurs. 2024-2025 61% AI efficiency	NA: AI efficiency			
1.17	Tool: Annual District Feedback Form for Principals Percentage of Site Principals who respond 3, 4, 5 to show agreement: Small group time helps me grow as a leader in meeting the needs of unduplicated students; When I meet 1:1 with my Director, I am supported to further develop my leadership skills.	2024-2025 Unduplicated students: 96% Leadership skills: 96%	2024-2025 N/A	2025-2026 Unduplicated students: 100% Leadership skills: 100%	Unduplicated students: 90% or higher Leadership skills: 90% or higher	Unduplicated students: +4% Leadership skills: +4%
1.18	Facility Inspection Tool (FIT): Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	2023-2024 Per the November 2023 FIT Report, 96% of CUSD schools were rated "Good" or "Fair". 6 were rated “Good,” 16 were rated “Fair” and 1 was rated "Poor."	2024-2025 Per the December 2024 FIT Report, 91% of CUSD schools were rated "Good" or "Fair"; 21 schools were rated "Fair" and 2	2025-2026 Per the December 2025 FIT Report, 100% of CUSD schools were rated "Good" or "Fair." Zero (0) schools were rated "Poor."	2026-2027 96% of CUSD schools rated "Good" or "Fair" Deficiencies reduced by 5% over baseline (2,250 or fewer); Extreme	+4% Good or Fair Deficiencies: +514 Extreme Deficiencies: -8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2386 deficiencies/8 Extreme Deficiencies	schools were rated "Poor" 2688 deficiencies/ 3 Extreme Deficiencies	2900 deficiencies/ 0 Extreme Deficiencies	Deficiencies 6 or fewer.	
1.19	Access to School Library Books Average number of library books per student Average copyright date of library books	2023-2024 Books: 25 Copyright date: 2003	2024-2025 Books: 24 Copyright date: 2004	2025-2026 Books: 27 Copyright date: 2008	2026-2027 Books: 25 or more Copyright date: Later than 2003	Books: +2 Copyright date: +5

Goal Analysis [2025-26]

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

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

Overall, all actions were implemented. The District adapted to successes and challenges across the school year.

Successes:
Actions 1.1, 1.2, 1.5, 1.6, 1.8: Staff feedback indicates that reading and math intervention are essential supports.
Action 1.10: Strong progress has been demonstrated in the area of Future-Ready learning. All sites participated in professional learning and shared their innnovative approaches to teaching and learning at a spring collaboration sessions.

Implementation Challenges:
CUSD is experiencing budget challenges, and staff reductions impacted some of these actions. Instructional coaching staff was reduced (Action 1.5). We also continue experience difficulty hiring in some areas as noted below.

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

The District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities.

Action 1.5: Instructional Coaching - Budgeted $1,161,596; Actual $770,082.56; The variance is due to a reduction in staff.
Action 1.6: iReady/NWEA Diagnostic and Personalized Learning Pathway - Budgeted $361,794; Actual $435,803.90. The variance is due to prior year iReady expense included in FY26-27.
Action 1.8: Instructional Assistants for Reading Intervention - Budgeted $683,224; Actual $730,533.34; The difference is due to adjustments in salary and benefits due to District negotiations.
Action 1.9: EL Resources for Sites - Budgeted $541,952; Actual $332,516.48; The variance is due to instructional assistant vacancies.
Action 1.10: Future-Ready Learning Networks - Budgeted $45,934; Actual $60,485.82; The difference is due to increased service contracts to support professional learning.
Action 1.15: Access to Instructional Technology - Budgeted $800,000; Actual $274,810.43; The difference is due to a recently passes GO Bond supporting technology now.

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

Overall, the combined impact of the actions in Goal 1 effectively improved some outcomes of the related metrics associated with showing growth and improvement; while other areas remained flat or decreased.

Actions that Support MTSS - Interventions and Personalized Support for Students:
Actions 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, and 1.14, 1.15, 1.16, 1.17: These actions were effective in ensuring that CUSD has a range of structures and methods to support personalized instruction for students, particularly those students who are performing below grade level standards in reading and math. These actions support intervention classes for students as well as a range of instructional materials/technology to serve diverse learning needs. In our anecdotal feedback from site teams, interventions were regarded as one of the most effective supports. Site teams shared feedback that we need to continue to provide intervention supports in both Reading and Math to support our range of learners. They also shared that ELD support is essential in supporting language learners at our sites. Specifically, the following areas increased over the baseline metrics:
* 2025 CA Dashboard metrics in English Language Arts: Growth was evident for African American students, Students with Disabilities and Hispanic students.
* 2025 CA Dashboard metrics in Math: Growth was evident for All students, African American students, Hispanic students, SED students, EL students, and SWD.

Actions that Support Improved Instructional Practices - Coaching and Professional Development
Actions 1.4, 1.5, 1.10, 1.13: These actions were effective in supporting staff to improve instructional practices in the areas of Structured Literacy, special education, building tiered interventions and using data to monitor student progress, positive learning environments, as well as future-ready learning.

Action 1.3 was less effective than planned. ELPI progress declined on the CA Dashboard. Action 1.9 was less effective than we planned because this action is funded by Federal Title III funds, and these funds were delayed due to federal timelines. In anticipation of potentially not receiving Federal Title III funds, the District paused hiring instructional assistants to support English Learners. As a result, some sites did not have this support this school year. We have received confirmation that these funds will be received in 2026-2027 and we plan to be fully staffed in this area for the next school year.

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

Based on our analysis, here are the planned adjustments for 2026-2027:
Actions Modifications:
Modified Action 1.4 (Leadership Support): This action now includes teacher leaders as well as lead Principals to broaden leadership opportunities within CUSD. It also includes a portion of the Administrative Secretary's salary because this position supports the LCAP and all actions designed to boost achievement of unduplicated pupils.
Modified Action 1.3 (EL support): This action now includes tools that support sites in personalizing learning for ELs (Listenwise and Ellevation). Under the Federal Addendum, we also will allocated Title II funds to support professional development in this area. This is not listed in the LCAP; however, it is visible in the Federal Addendum.
Modified Action 1.6 (iReady/NWEA): This action will continue as planned; however, the funding source will change to Learning Recovery Emergency Block Grant (LREBG), per our needs assessment. This now includes funds for our library staff.
Modified Action 1.7 (Learning Hubs, Summer Bridge, Elevate): Revised to eliminate Elevate. With our MTSS approach, all students who need extra support in reading and math will receive it during the school day. This model reflects evidence-based practices and is more effective than offering support to some students through a voluntary summer program.
Modified Action 1.9 (EL Resources): For 2026-2027, this action specifies additional professional development funds for sites performing at the "Red" level on the 2025 CA Dashboard for English Learner progress (Eaton and Nimitz).
Modified Action 1.11 (Updated Textbooks): CUSD plans to begin the process for adopting new instructional materials in mathematics.
Modified Action 1.10 (Future-Ready Learning Networks): Added a description of our strategies for 2026-2027. These will include professional development for teachers, parent education, Future-Ready Student Ambassadors and Teacher Advisors who will support our student leaders. We also will celebrate progress at our Superintendent Awards and a spring Exhibition of Learning.
Modified Action 1.16 (School Library Books): Adjusted this action to specify how LREBG funds will be used to support staff in our libraries, per our needs assessment.
Modified Action 1.17 (Digital Tools): Adjusted the list of tools to reflect available resources in 2026-2027. Under-utilized tools will be eliminated. Added support for low income families to receive "hot spots" for wifi access, as well as take home devices for students.

Metrics Modifications:
No changes were made.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention Teachers	Provide targeted instruction and tiered supports in order to help all children meet or exceed grade level standards in reading. Intervention teachers will prioritize support for English Learners, Low Income and Foster Youth students who are performing below grade level to improve reading skills and support success in all content areas. This action includes our elementary and middle school reading intervention teachers. Please note: This action also is part of our Coordinated Early Intervening Services (CCEIS) services action plan which is designed to reduce over identification of Hispanic students in special education. Beginning in 2025-2026, this action includes supporting the implementation of a new reading screener, per state requirements. Reading Intervention teachers will assist with professional development to support this implementation.	$1,826,363.00	Yes
1.2	Math Intervention Teachers	Provide targeted instruction and tiered supports in order to help all children meet or exceed grade level standards in mathematics Intervention teachers will prioritize support for English Learners, Low Income and Foster Youth students who are performing below grade level to improve skills and support success. This action includes intervention teachers at our elementary and middle schools. Please note: This action also is part of our Coordinated Early Intervening Services (CCEIS) services action plan which is designed to reduce over identification of Hispanic students in special education.	$1,430,748.00	Yes
1.3	English Learner Support	Provide resources and support to help EL students reach proficiency in English and reclassify as Redesignated English Proficient (R-FEP), which means they are no longer English Learners. This includes Listenwise, a tool to develop English Language proficiency in middle school, as well as our Ellevation Digital Platform that provides instructional strategies as well as data and process management for reclassification and monitoring R-FEP students. This also includes our staff analyst who coordinates reclassification.	$201,310.00	Yes
1.4	Leadership Support for Principals and	Support principals and teachers in building tiered interventions and using data to monitor student progress for unduplicated pupils. Provide	$1,234,211.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development for Teachers	professional development and leadership coaching to improve the academic performance of unduplicated pupils. Directors assist principals in developing SPSAs and taking action to shift instructional practices at their sites. This action also includes a portion of our Administrative Secretary as well as the Data Standards and Assessment Analyst position who supports Directors, principals and school sites in accessing the data they need to make student-centered decisions, including placing students in interventions. Teacher Leaders and Lead Principals: This action also includes leadership opportunities for teachers and principals to support their colleagues in meeting student needs, aligned to District priorities.		
1.5	Instructional Coaching for Teachers	Instructional Coaches: Provide coaching in MTSS and Portrait of a Learner to support future-ready learning for students, a personalized approach to instruction, and a positive, engaging classroom environment. Coaches prioritize strategies for meeting the needs of unduplicated pupils. In 2025-2206, all coaches will have a role in supporting the implementation of future-ready, deeper learning across all sites. This will include supporting professional development and teacher collaboration.	$606,708.00	Yes
1.6	iReady/NWEA Diagnostic and Personalized Learning Pathway	Provide iReady in Grades 1-5 and NWEA in Grades 6-8 to support personalized learning in order to maximize opportunities to students to gain skills that they need in order to master grade level content in reading and mathematics. This tool provides a diagnostic assessment as well as personalized learning pathways to support all students in meeting academic achievement goals. Our unduplicated students perform below grade level at a higher rate than our All Student group and this tool allows us to identify needs, prioritize targeted instruction and provide a pathway for success. Results are shared with parents as our partners in their child's education. This work facilitates goal setting and progress monitoring for unduplicated students. Staff members use this data in the SPSA and in the LCAP, as well as formatively to inform teaching practices, identify focal areas and develop improvement plans. Note: This action is partially funded by LREBG funds ($331,036). See details in the General Information and Plan Summary sections of this LCAP.	$411,036.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Elevate Math Summer Support Program ELIMINATED 26-27	ELIMINATED FOR 2026-2027: With our MTSS approach, students who need extra support in reading and math will receive it during the school day. This model reflects evidence-based practices and is more effective than offering support to some students through a voluntary summer program.	$0.00	No
1.8	Instructional Assistants (IAs) for Reading Intervention	Provide IAs to support reading intervention as part of our Tier 2 system of support	$749,048.00	Yes
1.9	EL Resources for Sites 2 or more Levels Below District on the CA Dashboard	Provide instructional assistant support for newcomer ELs at sites with more than 10% ELs according to the 2024 State Dashboard. Listenwise application for all middle school EL students $14,520 out of Title III. Read 180 materials for all middle school English Learners and Language Launch for middle school EL newcomers, Benchmark Hello curriculum for all elementary newcomer English Language students. Create Student Success Plans and review exit criteria (or hold IEP meetings for SWD who are also LTELs) for all Long Term English Learners (LTELs) at school sites to develop personalized learning plans to support progress towards reclassification. Provide professional development to principals so that they can support their site teams in developing these plans. (Note: Please see our Federal Addendum for ELD professional development plans) For 2026-2027, this action also specifies additional professional development funds for sites performing at the "Red" level on the CA Dashboard for English Learner progress (Eaton and Nimitz). Sites will identify their plans for supporting ELs in their annual SPSA.	$294,862.00	No
1.10	Future-Ready Learning Networks	Foster professional learning and collaboration to support the advancement of our Portrait of a Learner (POL) and Future-Ready Learning. In 2026-2027, this will include professional development for teachers, parent education, Future-Ready Student Ambassadors and Teacher Advisors who will support our student leaders. We also will include opportunities for celebrating progress at a spring Exhibition of Learning. We are grateful for	$293,501.00	No

Action #	Title	Description	Total Funds	Contributing
		the partnership of the Cupertino Educational Endowment Foundation (CEEF). CEEF is providing local funds to support our POL professional development for the 2026-2027 school year.		
1.11	Updated Textbooks: Mathematics	Provide updated textbooks in mathematics, aligned to the new state framework and state-approved instructional materials. A team of teachers will learn about the updated state framework and then use this knowledge to evaluate, pilot and make recommendations for curriculum adoption. We anticipate providing initial professional development in 2026-2027 and then completing the process by the end of 2027-2028.	$29,000.00	No
1.12	Sonday Coaching for Special Education Teachers	COMPLETED: Provide coaching in Sonday (reading curriculum) for Mild/Moderate, SAI and Resource special education teachers (This action was completed in 2024-2025; therefore, no expenses are indicated for 2025-2026 or 2026-2027.)	$0.00	No
1.13	GoalBook for Special Education	Provide case managers and other special education staff access to GoalBoook to support evidence-based instructional practices and strategies for developing effective IEPs for students. Provide training and support to implement this new tool.	$55,156.00	No
1.14	AI Tools	Explore AI tools to support personalized student learning and teacher lesson planning to address a range of student needs. Staff training is planned for the 2026-2027 school year.	$60,000.00	Yes
1.15	Technology Devices	Ensure that all students have access to a technology device less than 5 years old. Replenish aging devices to maintain student access to updated technology to support learning.	$800,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	School Library Books	Maintain and expand school library collections to meet the needs of diverse readers. This will include books as well as supplies exclusively for school libraries. (Please note: American Library Association recommends 15-20 books per student. The California Department of Education indicates that the average copyright is 20 years old.) This portion of funding will be used to expand availability of books for English Learners, reflecting the rich cultural diversity of CUSD and fostering a sense of belonging for each child. Using our LREBG block grant funds ($331,363), this also includes a portion of our library staff who maintain and develop our rich collection of titles to meet the needs of our students. See details in the General Information and Plan Summary sections of this LCAP.	$566,363.00	Yes
1.17	Digital Tools to Support Personalized Learning	Digital Tools to support teachers in meeting the unique needs of each learner and maximize opportunities to students to gain skills that they need in order to master grade level content in reading, writing and mathematics. These tools will support all students in meeting academic achievement goals. Our unduplicated students perform below grade level at a higher rate than our All Student group and these tools allows us to identify needs, prioritize targeted instruction and provide pathways for success. Tools include: Writable, ESGI, Literably, RAZ-Kids, Newsela, Brain Pop, Seesaw, Castify, Kami, Overdrive, Typing Club. Beginning in 2026-2027, this action also includes IT support for low income families to ensure they can access wifi and devices in order to utilize digital learning tools.	$519,048.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Whole Child: Help students thrive socially, emotionally and behaviorally by fostering engaging, positive, safe learning environments where everyone belongs.	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.

Our Strategic Plan calls out our beliefs and commitments, including a focus on the whole child. We are actively working on strengthening our work in the areas of school climate, social-emotional learning and overall well-being. We understand that by attending to all areas of a child's development, we will support overall success in all areas: social, emotional, academic and physical. Additionally, we recognize the importance of safe, well-maintained environments for learning. This section includes required measures in this area (FIT, Attendance, Suspension, Expulsion, Drop Out Rate) as well as local measures (Panorama SEL and Counseling)

Excerpts from our Strategic Plan:
"Academics are a portion of what matters to a child’s success in school and in life"
"We will develop the whole child - social, emotional, intellectual, mental and physical well-being "
"Programs and practices are in place to help students thrive socially, emotionally, psychologically and in physical fitness"
"Each child is known, connected and included in a network of caring adults, peers and community"
"Students learn to be compassionate, kind friends and citizens who value the diversity of our community and the world"

Evidence of Need:
Feedback from our community partners, including students, affirmed our commitment to social-emotional learning and the whole child. Across all groups, this emerged as an area of need as outlined in the prior sections of this LCAP. Additionally, our California Healthy Kids Survey data indicated target areas for growth in the areas noted below - Please see metrics below indicating needs across our focal student groups in the areas of SEL and attendance (Metrics 2.1, 2.2, 2.3 and 2.4). We need to continue to place a strong focus on strengthening students' social-emotional learning skills and developing a sense of connection/belonging for each child in their school community. We affirm the essential, evidence-based connection between social-emotional well-being, positive systems of support and academic success for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Connectedness, Safety, Meaningful Participation: Data Sources: California Healthy Kids Survey (CHKS) Percentage of Grade 6, Grade 7 and Grade 8 students reporting "Strongly agree/agree" for indicators of "School connectedness" and "School Safety": Updated for Grade 5 in the 2024-2025 school year (Year 1); Also updated to add a new area of the survey (Year 1) Meaningful Participation as a metric to measure progress towards student engagement in future-ready, deeper learning	2023-2024 Connectedness 7th Grade Students: 66% Safety 7th Grade Students: 74% 2024-2025 Connectedness 5th Grade Students: 80% Safety 5th Grade Students : 88% Meaningful Participation 5th Grade Students: 43% 7th Grade Students: 38%	2024-2025 Connectedness: 5th Grade Students: NA 7th Grade Students: 72% Safety: 5th Grade Students: NA 7th Grade Students: 80% Meaningful Participation: 5th Grade Students: NA 7th Grade Students: NA	2025-2026 Connectedness: 5th Grade Students: 81% 7th Grade Students: 70% Safety: 5th Grade Students: 91% 7th Grade Students: 77% Meaningful Participation 5th Grade Students: 45% 7th Grade Students: 35%	2026-2027 Connectedness: 5th Grade Students: 80% 7th Grade Students: 68% Safety: 5th Grade Students: 88% 7th Grade Students: 76% Meaningful Participation 5th Grade Students: 47% 7th Grade Students: 42%	2025-2026 Connectedness: 5th Grade: +1% 7th Grade: +4% Safety: 5th Grade: +3% 7th Grade Students: +3% Meaningful Participation : 5th Grade Students: +2% 7th Grade Students: -3%
2.2	Safety and Connectedness Parents: Percentage of Parents who responded to the District LCAP Survey who responded "Agree" or "Strongly Agree" Staff: Percentage of Site Leadership Teams who responded "Agree" or "Strongly Agree"	2023-2024 Parents: At our school, students feel welcome and comfortable in class: 95% At our school, staff value students' diverse cultures and past experiences: 93% At our school, students get along with each	2024-2025 Parents: At our school, students feel welcome and comfortable in class: 94.8% At our school, staff value students' diverse cultures and past	2025-2026 Parents: At our school, students feel welcome and comfortable in class: 95.4% At our school, staff value students' diverse cultures and past	2026-2027 Parents: 90% or higher in all areas Staff: 90% or higher in all areas Parents of English Learners: 90% or higher in valuing diverse cultures	Parents: Comfortable in class: +.4% Diverse cultures: +.8% Get along and Respect: No change Staff: Comfortable in Class: -4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Survey Prompts for Parents and Staff: At our school, students feel welcome and comfortable in class; At our school, staff value students' diverse cultures and past experiences; At our school, students get along with each other and respect their differences	other and respect their differences: 90% Staff: At our school, students feel welcome and comfortable in class: 100% At our school, staff value students' diverse cultures and past experiences: 97% At our school, students get along with each other and respect their differences: 70% 2025-2026 Parents of English Learners: At our school, staff value students' diverse cultures and past experiences: 94.9%	experiences: 92.5% At our school, students get along with each other and respect their differences: 90.5% Staff: At our school, students feel welcome and comfortable in class: 100% At our school, staff value students' diverse cultures and past experiences: 96% At our school, students get along with each other and respect their differences: 78%	experiences: 93.8% At our school, students get along with each other and respect their differences: 90% Staff: At our school, students feel welcome and comfortable in class: 95.7% At our school, staff value students' diverse cultures and past experiences: 95.6% At our school, students get along with each other and respect their differences: 65.2%		Diverse Cultures: -1.4% Get Along and Respect: -4.8%
2.3	Chronic Absenteeism Rate: Percentage of students who were chronically absent Data Sources: District Attendance Dashboard Year to Date; CA Dashboard	2023 CA Dashboard Student Groups: All Students: 8% Homeless: 67% African American: 14% Asian 6% Filipino 11% Hispanic 25% 2 or More Races 9%	2024 CA Dashboard Student Groups: All Students 7% Homeless: 39% African American: 8% Asian: 5% Filipino: 8% Hispanic: 20%	2025 CA Dashboard Student Groups: All Students 6% Homeless: 19% African American: 10% Asian: 4% Filipino: 10% Hispanic: 18%	2026 CA Dashboard Student Groups: All Students: 7% or Less Homeless: Less than 50% African American: 11% Asian: 3%	In this metric, a reduction (-) is positive because this means that more students are attending school regularly. Student Groups: All Students -2% Homeless: -48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities 18% American Indian 13% English Learners 11% Low Income 16% White 9% Schools: Collins 10% Stevens Creek 14%	2 or More Races: 8% Students with Disabilities: 16% American Indian: 17% English Learners: 9% Low Income: 13% White: 9% Schools: Collins 8% Stevens Creek 6%	2 or More Races: 7% Students with Disabilities: 14% American Indian: 9% English Learners: 7% Low Income: 11% White: 6% Schools: Collins 6% Stevens Creek 6%	Filipino: 9% Hispanic: 22% 2 or More Races: 6% Students with Disabilities: 15% American Indian: 10% English Learners: 8% White: 6% Low Income: 13% White: 6% Schools: Collins: 7% or less Stevens Creek: 11% or less	African American: -4% Asian: - 2% Filipino: - 1% Hispanic: -7% 2 or More Races: -2% Students with Disabilities: -4% American Indian: -4% English Learners: -4% Low Income: - 5% White: -3% Schools: Collins -4% Stevens Creek -8%
2.4	Pupil Suspension Rate: Percent of students suspended one or more times Data Source: CA Dashboard Pupil Expulsions	2022-2023 Suspension: 0.5% Pupil Expulsion: 1 student	2023-2024 Suspension: 0.7% Pupil Expulsion: 1 student	2024-2025 Suspension: 0.7% Pupil Expulsion: 0 students	2025-2026 Suspension: Maintain 0.5% or less Pupil Expulsion: 0 students	+0.2%
2.5	Progress towards PBIS Implementation Data Source: PBIS Tiered Fidelity Inventory (TFI). Percentage of school sites rated at 50% implementation of PBIS	2023-2024 Spring 2024: 0%	2024-2025 Spring 2025: 52%	2025-2026 Spring 2026: 85%	2026-2027 Spring 2027: 50%	+52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Access to a Broad Course of Study: Percentage of Middle School Students in Grades 6, 7, 8 who Access Two Electives Percentage of middle school Students with Disabilities (SWD) who have access to at least one elective during the school day (not zero period) in addition to their support course.	2023-2024 75% of 7th and 8th graders 0% of 6th graders 100% middle school SWD	2024-2025 75% of 7th and 8th graders 20% of 6th graders 100% middle school SWD	2025-2026 100% of 7th and 8th graders 100% of 6th graders 100% middle school SWD	2026-2027 100% of 7th and 8th graders 75% of 6th graders 100% middle school SWD	+25% 7th and 8th Grade +100% for 6th grade No change for SWD
2.7	Percentage of TK-5 Students who have access to Music Lessons taught by a CUSD employee	2023-2024 66% of TK-5 students (5688/8664) have access to music lessons taught by a CUSD employee. (100% of students in grades 2-5 and 0% of students in grades TK-1)	2024-2025 100% of TK-5 students have access to music lessons taught by a CUSD employee.	2025-2026 100% of TK-5 students have access to music lessons taught by a CUSD employee.	2026-2027 100% of TK-5 students have access to music lessons taught by a CUSD employee	+34%
2.8	After School Sports Percentage of Middle School Students Participating	2023-2024 42%	2024 -2025 65%	2025-2026 65%	2026-2027 45% Mid-year	+23%
2.9	Counseling: Access to Mental Health Support at the school site	2023-2024 Minimum .45 for each elementary school and 1.06 for each middle school	2024-2025 .5 for each elementary school & TK-8 1.4 for each middle school	2025-2026 .4 for each elementary school & TK-8 .8 for each middle school	2026-2027 Minimum .5 for each elementary school and 1.4 for each middle school	-.05 FTE for elementary schools -.26 FTE for middle school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	ELOP: Percentage of eligible unduplicated students (English Learners, Foster Youth, Low-Income) enrolled in the Expanded Learning Opportunities Program	2023-2024 37%	2024-2025 36%	2025-2026 26%	2026-2027 40%	-11%
2.11	Middle School Dropout Rate: Number of Students Who Drop Out of School	2023-2024 0	2024-2025 0	2025-2026 0	2026-2027 0	No change from baseline
2.12	Nursing: Access to Health Support at the School Site Percentage of campuses with an assigned Certificated School Nurse (CSN) as well as a Licensed Vocational Nurse (LVN). Minimum Student Health Services staffing rate 1 CSN per 3-4 sites & 1 LVN per 2-3 school sites.	2023-2024 100% 1 CSN per 3-4 sites & 1 LVN per 2-3 school sites.	2024-2025 100% 1 CSN per 3-4 sites & 1 LVN per 2-3 school sites.	2025-2026 100% 1 CSN per 3-4 sites and 1 LVN per 2-3 school sites.	2026-2027 Maintain staffing rate of 1 CSN per 3-4 sites and 1 LVN per 2-3 school sites.	No change from baseline
2.13	Attendance Rate	2022-2023 96%	2023-2024 96%	2024-2025 96%	2025-2026 96% or higher	No change from baseline

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.

The District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.
Successes:
Action 2.1: Student Success Liaisons: Staff feedback indicated that Student Success Liaisons are an effective support at our higher needs middle school campuses.
Action 2.4: Sites are making strong progress in implementing PBIS, per staff feedback as well as our TFI data (see metric 2.5)
Action 2.6: Elementary Music and Middle School Arts Electives: Elementary students receive regular instruction from a credentialed CUSD music teacher. We fully expanded electives for all middle schoolers in 2025-2026.
Action 2.7: Attendance: Sites placed a strong emphasis on reducing Chronic Absenteeism this school year. They formed site monitoring/support teams and many sites saw improved attendance rates.
Action 2.10: ELOP: Participation remained strong and parental satisfaction remained high. We expanded the program beyond eligible students.
Action 2.11: After School Sports: Participation remained strong, per metric 2.8

Implementation Challenges:
Action 2.2: Counseling/Mental Health: This plan was fully implemented; however, staffing was reduced by two positions.
Action 2.3: Support Homeless and Foster Youth: Support was expanded to include transportation via school bus for some eligible families. Our population is increasing in this student group, and we need to increase funds for this action in 2026-2027.
Action 2.4: Sites expressed challenges in finding staff leaders to fulfill supervision duties for student clubs. Teachers are expressing challenges with finding time to complete daily and weekly tasks related to their core duties.
Action 2.5: Nursing Support: This was fully implemented, and we continue to experience challenges in addressing daily care needs as students with health needs are increasing.
Action 2.8: SST Meetings/MTSS Teams occurred; however, we need to ensure more consistent protocols for when these meetings will take place in order to ensure that all students who need this action receive this support.
Action 2.9: SEL Middle School planning is paused at this time due to capacity challenges.

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 2.2: Counseling/Mental Health - Budgeted $1,044,982; Actual $1,156,098.66. Added a portion of Mental Health program manager's salary.

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, these actions collectively improved outcomes under Goal 2.

Actions to Support Student Belonging and Safety:
Actions 2.1, 2.2, 2.4, 2.6, 2.9, 2.10, 2.11 supported our students to feel safe, connected and engaged at school. Based on metrics above, excellent progress was made in many areas, with Year 3 targets met in numerous areas including Safety and Connectedness, Parent feedback on school climate was positive. We also are maintaining very low suspension rates and middle school drop out rates, while expanding whole child programs such as middle school electives and TK-8 counseling. Specifically in regards to Student Success Liaisons (Action 2.1,) and Counseling/Mental Health (Action 2.2), safety and connectedness improved for 7th graders and suspension/expulsion rates remained low.

Actions to Support Unique Student Needs:
Actions 2.3, 2.5, 2.7, 2.8 addressed key areas of need to provide personalized student support.
Action 2.12 and 2.13 provided essential professional development and support for staff to further their skills in meeting unique student needs.
Based on metrics above, excellent progress was made in many areas, with Year 3 targets met in numerous areas including PBIS implementation level and access to music classes. Chronic absenteeism has been reduced.

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

Based on our our analysis, here are the planned adjustments:

Actions Modifications:
Action 2.2: Counseling/Mental Health: Based on staff feedback, we added funds to support emotional regulation. We also included a portion of our psychologist staffing to reflect current practices regarding their role in providing counseling.
Action 2.3: Support Low Income, Homeless and Foster Youth: This will expand to include funds to support field trips, supplemental materials, and enrichment at sites with 20% or more low income students. These activities promote increased engagement, deeper learning and a sense of belonging at school. This action also includes a portion of IT staffing to support the identification of unduplicated students so that we can ensure we are directing resources and support to our highest needs sites, as well as additional Assistant Principal support at our largest, higher needs middle school.
Action 2.4: PBIS: Based on site feedback, we added flexible site funds to support school sites in implementing the strategies they learn during the training sessions.
Action 2.5: Nursing Support: We added a portion of our Nurse Coordinator salary because she is actively supporting a reduction in Chronic Absenteeism. We also include materials for supplies and services to reduce Chronic Absenteeism.
Action 2.8: SST Meetings: Based on staff feedback, we added funds to support sites in implementing MTSS processes.
Action 2.10: ELOP: At the Direction of our Board of Education, ELO-P now offers enrollment to eligible and non-eligible students. The action was adjusted to reflect this shift.
Action 2.11: Sports: This action now includes supply funds to support student engagement and belonging.

Action 2.12: Therapeutic Crisis Intervention Training. This action was adjusted to reflect our ongoing focus on hosting in-house professional development for our staff. This shifted to a contributing action because in this phase of our work, we will broaden the scope of training beyond special education to serve unduplicated students across all sites. As noted in our CHKS data, students often need additional support and we believe that system-wide focused, positive, teaching will support an increased sense of self-efficacy and improved success at school for our students. The importance of these supports also was highlighted in our partner feedback from parents and staff.
Action 2.13: Behavior Support Team: Additional detail was added to reflect our practices in this area. Our team of Behavior Supervisors supports general education needs in behavior, and this action reflects that portion as described below.

Metrics and Outcomes Modifications:
Metric 2.2: Input from parents of English Learners regarding the following prompt was added to this section: "At our school, staff value students' diverse cultures and past experiences."

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	Student Success Liaisons	Provide tiered supports in order to help all children demonstrate expected behaviors and feel a sense of belonging at school. Continue Student Success Liaisons at our middle school campuses with highest needs (reduced from 12 month to 10 month positions for 2025-2026). A systematic approach will support our EL, FY and Low Income students to thrive. As noted in our CHKS data, students in these groups often need additional support in the area of SEL and we believe that system-wide focused, positive, teaching will support an increased sense of self-efficacy and improved success at school for our students. The importance of these supports also was highlighted in our partner feedback from parents and staff.	$201,612.00	Yes
2.2	Counseling/Mental Health	Provide Mental Health Support for students at all 23 sites. Provide Mental Health Support for students at all 23 sites. This includes Mental Health Therapists and Interns, Psychologists, and our Care Solace service. Based on staff feedback, this action also includes funds to support calming spaces/tools at our 5 comprehensive middle schools. According to our CHKS data, absenteeism rates and our student achievement data, EL, Low Income and Foster Youth students would benefit from supports to	$1,253,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase engagement in order to achieve long term success. Counseling provides an essential role in MTSS to support positive behavior and life skills as well as academic gains. Services will be improved because we are transitioning from contracted employees to CUSD employees who will build relationships and provide consistency over time.		
2.3	Support Homeless (Low Income) and Foster Youth	Provide supplies and resources to low income, homeless and foster youth students in order to support their success at school. Provide bus tokens and for homeless students who need transportation in order to attend school regularly. Supporting our Homeless (Low Income) and Foster Youth families with basic resources will help students attend school regularly and engage in their learning. For 2026-2027, this will expand to include funds to support student field trips, supplemental materials to support personalized learning, and enrichment. The majority of funds will be allocated to sites with 20% or more low income students. These activities promote increased engagement, deeper learning and a sense of belonging at school. This action also includes a portion of IT staffing to support the identification of unduplicated students so that we can ensure we are directing resources and support to our highest needs sites. This action also includes an Assistant Principal for our largest middle school that serves a high percentage of low income students.	$493,890.00	Yes
2.4	PBIS	Train all sites in PBIS to support safe, positive school climates	$361,000.00	Yes
2.5	Nursing Support	Provide a Nurse Coordinator to ensure that our health team is supported to meet each child's wellness needs. Beginning in 2026-2027, this action also includes supplies to reduce chronic absenteeism due to medical issues.	$254,390.00	Yes
2.6	Elementary Music and Middle School Arts Electives	Expand weekly music instruction to include all TK-5 students (This part of the action was completed in 2024-2025). Build upon long-standing music program in Grades 4-5 to add grades TK-3. Provide funds for arts supplies	$1,267,732.00	No

Action #	Title	Description	Total Funds	Contributing
		and electives in middle school (Note: Funding Source is Prop 28; Metric 2.7)		
2.7	Attendance Messaging, Protocols and Site Teams	Address Chronic Absenteeism in order to ensure positive student engagement in learning. Implement attendance campaign messaging as well as attendance review protocols to monitor student engagement. While no student groups or schools are "Red" on the 2024 CA Dashboard, the following schools had student groups in the "Red" on the 2023 CA Dashboard, and additional resources will be provided to principals (coaching, communication tools) to continue to address these areas in their SPSAs: Blue Hills, Eaton, Nimitz, Sedgwick, Eisenhower, Collins, Stocklmeir, DeVargas, Stevens Creek, Cupertino Middle, Kennedy Middle. These sites also will form student attendance teams to monitor progress and address needs. Additional details regarding student groups within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Many of our schools had student groups in "Red" for Chronic Absenteeism, as follows: Blue Hills Elementary: Socio-economically Disadvantaged Students; Collins Elementary: All Students; DeVargas Elementary: English Learners, Socio-economically Disadvantaged Students, Students with Disabilities, Hispanic, White; Eaton Elementary: English Learners; Nimitz Elementary: 2 or more Races; Cupertino Middle School: English Learners, Students with Disabilities, Hispanic; Sedgwick Elementary: Students with Disabilities and Hispanic; Eisenhower Elementary: Socio-economically Disadvantaged Students, Students with Disabilities, 2 or More Races; Kennedy Middle School: Students with Disabilities; Stevens Creek Elementary: All Students Socio-economically Disadvantaged Students, Students with Disabilities, Stocklmeir Elementary: Students with Disabilities Note: See Action 2.3 for information about how we will continue to address the student group within CUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard: Homeless students were identified as "Red" for Chronic Absenteeism. Our Director of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Support Services is working with school sites and families to address this issue, identify root causes, and increase supports.		
2.8	SST Meetings & Tier 1/Tier 2 Site Teams	Updated protocols for Student Study Team (SST) meetings will be implemented consistently across the District as part of our commitment to MTSS. Ensure that each site has a Tier 1/Tier 2 team (For example CST, IST) Train site staff in how to use these protocols to identify student needs, apply interventions, and track progress. All LTEL students will have an SST to develop a success plan along with progress monitoring.	$79,300.00	Yes
2.9	Social-Emotional Learning (SEL) TK-5 and 6-8; CHKS survey tools to measure needs and progress	Utilize Second Step instructional materials for grades TK-5; Identify a consistent set of learning goals and supplemental resources to teach social-emotional learning skills in Grades 6-8; Utilize California Healthy Kids Survey (CHKS) to identify needs and measure progress	$3,500.00	No
2.10	ELOP	Provide the Expanded Learning Opportunities Program at all school sites to serve eligible students in grades TK-6 (EL, Foster Youth, Low Income). Once all eligible students have been served, expand to all TK-6 students in CUSD. This item includes vendor contracts, CUSD staff and snacks for students.	$4,303,610.00	No
2.11	After School Sports (Middle School)	Continue Middle School After School Sports to support wellness and a sense of belonging for students. This action funds two District Athletic Directors to coordinate this program as well as an Ed. Services Director to manage the program. It also provides supplies to support after school sports.	$172,306.00	Yes
2.12	Therapeutic Crisis Intervention Training	Train all BIs and Principals. Offer monthly training for any staff member who wants to be trained. Completed in 24-25: This action funds CUSD staff to become Trainers who can provide in-house professional development. Ongoing, our in-house trainers will continue to provide training for CUSD	$75,629.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff. As noted in our CHKS data, students in these groups often need additional support and we believe that system-wide focused, positive, teaching will support an increased sense of self-efficacy and improved success at school for our students. The importance of these supports also was highlighted in our partner feedback from parents and staff. In 2026-2027, we will expand the number of in-house trainers and expand our offerings, based on feedback from staff.		
2.13	Behavior Support Team (General Education)	Implement a Behavior Support Team to provide short-term General Education support to sites managing extreme student behaviors. This team will include a Mental Health Therapist, a Behavior Supervisor and an Instructional Coach. This items funds 15% of our CAP Behavior Supervisors and 15% of the CAP Manager, reflecting the portion of their work time devoted to general education support. It also includes supplies to support training and resources for General Education.	$347,938.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Community Engagement: Actively engage parents and community members in supporting the implementation of the CUSD Strategic Plan, including the Portrait of a Learner	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

We understand that partnering with parents and community members is essential in order to address District Priorities and continue to improve. Our Strategic Plan calls out the power of home-school partnerships, and we are actively working on strengthening parent engagement as a means of supporting each child and making progress towards the commitments outlined in our Strategic Plan.

Excerpts from our Strategic Plan:
Our Belief: "When families, communities and schools work together, students are more successful and the entire community benefits"
Our Commitment: "Engage Family and Community as partners to actively support and improve the academic achievement, social and behavioral development and health of our students"

We are demonstrating many strengths in the data listed below, and we also identified some areas of growth. Parents have a strong desire to support their students and be engaged in the educational process, and we want to continue to provide opportunities for partnership. Our LCAP parent survey data (See Metric 3.4 below) demonstrates that we can improve in this area. Our parent response rate on our LCAP survey grew significantly this year, and we are pleased to see this increased engagement as it provided important feedback to shape our plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Education: Total parent sign-ups for District Parent Education events:	2023-2024: 4,324 Details: Parent Venture: 3,453 Puberty/Human Growth & Development: 502 Welcome to TK: 369	2024-2025: 4,694 Details: Parent Venture: 3,180 My Digital TAT2: 50	2025-2026: 3,501 Details: Parent Venture: 2243	2026-2027 At least 4500 parent sign-ups for District parent education events	-823

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Puberty/Human Growth & Development: 361 Welcome to TK Events: 404 Project Cornerstone: 640 Stanford's Well Child: 59	Puberty/Human Growth & Development: 383 Welcome to TK Events: 687 Project Cornerstone: 188		
3.2	Parent Square Data: Percentage of Contactable Parents	2023-2024 99.3%	2024-2025 100%	2025-2026 100%	2026-2027 98%-100%	+0.7%
3.3	Expanded Learning Opportunities Program (ELOP) Parent satisfaction with program (yes, no or neutral responses). ELOP survey participation rate	2023- 2024 Parent Satisfaction: 99% Survey Participation Rate: 40%	2024 -2025 Parent Satisfaction: 99% Survey Participation Rate: 44%	2025 -2026 Parent Satisfaction: 99% Survey Participation: Rate 29%	2026-2027 97%-100% Parent Satisfaction Survey Participation Rate: 46%	Parent Satisfaction: No change Survey Participation rate: -11%
3.4	LCAP Parent Survey Data Survey participation rate from each school site; Percentage of All Parents who responded "Strongly Agree" or "Agree" to the following survey item: Parents have opportunities to give input into the decision-making process at school; Percentage of Parents of Students with Disabilities	2023-2024 Participation Rate at Each Site: 22% All Parents: 54% Parents of SWD: 71% 2025-2026 Have you received communication or information about how your child's school is working on Future-Ready Learning and the Portrait of a Learner? All Parents: 45.7%	2024-2025 Participation Rate Each Site: 49% All Parents: 82% Parents of SWD: 85%	2025-2026 Participation Rate Each Site: 37% All Parents: 82% Parents of SWD: 82%	2026-2027 Participation rate each site at least 30% All Parents: 60% or higher Parents of Students with Disabilities: % Equal to or higher than % for All Parents Have you received communication or	Participation Rate Each Site: +15% All Parents: +28% Parents of SWD: +11% Parents of ELs: Baseline established 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SWD) who responded "Strongly Agree" or "Agree" to the following survey item: Parents have opportunities to give input into the decision-making process at school	My child's school shares resources and information to help me support my child's learning 82% All Parents 89% Parents of English Learners			information about how your child's school is working on Future-Ready Learning and the Portrait of a Learner? All Parents: 50% My child's school shares resources and information to help me support my child's learning 84% All Parents 89% or higher for Parents of English Learners	
3.5	Percent of parents of students with a disability that indicated full participation in the IEP process	2022-2023 98% (1,181 out of 1,195) parents of students with a disability indicated full involvement.	2023-2024 98% (1,176 out of 1,189) parents of students with a disability indicated full involvement.	2024-2025 99% (1402 out of 1419) parents of students with a disability indicated full involvement.	2025-2026 Maintain 98% or higher	+1%
3.6	Access to Translations Percent of parent requests for meeting translation met	2023-2024 100%	2024-2025 100%	2025-2026 100%	2026-2027 100%	No change from baseline
3.7	Parent Liaisons Percentage of School Sites with Parent Liaisons that utilized 75% or more of their allocated hours.	2023-2024 18% 2025-2026 Percentage of Liaison time used to Support Parents of ELs: 100%	2024-2025 10%	2025-2026 19%	2026-2027 75% Percentage of Liaison time used to Support Parents of ELs: Maintain 100%	+1% Percentage of Liaison Time: Baseline established 2025-2026

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.

The District made significant progress in implementing our planned actions, with one area of challenge that will be addressed in the 2026-2027 LCAP.

Successful Implementation:
Action 3.1 - Parent Education: Events were well attended by our parents. We see high engagement in these events.
Action 3.2 - Translation: Sites continue to access our tool, Language Line, which provides on demand translation services at site meetings. This tool increases access for parents and strengthened communication between home-school and home-District
Action 3.5 - Parent Participation in IEPs: The strong majority of parents continue to indicate full participation in the IEP process, with a slight increase over prior year results.
Action 3.4 - Project Cornerstone: Sites report that this partnership is highly valued at the site, particularly the component that supports parents in becoming Project Cornerstone readers at the school site. Several sites also use resources such as the "Expect Respect" workshop.

Implementation Challenges:
Action 3.3 - Parent Liaisons: Sites did not utilize this resource at the level we anticipated. Funding for this action will be reduced in the 2026-2027 LCAP. Sites with Title I funds may use these funds to provide additional support.

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

Action 3.1: Parent Education Budgeted $9,500; Actual $4,500.00; The difference is due to cost of vendor services lower than expected.
Action 3.4: Project Cornerstone Budgeted $11,550; Actual $12,705.00; The difference is due to cost of services higher than expected.

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, these actions collectively improved outcomes under Goal 3. Goal 3.1 and Action 3.1 demonstrate the engagement of our parents as partners in our LCAP goals in support of student achievement and well-being. Our metric in this area demonstrates the effectiveness of our approach as our Year 3 target was exceeded in Year 1. Based on Metric 6, Action 3.2 also was highly effective in meeting the communication needs of our multilingual parents, supporting them in engaging with staff in support of their child's learning. Action 3.4 also was highly effective, as evidenced by staff feedback about site partnerships with Project Cornerstone as well as the Project Cornerstone attendance metric under Metric 3.1 Parent Education. Action 3.3 was highly effective at sites where this support was utilized; however, some sites did not regularly utilize this support. An adjustment to Action 3.3 will be made in the 2026-2027 LCAP.

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

Based on our analysis, one minor change will be made to reflect need.
Action Modifications:
Action 3.1: Parent Education - This will become a contributing action to reflect an increased focus on English Learners in response to our data as noted in metrics.
Action 3.3: Parent Liaisons - We will reduce the allocation in this area to reflect changing needs at the site level. The total number of parent liaison hours will be reduced to 100 hours, reflecting feedback from sites and our metric 3.3 as noted in this plan.

Goal, Metrics, Target Outcome Modifications:
Metric 3.4: We added a component to metric 3.4 in order to measure the effectiveness of parent education for English Learners. We added a component to reflect our work in Portrait of a Learner to align with our District Priority on Engagement and feedback from Trustees.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education	Provide parent education to support families to learn about the District and partner to help their child make progress. This will include a menu of virtual events addressing topics such as developmental stages, social-emotional learning, well-being, and digital safety. Additionally, we will prioritize engaging with parents in the implementation of Future-Ready Learning and our Portrait of a Learner. Also, we will add a new parent education event to support parents in serving on site ELACs and School Site Councils.	$17,780.00	Yes
3.2	Translation	Provide translation services to support families in engaging with school and District personnel. Parents who are English Learners need these supports in order to participate in school meetings. This is critical for many of our parents of EL students to meaningfully engage as our educational partners in support of their child's success. This includes translation support in our Student Assignment Office. Please note: These tools provide extensive support in addition to what is required by California Education Code Section 48985 which specifies that schools must translate parental	$173,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		notifications into a non-English language if 15% or more of the student population speaks that language.		
3.3	Parent Liaisons and Support	Provide Parent Liaisons, support from our Senior Director of Communication, as well as an Engagement and Community Resource Specialist to support families of unduplicated students in need. These positions focus on linking families with school and community resources, facilitating conversations between families and school personnel, and supporting improved student attendance. Our EL, Low Income and Foster Youth families primarily benefit from these resources. Supporting our unduplicated families in accessing community resources is a high priority in CUSD because we know that these resources can provide pathways to success and well-being. (Note: In 2025-2026, Parent Liaison hours will be concentrated at our sites receiving Title I funds. These sites are DeVargas Elementary and Nimitz Elementary. Other supports listed in this action will be shared across all CUSD sites).	$147,328.00	Yes
3.4	Project Cornerstone	Support social-emotional learning, literacy and positive home-school partnerships. Project Cornerstone is a supplemental program offered to sites. Programs that support SEL skill development and promote positive decision-making can support long-term student success as well as increased sense of belonging at school.	$14,611.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,195,243	$0

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
5.667%	0.330%	$524,092.56	5.997%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reading Intervention Teachers **Need:** Our CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as	All school sites have unduplicated students who are not meeting grade level expectations in reading. Ensuring that consistent tiers of support are in place across CUSD will allow all sites to respond to student needs with evidence-based assessments, instructional materials and instructional strategies strategies designed to improve student performance.	1.1, 1.2 and 1.7

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
	areas of focus: English Language Arts ("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language Arts and Current ELs scored 36.9 points below standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our local iReady assessment also reinforces the need to address achievement gaps between student groups in Reading. **Scope:** LEA-wide	June 23, 2026 Update: In addition to the 4 hour General Education IA time in Action 1.8, our TK-8 school will be staffed with .2 FTE intervention Specialist funded by the General Fund in 2026-2027. This is budgeted outside of Action 1.1 and 1.2.	
1.2	**Action:** Math Intervention Teachers **Need:** Our 2025 CA Dashboard data indicates that some of our student groups need more support in Mathematics (African American, Hispanic, Homeless, Long-Term English Learners). Our data shows that our unduplicated students continue to need more support in mathematics. LTELs performed at the "Yellow" level on the Dashboard (40.5 points below standard). Homeless students performed at the "Yellow" level (67.6 points below standard). While our English Learners (55.2 points above) and Socioeconomically	Elementary schools with 20% or more of the students in Grades 3-5 not meeting grade level expectations in math and higher percentages of EL and SED students are provided with Math intervention support. Comprehensive middle schools offer math intervention courses as part of their 7 period student day to serve students not meeting grade level standards. Ensuring that consistent tiers of support are in place at these designated schools will allow sites to respond to unduplicated student needs with evidence-based assessments, instructional materials and instructional strategies designed to improve unduplicated student performance. Intervention teachers also support staff professional development across all sites to strengthen Tier 1	1.4, 1.5 and 1.8

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
	Disadvantaged student groups (30.3 point above) scored at the "Green" level, they are below our highest achieving groups at the Blue performance level and "All Students" (102.1 points above). **Scope:** LEA-wide	instruction, a key component of ensuring that all students have access to high quality, core instruction. June 23, 2026 Update: In addition to the 4 hour General Education IA time in Action 1.8, our TK-8 school will be staffed with .2 FTE intervention Specialist funded by the General Fund in 2026-2027. This is budgeted outside of Action 1.1 and 1.2.	
1.4	**Action:** Leadership Support for Principals and Professional Development for Teachers **Need:** Our 2025 CA Dashboard results and local assessments indicate that we need to continue to strengthen our work in meeting the academic needs of our unduplicated students. Homeless and Socioeconomically Disadvantaged students are "Yellow" in Chronic Absenteeism on the CA Dashboard. Homeless students are "Yellow" in Suspension Rate on the CA Dashboard. We also strive to ensure that each child meets grade level expectations in Reading and Math, and each school has students who need more support to meet these targets. **Scope:** LEA-wide	The leadership of the site principal is a critical aspect in addressing the needs of unduplicated students. Our principals benefit from collaborative learning opportunities and coaching provided by our Educational Services Directors. Additional lead principals and teacher leaders provide support to their colleagues in improving student engagement, closing the achievement gap, and ensuring a sense of belonging and connection for each child.	1.17; 2.3; 2.4
1.5	**Action:** Instructional Coaching for Teachers	Building the skills of our classroom teachers is central to addressing the needs of unduplicated students. Coaches support new hires and teachers	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our 2025 CA Dashboard results and local assessments indicate that we need to continue to strengthen our work in meeting the academic needs of our unduplicated students. Homeless and Socioeconomically Disadvantaged students are "Yellow" in Chronic Absenteeism on the CA Dashboard. Homeless students are "Yellow" in Suspension Rate on the CA Dashboard. We also strive to ensure that each child meets grade level expectations in Reading and Math, and each school has students who need more support to meet these targets. **Scope:** LEA-wide	across CUSD by providing collaborative learning opportunities and 1:1 coaching. The focus of these sessions includes strategies for personalizing learning to target and support each child's unique learning needs.	
1.6	**Action:** iReady/NWEA Diagnostic and Personalized Learning Pathway **Need:** Our CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as areas of focus: English Language Arts ("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language	Unduplicated pupils need personalized learning to address skill gaps as noted above. This tool provides personalized learning tools and benchmark data to support teachers in providing personalized support for unduplicated students as well as all students.	1.1, 1.2. 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

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
	Arts and Current ELs scored 36.9 points below standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our 2025 CA Dashboard data indicates that some of our student groups need more support in Mathematics (African American, Hispanic, Homeless, Long-Term English Learners). Our data shows that our unduplicated students continue to need more support in mathematics. LTELs performed at the "Yellow" level on the Dashboard (40.5 points below standard). Homeless students performed at the "Yellow" level (67.6 points below standard). While our English Learners (55.2 points above) and Socioeconomically Disadvantaged student groups (30.3 point above) scored at the "Green" level, they are below our highest achieving groups at the Blue performance level and "All Students" (102.1 points above). **Scope:** LEA-wide		
1.8	**Action:** Instructional Assistants (IAs) for Reading Intervention **Need:** Our CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as areas of focus: English Language Arts	Extended learning time through Tier 2 reading intervention sessions provides additional opportunities for reteaching skills that students need in order to reach grade level mastery in reading. Many participating students are unduplicated pupils; however, these programs are open to all students who are performing below grade level and who meet identification criteria.	1.1, 1.2, 1.3, 1.7

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
	("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language Arts and Current ELs scored 36.9 points below standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our local iReady assessment also reinforces the need to address achievement gaps between student groups in Reading. **Scope:** LEA-wide		
1.14	**Action:** AI Tools **Need:** Our CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as areas of focus: English Language Arts ("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language Arts and Current ELs scored 36.9 points below	Unduplicated pupils need personalized learning to address skill gaps as noted above. AI tools provide teachers with resources to personalize learning to support increased academic achievement and engagement for unduplicated students as well as all students.	1.1, 1.2. 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

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
	standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our 2025 CA Dashboard data indicates that some of our student groups need more support in Mathematics (African American, Hispanic, Homeless, Long-Term English Learners). Our data shows that our unduplicated students continue to need more support in mathematics. LTELs performed at the "Yellow" level on the Dashboard (40.5 points below standard). Homeless students performed at the "Yellow" level (67.6 points below standard). While our English Learners (55.2 points above) and Socioeconomically Disadvantaged student groups (30.3 point above) scored at the "Green" level, they are below our highest achieving groups at the Blue performance level and "All Students" (102.1 points above). **Scope:** LEA-wide		
1.16	**Action:** School Library Books **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66%	This portion of funding will be used to expand availability of books for English Learners, reflecting the rich cultural diversity of CUSD and fostering a sense of belonging for each child. We want our students to see themselves and their cultures reflected in our school libraries. Our library staff ensures that the diversity of our collection reflects the diversity of our students.	2.2

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
	compared to the overall 7th-grade average of 70%. **Scope:** LEA-wide		
1.17	**Action:** Digital Tools to Support Personalized Learning **Need:** Our CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as areas of focus: English Language Arts ("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language Arts and Current ELs scored 36.9 points below standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our local iReady assessment also reinforces the need to address achievement gaps between student groups in Reading.Our local iReady assessment also reinforces the need to address achievement gaps between student groups in Reading. Our 2025 CA Dashboard data indicates that some of our student groups need more	Extended, personalized learning time through digital tools or allows for additional opportunities for students to learn and practice academic skills to reach grade level mastery. Unduplicated pupils benefit from these tools; however, these tools are open to all students. All students, regardless of their performance level or student group, benefit from personalized learning opportunitiies designed to help them stretch and grow.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6

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
	support in Mathematics (African American, Hispanic, Homeless, Long-Term English Learners). Our data shows that our unduplicated students continue to need more support in mathematics. LTELs performed at the "Yellow" level on the Dashboard (40.5 points below standard). Homeless students performed at the "Yellow" level (67.6 points below standard). While our English Learners (55.2 points above) and Socioeconomically Disadvantaged student groups (30.3 point above) scored at the "Green" level, they are below our highest achieving groups at the Blue performance level and "All Students" (102.1 points above). **Scope:** LEA-wide		
2.1	**Action:** Student Success Liaisons **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of surveyed 7th graders reported feelings of chronic sadness. Our results show that Homeless students face higher rates of emotional distress. We continue to focus on	All middle school students will benefit from increased campus supervision and tiered supports and teaching provided as part of PBIS. This effort will support an increased sense of self-efficacy and improved success at school for our unduplicated students as well as all students across our campuses.	2.1, 2.2 and 2.4

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
	ensuring that each child, including our unduplicated students feel a sense of connection and safety at school. Additionally, Homeless students were suspended at a higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** Schoolwide		
2.2	**Action:** Counseling/Mental Health **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of surveyed 7th graders reported feelings of chronic sadness. Our results show that Homeless students face higher rates of emotional distress. We continue to focus on ensuring that each child, including our unduplicated students feel a sense of	All students who meet referral requirements for counseling will benefit from access to school counseling. This effort will support an increased sense of belonging, increased positive behavior, and increased attendance at school for our unduplicated students as well as all participating students across our campuses.	2.1; 2.3; 2.4; 2.9

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
	connection and safety at school. Additionally, Homeless students were suspended at a higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** LEA-wide		
2.4	**Action:** PBIS **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of surveyed 7th graders reported feelings of chronic sadness. Our results show that Homeless students face higher rates of emotional distress. We continue to focus on ensuring that each child, including our unduplicated students feel a sense of connection and safety at school. Additionally, Homeless students were suspended at a	All students benefit from positive behavioral intervention and supports to create a safe, welcoming school environment. Research shows that schools implementing PBIS can reduce suspensions and chronic absenteeism and improve students' sense of connection, belonging and happiness at school. Training all sites in PBIS will support success at school for our unduplicated students as well as all students across our campuses.	2.3; 2.4; 2.5

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
	higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** LEA-wide		
2.5	**Action:** Nursing Support **Need:** Our 2025 CA Dashboard results and local assessments indicate that we need to continue to strengthen our work in meeting the academic needs of our unduplicated students. Homeless and Socioeconomically Disadvantaged students are "Yellow" in Chronic Absenteeism on the CA Dashboard. **Scope:** LEA-wide	Our Nurse Coordinator is a vital support in addressing Chronic Absenteeism. She works closely with families to address health-related attendance needs, link families to physicians, and offer vaccine clinics so that students are not excluded from school. While our unduplicated pupils demonstrate a need for more support in this area, other student groups are chronically absent. This action also supports mobile school-based health services and supplies. Mobile care is a highly effective, low-cost strategy to reduce absenteeism and improve student outcomes, especially for underserved populations. These programs deliver timely care without barriers such as transportation, cost, or missed work for families. (Example: mobile clinic for oral care).	2.3
2.8	**Action:** SST Meetings & Tier 1/Tier 2 Site Teams **Need:**	Research shows that an MTSS approach to identifying student learning needs, taking action, and monitoring progress can support strong progress towards academic mastery.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

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 CA Dashboard data indicates that some of our student groups need more support in English Language Arts. On the 2025 CA Dashboard, the following areas emerged as areas of focus: English Language Arts ("Yellow" for African American, Hispanic, Homeless, LTEL and Students with Disabilities.); While our Low Income and EL students are performing at the "Green" level, they are below our highest achieving groups at the "Blue" performance level. ELs scored 29.3 points above standard in English Language Arts and Current ELs scored 36.9 points below standard, while All Students scored 84.5 points above standard. Low Income students scored 22.7 points above standard in ELA. Our local iReady assessment also reinforces the need to address achievement gaps between student groups in Reading. **Scope:** LEA-wide		
2.11	**Action:** After School Sports (Middle School) **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of	One of the most powerful ways to support belonging and happiness is through participation in physical activities and sports. Our student feedback affirms the importance of after school sports activities as a positive outlet and a means for building connections between students, peers and coaches. Participating in after school sports and being part of a team can have positive impacts that extend into the school day and beyond for our students. Students who participate in sports often report increased happiness, confidence and connection. These increases can result in reduced	2.1; 2.3; 2.4

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
	surveyed 7th graders reported feelings of chronic sadness. Our results show that Homeless students face higher rates of emotional distress. We continue to focus on ensuring that each child, including our unduplicated students feel a sense of connection and safety at school. Additionally, Homeless students were suspended at a higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** LEA-wide	disciplinary incidents as well as improved school attendance. This action will benefit unduplicated students because we see that chronic absenteeism and suspension rates are higher for some of our unduplicated students. We also see that ELs in middle school report lower connectedness rates. With rich opportunities for unduplicated students to participate in after school sports, we aim to see higher levels of engagement and belonging, resulting in reduced suspension and chronic absenteeism. Evidence shows that increased engagement can lead to improved academic outcomes for unduplicated students.	
2.12	**Action:** Therapeutic Crisis Intervention Training **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of surveyed 7th graders reported feelings of chronic sadness. Our results show that	All students benefit from positive behavioral intervention and supports to create a safe, welcoming school environment Schools implementing a trauma informed approach can reduce suspensions and chronic absenteeism and improve students' sense of connection, belonging and happiness at school. TCI training will support success at school for our unduplicated students as well as all students across our campuses.	2.1, 2.3, 2.3, 2.4

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
	Homeless students face higher rates of emotional distress. We continue to focus on ensuring that each child, including our unduplicated students feel a sense of connection and safety at school. Additionally, Homeless students were suspended at a higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** LEA-wide		
2.13	**Action:** Behavior Support Team (General Education) **Need:** Student belonging, as measured by student connectedness and safety, has been a focus in CUSD for the past few years. The California Healthy Kids Survey results for 2025-2026 revealed a gap in connectedness for middle school English Learners, reporting 66% compared to the overall 7th-grade average of 70%. When looking at 7th grade data, 17% of surveyed 7th graders reported feelings of chronic sadness. Our results show that Homeless students face higher rates of emotional distress. We continue to focus on	One of the most powerful ways to support belonging and happiness at school is to ensure that each child has a positive connection with at least one adult. Our Behavior team supports general education staff in developing methods to ensure that each child connects with a trusted adult at school and each child is supported to make progress on behavioral goals. Our student feedback affirms the importance of prioritizing supports for mental health and positive connections at school. While this action addresses a need for our unduplicated students, these supports also can benefit all students in learning pro-social behavior.	2.1, 2.3, 2.4

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
	ensuring that each child, including our unduplicated students feel a sense of connection and safety at school. Additionally, Homeless students were suspended at a higher rate and they also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for additional support and connection at school. Socioeconomically disadvantaged students also were chronically absent at a higher rate than other student groups on our Dashboard, indicating a need for stronger support. **Scope:** LEA-wide		
3.1	**Action:** Parent Education **Need:** 19.2% of CUSD students are English Learners, per the 2025 CA Dashboard. Many families of English Learners are entering the US school system for the first time. Looking at our current students, 2069 entered CUSD from another country. We want to ensure that these families have access to tools that will support them in partnering with educators to support their chid's success. **Scope:** LEA-wide	CUSD is committed to ensuring that all families can engage as partners in their child's education. CUSD seeks to partner will all families and provide parent education that supports their essential role in their child's education. Research shows that parent engagement can positively impact the achievement of unduplicated students by fostering stronger home-school partnerships.	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Translation **Need:** Demand for this service is high every year, and we have increased our budget over time to meet the needs of families. With 19.2% of our students as English Learners per the 2025 CA Dashboard, we also have many parents who need language support to actively contribute as our educational partners in support of their child's learning. Our percentage of ELs has been increasing in recent years. **Scope:** LEA-wide	Some parents are English Learners, while their students are not. It is possible that some of these services are used for parents who do not have children in the unduplicated group. Translation is based on parent need, regardless of their child's student group.	3.6; Also - On our 2025 Parent LCAP Survey 86% of EL Parents agreed (agree or strongly agree): "My Child's School communicates effectively with parents regarding my child's progress." (2049/2387 participants) We will continue to monitor.
3.3	**Action:** Parent Liaisons and Support **Need:** Demand for support from family engagement personnel is high every year, and we have increased our budget over time to meet the needs of families. With approximately 19% of our families identified as Low Income and 18.6% of our students identified as English Learners per the 2025 CA Dashboard, many parents benefit from the support provided. Additionally, our Director of Communication focuses on family engagement and increasing the reach of our communications so that all parents can engage. This includes the management of Parent Square, our key	These support providers directly assist families in engaging with CUSD as partners. While many who access this support are our parents of unduplicated students, we do not restrict these resources to that group.	3.4; 3.7; 2.10

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
	communication tool which provides parents with the opportunity to set their preferred language to send and receive messages from CUSD. All of these supports help parents actively contribute as our educational partners in support of their child's learning. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Support **Need:** Progress of ELs decreased according to the 2025 CA Dashboard, shifting to "Yellow" with 60.9% of students making progress towards proficiency. We aim to continue to reclassify as many ELs as possible each year in order to ensure that students are progressing towards full proficiency and accessing the core grade level content. **Scope:**	Ellevation and our staff analyst ensure that all sites follow the procedures outlined in our EL Master Plan consistently and on a timely basis so that student needs are addressed, site staff have up-to-date information on student progress, and students can be supported to reclassify as soon as they are ready. Also, this tool and staff member help ensure that sites monitor students who have been reclassified so that they continue to thrive and succeed.	1.7, 1.8, 1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.3	**Action:** Support Homeless (Low Income) and Foster Youth **Need:** Our population of Low Income, Homeless and Foster Youth has been steadily increasing since the COVID-19 pandemic. Our numbers have more than tripled over this time period (From approximately 6% in 2018-2019 to approximately 21% in 2025-2026). Resources are needed to support school engagement. Homeless (Low Income) and Socioeconomically Disadvantaged student groups fall into the "Yellow" category on the 2025 CA Dashboard for Chronic Absenteeism. While this improved from "Red" on the 2023 CA Dashboard, we need to continue to provide support to improve attendance and engagement for these students as a gap remains between these student groups and "all students" on the CA Dashboard. At our largest middle school site, the CA Dashboard shows an enrollment of 1067 students, with 21.1% Socioeconomically Disadvantaged students. This SED group of students is in the "Yellow" category on the 2025 CA Dashboard for Chronic Absenteeism. **Scope:** Limited to Unduplicated Student Group(s)	This action allows us to design unique supports for unduplicated families who require support. Examples of purchases include school supplies, alarm clocks and bus tokens to support regular attendance and engagement in school. We also provide CUSD bus transportation for homeless families who request it. In 2026-2027, this action also will include funds for sites with higher percentages of low income students. These funds will support enrichment and supplemental learning experiences designed to increase student engagement in learning. Examples include hands-on learning experiences, field trips and assemblies. When students feel a greater sense of enjoyment and agency at school, their engagement in school (reduced absenteeism) can increase. This action also includes a portion of IT staffing to support the identification of unduplicated students so that we can ensure we are directing resources and support to our highest needs sites. It also includes an additional Assistant Principal (AP) at our largest, higher needs middle school to partner with our Student Support Services department to ensure all student needs are met. This AP staffing is beyond the core staffing that is provided at our other middle school sites.	2.3

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.

None

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.

CUSD does not receive additional concentration grant funds.

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	$162,254,916	9,195,243	5.667%	0.330%	5.997%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,730,427.00	$6,452,241.00	$1,275,268.00	$787,280.00	$18,245,216.00	$11,019,344.00	$7,225,872.00

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	Reading Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,821,363.00	$5,000.00	$1,632,386.00			$193,977.00	$1,826,363.00	
1	1.2	Math Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle Schools 6-8 and Grades 3-5 at Collins, Nimitz, DeVargas, Garden Gate, Eisenhower, Stocklmeir, Sedgwick 3-8	2026-2027	$1,425,748.00	$5,000.00	$1,221,219.00			$209,529.00	$1,430,748.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$150,265.00	$51,045.00	$201,310.00				$201,310.00	
1	1.4	Leadership Support for Principals and Professional Development for Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,234,211.00	$0.00	$1,234,211.00				$1,234,211.00	

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	1.5	Instructional Coaching for Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$601,713.00	$4,995.00	$606,708.00				$606,708.00	
1	1.6	iReady/NWEA Diagnostic and Personalized Learning Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$411,036.00	$80,000.00	$331,036.00			$411,036.00	
1	1.7	Elevate Math Summer Support Program ELIMINATED 26-27	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.8	Instructional Assistants (IAs) for Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	2026-2027	$749,048.00	$0.00	$749,048.00				$749,048.00	
1	1.9	EL Resources for Sites 2 or more Levels Below District on the CA Dashboard	All English Learners	No			All Schools	2026-2027	$294,862.00	$0.00				$294,862.00	$294,862.00	
1	1.10	Future-Ready Learning Networks	All	No			All Schools	2026-2027	$82,901.00	$210,600.00			$222,200.00	$71,301.00	$293,501.00	
1	1.11	Updated Textbooks: Mathematics	All	No			All Schools	2026-2027	$0.00	$29,000.00		$29,000.00			$29,000.00	
1	1.12	Sonday Coaching for Special Education Teachers	Students with Disabilities	No			All Schools	2026-2027	$0.00	$0.00				$0.00	$0.00	
1	1.13	GoalBook for Special Education	Students with Disabilities	No			All Schools	2026-2027	$0.00	$55,156.00			$55,156.00		$55,156.00	
1	1.14	AI Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$60,000.00	$60,000.00		$0.00		$60,000.00	
1	1.15	Technology Devices	All	No			All Schools	2026-2027	$0.00	$800,000.00			$800,000.00		$800,000.00	
1	1.16	School Library Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$566,363.00	$46,000.00	$517,363.00		$3,000.00	$566,363.00	
1	1.17	Digital Tools to Support Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$19,432.00	$499,616.00	$519,048.00				$519,048.00	

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
						Low Income										
2	**2.1**	Student Success Liaisons	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Two Middle Schools: CMS and Hyde 6-8	2026-2027	$201,612.00	$0.00	$201,612.00				$201,612.00	
2	**2.2**	Counseling/Mental Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,217,632.00	$36,000.00	$1,253,632.00		$0.00		$1,253,632.00	
2	**2.3**	Support Homeless (Low Income) and Foster Youth	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2026-2027	$316,890.00	$177,000.00	$493,890.00				$493,890.00	
2	**2.4**	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$87,000.00	$274,000.00	$361,000.00				$361,000.00	
2	**2.5**	Nursing Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$247,390.00	$7,000.00	$56,478.00		$197,912.00		$254,390.00	
2	**2.6**	Elementary Music and Middle School Arts Electives	All	No			All Schools	2026-2027	$1,136,732.00	$131,000.00		$1,267,732.00			$1,267,732.00	
2	**2.7**	Attendance Messaging, Protocols and Site Teams	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.8**	SST Meetings & Tier 1/Tier 2 Site Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$59,500.00	$19,800.00	$79,300.00				$79,300.00	
2	**2.9**	Social-Emotional Learning (SEL) TK-5 and 6-8; CHKS survey tools to measure needs and progress	All	No			All Schools	2026-2027	$0.00	$3,500.00		$3,500.00			$3,500.00	
2	**2.10**	ELOP	Unduplicated pupils TK-6	No			All Schools	2026-2027	$643,035.00	$3,660,575.00		$4,303,610.00			$4,303,610.00	

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	2.11	After School Sports (Middle School)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$105,306.00	$67,000.00	$172,306.00				$172,306.00	
2	2.12	Therapeutic Crisis Intervention Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$75,629.00	$0.00	$75,629.00				$75,629.00	
2	2.13	Behavior Support Team (General Education)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$347,938.00	$0.00	$347,938.00				$347,938.00	
3	3.1	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$17,780.00	$17,780.00				$17,780.00	
3	3.2	Translation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$53,809.00	$119,795.00	$173,604.00				$173,604.00	
3	3.3	Parent Liaisons and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$147,328.00	$0.00	$147,328.00				$147,328.00	
3	3.4	Project Cornerstone	All	No			All Schools	2026-2027	$0.00	$14,611.00				$14,611.00	$14,611.00	

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
$162,254,916	9,195,243	5.667%	0.330%	5.997%	$9,730,427.00	0.000%	5.997 %	**Total:**	$9,730,427.00
								LEA-wide Total:	$8,833,615.00
								Limited Total:	$695,200.00
								Schoolwide Total:	$201,612.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reading Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,632,386.00	
1	**1.2**	Math Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle Schools 6-8 and Grades 3-5 at Collins, Nimitz, DeVargas, Garden Gate, Eisenhower, Stocklmeir, Sedgwick 3-8	$1,221,219.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$201,310.00	
1	**1.4**	Leadership Support for Principals and Professional Development for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,234,211.00	

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	1.5	Instructional Coaching for Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$606,708.00	
1	1.6	iReady/NWEA Diagnostic and Personalized Learning Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
1	1.7	Elevate Math Summer Support Program ELIMINATED 26-27				All Schools	$0.00	
1	1.8	Instructional Assistants (IAs) for Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$749,048.00	
1	1.14	AI Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.16	School Library Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
1	1.17	Digital Tools to Support Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$519,048.00	
2	2.1	Student Success Liaisons	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Two Middle Schools: CMS and Hyde 6-8	$201,612.00	
2	2.2	Counseling/Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,253,632.00	
2	2.3	Support Homeless (Low Income) and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$493,890.00	
2	2.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,000.00	
2	2.5	Nursing Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,478.00	

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 (%)
2	2.8	SST Meetings & Tier 1/Tier 2 Site Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,300.00	
2	2.11	After School Sports (Middle School)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,306.00	
2	2.12	Therapeutic Crisis Intervention Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,629.00	
2	2.13	Behavior Support Team (General Education)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,938.00	
3	3.1	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,780.00	
3	3.2	Translation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,604.00	
3	3.3	Parent Liaisons and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,328.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,914,536.00	$15,266,887.15

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**	Reading Intervention Teachers	Yes	$1,778,893.00	1,763,631.93
1	**1.2**	Math Intervention Teachers	Yes	$1,524,550.00	1,389,098.94
1	**1.3**	English Learner Support	Yes	$140,631.00	140,137.99
1	**1.4**	Leadership Support for Principals and Professional Development for Teachers	Yes	$2,053,400.00	2,048,805.37
1	**1.5**	Instructional Coaching for Teachers	Yes	$1,161,596.00	770,082.65
1	**1.6**	iReady/NWEA Diagnostic and Personalized Learning Pathway	Yes	$361,794.00	435,803.90
1	**1.7**	Elevate Math Summer Support Program	Yes	$61,640.00	13,833.95
1	**1.8**	Instructional Assistants (IAs) for Reading Intervention	Yes	$683,224.00	730,533.34
1	**1.9**	EL Resources for Sites 2 or more Levels Below District on the CA Dashboard	No	$541,952.00	332,516.48
1	**1.10**	Future-Ready Learning Networks	No	$45,934.00	60,485.82

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	1.11	Updated Textbooks: World Language & Science	No	$0.00	0
1	1.12	Sonday Coaching for Special Education Teachers	No	$0.00	0
1	1.13	GoalBook for Special Education	No	$56,000.00	55,156.50
1	1.14	AI Tools	No	$44,000.00	43,335.00
1	1.15	Technology Devices	No	$800,000.00	274,810.43
1	1.16	School Library Books	No	$187,000.00	177,549.53
1	1.17	Digital Tools to Support Personalized Learning	Yes	$412,000.00	390,265.85
2	2.1	Student Success Liaisons	Yes	$339,332.00	324,258.22
2	2.2	Counseling/Mental Health	Yes	$1,044,982.00	1,156,098.66
2	2.3	Support Homeless (Low Income) and Foster Youth	Yes	$2,000.00	1,239.99
2	2.4	PBIS	Yes	$277,881.00	173,435.69
2	2.5	Nursing Support	No	$187,236.00	187,354.58

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	2.6	Elementary Music and Middle School Arts Electives	No	$1,110,730.00	1,099,349.53
2	2.7	Attendance Messaging, Protocols and Site Teams	No	$0.00	0
2	2.8	SST Meetings & Tier 1/Tier 2 Site Teams	No	$0.00	0
2	2.9	Social-Emotional Learning (SEL) TK-5 and 6-8; CHKS survey tools to measure needs and progress	No	$3,500.00	3,134.60
2	2.10	ELOP	No	$3,794,159.00	3,426,242.18
2	2.11	After School Sports (Middle School)	Yes	$106,184.00	91,892.51
2	2.12	Therapeutic Crisis Intervention Training	No	$0.00	0
2	2.13	Behavior Support Team (General Education)	No	$0.00	0
3	3.1	Parent Education	No	$9,500.00	4,500.00
3	3.2	Translation	Yes	$72,679.00	68,221.72
3	3.3	Parent Liaisons and Support	Yes	$102,189.00	92,406.79
3	3.4	Project Cornerstone	No	$11,550.00	12,705.00

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)
8,817,770.00	$9,467,508.00	$8,913,870.48	$553,637.52	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Intervention Teachers	Yes	$1,778,893.00	1,764,072.06		
1	1.2	Math Intervention Teachers	Yes	$1,524,550.00	1,021,186.67		
1	1.3	English Learner Support	Yes	$140,631.00	140,137.99		
1	1.4	Leadership Support for Principals and Professional Development for Teachers	Yes	$2,053,400.00	2,048,805.37		
1	1.5	Instructional Coaching for Teachers	Yes	$638,728.00	570,897.51		
1	1.6	iReady/NWEA Diagnostic and Personalized Learning Pathway	Yes	$361,794.00	435,803.90		
1	1.7	Elevate Math Summer Support Program	Yes	$61,640.00	13,833.95		
1	1.8	Instructional Assistants (IAs) for Reading Intervention	Yes	$683,224.00	730,724.20		
1	1.17	Digital Tools to Support Personalized Learning	Yes	$412,000.00	390,265.85		
2	2.1	Student Success Liaisons	Yes	$339,332.00	324,258.22		
2	2.2	Counseling/Mental Health	Yes	$1,044,982.00	1,156,098.66		
2	2.3	Support Homeless (Low Income) and Foster Youth	Yes	$2,000.00	1,357.65		

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)
2	**2.4**	PBIS	Yes	$175,881.00	92,852.47		
2	**2.11**	After School Sports (Middle School)	Yes	$75,585.00	62,947.47		
3	**3.2**	Translation	Yes	$72,679.00	68,221.72		
3	**3.3**	Parent Liaisons and Support	Yes	$102,189.00	92,406.79		

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)
$159,023,856	8,817,770.00	0.39%	5.935%	$8,913,870.48	0.000%	5.605%	$524,092.56	0.330%

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 32526(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 32526(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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