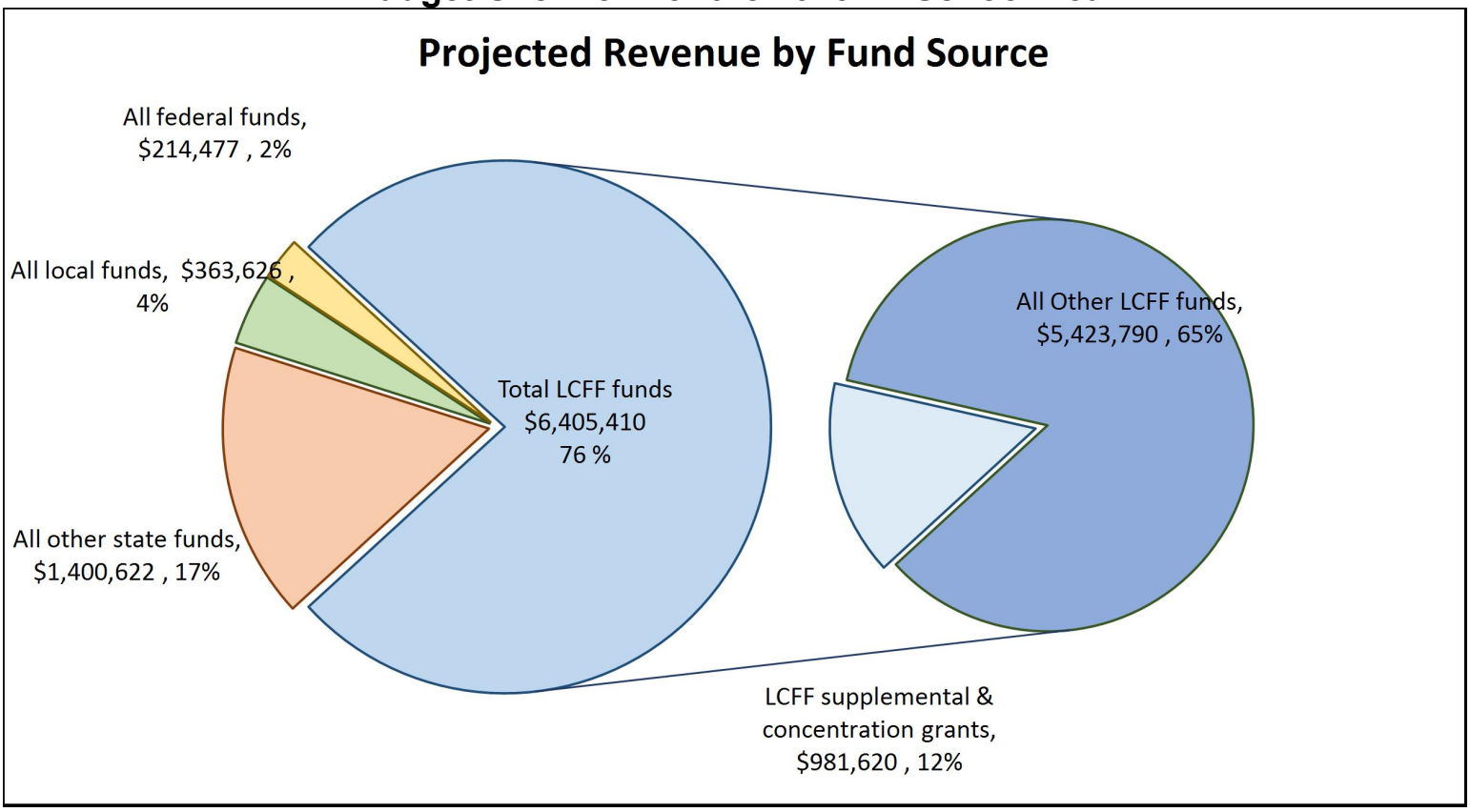
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Columbia Union School District
CDS Code: 55 72348 6054860
School Year: 2026-27
LEA contact information:
Dr. Nicolas Wade
Superintendent
nwade@cusd49.com
(209) 532-0202

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

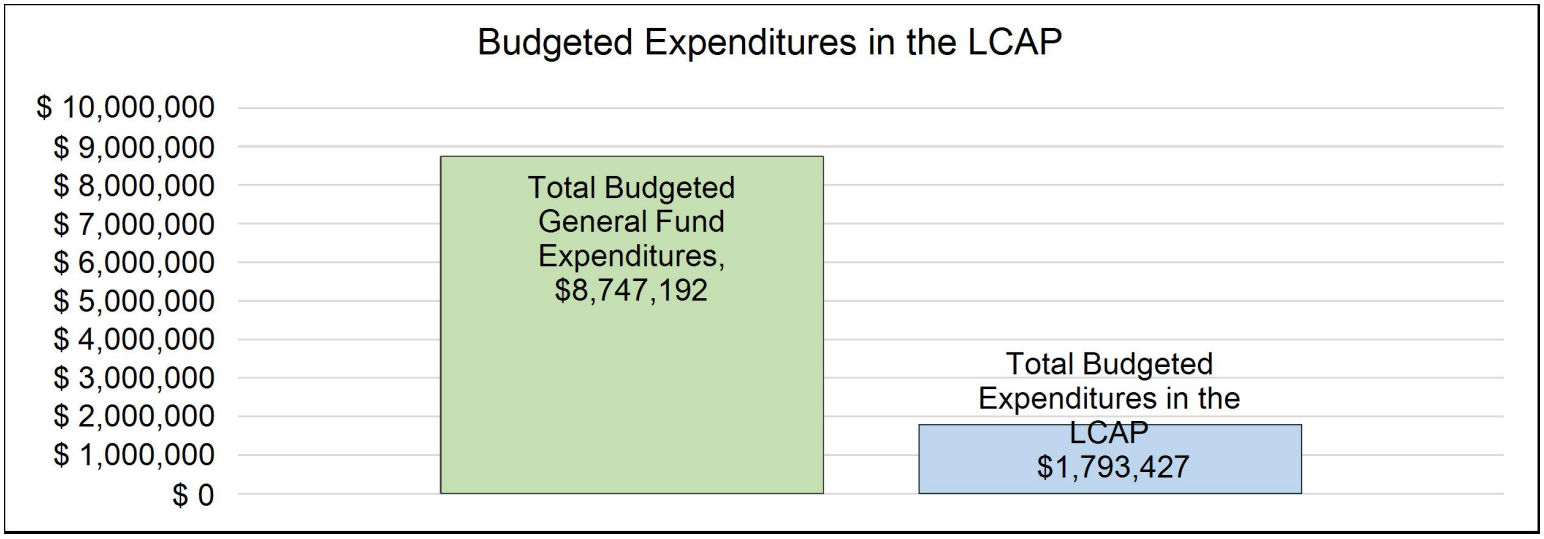


This chart shows the total general purpose revenue Columbia Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Columbia Union School District is $8,384,135, of which $6,405,410 is Local Control Funding Formula (LCFF), $1,400,622 is other state funds, $363,626 is local funds, and $214,477 is federal funds. Of the $6,405,410 in LCFF Funds, $981,620 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 Columbia Union 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: Columbia Union School District plans to spend $8,747,192 for the 2026-27 school year. Of that amount, $1,793,427 is tied to actions/services in the LCAP and $6,953,765 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

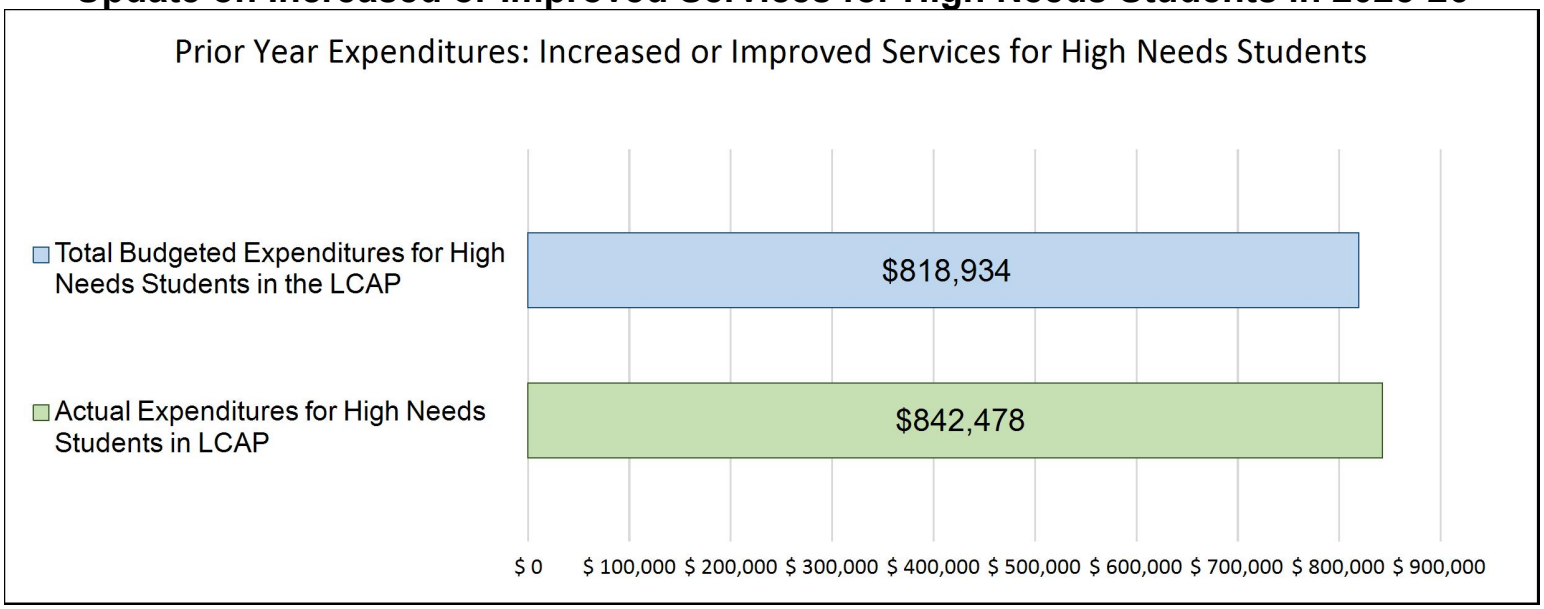
Any General Fund Budget Expenditures for the school year not included in the LCAP would be coming from ELO-P, ASES, and Title funds that continue to support the goals listed throughout the LCAP.

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

In 2026-27, Columbia Union School District is projecting it will receive $981,620 based on the enrollment of Foster Youth, English learner, and low-income students. Columbia Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Columbia Union School District plans to spend $991,620 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 Columbia Union 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 Columbia Union 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, Columbia Union School District's LCAP budgeted $818,934 for planned actions to increase or improve services for high needs students. Columbia Union School District actually spent $842,478 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Columbia Union School District	Dr. Nicolas Wade Superintendent	nwade@cusd49.com (209) 532-0202

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.

Columbia Union School District is a single-campus K–8 public school district located just two miles north of Sonora, nestled in the historic gold country of the Sierra Nevada Foothills. Currently serving approximately 500 students, the district plays a vital role in supporting families from the greater Columbia community and across Tuolumne County. The district's rich history dates back to the 1800s, when Columbia Union School District began as a one-room schoolhouse, still standing today in Columbia State Historic Park, preserved and used for educational tours and presentations.

The mission of Columbia Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. In partnership with families, community members, and staff, the district is committed to nurturing innovative learners who are equipped with the skills and passion needed to thrive in an ever-evolving global society.

Columbia Union School District continuously evaluates and evolves its educational practices to ensure students receive a well-rounded, relevant, and engaging learning experience. The district has enhanced support in core academic subjects, while also expanding offerings in the fine arts, global education, middle school electives, and targeted intervention systems. A whole-child approach guides every aspect of instruction and support, ensuring that students are prepared for the academic, social, and emotional challenges of high school and beyond. The district is especially proud of the collaborative spirit that exists between staff, students, and families, all of whom share in the mission of student success. Strong community partnerships remain a key factor in sustaining and advancing the district's commitment to excellence.

Academically, students performed 15.6 points below standard in ELA, an increase of 20.2 points from the previous year and 49.7 points below standard in Math, a 5.7 point increase from the prior year. Growth was observed in most student subgroups, especially among socioeconomically disadvantaged students, Hispanic students, English Only students, and White students in ELA and socioeconomically disadvantaged students in Math, and 78.7% of all students showed growth in ELA and 72.0% showed growth in Math from the previous year. For the CAST (Science), the school's performance increased to 54.3 points above standard, a 2.5 point increase, and saw notable growth in students who are socioeconomically disadvantaged. Chronic absenteeism continued to decline, nearly cut in half from two years ago, while the suspension rate increased to 5.4%.

Reflections: Annual Performance

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

The California Department of Education (CDE) released the 2025 edition of the California School Dashboard. While the Dashboard celebrates ongoing academic progress and a statewide reduction in chronic absenteeism, it also continues to highlight troubling disparities among student subgroups and systemic stressors affecting education systems. What remains difficult to fully quantify are the numerous internal and external factors that influence student achievement and school operations. These include the growing personnel shortage, turnover in staffing and leadership, challenges in student attendance and overall enrollment, an increased number of accountability metrics without proportional funding or support, the worsening youth mental health crisis, and diminishing community support structures. These realities must be considered when assessing outcomes, resource allocation, and goal-setting at the school and district levels.

Based on the 2023 Dashboard, the following student groups received the lowest performance level (Red) on one or more state indicators at the district and school level: Students with Disabilities in English Language Arts, Mathematics, and Suspension Rate, and Socioeconomically Disadvantaged and Hispanic students in Suspension Rate. Columbia Elementary School received the lowest indicator in suspensions for all students.

Since the 2023-24 school year, Columbia Union School District has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 California School Dashboard. Based on the 2025 Dashboard, the following student groups received the lowest performance level (Red) on one or more state indicators at the district level: Students with Disabilities and White students. This LCAP includes targeted actions to address these areas.

With that broader context in mind, the question becomes: What do these results mean for Columbia Union School District? Based on the 2025 Dashboard, the school improved in English Language Arts (ELA), with students performing 15.6 points below standard, an increase of 20.2 points. Science performance increased to 54.3 points above standard, while Mathematics showed an encouraging increase of 5.7 points to 49.7 points below standard. Beyond academic performance, the school experienced continued improvement in chronic absenteeism, which dropped to 22.8%, a significant reduction from 47.6% in 2021–22. The suspension rate increased to 5.4%, indicating the need for continued attention to school climate and behavioral supports. These gains are further reflected in student growth data, where 78.7% of students improved their score from the prior year in ELA, and 72.0% of students improved their score from the prior year in Math.

Columbia Elementary School serves a student population that is 65.3% Socioeconomically Disadvantaged, 2.6% English Learners, and 1.7% Foster Youth. Within this diverse population, several student subgroups made measurable academic progress. In ELA, improvements were observed among students who are Hispanic, socioeconomically disadvantaged, and White. In Math, gains were recorded among students

from socioeconomically disadvantaged backgrounds and White students, while Hispanic students declined and Students with Disabilities declined. Subgroup progress in Science was notable, with growth among Hispanic students and socioeconomically disadvantaged students. Overall, the school saw improvement in several performance indicators: ELA increased 20.2 points, Math increased 5.7 points, Science increased 2.5 points, and chronic absenteeism declined 5.3 percentage points; however, suspension rate increased 1.2 percentage points, reflecting an area for continued focus.

Despite these gains, the 2024-25 school year presented several challenges. Chief among them were inconsistencies in the delivery of core content across grade levels, difficulties in filling staffing vacancies, and the need to more effectively balance and allocate limited resources. The district also focused on enhancing campus culture and climate while launching efforts to develop long-range strategic plans to better align instructional goals with operational infrastructure.

Looking ahead, Columbia Elementary School is optimistic about its future progress. The current school year has already yielded several signs of forward momentum. The school saw its second consecutive year of enrollment and daily attendance growth. It also implemented a common and aligned curriculum in all core content areas—including Science and Social Studies and expanded opportunities in the arts for TK–5 students and elective choices for middle school students. For the first time, the school is fully staffed in Special Education, and it has added a Literacy Interventionist and a Math Interventionist to provide targeted instructional support. A dedicated enrichment period has been built into the daily schedule for all students, and access to behavioral and mental health services has been increased through personnel additions, programs, and interventions.

With each successive year of instructional consistency and program refinement, Columbia aims to close achievement gaps and promote meaningful, sustained growth. Plans for the near future include acceleration opportunities, high school credit-bearing courses, expanded exposure to STEM, Career and Technical Education, and World Languages, along with greater access to extracurricular activities and enrichment programs for all students. These efforts reflect a strong commitment to equity, innovation, and the development of the whole child. On behalf of Columbia Elementary School, we thank our families for their trust and continued support. We are proud of the progress we have made together and excited for what lies ahead.

There was a carryover in the Learning Recovery Emergency Block Grant in amount of $140,875 from prior year. $113,000 of these funds will be used to pay for our Math interventionist in Action 1.4. The needs assessment identified the continued need in Math where students performed 49.7 points below standard and Students with Disabilities performed 161.7 points below standard with a decline of 16.9 points, necessitated this focus, with particular attention to students in the unduplicated pupil count and other student groups demonstrating continued need.

Columbia is focused on accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, and providing early intervention and literacy programs for pupils in TK-Grade 3, inclusive, including, but not limited to, school library access.

Reflections: Technical Assistance

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

Although Columbia Union School District is not eligible for Year 1 Differentiated Assistance (DA) based on the 2025 California School Dashboard (Dashboard), the district is eligible for Year 2 DA support based on the 2024 Dashboard. Based on the 2024 Dashboard, Columbia Union is eligible for the Students with Disabilities (SWDs) student group. SWDs were eligible for having a red indicator in ELA and an orange indicator in Math for Priority Area #4 (Pupil Achievement) and a red indicator in Chronic Absenteeism for Priority Area #5 (Pupil Engagement).

The steps the district began taking in 2024-25 continued and evolved through the 2025-26 school year. To improve academic outcomes, the district has focused on high quality instruction and materials along with interventions for more targeted support. Part of meeting this area of focus was on the hiring and retention of additional paraprofessionals to support students with disabilities. With the growth of the number of students on Individualized Education Programs (IEPs), this action will continue to be an area of growth. To support the collaboration of teachers, paraprofessionals, and instructional aides, the district has worked to improve on the consistency and cohesiveness of instructional practices of its staff. Professional development has been provided in de-escalation practices, trauma informed instruction, and high-quality instructional practices, just to name a few.

An area for continued improvement and progress centers on improving the social emotional support for students to improve engagement and belonging and reduce chronic absenteeism. The action is centered on providing behavioral support through the hiring and retention of a full-time psychologist and behavioral specialist. While not completed in 2025-26, this action will come to fruition in the 2026-27 school year. All these initiatives together have helped to address the areas of improvement for our student groups with the most need. Continued collaboration with TCSOS in data tracking and monitoring and professional development will further support these initiatives.

Universal supports were provided by TCSOS that included the district's regular participation in professional collaboration in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings regularly discuss compliance and technical administrative issues and reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is a member and regular participant in the county Special Education Local Plan Area (SELPA), which supports the district's students with disabilities. District and school staff continue to participate in TCSOS professional development (PD) and Communities of Practice (CoPs) on a regular basis. The culmination of work already in progress will support the district in improving student outcomes not just for specific student groups, but for all students in our district.

Despite not being eligible for Year 2 of DA, Columbia Union School District will continue to align Actions 1.3, 1.7, 2.3, and 2.4 with supporting those student groups originally identified in the 2024 DA eligibility and technical assistance work previously underway.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LEA Bargaining Units	LEA bargaining units were included in the district's progress on and development of the LCAP and strategic plan. Aside from monthly meetings with leadership, the whole staff were met with on August 13 and 18, September 5, January 23, and April 10.
All Educational Partners Groups (students, parents, certificated and classified staff, administrators, families, community members, etc.)	The district adopted its first strategic plan based on feedback from its educational partners. The goal was for the discussion on the district's progress and general needs that are tied to the LCAP to not be seen as a one off, but as a constant item of conversation and subsequent action. Throughout 2025-26, the district continued to hold meetings, surveys, and events to better gather real and perceived strengths and areas of concern in communication and engagement, teaching and learning, student support services, technology, safety, facilities, finance, and administration. The Board of Trustees discussed the LCAP and strategic plan on January 20 and April 20 with monthly agenda items on programming and support services, funding, and facilities and grounds. The district's LCAP and strategic plan were reviewed and discussed on January 26 and April 27. This was done through the district's School Site Council, whose parents also serve as the district's LCAP Parent Advisory Educational Partners Group. The goals for all of these surveys and general outreach was to ensure there were consistent responses from within each group, but also

Educational Partner(s)	Process for Engagement
	draw connections among the groups' responses. This has greatly assisted with the community's buy-in in much of the work that has been done by the district with teaching and learning, support services, and facilities.
Board of Trustees	The Board approved the strategic plan on May 13, 2024 and revisited twice in January 2025 and in January and April of 2026. The LCAP Public Hearing was held on June 8, 2026 with final approval on June 15, 2026. Budget expenditures and adoption were also held on June 8 and 15, 2025 with interims approved on December 8, 2025 and March 9, 2026. All of these hearing and adoptions has no questions from the public with questions from the board tied to ensuring the actions of the district and board are tied to a coherent plan that reflects the needs and direction of the district.
School Site Council	The district's LCAP and strategic plan were reviewed and discussed on January 26 and April 27. This was done through the district's School Site Council, which also double as the district's LCAP Parent Advisory Educational Partners Group.
Students	The California Healthy Kids Survey was given to fifth and seventh graders in March 2026. The student leadership council took a more formalized shape this school year and provided input on additional strategies to support and include students in decision-making. In the 2026-27 school year, this will expand to an established weekly time.
SELPA	SELPA meetings were held monthly during the 2025-26 school year. On the April 29, 2026 PLN Meeting, the Executive Director provided input on possible LCAP goals and actions for students receiving special education services.

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

The development of Columbia Union School District’s adopted LCAP for 2025-26 was deeply informed by robust engagement with educational partners, including students, families, staff, site council members, and community organizations. Through surveys, focus groups, stakeholder meetings, and collaborative planning sessions, the district gathered meaningful input that directly shaped goal refinement, metric selection, and the prioritization of key actions and services.

Feedback from parents and guardians highlighted a strong appreciation for communication, instructional quality, and campus maintenance, while also pointing to critical areas for improvement, including expanded mental health services, increased access to academic interventions, and broader availability of enrichment activities such as clubs, sports, and the arts. In response, the district committed to increasing

investment in student wellness supports and extending after-school and co-curricular opportunities. These were reflected in revised actions under both Goal 2 and the expanded engagement opportunities articulated in Goal 3.

Employee feedback reinforced the need for more training to support students experiencing trauma, greater mental health capacity, and sustained schoolwide efforts around safety and discipline. These insights directly influenced the inclusion of continued restorative practices, trauma-informed training, and additional staff development in the LCAP. The district also expanded its commitment to professional learning communities (PLCs) and clarified expectations for staff collaboration and student support systems.

Students and families also voiced a desire for more relevant and engaging learning experiences. In response, the district accelerated the implementation of its College and Career Pathways course catalog and expanded elective and fine arts offerings at the middle school level. Additionally, school safety emerged as a priority theme across stakeholder groups. As a result, the district incorporated specific goals and metrics tied to school climate, student voice, and safety perceptions, including disaggregated CHKS data and internal climate indicators.

Ultimately, the adopted LCAP reflects the district's belief that listening to and partnering with educational stakeholders is essential to creating a responsive, inclusive, and high-impact plan. The priorities outlined in the LCAP are a direct extension of the values and needs expressed by the community, reinforcing Columbia's commitment to equity, transparency, and student-centered decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Columbia Union School District is committed to improving student achievement and engagement by establishing clear and consistent expectations for what students should learn and what they are capable of achieving. Through a focus on differentiated instruction and a deep recognition of each student's interests, background, and lived experience, the district will enhance engagement and ensure that every learner sees themselves reflected in the curriculum and in the pathways to success. Columbia will actively pursue instructional practices and programs that honor a variety of success stories and diverse teaching and learning styles, reinforcing the belief that there are many ways for students to thrive. To support this vision, the district will foster and sustain a learning environment where high expectations are the norm and every student feels a strong sense of belonging and inclusion. The district is dedicated to cultivating a culture where academic rigor is paired with care, and where all students are empowered with the belief that they can succeed. At the heart of this effort is a strategic investment in personnel, ensuring that teachers, staff, and leaders are equipped with the tools, training, and resources needed to deliver impactful and equitable learning conditions that inspire students to reach their full potential. These collective efforts aim to position Columbia Union School District as a "destination of choice," a place where prospective partners, educators, and collaborators are drawn not only by the opportunity to make a difference, but by the chance to join a supportive, mission-driven community dedicated to meaningful growth and educational excellence.	Broad Goal

State Priorities addressed by this goal.

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.

A core value of the district is having strong learning experiences that are bolstered by multi-tiered systems of support that ensure the whole child is being properly serves. The goal is also based on current trends of academic achievement on both local and state assessments and related metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores	On the 2022-23 CAASPP, 38.30% of students assessed Grades 3-8 met or exceeded the standards.	On the 2023-24 CAASPP, 37.7% of students assessed Grades 3-8 met or exceeded the standards.	On the 2024-25 CAASPP, 41.61% of students assessed Grades 3-8 met or exceeded the standards.	On the 2025-26 CAASPP, 43% of students assessed Grades 3-8 will meet or exceed on the standards.	There was a 3.31% increase between 2022-23 and 2024-25 on the ELA portion of the CAASPP.
1.2	CAASPP Math Scores	On the 2022-23 CAASPP, 27.82% of students assessed Grades 3-8 met or exceeded the standards.	On the 2023-24 CAASPP, 31.15% of students assessed Grades 3-8 met or exceeded the standards.	On the 2024-25 CAASPP, 30.4% of students assessed Grades 3-8 met or exceeded the standards.	On the 2025-26 CAASPP, 33% of students assessed Grades 3-8 will meet or exceed on the standards.	There was a 2.58% increase between 2022-23 and 2024-25 on the Math portion of the CAASPP.
1.3	CAST Science Scores	On the 2022-23 CAST, 18.75% of students assessed Grades 3-8 met or exceeded the standards.	On the 2023-24 CAST, 28.99% of the students assessed Grades 3-8 met or exceeded the standards.	On the 2024-25 CAST, 32.22% of the students assessed Grades 3-8 met or exceeded the standards.	On the 2025-26 CAST, 37% of students assessed Grades 3-8 will meet or exceed on the standards.	There was a 13.47% increase between 2022-23 and 2024-25 on the CAST.
1.4	Starter School Enrollment	In Summer 2023, 14.6% of targeted students participated in Starter School.	In Summer 2024, 12.1% of targeted students participated in Starter School.	In Summer 2025, slightly above 25% of targeted students participated in Starter School.	In Summer 2026, 20% of targeted students will participate in Starter School.	There was a 10.4% increase in student participation in Starter School between 2022-23 and 2024-25.
1.5	Chronic Absenteeism	In 2022-23, the Chronic Absenteeism rate was 36.9% for all students. Students who are Hispanic were at	In 2023-24, the Chronic Absenteeism rate was 28.1% for all students.	In 2024-25, the Chronic Absenteeism rate was 22.8% for all students.	In 2025-26, the Chronic Absenteeism rate will be under 30% for all students.	The Chronic Absenteeism rate decreased by 14.1% from 2022-23 to 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		32.1%. Students with Disabilities were at 38.5%.	Students who are Hispanic were at 33.3%. Students with Disabilities were at 42.9%.	Students who are Hispanic were at 18.6%. Students with Disabilities were at 34.7%.	Students who are Hispanic and Students with Disabilities will be under 30%.	Students who are Hispanic decreased by 13.5% and Students with Disabilities decreased by 3.8%.
1.6	CA Dashboard Indicators for Students with Disabilities	In 2023, Students with Disabilities were 129.8 points below standard compared to all students at 29.4 in English Language Arts. Students with Disabilities were 148.5 points below standard compared to all students 56.1 in Math.	In 2024, Students with Disabilities were 138.6 points below standard compared to all students at 35.8 in English Language Arts. In 2024, Students with Disabilities were 144.8 points below standard compared to all students 55.4 in Math.	In 2025, Students with Disabilities were 137.1 points below standard compared to all students at 15.6 in English Language Arts. In 2025, Students with Disabilities were 161.7 points below standard compared to all students 49.7 in Math.	In 2025-26, Students with Disabilities will be less than 100 points below standard for English Language Arts. Students with Disabilities will be less than 120 points below standard for Math.	In 2024-25, there was a 7.3 point increase for Students with Disabilities in English Language Arts. Students with Disabilities were 137.7 points below standard. All students were 15.6 points below standard in ELA. In 2024-25, there was a 13.2 point decline for Students with Disabilities in Math. Students with Disabilities were 161.7 points below standard. All students were 49.7 points below standard in Math.
1.7	CA Dashboard Indicators for Students who are Hispanic	In 2023, Students who are Hispanic were 33.2 points below standard	In 2024, Students who are Hispanic were 34.9 points	In 2025, Students who are Hispanic were 18.6 points	In 2025-26, Students who are Hispanic will be	In 2025, there was a 16.3 point increase for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		compared to all students at 29.4 in English Language Arts. Students who are Hispanic were 49.5 points below standard compared to all students 56.1 in Math.	below standard compared to all students at 35.8 in English Language Arts. In 2024, Students who are Hispanic were 56.2 points below standard compared to all students 55.4 in Math.	below standard compared to all students at 15.6 points below standard in English Language Arts. In 2025, Students who are Hispanic were 66.9 points below standard compared to all students at 49.7 points below standard in Math.	less than 25 points below standard in English Language Arts. Students who are Hispanic will be less than 40 points below standard in Math.	Students who are Hispanic in English Language Arts. Students who are Hispanic were 18.6 points below standard. All students were 15.6 points below standard in ELA. In 2025, there was a 17.4 point decline for Students who are Hispanic in Math. Students who are Hispanic were 66.9 points below standard. All students were 49.7 points below standard in Math.
1.8	CA Dashboard Indicators for Students who are Socioeconomically Disadvantaged	In 2023, Students who are Socioeconomically Disadvantaged were 37.4 points below standard compared to all students at 29.4 in English Language Arts. Students who are Socioeconomically Disadvantaged were 70.5 points below standard compared to	In 2024, Students who are Socioeconomically Disadvantaged were 52.7 points below standard compared to all students at 35.8 in English Language Arts. In 2024, Students who are Socioeconomically	In 2025, Students who are Socioeconomically Disadvantaged were 28.6 points below standard compared to all students at 15.6 points below standard in English Language Arts. In 2025, Students who are	In 2025-26, Students who are Socioeconomically Disadvantaged will be less than 25 points below standard in English Language Arts. Students who are Socioeconomically Disadvantaged will be less than 55	In 2025, there was a 8.8 point increase for Students who are Socioeconomically Disadvantaged in English Language Arts. Students who are Socioeconomically Disadvantaged were 28.6 points below standard. All students were 15.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students 56.1 in Math.	Disadvantaged were 73.6 points below standard compared to all students 55.4 in Math.	Socioeconomically Disadvantaged were 65.0 points below standard compared to all students at 49.7 points below standard in Math.	points below standard in Math.	points below standard in ELA. In 2025, there was an 5.5 point increase for Students who are Socioeconomically Disadvantaged in Math. Students who are Socioeconomically Disadvantaged were 65.0 points below standard. All students were 49.7 points below standard in Math.
1.9	CA Dashboard Indicators for Students who are White	In 2023, Students who are White were 30.9 points below standard compared to all students at 29.4 in English Language Arts. Student who are White were 58.7 points below standard compared to all students 56.1 in Math.	In 2024, Students who are White were 38.5 points below standard compared to all students at 35.8 in English Language Arts. In 2024, Students who are White were 60.3 points below standard compared to all students 55.4	In 2025, Students who are White were 17.7 points below standard compared to all students at 15.6 points below standard in English Language Arts. In 2025, Students who are White were 47.7 points below standard compared to all students at 49.7 points below standard in Math.	In 2025-26, Students who are White will be less than 20 points below standard in English Language Arts. Students who are White will be less than 45 points below standard in Math.	In 2025, there was a 13.2 point increase for Students who are White in English Language Arts. Students who are White were 17.7 points below standard. All students were 15.6 points below standard in ELA. In 2025, there was a 11 point increase for Students who are White in Math. Students who are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						White were 47.7 points below standard. All students were 49.7 points below standard in Math.
1.10	Fully Credentialed and Appropriately Assigned Teachers	In 2022-23, Columbia Elementary School had four (4) teachers who were not fully credentialed and appropriately assigned.	In 2023-24, Columbia Elementary School had zero teachers who were not fully credentialed or inappropriately assigned.	In 2024-25, Columbia Elementary School had zero teachers who were not fully credentialed or inappropriately assigned.	In 2025-26, Columbia Elementary School will have zero teachers who are not fully credentialed and appropriately assigned.	In 2023-24, there was a reduction of four (4) instances of teachers not being fully credentialed or inappropriately assigned.
1.11	Access to Standards-Aligned Instructional Materials	In 2022-23, 100% of students had access to standards-aligned instructional materials at school and at home.	In 2023-24, 100% of students had access to standards-aligned instructional materials at school and at home.	In 2024-25, 100% of students had access to standards-aligned instructional materials at school and at home.	In 2025-26, 100% of students will have access to standards-aligned instructional materials at school and at home.	There was no change.
1.12	Facility Inspection Tool (FIT)	In 2022-23, all facilities were in "Good" Repair as measured by the FIT.	In 2023-24, all facilities were in "Good" Repair as measured by the FIT.	In 2024-25, all facilities were in "Good" Repair as measured by the FIT.	In 2025-26, all facilities will be in "Good" Repair as measured by the FIT.	There was no change.

Goal Analysis [2025-26]

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

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

In alignment with Columbia Union School District's goal to improve student achievement and engagement by establishing clear learning expectations, promoting differentiated instruction, and honoring student diversity, the district has made substantial progress in implementing the planned actions under this strategic focus. Instructional consistency was enhanced through the development of a common master schedule that ensures delivery of the four core content areas, enrichment, and middle school electives. Differentiated support structures were

expanded, including the addition of both a Literacy and Math Interventionist, as well as a more inclusive approach to special education that emphasized appropriate placement and learning in the least restrictive environment. The district also advanced its commitment to recognizing student interests and backgrounds by developing “The Opportunity Hub,” designed to diversify course offerings and learning experiences, with full implementation realized in the 2025–26 school year.

Successes included the district building a culture of belonging and high expectations by implementing the Second Step curriculum in all grades for social-emotional learning and sustained practices like PBIS, restorative discipline, and Conscious Discipline. While suspension rate increased to 5.4% in 2024–25, student growth and engagement indicators showed meaningful progress, including 78.7% of students improving their score from the prior year in English Language Arts and 72.0% improving their score from the prior year in Mathematics. Student engagement grew through participation in fine arts, leadership, and after-school programs, many of which saw increased enrollment and access. A strategic investment in personnel further supported this goal, with over $150,000 directed toward staff credentialing and development. Professional Learning Communities (PLCs) were launched to foster collaboration around instructional quality and student needs, while staff turnover dropped significantly, and the district continued its efforts to strengthen staffing stability and credentialing.

While implementation remained largely faithful to the original plan, a few timelines shifted due to operational and staffing constraints, most notably, expanded summer learning and interscholastic programming launched in 2025–26. Despite these adjustments, Columbia’s efforts under this goal have resulted in measurable academic growth, including a 20.2 point increase in English Language Arts, a 5.7 point increase in Mathematics, and a 2.5 point increase in Science, along with improved chronic absenteeism, which declined to 22.8%. These results reflect improved academic outcomes and increased student engagement, while also identifying continued needs in school climate and student behavior supports, positioning the district to fulfill its vision of becoming a destination of choice for learners and educators alike.

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

Action 1.2 - Additional classroom paraprofessionals were hired for instructional and behavioral support. The district had to increase the number of hours and FTE due to early intervention needs, growing classroom populations, and the continued need to support academic growth and student engagement.

Action 1.3 - Additional special education paraprofessionals were hired for instructional and behavioral support. The district had to increase the number of hours and FTE due to the number of students enrolling with an IEP, growing classroom populations, and the continued need to improve outcomes for Students with Disabilities, who remain an identified area of need in English Language Arts, Math, chronic absenteeism, and suspension rate.

Action 1.5 - Additional staff were available, allowing an increase in available seats for students in need. Enrollment increased by around 50% in Summer 2025 from Summer 2024, and expanded summer learning opportunities remain a priority as the district continues to provide academic intervention, enrichment, and learning recovery supports.

Action 1.6 - We budgeted more technology funds than were ultimately needed, resulting in lower-than-anticipated expenditures.

Action 1.7 - The staff have received professional development on de-escalation practices, trauma informed instruction, best practices in all the core content areas, writing defensible IEPs, Google for Education Workspace, and AI literacy. The district was able to leverage its networking for free or reduced-rate professional development, and this training remains important as the district continues to address academic growth, inclusive practices, behavior supports, and school climate.

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

In alignment with Columbia Union School District's goal to improve student achievement and engagement by establishing clear learning expectations, promoting differentiated instruction, and honoring student diversity, the district has made substantial progress in implementing its strategic plan. Throughout 2024–25, the district focused on instructional alignment and inclusive practices by creating a structured master schedule that guarantees time for core subjects, enrichment, and middle school electives. The addition of a Literacy and a Math Interventionist provided targeted academic support, while expanded access to differentiated learning experiences, such as "The Opportunity Hub," reinforced the district's commitment to engaging students based on their interests and needs. Although some offerings tied to "The Opportunity Hub," including summer programs and interscholastic opportunities, were delayed to 2025–26, the groundwork has been laid to ensure their future success.

Student achievement data from the 2024–25 CAASPP and California Dashboard reflects meaningful progress. Overall, students increased 20.2 points in English Language Arts and 5.7 points in Mathematics compared to the previous year. Student growth data showed that 78.7% of students improved their score from the prior year in ELA and 72.0% of students improved their score from the prior year in Math. Overall, students performed 15.6 points below standard in ELA, 49.7 points below standard in Math, and 54.3 points above standard in Science. Notably, Columbia's 2025 California Dashboard also reflects progress in several equity-focused metrics: chronic absenteeism fell to 22.8%, down from 47.6% in 2021–22, and Science increased 2.5 points; however, the suspension rate increased to 5.4%, indicating a continued need to strengthen school climate and behavioral supports.

Efforts to foster a culture of belonging and academic rigor included the districtwide adoption of the Second Step SEL curriculum, continued PBIS implementation, monthly character education, and use of restorative and trauma-informed practices. Investment in staff has been central to success under this goal, with over $150,000 used to support credentialing and certification for current personnel. Staff turnover was reduced by 80%, and the district continued its efforts to strengthen staffing stability and credentialing. Additionally, professional learning communities (PLCs) were launched to create spaces for educators to reflect on student needs, instructional strategies, and shared goals.

While minor adjustments were necessary, particularly in shifting the timeline of expanded out-of-school programming—the district's strategic implementation efforts yielded substantial academic and cultural gains. Columbia Union School District remains committed to sustaining these improvements, addressing continued needs in student behavior, attendance, and subgroup performance, and advancing its identity as a destination of choice for students, families, and educators.

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.

Columbia Union School District is excited to continue offering a structured, enriching after school program for students in Grades K-8. This program is designed to provide students with opportunities for academic enrichment, physical activity, creative expression, and social-emotional learning in a fun and supportive environment. There will be a variety of activities that cater to different interests and needs, such as

arts and crafts, STEM, academic support, physical activity, life skills, and leadership and teamwork. These activities can range from intramural sports to cooking to gardening to arts and crafts to video game design. The district plans to offer monthly sessions that last three (3) weeks and are Monday through Thursday for an hour. Transportation and a snack will be provided.

The district added a 1.0 FTE Physical Education Teacher, an Assistant Administrator, and Enrichment and Related Arts to the Friday schedule for K-5. The district is also adopting additional intervention/enrichment tools in early literacy/phonics for K-2 and Math for Grades 3-8 that feature GenAI capabilities to provide targeted assistance and supplemental instruction. These additions are aligned with the district's continued focus on academic growth, student engagement, expanded enrichment, and targeted support for students with identified needs. Internal planning materials also identify new positions, including an Assistant Administrator and PE Teacher, and continued work around AI literacy and tools.

There was no increase to funding in 1.1 due to the district adopting new curriculum materials in ELA, Math and Social Studies in 2025-26 and the district continuing to accumulate said curriculum, 1.2 has decreased due to attrition, 1.3 increased due to increased enrollment and students with a qualifying IEP, 1.4 increased due cost of living increases, and 1.7 decreased slightly due to under utilization. This continued investment is further supported by 2024–25 Dashboard results showing academic growth in English Language Arts and Mathematics, while also identifying continued needs for Students with Disabilities and other student groups.

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	Curriculum Materials	The district will adopt vertically aligned core content curriculum materials for K-8. Funded with Lottery Revenue.	$90,000.00	No
1.2	Instructional Technicians (Paraprofessionals)	Instructional technicians will provide assistance and help facilitate centers and ELA and Math support for students in Grades K-2. These individuals will target students at large in need to help support their proficiency within these core content areas and provide applicable Tier 2 and 3 assistance.	$272,134.00	Yes
1.3	Special Education Instructional Technicians (Paraprofessionals)	Instructional technicians will provide assistance and help facilitate SDC classrooms and Resource periods to Students with Disabilities, in addition to helping mainstream where appropriate and/or applicable. These technicians will help enhance special education programming opportunities	$245,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and helping these student receive additional support to become proficient in the curriculum expectations of their mainstream classrooms. Additionally, these technicians can also aid teachers in behavioral and social matters.		
1.4	Math and Literacy Interventionists	The interventionists will develop caseloads of students to meet with regularly based on their performance on local and state monitoring instruments. These interventionists have set time for each grade level during the school day to provide more intensive Reading and Math support. Additionally, they also can help classroom teachers by pushing in, co-teaching, and modeling or facilitating lessons tied to the content and pedagogy of Reading and/or Math. Funded with Title I ($113,000) and Learning Recovery Block Grant ($113,000) for the 2026-27 year. Metrics used: 1.1 and 1.2.	$226,000.00	No
1.5	Starter School	The district will utilize these funds to expand the availability of Starter School to each grade level and provide the necessary certificated and classified personnel to deliver meaningful instruction to unduplicated students. Partially funded with ELOP.	$89,000.00	Yes
1.6	Instructional Technology	Students and staff will have access to needed instructional technology to support daily instruction. This can include training, student and staff devices, network equipment, technology support services, and better understanding and potentially using artificial intelligence to improve upon learning and operations.	$79,386.00	Yes
1.7	Certificated and Classified	The district will focus on all staff receiving the same or comparable professional development or training opportunities meant to build upon the	$33,690.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development and Training	learning environment. This training can include, but is not limited to, classroom management, pedagogy, content understanding, instructional technology, and equity.		
1.8	After School Tutoring	Student who are performing below grade level in core subjects will be invited to participate in after school intervention programming. This intervention will focus on ELA and Math for each grade level. Funded by ELOP.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Columbia Union School District is committed to nurturing the whole child by ensuring that every student receives comprehensive support that addresses their social-emotional, behavioral, and academic needs. The district believes in the potential of all students and affirms their right to a safe, inclusive, and engaging learning environment where they are empowered to explore their interests, build positive relationships, and become active participants in the school community. To achieve this, the district will implement and maintain a consistent Multi-Tiered System of Support (MTSS) that is proactive, data-informed, and responsive to student needs. This system will include targeted programming, evidence-based interventions, and support structures that promote student growth, well-being, and success. Columbia will continue to emphasize the development of positive behaviors, encourage healthy choices and lifestyles among both students and staff, and cultivate strong partnerships with families, community organizations, and service providers to enhance access to resources and extend the reach of school-based support. By fostering a culture of care, collaboration, and equity, Columbia Union School District aims to create learning environments that uplift every student and ensure that support systems are sustainable, integrated, and impactful across all aspects of teaching, learning, and school life.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has developed this goal in order to best support its academic expectations of students and staff and to ensure there is a positive climate and culture that permeates to allow for learning to occur.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CHKS Student Survey Results	On the 2023-24 CHKS Student Survey, the following responses are highlights of areas of need by the district: 52.5% of students have a connectedness to the school. 62% of students have a caring relationship with adults at the school. 21% of students have meaningful participation in school. 42% of students feel chronically sad or hopeless. 42% of Hispanic students feel social emotional distress and 31% have considered suicide. Comparatively, for all other students this is 34% and 15%, respectively.	On the 2024-25 CHKS Student Survey, the following responses are highlights of areas of need identified by the district in 2023-24: 75% of students have a connectedness to the school. 68% of students have a caring relationship with adults at the school. 36% of students have meaningful participation in school. 33% of students feel chronically sad or hopeless. 34% of Hispanic students feel social emotional distress and 23% have considered suicide. Comparatively, for	On the 2025-26 CHKS Student Survey, the following responses are highlights of areas of need identified by the district: 61% of students have a connectedness to the school. 74% of students have a caring relationship with adults at the school. 28% of students have meaningful participation in school. 21% of students feel chronically sad or hopeless. 22% of Hispanic students feel social emotional distress and 15% have considered suicide. Comparatively, for White students this	On the 2026-27 CHKS Student Survey, the following gains will have been made by the district. Over 60% of students will have a connectedness to the school. Over 70% of students will have a caring relationship with adults at the school. Over 30% of students will have meaningful participation in school. Less than 35% of students will feel chronically sad or hopeless. Less than 32% of Hispanic students will feel social emotional distress and less than 21% will have considered	On the 2025-26 CHKS Student Survey, the following change in responses occurred from 2023-24: 8.5% increase of students having a connectedness to the school. 12% increase of students having a caring relationship with adults at the school. 7% increase of students having meaningful participation in school. 21% reduction of students feeling chronically sad or hopeless. 20% reduction of Hispanic students feeling social emotional distress and an 16% reduction in having

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			all other students this is 34% and 15%, respectively.	is 19% and 5%, respectively.	suicide. Comparatively, for all other students this will be less than 24% and 10%, respectively.	considered suicide. The 2025-26 results show school connectedness at 61%, caring adult relationships at 74%, and meaningful participation at 28%. Chronic sadness declined from 33% in 2025 to 21% in 2026. Hispanic students reported 22% social emotional distress and 15% considered suicide in 2025-26.
2.2	CHKS Staff Survey Results	On the 2023-24 CHKS Staff Survey, the following responses are highlights of areas of need by the district: 82% of staff need professional development or training to support students exposed to trauma or stressful life events. 82% of staff believe there is a moderate or	On the 2024-25 CHKS Staff Survey, the following responses are highlights of areas of need by the district: 82% of staff need professional development or training to support students exposed to trauma or	On the 2025-26 CHKS Staff Survey, the following responses are highlights of areas of need by the district: 40% of staff need professional development or training to support students exposed to trauma or	On the 2026-27 CHKS Student Survey, the following gains will have been made by the district: Less than 50% of staff will need professional development or training to support students exposed to trauma or	The only area that increased was the percentage of staff who cited student depression or other mental health issues as a moderate or severe problem. Harassment or bullying among students decreased, with 29% of staff identifying it as a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		severe problem with disruptive student behavior. Over a third of staff repeatedly cited student depression, mental health, and harassment or bullying among students as a moderate or severe problem.	stressful life events. 82% of staff believe there is a moderate or severe problem with disruptive student behavior. Over 40% of staff repeatedly cited student depression, mental health, and harassment or bullying among students as a moderate or severe problem.	stressful life events. 58% of staff believe there is a moderate or severe problem with disruptive student behavior. 64% of staff cited student depression or other mental health issues as a moderate or severe problem, and 29% cited harassment or bullying among students as a moderate or severe problem.	stressful life events. Less than 50% of staff will believe there is a moderate or severe problem with disruptive student behavior. Less than 20% of staff will repeatedly cite student depression, mental health, and harassment or bullying among students as a moderate or severe problem.	moderate or severe problem in 2025-26.
2.3	CHKS Parent Survey Results	On the 2023-24 CHKS Parent Survey, the following responses are highlights of areas of need by the district: 50% view harassment or bullying as a problem.	On the 2024-25 CHKS Parent Survey, the following responses are highlights of areas of need by the district: 36% view harassment or bullying as a problem.	On the 2025-26 CHKS Parent Survey, the following response is a highlight of areas of need by the district: 14% view harassment or bullying as a problem.	On the 2025-26 CHKS Student Survey, the following gains will have been made by the district: Less than 25% will view harassment or bullying as a problem.	There is a 36% reduction in parents who view harassment or bullying as a problem.
2.4	Chronic Absenteeism	In 2022-23, the Chronic Absenteeism rate was	In 2023-24, the Chronic	In 2024-25, the Chronic	In 2025-26, the Chronic	The Chronic Absenteeism rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.9% for all students with Students who are Hispanic at 32.1%, and Students with Disabilities at 38.5%.	Absenteeism rate was 28.1% for all students. Students who are Hispanic were at 33.3%. Students with Disabilities were at 42.9%.	Absenteeism rate was 22.8% for all students. Students who are Hispanic were at 18.6%. Students with Disabilities were at 34.7%.	Absenteeism rate for all students, Students who are Hispanic, and Students with Disabilities will be under 30%.	decreased by 14.1% from 2022-23 to 2024-25. Students who are Hispanic saw a decrease of 13.5% and Students with Disabilities saw a decrease of 3.8%.
2.5	Suspension Rates	In 2022-23, 6.7% of Students who are Hispanic were suspended for at least one day compared to the school's 6.1%. 7.8% of Students who are Socioeconomically Disadvantaged were suspended for at least one day compared to the school's 6.1%. 10.3% of Students with Disabilities were suspended for at least one day compared to the school's 6.1%. 5% of Students who are White were suspended for at least one day compared to the school's 6.1%.	In 2023-24, 5.2% of Students who are Hispanic were suspended for at least one day compared to the school's 4.2%. 4.7% of Students who are Socioeconomically Disadvantaged were suspended for at least one day compared to the school's 4.2%. 8.5% of Students with Disabilities were suspended for at least one day compared to the school's 4.2%. 4.2% of Students who are White were suspended for at least one day	In 2024-25, 4.1% of Students who are Hispanic were suspended for at least one day compared to the school's 5.4%. 5.3% of Students who are Socioeconomically Disadvantaged were suspended for at least one day compared to the school's 5.4%. 7.9% of Students with Disabilities were suspended for at least one day compared to the school's 5.4%. 6.3% of Students who are White were suspended for at least one day	In 2025-26, less than 4% of Students who are Hispanic will be suspended for at least one day. Less than 4% of Students who are Socioeconomically Disadvantaged will be suspended for at least one day. Less than 5% of Students with Disabilities will be suspended for at least one day. Less than 3% of Students who are White will be suspended less than one day.	In 2024-25, Columbia Elementary School saw a decrease of 0.7% in the Suspension Rate. Students who are Hispanic saw a decrease of 2.6%, Students who are Socioeconomically Disadvantaged saw an decrease of 2.5%, Students with Disabilities saw a decrease of 2.4%, and Students who are White saw an increase of 1.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			compared to the school's 4.2%.	compared to the school's 5.4%.		
2.6	Middle School Dropout Rate	In 2022-23, zero middle school students dropped out of Columbia Elementary School.	In 2023-24, zero middle school students dropped out of Columbia Elementary School.	In 2024-25, zero middle school students dropped out of Columbia Elementary School.	In 2025-26, Columbia Elementary School will have zero middle school students drop out.	There was no change.
2.7	Expulsion Rate	In 2022-23, zero students were expelled from Columbia Elementary School.	In 2023-24, zero students were expelled from Columbia Elementary School.	In 2024-25, zero students were expelled from Columbia Elementary School.	In 2025-26, Columbia Elementary School will have zero students expelled.	There was no change.
2.8	Average Daily Attendance (ADA)	In 2023-24, the ADA was 92% at Columbia Elementary School.	In 2024-25, the ADA was 93% at Columbia Elementary School.	In 2025-26, the ADA was 94% at Columbia Elementary School.	In 2025-26, the ADA at Columbia Elementary School will be 94%.	There was a 2% increase in ADA from 2023-24 to 2025-26.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Columbia Union School District advanced its commitment to supporting the whole child by implementing a wide range of planned actions aligned with its strategic priorities. The district's focus on building and maintaining a comprehensive Multi-Tiered System of Support (MTSS) translated into meaningful programs, services, and data-informed practices designed to address students' academic, behavioral, and social-emotional needs. Most initiatives under this goal were implemented as planned, with only minor delays in some areas, and the district experienced both clear successes and persistent challenges that have informed future actions.

Substantively, the district continued implementation of Second Step as the foundational social-emotional learning (SEL) curriculum across all grade levels, offered weekly and supplemented by teacher-directed lessons. Positive Behavior Interventions and Supports (PBIS), restorative practices, and Conscious Discipline were consistently used to reinforce schoolwide expectations and positive behavior. While these efforts continue to support schoolwide culture, the 2024–25 Dashboard showed that the school's suspension rate increased from 4.2% to 5.4%, indicating a continued need to strengthen behavior systems and targeted supports. The district also maintained a zero expulsion and middle school dropout rate, while continuing to focus on attendance and engagement as part of its MTSS framework.

Columbia's implementation efforts were guided by student, staff, and parent feedback gathered through the California Healthy Kids Survey (CHKS), which revealed areas of both progress and continued need. For students, 2025–26 CHKS results showed school connectedness at 61%, caring adult relationships at 74%, and meaningful participation at 28%. Compared to the prior year, this reflects a decrease in school connectedness, but continued improvement in caring adult relationships and meaningful participation. Student wellness results showed meaningful improvement, with chronic sadness or hopelessness decreasing from 33% in 2025 to 21% in 2026, considered suicide decreasing from 18% to 8%, and social and emotional distress decreasing from 41% to 19%. Life satisfaction increased to 68%, and optimism increased to 58%.

On the staff side, 40% reported needing additional professional development or training to support students exposed to trauma or stressful life events, down from the prior year. Staff concerns about disruptive student behavior also decreased, with 58% identifying it as a moderate or severe problem. However, student depression or other mental health issues remained a significant concern, with 64% of staff identifying it as a moderate or severe problem, while harassment or bullying among students decreased to 29%.

Chronic absenteeism improved overall, dropping from 28.1% to 22.8%, reflecting increased student engagement and strengthened attendance systems. Absenteeism also improved among key student groups, with Students who are Hispanic decreasing from 33.3% to 18.6%, and Students with Disabilities decreasing from 42.9% to 34.7%. Suspension rates, however, reflected mixed results. Columbia Elementary School's overall suspension rate increased from 4.2% to 5.4%. Students who are Hispanic decreased from 5.2% to 4.1%, while Students who are Socioeconomically Disadvantaged increased from 4.7% to 5.3%, Students with Disabilities decrease to 7.9%, and Students who are White increased from 4.2% to 6.3%.

While most planned actions were implemented with fidelity, some initiatives, such as expanded summer programs and additional interscholastic offerings through "The Opportunity Hub," were delayed due to staffing, scheduling, and infrastructure considerations. These are now scheduled for full implementation in the 2025–26 school year. Another continued challenge is the districtwide need for expanded mental health services and trauma-informed training, as confirmed by both staff and student survey results.

In summary, the district's overall implementation under Goal 2 has been effective in creating a safer, more supportive, and engaging learning environment, while also identifying areas that require continued attention. The measurable reductions in chronic absenteeism, chronic sadness, social-emotional distress, suicidal ideation, and student-reported harassment or bullying affirm the impact of Columbia's investments in whole-child development. At the same time, the increase in overall suspension rate and continued staff concern regarding student mental health indicate that behavior supports, mental health services, and trauma-informed practices must remain priorities. Moving forward, the district is committed to refining and scaling its MTSS framework, deepening culturally responsive supports, and ensuring equitable access to wellness and intervention programs for all students.

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

Action 2.1 - The district had adopted Second Step as its K-8 social-emotional learning curriculum in 2024. We reserved funding for potential additional SEL curriculum purchases, but after evaluating our needs, no additional materials were required, resulting in no expenditures in this category.

Action 2.2 - The district continues to employ a full-time School Counselor to support students' academic, behavioral, and social-emotional needs.

Action 2.3 - The district does not have a full-time Psychologist. The district was unable to make this happen due to the complexity of the county SELPA's fiscal allocation plan.

Action 2.4 - The district did not hire a Registered Behavior Technician but has hired a BCaBA for the 2026-27 school year to provide additional behavioral support and strengthen intervention systems.

Action 2.5 - District employees did not utilize as much professional development as anticipated.

Action 2.6 - The district was not able to offer regular "Love & Logic" sessions for families as planned.

Action 2.7 - The district has utilized cost saving methods in regards to student snack, which has significantly reduced expenditures.

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

The actions implemented by Columbia Union School District under Goal 2, centered on supporting the whole child and sustaining a robust Multi-Tiered System of Support (MTSS), have demonstrated strong effectiveness in several key areas, while also revealing opportunities for continued improvement. One of the most impactful actions was the adoption of the Second Step SEL curriculum across grades K–8. This weekly, structured approach to social-emotional learning has contributed to tangible cultural improvements, particularly in caring adult relationships, which increased to 74% on the 2025–26 CHKS Student Survey. However, student connectedness decreased to 61% and meaningful participation decreased to 28%, indicating that while Tier 1 supports continue to provide a strong foundation, the district must continue refining implementation and monitoring fidelity to ensure the curriculum is consistently resonating with and engaging students as intended.

Similarly, the district's continued emphasis on PBIS, restorative practices, and Conscious Discipline has yielded mixed behavioral outcomes. Office referrals have remained a focus of improvement, and the district continues to maintain zero expulsions and middle school dropouts, pointing to strong systems of inclusion and intervention. However, the suspension rate increased from 4.2% to 5.4% in 2024–25. Suspension outcomes varied by subgroup, with Students who are Hispanic decreasing from 5.2% to 4.1%, while Students who are Socioeconomically Disadvantaged increased from 4.7% to 5.3%, Students with Disabilities decreased to 7.9%, and Students who are White increased from 4.2% to 6.3%. These results affirm that behavior supports are having some positive subgroup impact, while also highlighting the need for more consistent Tier 2 and Tier 3 behavioral interventions.

Mental health indicators improved significantly. Students reporting chronic sadness or hopelessness decreased from 33% in 2025 to 21% in 2026, considered suicide decreased from 18% to 8%, and social and emotional distress decreased from 41% to 19%. Life satisfaction increased from 61% to 68%, and optimism increased from 49% to 58%. These improvements suggest that early intervention strategies, social-emotional learning, and increased attention to student wellness are yielding results. However, the data also points to a continued need for targeted, intensive supports, particularly for student groups still reporting elevated distress and suicidal ideation.

In terms of staff-facing actions, the district's investments in professional development have been meaningful, with staff reporting reduced need for additional preparation to support students exposed to trauma or stressful life events. The percentage of staff indicating this as a professional development need decreased to 40%, and staff concerns about disruptive student behavior decreased to 58%. However, student depression or other mental health issues remained a significant concern, with 64% of staff identifying it as a moderate or severe problem, while harassment or bullying among students decreased to 29%. This suggests that while foundational steps have been taken, further investment in trauma-informed practices, coaching, and embedded mental health support remains essential.

The district's approach to absenteeism has shown continued effectiveness. Chronic absenteeism dropped from 28.1% to 22.8% overall. Students who are Hispanic decreased from 33.3% to 18.6%, and Students with Disabilities decreased from 42.9% to 34.7%. These figures reflect meaningful progress in attendance systems and student engagement, while also showing that Students with Disabilities continue to need more precise, individualized support.

Additional actions, such as expanding access to after-school programs, implementing academic interventions, increasing meal and snack access, and increasing mental health support, have also been effective. The district's efforts to provide snacks for all students, develop a backpack program for students in need, and extend meal accessibility have strengthened supports for student wellness and readiness to learn.

In summary, the majority of the district's actions under Goal 2 have been effective in improving school climate, student wellness, and student engagement. SEL implementation, caring adult relationships, mental health supports, attendance systems, and expanded student services have had the most noticeable positive effects. However, decreases in school connectedness and meaningful participation, increased overall suspension rates, and continued staff concern regarding student mental health indicate areas where actions must be deepened to ensure consistent progress across all student groups and staff roles.

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.

As a result of reflection on implementation data, survey feedback, and outcome trends tied to Goal 2, focused on supporting the whole child and strengthening Multi-Tiered Systems of Support (MTSS), Columbia Union School District has identified key areas where adjustments to planned actions and targets are necessary to deepen impact and increase equity of access. While many of the core strategies in place have shown clear benefits, such as improved chronic absenteeism, stronger caring adult relationships, and improved mental health indicators, the district recognizes that certain outcomes require continued attention. Students with Disabilities continue to experience elevated chronic absenteeism, and suspension outcomes remain uneven across student groups. These trends have prompted the district to adjust its target outcomes by setting more precise goals for reduced absenteeism, improved behavioral outcomes, and decreased social-emotional risk among high-need student populations.

In terms of actions, the district is enhancing Tier 2 and Tier 3 supports by strengthening behavioral and mental health services, increasing structured check-ins with at-risk students, and improving fidelity monitoring for social-emotional learning implementation. Based on staff feedback, Columbia will continue prioritizing deeper trauma-informed training, restorative practices, de-escalation strategies, and embedded coaching as part of its professional development strategy. Staff-reported need for trauma-related professional development decreased to

40%, and concerns about disruptive student behavior decreased to 58%; however, student depression or other mental health issues remains a significant concern, with 64% of staff identifying it as a moderate or severe problem. Student mental health data also showed meaningful improvement, with chronic sadness declining to 21%, considered suicide declining to 8%, and social-emotional distress declining to 19%, but these areas will continue to be monitored closely.

The district is also refining actions connected to student wellness and access. Actions 2.1, 2.4, and 2.7 will continue to be adjusted to reflect the need for stronger SEL implementation, expanded behavioral support through the hiring of a BCaBA, and increased access to nutrition and basic-needs supports through snacks, backpack supports, and extended meal access. Internal LCAP materials confirm the district's continued use of Second Step, full-time school counseling, the lack of a full-time psychologist due to the SELPA fiscal allocation structure, and the hiring of a BCaBA for 2025–26.

Finally, the district is refining its metrics and monitoring practices, with plans to disaggregate data more frequently by subgroup and develop more timely tracking systems for attendance, behavioral incidents, SEL participation, and student wellness indicators. This will allow for more responsive interventions throughout the school year and will strengthen the district's capacity to evaluate impact in a more targeted and dynamic way. These changes reflect Columbia's ongoing commitment to reflective practice, continuous improvement, and an unwavering belief that every student deserves a safe, inclusive, and empowering educational experience.

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	Social-Emotional Learning Curriculum	The district will adopt a vertically articulated K-8 SEL curriculum. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	$3,000.00	Yes
2.2	School Counselor	A full-time counselor position will be maintained to serve students in need of support in addition to the supports available in the classroom. This position will serve as point for the SST and 504 Plan process, in addition to working with students and families on strategies to improve attendance, behavior, and general engagement. This position will offer targeted support to students in high need and help craft Tier 2 and 3 behavioral support for students.	$128,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	School Psychologist	A full-time psychologist position will be provided to serve students with disabilities, but also those in high need of support. This position will offer targeted support to students in high need and help craft Tier 2 and 3 behavioral support for students, as well as coaching and support for staff in best addressing difficult or volatile situations.	$0.00	No
2.4	BCBA/BCaBA/Registered Behavior Technician	A full-time BCBA, BCaBA, or RBT position will be maintained to serve students with disabilities, but also those in high need of support. This position will offer targeted support to students in high need and help craft Tier 2 and 3 behavioral support for students, as well as coaching and support for staff in best addressing difficult or volatile situations.	$175,000.00	Yes
2.5	Certificated and Classified Professional Development and Training	The district will focus on all staff receiving the same or comparable professional development or training opportunities meant to build upon understanding of positive climate and culture, SEL, students experiencing trauma, understanding poverty, and behavioral supports.	$500.00	Yes
2.6	Family Counseling and Training Opportunities	The district will focus on families having access to parent training, counseling opportunities on a number of topics (i.e. substance abuse, sexual abuse, etc.), SEL, and understanding their roles as students grapple with trauma, difficulty, and behavioral issues.	$2,000.00	Yes
2.7	Student Access to Food and Necessities	The district will make available to all students access to healthy snacks and meals and those in need access to clothing, hygienic products, and additional supportive items or measures.	$23,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will provide all students with opportunities, both during and beyond the regular school day, to further explore academic content, personal interests, and meaningful connections to the broader school community. These opportunities will include, but are not limited to, courses and activities related to the fine arts, physical education, college and career exploration, field trips, and structured after-school programs designed to enrich learning and engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The mission of Columbia Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society. The district continues to reflect on what an engaging and valuable learning experience means to the students. The district has advanced in supporting the four (4) core content areas, fine arts, intervention and support systems, global education, and middle school electives to name a few.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CHKS Student Survey Results	On the 2023-24 CHKS Student Survey, the following responses are highlights of areas of need by the district:	On the 2024-25 CHKS Student Survey, the following responses are highlights of areas of need identified	On the 2025-26 CHKS Student Survey, the following responses are highlights of areas	On the 2025-26 CHKS Student Survey, the following gains will have been made by the district.	On the 2025-26 CHKS Student Survey, there was a 8.5% increase of students having a connectedness to the school and a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		52.5% of students have a connectedness to the school. Over 70% of student have responded that they feel bored when at school and disengaged.	by the district in 2023-24: 75% of students have a connectedness to the school. 47% of student have responded that they feel bored when at school and disengaged.	of need identified by the district: 61% of students have a connectedness to the school. 35% of students responded that school is really boring and they feel disengaged. The 2025-26 School Climate Report shows school connectedness at 61% and “school is really boring” at 35%.	Over 60% of students will have a connectedness to the school. Over 50% of students will not feel bored and be engaged with school.	12% decrease in students feeling bored or disengaged. This reflects school connectedness increasing from 52.5% to 61%, and students reporting that school is really boring decreasing from 70% to 35%.
3.2	Local Stakeholder Survey	In the 2023 stakeholder engagement survey, parents put as a high priority putting in place middle school electives that are tied to college and career pathways, emphasizing physical education, and further investing in fine arts. This included adding more fine arts opportunities after school that can be made available to all	In 2024-25, the district launched a college and career pathways course catalog, approved hiring a physical education teacher, and expanded access to Fine Arts opportunities. Under 10% of all respondents reported their students or	In 2025-26, the district continued implementation of its college and career pathways course catalog, expanded “The Opportunity Hub,” approved and filled additional staffing to support Physical Education, and continued expanding access to Fine Arts,	The district will continue to have under 10% of all respondents report their students or children saying they felt unsafe going to school. Under 10% of all respondents will report their students or children saying	The district continued to demonstrate growth in all areas for parents and staff. The local survey's results are comparable to the CHKS results.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students and improving upon facilities to host. Staff similarly echoed these needs with all of these placed as a high priority with 94%. Under 10% of all respondents reported their students or children saying they felt unsafe going to school. Around 20% of all respondents reported their students or children saying they felt unsafe at school. 12% of all respondents reported their students or children saying they felt unsafe in the classroom. Two-thirds of employees reported students sharing they have been bullied or harassed by another student this school year compared to 44% of parents/guardians. Around 10% of all respondents reported	children saying they felt unsafe going to school. Under 20% of all respondents reported their students or children saying they felt unsafe at school. Under 10% of all respondents reported their students or children saying they felt unsafe in the classroom. Half of employees reported students sharing they have been bullied or harassed by another student this school year compared to a quarter of parents/guardians. Under 10% of all respondents reported their students or children being bullied or harassed	enrichment, related arts, and elective opportunities. The course catalog reflects the district's effort to provide a broader and more dynamic middle school experience, including expanded elective offerings and pathways designed to better prepare students for high school and future opportunities. The district also administered an updated Education Partner Engagement Survey. The survey had 48 respondents, including 31 parents/guardians and 17 district employees, with the district noting that the parent/guardian response	they felt unsafe at school. Under 10% of all respondents will report their students or children saying they felt unsafe in the classroom. Under 50% of employees will report students sharing they have been bullied or harassed by another student this school year compared to less than 30% of parents/guardians. Under 10% of all respondents will report their students or children being bullied or harassed by a district employee. Under 10% of employees will report feeling bullied or harassed by a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their students or children being bullied or harassed by a district employee. Around 10% of employees reported feeling bullied or harassed by a parent/guardian compared. 96% all respondents are satisfied with the quality and frequency of communication from the school and technology offered at the school. Two-thirds of employees are satisfied with the instruction at school, communication from parents on student progress, cleanliness and maintenance of facilities, school safety measures, how school discipline is being handled, and the related arts and elective opportunities offered at school. Half of employees are satisfied with the mental health support at the	by a district employee. Around 10% of employees reported feeling bullied or harassed by a parent/guardian compared. Nearly all respondents are satisfied with the quality and frequency of communication from the school and technology offered at the school. At least three-quarters of employees are satisfied with the instruction at school, communication from parents on student progress, cleanliness and maintenance of facilities, school safety measures, how school discipline is being	represented nearly 8% of families and a broad spectrum of the Columbia community. Survey feedback continued to show generally positive perceptions of school communication, technology, safety, and overall satisfaction. Respondents rated communication with administration favorably, with staff rating timely and engaging administrator responses at 4.4 and families at 4.2 on a five-point scale. Most respondents reported satisfaction with the quality and frequency of communication from the school, the technology offered at the school, cleanliness	parent/guardian compared. Nearly all respondents will continue being satisfied with the quality and frequency of communication from the school and technology offered at the school. 75% of employees will be satisfied with the instruction at school, communication from parents on student progress, cleanliness and maintenance of facilities, school safety measures, how school discipline is being handled, and the related arts and elective opportunities offered at school. 75% of employees will be satisfied with the mental	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school, academic interventions being provided, and the number of clubs, activities and sports being available. Nearly all employees responded they feel comfortable approaching parents/guardians and administration, are satisfied with Columbia as a whole, and would recommend Columbia to families in the county. Nearly all parents/guardians are satisfied with the instruction at school, communication from teachers on student progress, cleanliness and maintenance of facilities, and technology offered at the school. Three-quarters of parents/guardians are satisfied with school safety measures, how school discipline is being handled, and	handled, and the related arts and elective opportunities offered at school. Half of employees are satisfied with the mental health support at the school, academic interventions being provided, and the number of clubs, activities and sports being available. Nearly all employees responded they feel comfortable approaching parents/guardians and administration, are satisfied with Columbia as a whole, and would recommend Columbia to families in the county. Nearly all parents/guardians are satisfied with the instruction at	and maintenance of facilities, and overall school safety measures. Employees also continued to report strong levels of comfort approaching parents/guardians and administration, satisfaction with Columbia as a whole, and willingness to recommend Columbia to families in the county. Parents/guardians continued to report strong satisfaction with instruction, teacher communication regarding student progress, cleanliness and maintenance of facilities, and school technology. More than three-quarters of parents/guardians reported satisfaction with	health support at the school, academic interventions being provided, and the number of clubs, activities and sports being available. 100% all employees will respond they feel comfortable approaching parents/guardians and administration, are satisfied with Columbia as a whole, and would recommend Columbia to families in the county. 100% of parents/guardians will be satisfied with the instruction at school, communication from teachers on student progress, cleanliness and maintenance of facilities, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic interventions being provided. Half of parents/guardians are satisfied with the mental health support at the school, the related arts and elective opportunities offered, and the number of clubs, activities and sports being available. 95% all or all parents/guardians responded they feel comfortable approaching parents/guardians and administration, are satisfied with Columbia as a whole, and would recommend Columbia to families in the county.	school, communication from teachers on student progress, cleanliness and maintenance of facilities, and technology offered at the school. More than Three-quarters of parents/guardians are satisfied with school safety measures, how school discipline is being handled, and academic interventions being provided. Half of parents/guardians are satisfied with the mental health support at the school, the related arts and elective opportunities offered, and the number of clubs, activities and sports being available.	school safety measures, how school discipline is being handled, and academic interventions being provided. Areas for continued attention remain consistent with prior feedback. Mental health supports, academic interventions, related arts and elective opportunities, and the number of clubs, activities, and sports available continue to be areas where satisfaction is more mixed. Prior LCAP materials identified that approximately half of parents/guardians were satisfied with mental health support, related arts and elective opportunities, and the number of	technology offered at the school. 100% of parents/guardians will be satisfied with school safety measures, how school discipline is being handled, and academic interventions being provided. 75% of parents/guardians will be satisfied with the mental health support at the school, the related arts and elective opportunities offered, and the number of clubs, activities and sports being available. 100% of all parents/guardians will responded feel comfortable approaching parents/guardians and administration, are satisfied with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Nearly all or all parents/guardians responded they feel comfortable approaching parents/guardians and administration, are satisfied with Columbia as a whole, and would recommend Columbia to families in the county.	clubs, activities, and sports available, making these areas important to monitor as the district expands programming. Feedback also continued to identify student bullying and harassment as an area for ongoing attention. While reports of students feeling unsafe remain relatively low, the district will continue to strengthen student supervision, anti-bullying practices, school climate efforts, and student voice opportunities to ensure that all students feel safe going to school, at school, and in the classroom.	Columbia as a whole, and would recommend Columbia to families in the county.	

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.

In 2025–26, Columbia Union School District continued to broaden student engagement by implementing and refining its College and Career Pathways course catalog, expanding access to Fine Arts programs, and filling staffing to support physical education. These actions reflect the district's ongoing commitment to offering diverse learning experiences both during and outside the school day. The middle school course catalog describes the district's effort to provide a rich and dynamic learning experience that challenges students academically, supports personal growth, and prepares students for high school, while noting that the prior year allowed the district to explore new learning pathways through elective offerings.

Survey results show that these efforts continue to be generally well received by the school community. The 2025–26 Education Partner Engagement Survey had 48 respondents, including 31 parents/guardians and 17 district employees, representing nearly 8% of families and a broad spectrum of the Columbia community. Respondents continued to rate school communication positively, including timely and engaging responses from administration, with staff rating this area 4.4 and families 4.2 on a five-point scale.

Nonetheless, the data also pointed to areas requiring further attention and investment. Perceptions of student harassment and bullying remain an area for continued monitoring and response. In addition, satisfaction with mental health supports, academic interventions, related arts and elective opportunities, and the number of clubs, activities, and sports available remains more mixed, highlighting critical areas for continued growth as the district expands programming and strengthens student support systems. Prior LCAP materials identified that approximately half of parents/guardians were satisfied with mental health support, related arts and elective opportunities, and extracurricular opportunities, making these areas important to continue addressing.

Despite these challenges, stakeholder confidence in the district remains strong. Parents/guardians and employees continue to report positive perceptions of communication, school technology, school leadership, and Columbia's overall direction. These findings confirm that Columbia's continued efforts to expand access, strengthen culture, and build trust are having a meaningful impact, while also underscoring the importance of further bolstering mental health resources, anti-bullying supports, academic interventions, and student engagement opportunities moving forward.

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 - The district continues to employ a full-time Music Teacher, and now offers band daily, an after-school Choir program, and electives. Additional Related Arts time has been provided to students in Grades K-5.

Action 3.2 - The district continues to employ a full-time Art Teacher, and now offers theatre productions and electives. Additional Related Arts time has been provided to students in Grades K-5. The school is now part of the International Thespians Society.

Action 3.3 - The district was expecting to replace more aging instruments to improve student access to music instruction and performance opportunities, but the district decided to wait until future years.

Action 3.4 - The district expanded its stipend opportunities for staff and will continue the after-school opportunities program called “Discoveries.”

Action 3.5 - The district offered more opportunities for drama which required more supplies.

Action 3.6 - The district did not offer as many STEAM programs this year due to offering after school programs such as "Discoveries."

Action 3.7 - The district renovated its garden area, offering garden towers to those who want them, as well as electives. The completion was finished in 2025-26 which resulted in more expenses than expected.

Action 3.8 - The district continues to offer Global Education opportunities to all students. The estimate came in lower than originally anticipated.

Action 3.9 - The district was expecting to purchase additional materials for P.E. and decided to wait until future years.

Action 3.10 - The district continues to expand its opportunities for classrooms to participate in a diverse offering of field trips. The science camp field trip provided an additional opportunity to support student learning and was funded during the year to enhance educational experiences.

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

The actions taken by Columbia Union School District during the 2025–26 school year to expand student opportunities and engagement, both during and outside of the school day, have been largely effective, as evidenced by stakeholder satisfaction, programmatic expansion, and reported student experiences. Key initiatives included continued implementation of the College and Career Pathways course catalog, expanded Fine Arts programming, increased related arts and elective opportunities, expanded field trip access, and the hiring of a dedicated physical education teacher for the 2025–26 school year. These steps reflect deliberate efforts to provide broader, more inclusive learning experiences aligned with students’ interests and future readiness. Internal LCAP materials confirm the hiring of the full-time Physical Education teacher and the continued expansion of field trip opportunities.

Survey responses reveal continued stakeholder approval in several key areas. Parents/guardians and employees reported positive perceptions of the school’s communication, technology infrastructure, and overall school experience. Stakeholder feedback also continues to affirm Columbia’s efforts to expand access, strengthen culture, and build trust, while identifying the need to further bolster mental health resources and student engagement opportunities moving forward.

However, the survey data also highlighted mixed effectiveness in other areas. Satisfaction with mental health supports, academic interventions, related arts and elective opportunities, and extracurricular activities such as clubs and sports remains an area for continued attention. These responses suggest that while foundational opportunities have been established and expanded, additional capacity-building

is needed to sustain these supports equitably across the student population. Prior LCAP materials identified that approximately half of parents/guardians were satisfied with mental health support and related opportunities, making these areas important to continue monitoring.

Concerns about bullying and school climate also remain an area requiring greater focus. Although 2025–26 CHKS results show improved perceptions of safety, reductions in bullying experiences, and stronger family engagement and campus condition trends, the district will continue reinforcing schoolwide behavior expectations, proactive interventions, student voice, and community education.

In summary, the actions implemented to expand student learning and engagement opportunities have been effective in improving access, instructional breadth, and stakeholder trust, while revealing the need for enhanced mental health resources, deeper intervention systems, and continued focus on school safety and climate. These findings will inform next steps in deepening the impact of these programs and ensuring equitable access for all students.

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.

Reflecting on the implementation and outcomes of 2025–26, Columbia Union School District has made several strategic adjustments to its planned goals, metrics, and actions for the coming year to better align with evolving student needs and stakeholder priorities. While the district made significant progress in expanding access to academic and enrichment opportunities through continued implementation of the College and Career Pathways course catalog, increased Fine Arts programming, daily band, after-school choir, STEAM activities, garden opportunities, expanded field trips, and the hiring of a full-time physical education teacher, stakeholder feedback indicated the need to broaden and deepen these efforts to reach more students and address key areas of concern. Internal LCAP materials confirm the continued expansion of music programming, Global Education opportunities, the hiring of a full-time Physical Education teacher, and expanded field trip opportunities.

As a result, the district will continue refining its goal language to explicitly emphasize equitable access to enrichment, social-emotional learning, and safe school environments in addition to academic exploration. Metrics related to school safety, bullying, student well-being, and access to enrichment opportunities will continue to be monitored more closely and disaggregated by subgroup to better identify patterns and direct supports. Specific targets will be revised to reflect reductions in reported bullying, increased satisfaction with mental health support, expanded academic interventions, and broader access to extracurricular offerings.

To address areas where satisfaction remains more mixed, particularly mental health services, clubs and activities, related arts and electives, and intervention support, the district will continue increasing investment in those areas. Planned actions include expanding student wellness services, strengthening intervention systems, exploring after-school enrichment grants, and offering new extracurricular and interscholastic programs through the growing “Opportunity Hub.” Prior LCAP materials identify that approximately half of parents/guardians were satisfied with mental health support and related opportunities, making these areas important to continue monitoring and improving.

Additionally, based on safety and climate feedback, the district will enhance communication and visibility around current safety protocols and refine climate initiatives to ensure that students and families feel secure not only in the classroom, but throughout the school campus. Professional development will continue to include training on school climate, trauma-informed practices, and culturally responsive engagement to address the complex interpersonal dynamics identified in survey responses.

The district is significantly investing in the physical classroom environment, training, and materials to widen accessibility to Fine Arts, STEAM opportunities, after-school clubs and activities, and related enrichment. The district remodeled two classrooms to offer a fully accessible Art Room and the estimate came in lower than originally anticipated. The district offers STEAM clubs and activities after school and electives. The district is renovating its garden area, offers garden towers to those who want them, and has electives. The district hired a full-time Physical Education teacher for the 2025–26 school year. Action 3.10 is new to expand the district's opportunities for classrooms to participate in a diverse offering of field trips. Internal LCAP materials confirm STEAM clubs and electives, garden renovation and garden towers, the Physical Education teacher hire, and Action 3.10 for expanded field trips.

These changes reflect Columbia’s deep commitment to continuous improvement, whole-child development, and ensuring that every student has access to meaningful opportunities in a supportive and inclusive environment.

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	Music Teacher	A full-time music teacher position will be maintained by the district.	$120,000.00	Yes
3.2	Art Teacher	A full-time art teacher position will be maintained by the district. This position is also funded with Prop 28 Arts in Schools grant. Funded with LCFF and Prop 28 Arts in Schools.	$117,000.00	Yes
3.3	Instruments and Music Supplies & Related Opportunities	The district will replace the music program's instruments and purchase supplies to build the program. The district will also provide additional co-curricular and extra-curricular activities and trips for student participation.	$10,000.00	Yes
3.4	Activity Stipends & Related Opportunities	The district will offer stipends to teachers to do band, choir, drama, art, STEAM, and related opportunities available to students.	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Art and Drama Supplies & Related Opportunities	The district will purchase art and drama supplies to build the program.	$4,000.00	Yes
3.6	STEAM Supplies & Related Opportunities	The district will STEAM (Science, Technology, Engineering, Arts, and Mathematics) purchase supplies to build the program.	$4,000.00	Yes
3.7	Gardening and Horticulture & Related Opportunities	The district will purchase gardening and horticulture supplies to build the program.	$3,000.00	Yes
3.8	Global Education & Related Opportunities	The district will purchase supplies to build the program and build upon students' global citizenship. Funded with LCFF and Title IV	$1,800.00	Yes
3.9	Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities	The district will purchase supplies to build the program and to expand upon kinetic activities for students during recess.	$82,000.00	Yes
3.10	Field Trips	The district will pursue opportunities that offer unique learning experiences in dynamic environments that build upon their learning.	$18,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$981,620	$76,270

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
19.179%	0.000%	$0.00	19.179%

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
1.2	**Action:** Instructional Technicians (Paraprofessionals) **Need:** Social economically disadvantaged students are performing below standards on both English Language Arts and Math on the CAASPP as compared to the whole student body. The additional needs and assistance needed for these students to have all of their needs met and remain engaged in learning	Provides the additional resources to serve intervention students in small groups for core content area support. This is based on the additional needs of students within this particular group in being able to remain engaged, interact with others positively in the environment, and having other needs met akin to servicing The Whole Child. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local monitoring instruments such as common formative and summative assessments from the adopted curriculum, interim assessments from iReady (or comparable tool), and the CAASPP.

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
	requires additional 1:1 assistance when appropriate. **Scope:** LEA-wide		
1.5	**Action:** Starter School **Need:** Social economically disadvantaged students are performing below standards on both English Language Arts and Math on the CAASPP as compared to the whole student body. The additional needs and assistance needed for these students to have all of their needs met and remain engaged in learning requires additional time in the learning environment to improve retention in between school years. **Scope:** LEA-wide	Starter School will help reduce any loss in retention in between school years while also providing additional instructional and support time to proactively assess areas for growth in standards and skills tied to English Language Arts and Math. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local monitoring instruments such as common formative and summative assessments from the adopted curriculum, interim assessments from iReady, and the CAASPP.
1.6	**Action:** Instructional Technology **Need:** The district has been updated its instructional materials, supplementary materials, diagnostics, assessments, and other forms of support where a large part of the opportunities are available digitally. With there being an equity issue with having access to electronic	With there being an equity issue with having access to electronic devices, this would give all students access to instruction and support. The new curriculum programs offer additional features for students and their parents/guardians to utilize at home with the benefit of having a student device. This can improve parent/guardian involvement in their child's learning that can produce further results at school. This action is primarily targeted to serve foster youth, low	The district will monitor work completion, login durations, and improvement on local monitoring instruments.

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
	devices, this would give all students access to instruction and support. **Scope:** LEA-wide	income and English learner students but will be implemented LEA-wide.	
1.7	**Action:** Certificated and Classified Professional Development and Training **Need:** Socio-economically disadvantaged students are performing below standards on both English Language Arts and Math on the CAASPP. **Scope:** LEA-wide	In order to ensure there are common expectations, measurements, resources, and practices, having all employee receiving the same or comparable training will assist in conversations about PLCs, MTSS, pedagogy, and the curriculum. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local monitoring instruments such as common formative and summative assessments from the adopted curriculum, interim assessments from iReady, and the CAASPP.
2.1	**Action:** Social-Emotional Learning Curriculum **Need:** The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:**	The SEL curriculum provides an articulated curriculum that can be uniformly implemented to help students navigate challenging situations and be aware of their surroundings. This helps promote common terminology and expectations, cultivate an environment of trust and positive relationships, and help improve discipline and behavior to have fewer interruptions in the learning environment. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will monitor local survey data results, CHKS, discipline and referral information, behavioral health referrals, attendance records, and CAASPP performance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** School Counselor **Need:** The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:** LEA-wide	The school counselor can help facilitate activities and lessons tied to building upon capacity in students being able to control their emotions and respond positively to negative variables. Additionally, the counselor can differentiate services to provide broad supportive systems to help student mental health and follow-up on referrals while also being targeted in the specific needs of students (dependent on intensity). This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will monitor local survey data results, CHKS, discipline and referral information, behavioral health referrals, attendance records, and CAASPP performance.
2.4	**Action:** BCBA/BCaBA/Registered Behavior Technician **Need:** The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:** LEA-wide	The Board Certified Behavior Analyst (BCBA), BCaBA (Board Certified Assistant Behavior Analyst), and/or Registered Behavior Technicians (RBTs), will provide evidence-based behavioral and social-emotional supports to help students develop emotional regulation, self-management, and positive coping skills. Services will be differentiated based on student need, with targeted support for foster youth, low-income, and English learner students, while being available LEA-wide.	The district will monitor local survey data results, CHKS, discipline and referral information, behavioral health referrals, attendance records, and CAASPP performance.

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
2.5	**Action:** Certificated and Classified Professional Development and Training **Need:** The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:** LEA-wide	In order to ensure there are common expectations, measurements, resources, and practices, having all employee receiving the same or comparable training will assist in conversations about classroom management, positive climate and culture, building relationships, and MTSS. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will monitor local survey data results, CHKS, discipline and referral information, behavioral health referrals, attendance records, and CAASPP performance.
2.6	**Action:** Family Counseling and Training Opportunities **Need:** The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:** LEA-wide	In order to ensure there are common expectations, measurements, resources, and practices that extend to families receiving the same or comparable training will assist in conversations about attendance, school behavior, mental health needs, basic needs, and so on. This is also intended to build up their own internal capacity to assist them individually, as well as being a partner with the school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will monitor local survey data results, CHKS, discipline and referral information, behavioral health referrals, attendance records, and CAASPP performance.
2.7	**Action:** Student Access to Food and Necessities	In order to support a positive learning environment, and being aware of the needs of our	The district will monitor local survey data results,

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: The students, as well as their families, have been experiencing a growing amount of behavioral health needs leading up to and exacerbated by the pandemic. This includes, but is not limited to, counseling and wraparound services tied to mental health, access to basic needs, trauma, substance abuse, and sexual abuse. **Scope:** LEA-wide	students and families, the district will have accessible to all students healthy snacks and meals. This will assist in student engagement and behavior as they will not have to worry about hunger. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	CHKS, discipline and referral information, and attendance.
3.1	**Action:** Music Teacher **Need:** Students are in need of having exposure and opportunity in the fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	The district will be able to continue offering access to music for all students, expand access to a growing choir and band program, and offer middle school elective opportunities that feed into high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will monitor local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.2	**Action:** Art Teacher **Need:**	The district will be able to continue offering access to art for all students, expand access to a growing theatre and performing arts program, and offer middle school elective opportunities that feed into	The district will monitor local survey data, course requests, event attendance and feedback,

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
	Students are in need of having exposure and opportunity in the fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	enrollment, and attendance.
3.3	**Action:** Instruments and Music Supplies & Related Opportunities **Need:** Students are in need of having exposure and opportunity in the fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	The district will be able to continue offering access to music for all students, expand access to a growing choir and band program, and offer middle school elective opportunities that feed into high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.4	**Action:** Activity Stipends & Related Opportunities **Need:**	The district will be able to provide diverse interscholastic opportunities that reflect the interests of the student body, fostering positive student engagement, inclusion, and a collaborative	The district will use local data to monitor the sustainability and influence of the programs through

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
	Students are in need of having exposure and opportunity in a number of interscholastic activities that provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	culture. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.5	**Action:** Art and Drama Supplies & Related Opportunities **Need:** Students are in need of having exposure and opportunity in the fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	The district will be able to continue offering access to art for all students, expand access to a growing theatre and performing arts program, and offer middle school elective opportunities that feed into high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.6	**Action:** STEAM Supplies & Related Opportunities **Need:**	The district will be able to continue offering access to STEAM related opportunities for all students, expand access to a growing robotics program and Science Club, and offer middle school elective	The district will use local data to monitor the sustainability and influence of the program through

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
	Students are in need of having exposure and opportunity in STEAM to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	opportunities that feed into high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.7	**Action:** Gardening and Horticulture & Related Opportunities **Need:** Students are in need of having exposure and opportunity in STEAM to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	The district will be able to continue offering access to global education and STEAM related opportunities for all students, expand access to a growing naturalist program, connecting to the community school concept, and offer middle school elective opportunities that feed into high school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, event attendance and feedback, enrollment, and attendance.
3.8	**Action:** Global Education & Related Opportunities **Need:** Students are in need of having exposure and opportunity in civics and global education to	The district will be able to continue offering access to global education and STEAM related opportunities for all students, expand access to a growing naturalist program, connecting to the community school concept, and offer middle school elective opportunities that feed into high	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, event

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
	provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	school. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	attendance and feedback, enrollment, attendance, and local assessment data.
3.9	**Action:** Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities **Need:** Students are in need of having exposure and opportunity in the physical education and fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. We are serving the whole child and emphasizing a need for students to better understand healthy decisions and lifestyles through diet and physical activity. **Scope:** LEA-wide	Physical education is part of serving the whole child and the district will be expanding upon possible fitness activities that reflect student interests and skills. Physical activity promotes a healthy lifestyle and opportunity to decompress during stressful periods of time which are typically attached to our unduplicated pupils in particular. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, event attendance and feedback, PFT, enrollment, and attendance.

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
3.10	**Action:** Field Trips **Need:** Students are in need of having exposure and opportunity in the physical education and fine arts to provide alternative avenues to demonstrate positive behaviors, social engagement, expression, and academic achievement. Diverse programming and interscholastic opportunities fully meet the needs of the whole child and help have students be actively engaged in their school. **Scope:** LEA-wide	Attending field trips is part of serving the whole child and the district will be expanding upon possible fitness activities, core content extensions, and fine arts that reflect student interests and skills. Dynamic learning experiences promotes a healthy lifestyle and opportunity to decompress during stressful periods of time. This action is primarily targeted to serve foster youth, low income and English learner students but will be implemented LEA-wide.	The district will use local data to monitor the sustainability and influence of the program through local survey data, course requests, CAASPP scores, event attendance and feedback, PFT, enrollment, and attendance.

Limited Actions

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

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

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

This plan contains no actions with an action with a planned percentage to improve services.

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.

Columbia Union School District is a single school district with an unduplicated pupil percentage of 65%. The additional concentration add-on will be used to hire a PE teacher (3.9).

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	n/a	1:20.5
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:15.6

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	$5,118,310	981,620	19.179%	0.000%	19.179%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$991,620.00	$644,200.00	$0.00	$131,690.00	$1,767,510.00	$1,517,334.00	$250,176.00

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	Curriculum Materials	All	No			All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$90,000.00		$90,000.00			$90,000.00	
1	1.2	Instructional Technicians (Paraprofessionals)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-2 and K-8 for Tier 2 & 3 Services	On-going	$272,134.00	$0.00	$272,134.00				$272,134.00	
1	1.3	Special Education Instructional Technicians (Paraprofessionals)	Students with Disabilities Students with Disabilities	No			All Schools Specific Schools: Columbia Elementary School K-8	On-going	$245,000.00	$0.00		$245,000.00			$245,000.00	
1	1.4	Math and Literacy Interventionists	All	No			All Schools Specific Schools: Columbia Elementary School K-8	On-going	$226,000.00	$0.00		$113,000.00		$113,000.00	$226,000.00	
1	1.5	Starter School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School	On-going	$87,200.00	$1,800.00	$1,800.00	$87,200.00			$89,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							K-8									
1	1.6	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$29,000.00	$50,386.00	$79,386.00				$79,386.00	
1	1.7	Certificated and Classified Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$33,690.00	$15,000.00			$18,690.00	$33,690.00	
1	1.8	After School Tutoring	All	No			All Schools Specific Schools: Columbia Elementary School K-8	On-going	$25,000.00	$0.00		$25,000.00			$25,000.00	
2	2.1	Social-Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.2	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$128,000.00	$0.00	$128,000.00				$128,000.00	
2	2.3	School Psychologist	All	No			All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$0.00	$0.00				$0.00	
2	2.4	BCBA/BCaBA/Registered Behavior Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary	On-going	$175,000.00	$0.00	$175,000.00				$175,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							SchoolColumbia Elementary School K-8K-8									
2	**2.5**	Certificated and Classified Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School Grades K-8	On-going	$0.00	$500.00	$500.00				$500.00	
2	**2.6**	Family Counseling and Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	**2.7**	Student Access to Food and Necessities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$23,000.00	$23,000.00				$23,000.00	
3	**3.1**	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$120,000.00	$0.00	$120,000.00				$120,000.00	
3	**3.2**	Art Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$117,000.00	$0.00	$33,000.00	$84,000.00			$117,000.00	
3	**3.3**	Instruments and Music Supplies & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Activity Stipends & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$16,000.00	$0.00	$16,000.00				$16,000.00	
3	3.5	Art and Drama Supplies & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.6	STEAM Supplies & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.7	Gardening and Horticulture & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.8	Global Education & Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$0.00	$1,800.00	$1,800.00				$1,800.00	
3	3.9	Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	On-going	$77,000.00	$5,000.00	$82,000.00				$82,000.00	
3	3.10	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$18,000.00	$18,000.00				$18,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,118,310	981,620	19.179%	0.000%	19.179%	$991,620.00	0.000%	19.374 %	**Total:**	$991,620.00
								LEA-wide Total:	$991,620.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Instructional Technicians (Paraprofessionals)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-2 and K-8 for Tier 2 & 3 Services	$272,134.00	
1	**1.5**	Starter School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$1,800.00	
1	**1.6**	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$79,386.00	
1	**1.7**	Certificated and Classified Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$15,000.00	

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	2.1	Social-Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$3,000.00	
2	2.2	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$128,000.00	
2	2.4	BCBA/BCaBA/Registered Behavior Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$175,000.00	
2	2.5	Certificated and Classified Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School Grades K-8	$500.00	
2	2.6	Family Counseling and Training Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$2,000.00	
2	2.7	Student Access to Food and Necessities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$23,000.00	
3	3.1	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$120,000.00	
3	3.2	Art Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$33,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Instruments and Music Supplies & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$10,000.00	
3	3.4	Activity Stipends & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$16,000.00	
3	3.5	Art and Drama Supplies & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$4,000.00	
3	3.6	STEAM Supplies & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$4,000.00	
3	3.7	Gardening and Horticulture & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$3,000.00	
3	3.8	Global Education & Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$1,800.00	
3	3.9	Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Columbia Elementary School K-8	$82,000.00	
3	3.10	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,603,192.00	$1,595,750.67

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**	Curriculum Materials	No	$90,000.00	$87,275.25
1	**1.2**	Instructional Technicians (Paraprofessionals)	Yes	$317,134.00	$336,515.44
1	**1.3**	Special Education Instructional Technicians (Paraprofessionals)	No	$180,000.00	$243,064.34
1	**1.4**	Math and Literacy Interventionists	No	$192,000.00	$201,512.50
1	**1.5**	Starter School	Yes	$29,000.00	$88,695.85
1	**1.6**	Instructional Technology	Yes	$78,258.00	$53,988.14
1	**1.7**	Certificated and Classified Professional Development and Training	Yes	$37,500.00	$39,596.78
1	**1.8**	After School Tutoring	No	$25,000.00	$22,350.69
2	**2.1**	Social-Emotional Learning Curriculum	Yes	$15,500.00	$0
2	**2.2**	School Counselor	Yes	$124,000.00	$133,017.19
2	**2.3**	School Psychologist	No	$0.00	$0

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	2.4	BCBA/BCaBA/Registered Behavior Technician	No	$115,000.00	$0
2	2.5	Certificated and Classified Professional Development and Training	Yes	$500.00	$0
2	2.6	Family Counseling and Training Opportunities	Yes	$10,500.00	$0
2	2.7	Student Access to Food and Necessities	Yes	$40,000.00	$18,591.55
3	3.1	Music Teacher	Yes	$115,000.00	$121,699.87
3	3.2	Art Teacher	Yes	$104,000.00	$115,386.18
3	3.3	Instruments and Music Supplies & Related Opportunities	Yes	$15,500.00	$5,856.13
3	3.4	Activity Stipends & Related Opportunities	Yes	$11,500.00	$18,040.40
3	3.5	Art and Drama Supplies & Related Opportunities	Yes	$1,000.00	$3,626.48
3	3.6	STEAM Supplies & Related Opportunities	Yes	$10,000.00	$1,257.98
3	3.7	Gardening and Horticulture & Related Opportunities	Yes	$1,000.00	$21,545.19
3	3.8	Global Education & Related Opportunities	Yes	$6,800.00	$575.00
3	3.9	Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities	Yes	$82,000.00	$65,324.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.10**	Field Trips	Yes	$2,000.00	$17,831.70

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)
$826,097.00	$818,934.00	$842,477.74	($23,543.74)	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	1.2	Instructional Technicians (Paraprofessionals)	Yes	$317,134.00	$336,515.44		
1	1.5	Starter School	Yes	$1,000.00	$1,929.53		
1	1.6	Instructional Technology	Yes	$38,500.00	$53,988.14		
1	1.7	Certificated and Classified Professional Development and Training	Yes	$20,000.00	$21,183.23		
2	2.1	Social-Emotional Learning Curriculum	Yes	$500.00	$0.00		
2	2.2	School Counselor	Yes	$124,000.00	$133,017.19		
2	2.5	Certificated and Classified Professional Development and Training	Yes	$500.00	$0.00		
2	2.6	Family Counseling and Training Opportunities	Yes	$500.00	$0.00		
2	2.7	Student Access to Food and Necessities	Yes	$40,000.00	$18,591.55		
3	3.1	Music Teacher	Yes	$115,000.00	$121,699.87		
3	3.2	Art Teacher	Yes	$37,000.00	$22,070.90		
3	3.3	Instruments and Music Supplies & Related Opportunities	Yes	$15,500.00	$5,856.13		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.4**	Activity Stipends & Related Opportunities	Yes	$11,500.00	$18,040.40		
3	**3.5**	Art and Drama Supplies & Related Opportunities	Yes	$1,000.00	$3,626.48		
3	**3.6**	STEAM Supplies & Related Opportunities	Yes	$10,000.00	$1,257.98		
3	**3.7**	Gardening and Horticulture & Related Opportunities	Yes	$1,000.00	$21,545.19		
3	**3.8**	Global Education & Related Opportunities	Yes	$1,800.00	$0.00		
3	**3.9**	Physical Education Teacher & Supplies, Recess Equipment, and Other Related Opportunities	Yes	$82,000.00	$65,324.01		
3	**3.10**	Field Trips	Yes	$2,000.00	$17,831.70		

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)
$4,978,591.00	$826,097.00	0	16.593%	$842,477.74	0.000%	16.922%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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