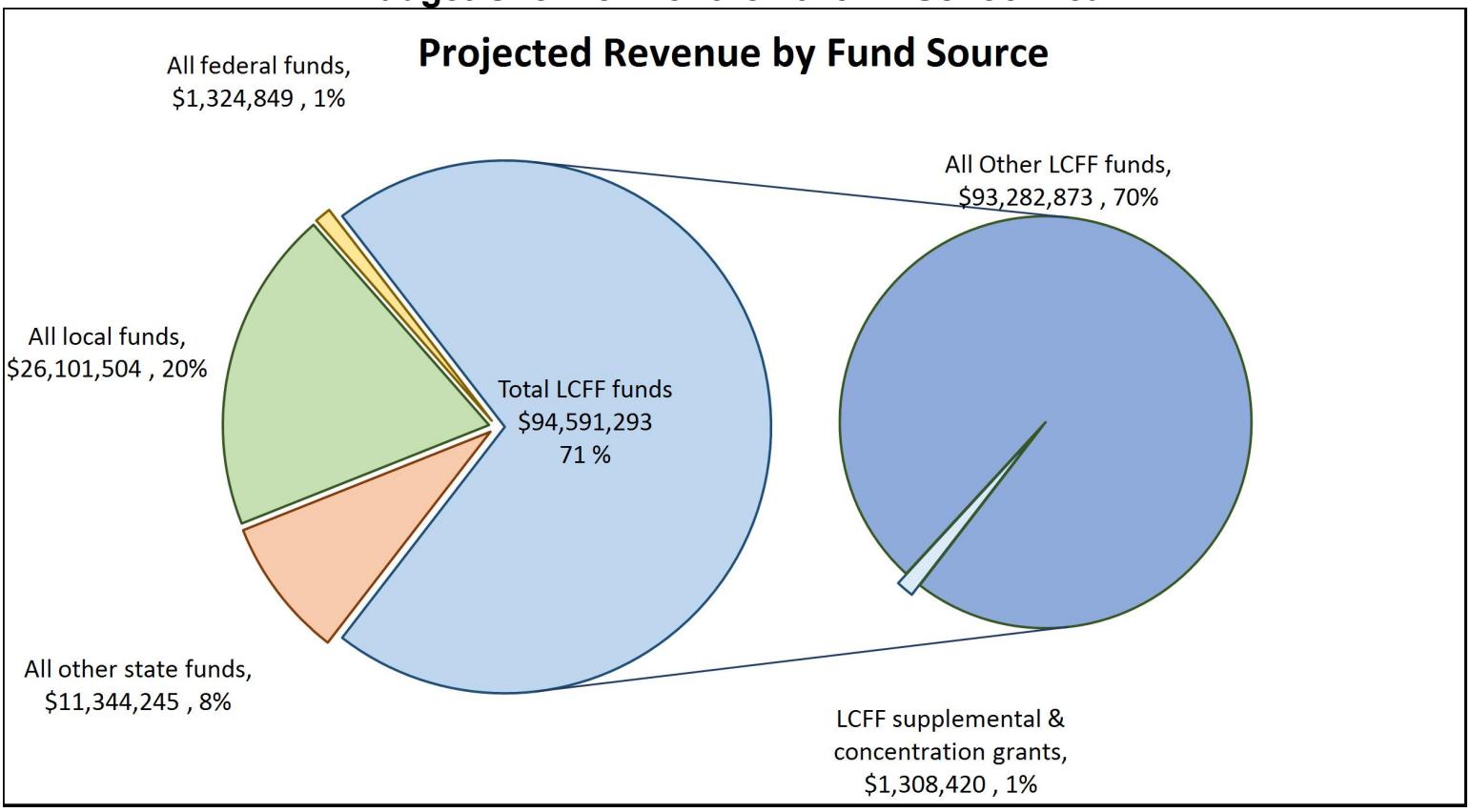
TAMALPAIS UNION HIGH SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tamalpais Union High School District
CDS Code: 21654820000000
School Year: 2026-27
LEA contact information:
Superintendent
Courtney Goode, Ed.D.
Superintendent
4159451021

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

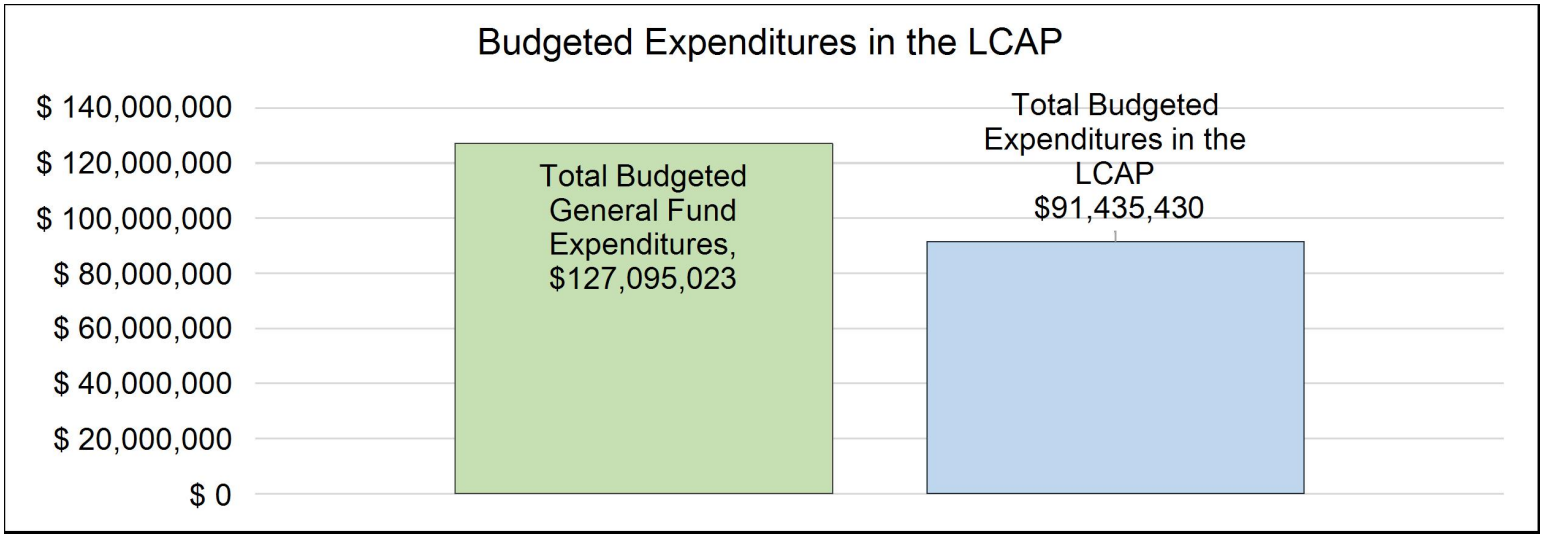


This chart shows the total general purpose revenue Tamalpais Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tamalpais Union High School District is $133,361,891, of which $94591293 is Local Control Funding Formula (LCFF), $11344245 is other state funds, $26101504 is local funds, and $1324849 is federal funds. Of the $94591293 in LCFF Funds, $1308420 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 Tamalpais Union High 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: Tamalpais Union High School District plans to spend $127095023 for the 2026-27 school year. Of that amount, $91435430 is tied to actions/services in the LCAP and $35,659,593 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

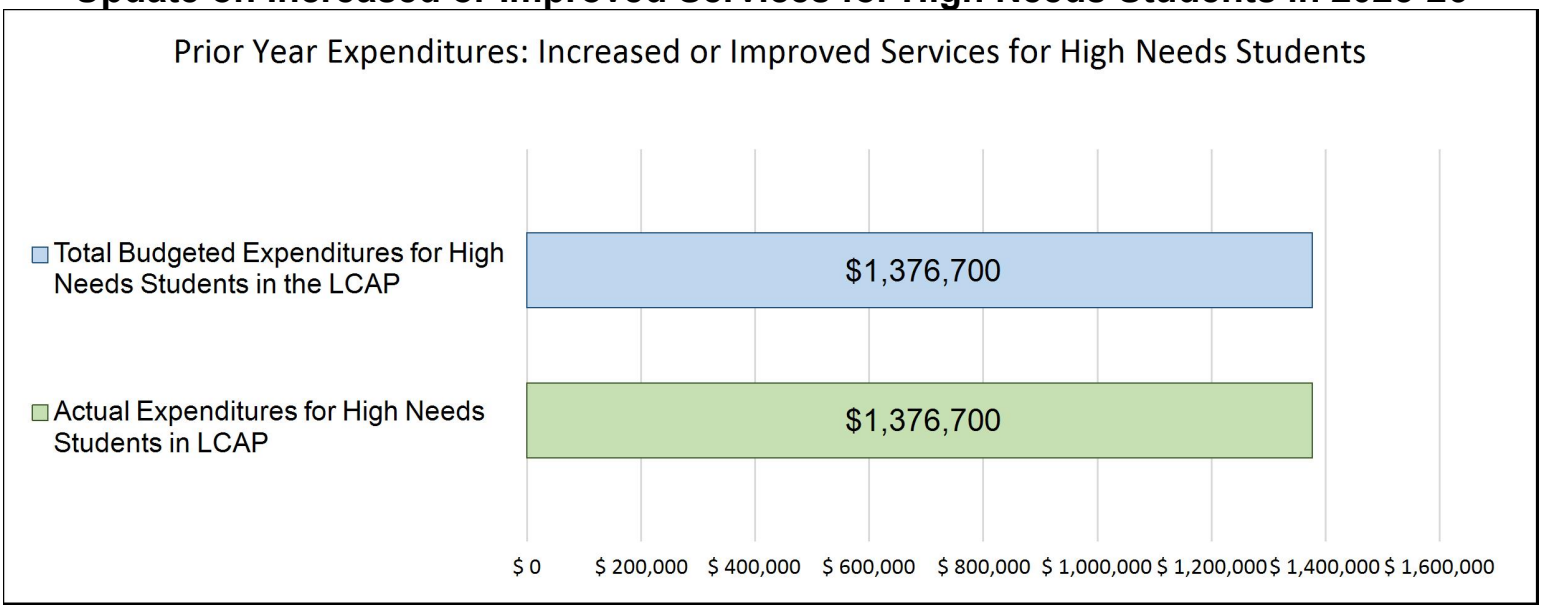
General Fund budget expenditures not included in the Local Control and Accountability Plan (LCAP) include most classified and management salaries and associated benefits, some books and supplies expenditures, and some other services expenditures.

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

In 2026-27, Tamalpais Union High School District is projecting it will receive $1308420 based on the enrollment of foster youth, English learner, and low-income students. Tamalpais Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tamalpais Union High School District plans to spend $1452419 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 Tamalpais Union High 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 Tamalpais Union High 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, Tamalpais Union High School District's LCAP budgeted $1376700 for planned actions to increase or improve services for high needs students. Tamalpais Union High School District actually spent $1376700 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
Tamalpais Union High School District	Superintendent Courtney Goode, Ed.D.	cgoode@tamdistrict.org 4159451021

Plan Summary [2026-27]

General Information

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

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT serves 4738 students across five campuses in a very active and supportive community. The District has three comprehensive high schools and two alternative programs. In addition, the Adult Education courses attract hundreds of community members each year. The Tam District is home to 4519 students from 19 different communities, including Bolinas-Stinson, Mill Valley, Sausalito-Marin City, Forrest Knolls, Lagunitas, Woodacre, San Anselmo, Fairfax, San Geronimo, Nicascio, Muir Beach, Belvedere, Tiburon, Ross, Larkspur, Corte Madera, Greenbrea, and Kentfield. Our students speak more than 30 languages and participate in more than 100 student run clubs and activities. The student body is 70% white, 2% African American, 14% Latina/o, 3.9% Asian, 9% two or more races, .5% not reported, 0.3% Pacific Islander, 0.3% Native American/Alaska Native. Of our student population, 1.9% are designated English language learners, 11% are deemed socio-economically disadvantaged and 15.85% have individual education plans via special education services.

The Tam District has a robust course catalog with nearly all classes meeting the CSU/UC a-g requirements. Students are offered a full range of elective courses in all disciplines, but most specifically in the fine and performing arts, applied technologies, world languages, as well as in the core content areas. The District also offers academic support classes, an English learner support program, after school tutoring, and a partnership with Bridge the Gap at Tamalpais High School. Students are also provided access to social emotional support services through our counseling and wellness programs.

Reflections: Annual Performance

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

The Tam District has identified the goals of narrowing the opportunity and subsequent achievement gaps among the student groups, improving learning of all students, and identifying and removing institutional barriers to equitable educational outcomes. The Local Control Accountability Plan for Tamalpais Union High School District identified specific action steps to build the capacity of our staff to achieve these outcomes. To improve student learning, we have remained committed to ensuring all students have access to a rigorous, relevant, and inclusive curriculum as outlined in our first goal. To support our teachers and administrators, we have offered professional development on rigorous instructional practices and inclusive classroom practices.

Learning Recovery and Emergency Block (LREBG):
The District has unexpended LREBG funds that will be used during the 2026-2027 school year to support actions in Goal 2 (Actions). These actions align with allowable uses of LREBG funds by supporting evidence-based strategies that accelerate learning recovery and address barriers to student engagement. Goal 2 actions provide targeted supports to students who are behind in grade level in ELA and/or Math. Based on a Needs Assessment and input from a range of educational partners, TUHSD will utilize these funds to do the following: purchase research based universal screening assessment, Renaissance, which assesses students' Math and ELA skills to identify students in need of academic intervention. Data will be used to provide students with targeted intervention and skill development. Students in need of Tier II or Tier III level support will be provided with intensive skill development support through the District's MTSS services. Student's needs will determine if the student can receive academic support from their classroom teacher. Intensive support can be provide through Academic Workshop or direct service from the Intervention Coordinator or other service provider.

The LREBG Needs Assessment identified key metrics and indicated a Need to Focus on:
ELA -
For the 2024-25 school year, 23% of Redwood HS, Archie Williams HS and Tamalpais HS students peformed in the "Standard Not Met and the Lower Half of the Standard Nearly Met" for English Language Arts. San Andreas Continuation School had 71% of their 11tth grade students "Standard Not Met and the Lower Half of the Standard Nearly Met" for English Language Arts. Tamiscal Alternative HS had 14% of their students in this same category. In total, 24% of TUHSD students scored in the "low and very low" category for ELA. This includes students in the "Standard Not Met" score range and the bottom half of the " Standard Nearly Met Score" range. Across our three comprehensive HS, Archie, Redwood and Tamiscal, the greatest area of growth is for our English Learners and Reclassified English Learners. 100% of our ELs at Archie and Redwood are in the "low" and "very low" levels in ELA and 80% of our ELs at Tamalpais HS are in the "low" and "very low" levels. Our reclassified English proficient students also have high rates of students in the "low" and "very low levels" in ELA with 50% at Archie, 62% at Redwood and 48% at Tamalpais HS and 100% at San Andreas. Other subgroups including Black and Hispanic students are in the "low" and "very low" levels of performance across our schools at higher rates than their counterparts. For Hispanic students, Archie has 44%, Redwood 51%, San Andreas 83%, TAM 59% and Tamiscal 40% of Hispanic students achieveing at the "low and very low' levels. 75% of Black students at Archie, 75% at Redwood, 100% at San Andreas, 60% at Tamalpais HS are in the "low to very low" levels on the ELA CAASPP.

Math-
San Andreas, Tamiscal and Tamalpais have the highest percentage of students performing the the "low and very low" categories on the Math CAASPP assessments with 35% of Tamalpais students, 88% of San Andreas and 55% of Tamiscal students. Redwood has 28% of its

students in the "low and very low" categories while Archie Williams HS has 30% of its students in the "low and very low" category. In total, 31% of TUHSD students peformed in the "low and very Low" category. This includes students in the "Standard Not Met" score range and the bottom half of the "Standard Nearly Met Score" range. 100% of EL students at Archie Williams and 59% of RFEPd students performed at the "low and very low" category on the math CAASPP. 88% of Redwood EL students and 51% of RFEPd students performed in the "Low and very low" . At Tamalpis HS 60% of EL students and 59% of RFEPd students performed at "low and very low". San Andreas Tamiscal had 71% of their RFEPd students in this category while San Andreas had 50% of their RFEPd students in this category. Or students of color are performing at lower disproportionate rates to our white students on the Math CAASPP assessment. 60% of Archie Black students, 75% of Redwood Black students, 100% of San Andreas Black students, 80% of Tamalpais Black students and 100% of Tamiscal Black students are in the "low and very low" category. Additionally, our Hispanic students also are performing at a disproportionately low rates compared to their white peers. At Archie 54% of Hispanic students, at Redwood 44% of Hispanic students, 80% of Hispanic students, at TAM 58% of Hispanic students, at Tamiscal 75% of hispanic students are performing in the "low and very low" levels for Math.

Reflection LCAP Goals and Action 2025-2026:
The 2025 California School Dashboard for the Tamalpais Union High School District reflects increased academic effectiveness as the District works to ensure college and career readiness for all students. The Dashboard's metrics also highlight the need for continuous improvement as opportunity gaps persist for certain student groups, most notably English Learners, low socio-economically disadvantaged students, and students with disabilities. TUHSD is committed to high levels of learning for all students and uses the Dashboard to inform our instructional focus at our schools to better serve all of our students.

Academic Performance
CAASPP: ELA and Math Strengths- District-wide academic performance in English Language Arts (ELA) declined from the 2024 from Blue, the highest level, to Green, the second highest level. ELA scores on the CAASPP are in the green range for the following student groups: Asian, Two or More Races, and White students. District-wide academic performance in Math improved from 2024 from Green, the second highest level, to Blue, the highest level. Math scores on the CAASPP are in the Blue range for the following student groups: Two or More Races and White students. Math scores are in the Green range (second-highest score) for Asian and Hispanic students.

CAASPP: ELA and Math Challenges-
ELA CAASPP scores for Hispanic and Socioeconomically Disadvantaged students are in the orange range, the second lowest level. ELA CAASPP scores for English Learners and Students with Disabilities are in the red, the lowest level. Math CAASPP scores for Socioeconomically Disadvantaged students are in the yellow range, English Learners and Students with Disabilities are in the Orange range (second lowest score range). There are no student groups in the Red score range.

English Learner Progress-
English Learner achievement declined from 2024 from Yellow to Orange, the second lowest score range.

College and Career Preparedness-
District-wide College and Career readiness improved from 2024 from Green to Blue, the highest score range with continued growth in the numbers of students graduating fully prepared due to their participation in the AP Program, meeting UC/CAU A-G requirements, taking CTE pathway courses, completing college credit bearing courses, their performance on the CAASPP, fulfillment of the requirements for the State

Seal of Biliteracy, or completion of work-based learning. Asian, Two or More Races, and White students are in the Blue score range. Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students are in the Green score range, the second-highest score. Students with Disabilities are in the Yellow and English Learners are in the Orange, the second lowest score range. There are no student groups in the Red score range (the lowest score range).

Implementation of Academic Standards-
TUHSD achieved "Standard Met" with respect to the full implementation of the State's academic content standards in all academic areas. Site administrators, working with teacher learners, monitor the implementation of academic standards throughout the school year. Throughout the 2025-2026 school year, teams of teachers engaged in a series of collaborative workshops to align on standards and identify essential skills and learning experiences for Core Academic courses. Teachers designed common assessments in collaborative groups and engaged in analysis protocols to identify students' strengths and areas for growth, and used this data to plan instruction. This body of work yielded updated courses of study for key core subject areas. The District will expand upon this work and work with new subject areas each school year for the next several years.

Academic Engagement- TUHSD continued to score in the Blue, the highest score range with nearly 97% of students graduating for district schools. School site teams of teachers, staff, and administrators monitor each student's graduation status and provide interventions to support the student to recover credits and pass all graduation requirements before graduation. Students at risk of not graduating are provided with intensive supports and constant parent/guardian communication. The District will continue to monitor student completion of graduation requirements closely.

Access to a Broad Course of Study- TUHSD met the local indicator. All students have access to a wide variety of A-G courses in every subject area. All course work is rigorous and standards-aligned.

Conditions and Climate- The suspension rate for TUHSD remains very low. As a result TUHS scored in the green, the second highest score range. This year, TUHSD implemented a discipline response matrix to align all administrators around a consistent response to student conduct and remove bias for influencing decision making. This has been successful.

Teachers, Instructional Materials, and Facilities- As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

0% of students are without access to their copies of our standards-aligned instructional materials for use at school and home.
0 instances where facilities do not meet the "Good Repair" standard (including Deficiencies and Extreme Deficiencies)

Parent and Family Engagement- TUHSD offers numerous parent engagement workshops throughout the year that engage parents in partners in their student's learning. Additionally, each school site has parent bodies (foundations, PTSAs, Site Councils, etc) that meet with the school leadership monthly and maintain open communication about topics of interest to parents.

Local Climate Surveys- TUHSD achievement "Standard Met" with respect to implementing local climate surveys to gather staff, student, and parent feedback. TUHSD implemented the Youth Truth survey in October 2025 and the CA Healthy Kids Survey in March 2026.

Reflections: Technical Assistance

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

TUHSD received technical assistance from the Marin County Office of Education for Differentiated Assistance relating to our English Learner Program. Improvement work centered on strengthening literacy instruction with an emphasis on Multilingual Learners. In collaboration and partnership with Marin County Office of Education, TUHSD conducted Instructional Rounds to assess the effectiveness of EL instruction in core content area classes that provide Integrated ELD instruction (ELA, Math, Science, and Social Studies courses), analyzing for evidence-based instructional practices in classroom instruction. The data captured through Instructional Rounds was used to determine the focus of ongoing professional development.

In collaboration with Marin County Office of Education, TUHSD Administrators from each school site analyzed student suspension rates by demographic groups and suspension infraction codes to analyze the disproportionate suspension of English Learners throughout the District. The District administrative team has implemented a suspension matrix to provide consistency in suspension across the district and eliminate the disproportionate suspension of English Learners at our schools.

2023 DASHBOARD IN RED

Tamalpais Union	ELA	Math	EL Progress	College/Career	Graduation	Suspension
District	Hispanic, SWD	EL, Hispanic, 2+ Races, SED, SWD	-	-	-	AA
Archie Williams	-	Hispanic, SED, SWD	-	-	-	-
Redwood	SWD	Hispanic, SED, SWD	-	-	-	-
San Andreas	-	-	-	-	-	-
Tamalpais High	Hispanic, 2+Races, SED, SWD, White	Hispanic, 2+Races, SED, SWD, White	-	-	-	AA
Tamiscal	-	-	-	-	-	-

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
District LCAP Committee	2025-2026 SY: Following the District's practices, direct invitations were sent to all staff members, parents, and students to participate in the LCAP advisory committee in April 2026. The LCAP advisory committee 15 members comprised of 4 students, 2 classified staff, 1 certificated teacher, 2 principals, and 8 parents and was facilitated by the Assistant Superintendent of Educational Services. The committee included a parent of a student with disabilities and the parent of an English Language Learner. The committee met three times between May 2026 and June 2026. During those meetings, the committee reviewed student achievement data, attendance data, graduation data, advanced class participation and success data, college matriculation data, suspension and expulsion data, as well as student survey data, all disaggregated by race, gender, socio-economic status, and English language learner status. The District provided Spanish translation for each LCAP advisory committee meeting. 2024-2025 SY: The District sent direct invitations to all staff members to participate in the LCAP/RJTF in February 2025. Initially, the committee had about 25 participants from a cross section of stakeholders, including parents, students, staff, and labor union representatives. The committee was comprised of parents, certificated employees, students, classified employees, and community members, and was

Educational Partner(s)	Process for Engagement
	facilitated by the superintendent. The committee included a parent of a student with disabilities. The committee met five times between March 2025 and May 2025. During those meetings, the committee reviewed student achievement data, attendance data, graduation data, advanced class participation and success data, college matriculation data, suspension and expulsion data, as well as student survey data, all disaggregated by race, gender, socio-economic status, and English language learner status. In addition to these meetings, the District held a feedback session during the spring of 2025 to garner broader community input and one input session on May 7, 2025, with our DELAC committee. The District provided Spanish translation for the DELAC session. Additionally, staff made a presentation of draft LCAP goals to the Board of Trustees at the regularly scheduled Board meeting on February 25, 2025.
Labor Partners: CSEA and Tamalpais Federation of Teachers	The District consulted with our California School Employees Associations and Tamalpais Federation of Teachers on our goals and action steps. We meet regularly with our labor partners to review the work of the district.
SELPA Consultation	2025-2026 SY: The District consulted with the SELPA on the LCAP goals and actions on May 11, 2026. 2024-2025 SY: The District Submitted to SELPA for LCAP Consultation on on 8/27/2025.
District English Learner Advisory Committee	The District included a parent of an English Learner on the LCAP Advisory Committee meetings held May - June 2026. The District English Learner Advisory Committee was convened to review the LCAP on May 7, 2025

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

2025-2026:

TUHSD held multiple LCAP Advisory Committee meetings. During each meeting, the committee was provided with a guided presentation by district staff, relevant data, and opportunity to analyze the 2024-2025 LCAP, 2025-2026 mid-year LCAP report. Together, based on a review of the data, the committee identified the following foci for 2026-2027 school year:
1. Focus on continuing to increase the rigorous learning opportunities in the classroom.
2. Engage students in rigorous learning by providing students with regular opportunities to connect what they're learning to their life outside of school and to real work situations.
3. The District focuses on supporting students with DFI grades to pass classes and complete A-G requirements and should expand the focus to also prioritize students who are not getting DFI grades and are also not accessing advanced classes. The committee refers to this subgroup of students as "students in the middle". Prioritize supporting this subgroup of student to achieve academically.
4. Continue to focus on improving student attendance by also focusing on period absences and tardiness.

2024-2025:
The most direct impact stakeholder feedback had on the LCAP was the inclusion of students with disabilities and socioeconomically disadvantaged student data to all statistical for which data existed for these groups. Additionally, the group identified that while students reported learning more about diverse groups, those diverse groups still report not feeling valued on the California Healthy Kids Survey and the Youth Truth, therefore there needs to be specific attention paid to the campus climate and cultures.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Primary Goal: Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system. All other LCAP goals will be subgoals of this primary goal Focus Goal 1: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well-functioning facilities. 1.1 All students will have access to course pathways in order to graduate UC/CSU eligible 1.2 All students and caregivers/parents understand the district graduation requirements AND the UC/CSU eligibility requirements 1.3 Ensure students have access to courses that they find engaging and relevant to their lives outside of school as measured by Youth Truth and CHKS data 1.4 Ensure curriculum represents multiple perspectives, provides students with the opportunities to learn about people, histories and cultures that may be different from their own as measured by Youth Truth and CHKS data 1.5 Teachers will have resources and professional development opportunities so that they can deliver culturally relevant curriculum in a welcoming and inclusive environment	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district has been working on improving the learning outcomes of our Black, Latino/a, Indigenous, English Language learners Students with Disabilities and socioeconomically disadvantaged students for the past several years. However, we have not seen the results that we need to realize for students. Over the years, we have refined our goals and actions to improve the learning conditions and learning outcomes specifically for our Black, Latino, ELL, Students with Disabilities and socioeconomically disadvantaged students. In 2017, the District drafted an equity vision statement that says: "Staff, students and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status." In order to achieve this vision, we as a committee decided we needed more focused goals and actions steps.

As a District, we have historical and ongoing data that show our Black, Latino/a, English Language learners, Students with Disabilities and socioeconomically disadvantaged students have the highest rates of being assigned grades of D, F or Incomplete; the students in these student groups also have the lowest rates of UC/CSU a-g completion rates and the lowest rates of enrollment in advanced classes. The District has used the data from CAASPP English Language Arts and mathematics assessments, data from the California School Dashboard, our own student information system, the California Healthy Kids Survey and the Youth Truth survey to determine how students are being served or underserved in our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	UC/CSU a-g completion rate	All students: 79% White: 84% Black: 48% Latino: 59% Two or More: 83% Asian: 84% Socioeconomically disadvantaged: 37.6% ELL: 5% Students with disabilities: 32.6%	2024 Data All students: 80% White: 85% Black: 43% Latino/a: 59% Two or More: 76% Asian: 78% Socioeconomically disadvantaged: 47.6% ELL: 32.5% Students with disabilities: 41.1%	2025 Data: 1236 Graduates Graduate Completion of A-G Requirements: All: 83% White: 87% Black: 50% Latino/a: 66% Two or More: 81% Asian: 94% Socioeconomically disadvantaged: 58% ELL: 43% Students with disabilities: 51%	By June of 2027, 90% of all graduating students will have met the UC/CSU a-g requirements	All students: Up 1% White:increase of 1% Black: decrease of 5% Latino/a: even Two or More: decline of 7% Asian: decrease of 6% Socioeconomically disadvantaged: increase of 10% ELL: increase of 27.5% Students with disabilities: increase of 8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Advanced Placement participation rate	Percentage of students from each student group enrolled in AP classes: Asian: 52% Black: 22% Latino: 31% Two or More: 37% White: 45% All students: 42%	Percentage of students from each student group enrolled in AP classes: Asian: 51% Black: 20% Latino: 33% Two or More: 38% White: 55% All students: 57%	Percentage of students from each student group enrolled in AP classes: Asian: 47% Black: 27% Latino: 38% Two or More: 54% White: 53% All students: 50%	The percentage of students from each student group taking an advanced class will be equivalent and at least 50% of all students will take at least one advanced placement class.	Percentage of students from each student group enrolled in AP classes: Asian: decrease of 1% Black: decrease of 2% Latino: increase of 2% Two or More: increase of 1% White: increase of 10% All students: increase of 15%
1.3	College and Career Readiness as measure by the California Dashboard	62.9% of all graduating students in 2023 were deemed college ready on the dashboard Asian: Very high Two or More Races: Very high White: High Latino/a: Medium Socioeconomically disadvantaged: Low Students with disabilities: Low English Learners: Low	62.2% of all graduating students in 2024 were deemed college ready on the dashboard Asian: 66% Two or More Races: 67.5% White: 67.3% Latino/a: 41% Socioeconomically disadvantaged: 28.9% Students with disabilities:17.5% English Learners: 9.5%	78.2% of all graduating students in 2025 were deemed college ready on the dashboard. Asian: 89.8% Two or More Races: 77.8% White: 82.8% Latino/a: 57.8% African American: 33.3% Socioeconomically disadvantaged: 54.1% Students with disabilities:36.8%	At least 80% of all graduating students will be deemed college and career ready.	There was a 0.7 % decrease in the percentage of students deemed college and career ready.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Learners: 29.8%		
1.4	Williams Act Compliance: Hire and retain highly qualified teachers who are appropriately assigned	95% of TUHSD teachers are assigned within their primary credential area	95% of TUHSD teachers are assigned within their primary credential area	99% of Tam District teachers are highly qualified and 1% hold emergency permits and are identified as unqualified as a result.	100% of teachers will hold appropriate credentials for their teaching assignment.	There is no difference from the baseline
1.5	All core content areas will have Board adopted courses of study that align to California state standards (common core state standards, next generation science standards, next generation history social science)	98% of courses are currently aligned	98% of courses are currently aligned	98% of courses are currently aligned. Educational Services has collaborated with teams of teachers to update courses of study to reflect increased rigor and alignment across the district in Algebra I, English 1-2, English 3-4, Living Earth, World History, and Geometry.	100% of courses will be aligned to California State adopted standards and frameworks	There is no difference from the baseline
1.6	Annually evaluate the condition of our facilities for both short and long term planning to ensure we are maintaining well functioning facilities.	The District has a current facilities master plan	The District has passed a bond and is beginning the process of updating our facilities according to our master plan. Construction on	The District has begun construction on the Bond identified projects at each school in alignment with the master plan.	Implement the necessary updates outlined in the facilities master plan.	The district has implemented our facilities master plan, and will begin the process of improving our facilities through

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			new facilities begins in June 2025			the use of bond funds.
1.7	All ELL students have access to ELD standards through ELD Designated and UC A-G approved Integrated Classes.	100% of ELL students have access to ELD Designated and Integrated classes.	100% of ELL students have access to ELD Designated and Integrated classes.	100% of EL students are enrolled in ELD Integrated classes. 62% of our EL students are enrolled in ELD Designated classes. The remaining 38% have opted out of ELD Designated Instruction.	100% of ELL students have access to ELD Designated and Integrated classes.	There is no difference from the baseline.
1.8	EL Reclassification Rate	22 out of 99 EL students met the requirements to be reclassified in 2023 which represents 22% of the EL population in the Tam District.	20 out of 88 EL students were reclassified during the 2024-2025 school year which represents 23% of the EL population in the Tam District.	15 EL students met the requirement to be reclassified during the fall semester of the 2025-2026 school year which represents 20% of the EL population of the Tam District. Additional EL reclassification will happen after the ELPAC and CAASPP results are provided to the District during the summer of 2026.	Continue to reclassify 20 EL students each year.	We reached our baseline target of reclassifying 20 students, annually, however, 2 less students were reclassified in 2024 than 2023.
1.9	English Learner Performance Indicator (ELPI) - % of English	In 2023, CA Dashboard indicator: 39.3% of EL students were making	In 2024, our EL student progress improved with	During the 2025-2026 school year, our ELD teams	Increase EL proficiency and make 7%-10%	TUHSD EL students grew 7% in EL progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learners making adequate yearly progress on the summative ELPAC as reported annually on the California School Dashboard.	progress towards English proficiency as assessed on the CA ELPAC.	46.2% of EL students making progress towards English proficiency as assessed on the CA ELPAC.	implemented Interim ELPAC Assessments across the district at our three comprehensive sites to gather data on student progress towards EL proficiency in advance of taking the summative ELPAC. Teachers will analyze the data and use the information to plan targeted instruction to support EL student progress towards English proficiency on the CA ELPAC. 36 Interim Assessments were proctored. 14% of assessments showed 2 levels of ELPI growth, 25% showed 1 level of ELPI growth. 42% maintained ELPI level and 8% declined 1 ELPI level.	progress each year.	towards English proficiency.
1.10	100% of students have access to standards aligned instructional	100% of Tam District students have access to all instructional	100% of students have instructional	100% of Tam District's students have instructional	100% of students will continue to have access to	There is no difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for every assigned course.	materials for their classes.	materials for every assigned class.	materials for every assigned class.	instructional materials for every assigned class.	
1.11	% of students who have access to A-G core academic classes and content as well as A-G electives and support classes as needed in grades 9-12 based on master schedules	100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 23-24 master schedules for high schools.	100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 24-25 master schedules for high schools.	100% of 9-12 students including low SES, ELL, and students with IEPs, have access to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the 25-26 master schedules for high schools.	100% of low SES, ELL, and students with IEPs will continue to have access to to a broad course of study including core content and electives, as well as special education and English Language Development courses as needed, based on the master schedules for high schools.	There is no difference from the baseline.

Goal Analysis [2025-26]

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

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

For 2025-2026 SY:
The district has focused intensively on rigorous instructional tasks that prepare students for college and career. All TUHSD Teachers have engaged in professional development focusing on depth of knowledge and set priorities in their classrooms to engage students in learning tasks that require deep critical thinking and application of skills. Additionally, teams of teachers who teach 9th and 10th grade English, World History, Geometry, Algebra, and Living Earth came together in subject-alike groups, 6 times during the 2025-2026 school year to align their courses around the rigor and skills that are outlined in the CA Common Core Standards. Teachers created common assessments/learning tasks, examined student work, and used the data to inform further instruction. Together, teachers wrote new courses of study that reflected the aligned rigor and common assessments that they designed throughout the school year. We continue to see promising growth in all student subgroups around academic skill development for college and career, and increased numbers of students having met the UC/CSU a-g requirements, specifically from our historically marginalized student groups.

2024-2025 SY:
Overall, the district has maintained a focus on expanding opportunities for students to engage in course work that they feel is relevant, meaningful and appropriately challenging. Student enrollment in advanced placement classes has increase by nearly 50% in the past ten years while maintaining our high pass rates. As a district, we are also focusing on ensuring all students taking the same course are gaining the same skills and knowledge as outlined in the California State standards. We have seen some promising growth in the students graduating having met the UC/CSU a-g requirements, specifically from our historically marginalized student groups.

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.

For 2025-2026 SY:
There is no material difference between budgeted expenditures and estimated actual expenditures.

2024-2025 SY:
In Goal 1.2 only, there is a material difference between budgeted expenditures and estimated actual expenditures. In the budgeted expenditures, non-general education certificated teaching expenditures (i.e. Special Education, Counselors, Nurse, Deans, Instructional Coaches, Labor Leadership release periods) totaling approximately $20,323,200, were inadvertently included in the total. This was corrected and is accurately reflected in the estimated actual expenditures.

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

For 2025-2026 SY:
Metric 1.5: Aligned and Board-approved Courses of Study
Metric 1.10 Standards Aligned Instructional Materials
Action 1.1: Review courses of study
Educational Services and the District Instructional Coach collaborated with specific core academic subject areas to update their courses of study and align the instruction and student learning experience around rigorous skills and concepts outlined in the CA Common Core Standards. Known as Instructional Cohorts, teams of teachers who teach 9th and 10th grade English, World History, Geometry, Algebra, and Living Earth came together in subject-alike groups, 6 times during the 2025-2026 school year to align their courses around the rigor and skills that are outlined in the CA Common Core Standards. Teachers created common assessments/learning tasks, examined student work, and used the data to inform further instruction. 9th and 10th grade students completed a district-wide reading and writing assessment that engaged students in reading informational text and writing a short composition demonstrating their ability to synthesize ideas across text, make a claim, and provide supporting evidence from the text. The data revealed student strengths and opportunity for further focus. Geometry and Algebra teachers implemented rigorous common learning tasks that engaged students in demonstrating their mastery and mathematical thinking. Living Earth teachers created common assessment task that engaged students in examining a scientific phenomenon and application of learning. At the conclusion of each teams' meeting, teachers wrote new courses of study that reflected the aligned rigor and common assessments that they designed throughout the school year. In all, the Instructional Cohort work produced more rigorous learning experiences for our students and created more academic alignment among teachers who teach each subject. This work

will continue to be implemented with the 2025-2026 Instructional Cohorts continuing to implement the agreed upon assessments and learning tasks and new Instructional Cohorts will be added for 2026-2027.

Metric 1.9 Together with Educational Services, school site leadership teams has conducted instructional rounds focused on examining how English Learners are accessing instruction in core academic subject areas. EL site teams have implemented focused interim assessments and practice ELPAC assessments to gather data on each student's progress towards English proficiency as measured on the CDE ELPAC assessment. Initial data from the focused interim assessments indicates that the majority of EL students maitained or increased their language proficiency. We believe that this will translate to increased ELPI performance district-wide.

2024-2025 SY:
The Algebra Project, a program that maintains 24:1 student to teacher ratios and requires ongoing, embedded professional development has shown promising data in our second year of implementation. Teachers report feeling engaged in the professional learning and the model of smaller class sizes has allowed them more time to do individual checkins with students. Algebra 1 is a foundational course for success in mathematics as well as our three year next generation science sequence.

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

The changes made were to include students with disabilities and socioeconomically disadvantaged students within the target for improvement and the metrics we use to capture impact. When we did our needs assessment for the district, four student groups were determined to be in need of the most support, those four student groups are: students with disabilities, socioeconomically disadvantaged students, English language learning students and Black/African American students. Therefore, the committee felt it was important to consistently capture data for these four student groups specifically.

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	Review Course of Studies at least every five years	All course revisions or new course adoptions must employ the course and instructional materials screener tool in order to ensure we are creating engaging, culturally relevant courses of study.	$0.00	No
1.2	Employ high quality, highly effective certificated staff	Maintain teaching staff at contract ratios The District has: 205.9 FTE general education teachers	$39,276,950.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Coaching	Instructional Coaches lead professional development in effective Tier 1 instructional strategies for all staff, provide support to teachers who are new to the district, and support site administrators in identifying effective professional learning opportunities for staff. 1.0 Lead Instructional Coach-The District also employs a 1.0 FTE instructional coach who is a teacher on special assignment supporting the IC program and supports the planning and implementation of professional development across the district.	$288,379.00	No
1.4	Instructional Leadership Team	Maintain a highly qualified administration and instructional leadership team while striving to increase the diversity of the administration team. The District has: 12 FTE in site based administration (certificated) 1.0 FTE in Assistant Superintendent of Educational Services (certificated) 1.0 FTE in Administrative Assistant to Educational Services (classified)	$4,125,367.00	No
1.5	Special Education Programming	Provide high quality, accessible educational opportunities in the least restrictive environment for students with individual education plans. The District will maintain the state-identified ratios of 28:1 for resource classrooms, 16:1 in counseling enriched classrooms and 20:1 in special day classes. The District will maintain state identified paraeducator staffing ratios for special education The District has: 33.5 FTE certificated teachers 1.0 FTE administrator (administrator) 10.0 FTE psychologist (administrator) 2.3 speech and language (certificated)	$15,565,732.00	No

Action #	Title	Description	Total Funds	Contributing
		1.0 administrative assistant (classified)		
1.6	Pathways Program	Pathways is an optional 12th grade program that serves 48 students and provides an alternative experience to help them transition to college and prepare for life after high school, while also helping them finish their graduation requirements. Pathways students take 2-3 courses at College of Marin each semester and participate in an internship in a career area of interest. 2.0 fte of certificated staffing	$440,568.00	No
1.7	Edgenuity	Edgenuity is an online learning platform that provides students with flexibility in making up missed content, accelerating or accessing courses that they may not have been able to otherwise. Edgenuity provides UC a-g, NCAA, California state standards aligned courses and content that is offered in 60 languages.	$128,613.00	No
1.8	Algebra Project	Algebra teachers have a student to teacher ratio of 24:1, with peer tutors embedded in each class. The algebra teacher cohort meets once a month for ongoing professional development in mathematical pedagogy that increases critical thinking and student engagement.	$99,909.00	No
1.9	Maintain clean, well functioning facilities	The District has: 23.5 FTE custodial staff 11 FTE maintenance and grounds staff 1.0 FTE Senior Director of Maintenance and Operations 1.0 FTE Director of Custodial Services 2.0 FTE Directors of Facilities Modernization/Bond Programming 1.0 FTE Administrative Assistant	$6,730,646.00	No
1.10	Deferred Maintenance	Maintain a deferred maintenance fund and list of projects-present this list to the board every year in order to maintain the facilities properly	$10,935,400.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Maintain a balanced budget	The district maintains a balanced budget 1.0 FTE Assistant Superintendent of Business and Operations 1.0 FTE Director of Fiscal 1.0 FTE Accounts payable 1.0 FTE Accounts receivable 1.0 FTE payroll specialist 2.0 FTE Coordinators 1.0 Administrative Assistant	$1,756,153.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Primary Goals: Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a,Indigenous,English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system. Focus Goal #2 Guarantee all students have the necessary academic resources to graduate having met the UC a-g requirements and are college and career ready for a Global society. SUBGOALS 2.1 Increase learning outcomes of our English Learning students: as measured on the ELPAC, semester grades, UC/CSU a-g completion rates, CAASPP English Language Arts and mathematics assessment scores, graduation rates and college readiness metric on the California State dashboard 2.2 Increase learning outcomes for all students, with specific focus on improving the outcomes for Black/African American, Latino/Hispanic, Indigenous, students with disabilities and low socioeconomic status students: as measured by semester grades, UC/CSU a-g completion rates, CAASPP English Language Arts and mathematics assessment scores, graduation rates and college readiness metric on the California State dashboard 2.3 Incorporate student voice, specifically the voice of English Language Learning, Black/African American, Latino/Hispanic, Indigenous, students with disabilities and low socioeconomic status students in the effort to continuously improve teaching and learning 2.4 Maintain clean, safe and well functioning facilities.	Focus 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)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal in recognition of its responsibility to ensure that every student has equitable access to the academic resources and supports needed to succeed beyond high school. Meeting the UC a-g requirements is not only a measure of college readiness but also an indicator of whether students are prepared for the demands of a rapidly changing global society. By aligning learning outcomes with these standards, the LEA is setting a high bar for academic excellence while also committing to equity and inclusivity.
This goal is grounded in the belief that student success cannot be left to chance. Historically, student groups such as English Learners, Black/African American, Latino/Hispanic, Indigenous students, students with disabilities, and those from low socioeconomic backgrounds have faced barriers that have limited opportunities for academic advancement. Addressing these disparities requires targeted efforts, as outlined in Subgoals 2.1 and 2.2, to close achievement gaps and ensure all students graduate with meaningful options for their futures.
Furthermore, by incorporating student voice (Subgoal 2.3), the LEA is affirming that students are partners in shaping their learning experience. This approach ensures that policies, teaching strategies, and resource allocations reflect the lived realities of the students most impacted by inequities.
Finally, maintaining safe, clean, and well-functioning facilities (Subgoal 2.4) is recognized as an essential condition for learning. Students cannot achieve their potential without a supportive physical environment that fosters engagement, safety, and belonging.
In summary, this goal reflects the LEA's commitment to equity, access, and excellence for all students. It is a strategic response to both current data and historical inequities, designed to ensure that every graduate is not only prepared to meet UC/CSU admission requirements but is also ready to thrive in college, career, and civic life in a diverse and interconnected world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percentage of students who graduate from the Tam District UC/USC eligible	All students: 79% White: 84% Black: 48% Latino: 59% Two or More: 83% Asian: 84% Socioeconomically disadvantaged: 37.6% ELL: 5% Students with disabilities: 32.6%	2024 Data All students: 80% White: 85% Black: 43% Latino/a: 59% Two or More: 76% Asian: 78% Socioeconomically disadvantaged: 47.6% ELL: 32.5% Students with disabilities: 41.1%	2025 Data: 1236 Graduates Graduate Completion of A-G Requirements: All: 83% Black: 50% Latino/a: 66% Two or More: 81% Asian: 94% Socioeconomically disadvantaged: 58% ELL: 43%	By June of 2027, 90% of all graduating students will have met the UC/CSU a-g requirements	All students: Up 1% White:increase of 1% Black: decrease of 5% Latino/a: even Two or More: decline of 7% Asian: decrease of 6% Socioeconomically disadvantaged: increase of 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with disabilities: 51%		ELL: increase of 27.5% Students with disabilities: increase of 8.5%
2.2	Of the students who take an AP, the Percentage who pass at least one Advanced Placement examination	Of the students who took at least one AP test, the percentage who passed: Asian-72% Black or African-American-32% Latino/a-60% Two or More-78% White-69% Grand Total=68%	2024 Data Of the students who took at least one AP test, the percentage who passed: Asian-75% N=200 Black or African-American-71% N=17 Latino/a-76% N=360 Two or More-82% N=321 White-80% =2597 Grand Total=79% N=3628	2025 Data: Of the students who took at least one AP test, the percentage who passed: Asian-88% Black or African-American- 60% Latino/a- 88% Two or More- 94% White- 93% Grand Total=92%	The percentage of students who take and pass at least one AP will be at least 70% for all student groups	There was an 11% increase in participation in AP course and passing at least one AP exam with a score of 3 or higher
2.3	Percentage of students considered college ready as measured California Dashboard	Percentage of students who were deemed college and career ready: Asian-70.9% Black or African-American-11.5% Latino/a-46.1% Two or More-74.1% White-67% Students with disability-20% Socioeconomically disadvantaged-30% English Learners-5.4%	2024 Data Percentage of students who were deemed college and career ready: Asian-66% Black or African-American-no data Latino/a-41% Two or More-67% White-67.3% Students with disability-17.5%	The 2025 Dashboard indicates that 78.8% of students are college and career ready: Asian-90% Black or African-American- 33% Hispanic-58% Two or More- 78% White- 83% Students with Disabilities-37%	The percentage of students who are deemed college ready on the California Dashboard will be at least 75% for all student groups.	There were some improvements, specifically ELL students improved on the college ready measure on the Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically disadvantaged-28.9% ELL-9.5%	Socioeconomically Disadvantaged-54% ELL-30%		
2.4	The percentage of students who score at or above standards on the English Language Arts and mathematics CAASPP assessments	English: Scored at or above standard All students 77.11% White:80.76% Black:41.67% Latino/a:59.35% Two or More:83.33% Asian: 80.49% Students with disabilities: 37.30% Socioeconomically disadvantaged: 56.79% ELL: 0% Math: Scored at or above standard All students: 58.19% White: 62.05% Black: 33.34% Latino/a: 33.02% Two or More: 66.67% Asian:66.67% Students with disabilities: 15.45% Socioeconomically disadvantaged: 30.00% ELL:0%	2024 Data English: Scored at or above standard All students 71.4% White:74.59% Black:33.33% Latino/a:55.97% Two or More:70.17% Asian: 77.78% Students with disabilities: 37.30% Socioeconomically disadvantaged: 46.72% ELL: 10.29% Math: Scored at or above standard All students: 53.5% White: 56.87% Black: 18.75% Latino/a: 33.83% Two or More: 59.56% Asian:56.53% Students with disabilities: 15.45%	2025 Data English: Scored at or above standard All students: 68.72% White: 74.53% Black: 27.28% Latino/a: 48.82% Two or More: 68% Asian: 71.12% Students with disabilities: 26.28% Socioeconomically disadvantaged: 40.65% ELL: 0% Math: Scored at or above standard All students: 54.19% White: 58.4% Black: 9.09% Latino/a: 36.26% Two or More: 58.82% Asian: 64.44% Students with disabilities: 15.53%	The percentage of White and Asian students who score at or above proficient on the Smarter Balanced ELA and mathematics assessments will increase by at least 10 percentage points. The increase among our ELL, Black, Latino/a, special education and socioeconomically disadvantaged students will increase by at least 20 percentage points	Overall, there was a decline in performance from the baseline: A decrease in of 5.1% of students earning at or above standard in the ELA portion of the CAASPP; there was a 4.69% decrease of students earning at or above standard on the mathematics portion of the CAASPP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically disadvantaged: 26.83% ELL:10.25%	Socioeconomically disadvantaged: 26.4% ELL: 6.25%		
2.5	English Language Learner progress on the ELPAC	39.2% of EL students made progress towards proficiency in English	2024 Data 42.6% of EL students made progress towards proficiency in English	2025 Data 41.7% of EL students made progress towards proficiency in English.	At least 75% of English Language Learners advance at least 1 level on the ELPAC in each of the three years of this LCAP	There was a 3.4% increase in ELL students making progress towards proficiency
2.6	Percentage of students who receive a letter grade of D, F I at the semester grades	By race: Asian:7% Black/AfricanAmerican: 37% Latino/a:22% White:6% Two or More Races:10% ELL:36% Special education:22% socioeconomically disadvantaged:26%	2024 S1 Data By student group: Asian:8% Black/African-American:37% Latino/a:16% White: Two or More Races: 7% White:6% ELL:26% Special education: 16% socioeconomically disadvantaged:18 %	2025 S1 Data By student group: Asian:13.45% Black/African-American:48.31% Hispanic:20.5% White: 8.31% Two or More Races: 8.99% ELL:19.72% Special education: 19.85% socioeconomically disadvantaged:29. 34%	The percentage of all students, but most specifically our Black, Latino/a, and ELL who receive at least one letter grade of D, F I will be less than 5%.	We saw improvement from the baseline data specifically for our ELL, socioeconomically disadvantaged, and special education students
2.7	Graduation rates	Graduate rates: Asian-100% Black or African-American-84.6% Latino/a-94.7% Two or More-98.8% White-97.4% Students with disability-89.6%	Graduation Rates: 2024 Asian-100% Black or African-American-95% Latino/a-96% Two or More-100% White-99% Students with disability-94%	Graduation Rates: 2025 There were 1236 seniors in the class of 2025. 1200 seniors completed TUHSD graduation requirements. All: 97%	Graduation rates for all student groups will be above 98%	The District saw improvements for most student groups in graduation rates with the excpection being our English Language learning students, whose

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged-90.2% English Learners-89.5% All students: 97%	Socioeconomically disadvantaged-95% English Learners-84% All students: 97.5%	Black or African-American-83% Asian- 96% Latino/a- 93% Two or More- 98% White- 98% Students with disability- 90% Socioeconomically disadvantaged-93% English Learners-79%		rate of graduation declined by 5.5%.
2.8	Percentage of students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities students who report learning that what they learn helps them outside of school as measured on the Youth Truth Survey	By race: Asian-50% Black or African-American-32% Latino/a-40% Two or More-47% White-46% socioeconomically disadvantaged- students with disabilities-	2024 By race: Asian-47% Black or African-American-37% Latino/a-43% Two or More-47% White-45% socioeconomically disadvantaged- students with disabilities-	Youth Truth Survey, Oct 2025 All Students-47% Asian-49% Black or African-American-42% Latino/a-48% Two or More-46% White-49% students with disabilities- 44%	70% of all students in all student groups will report feeling their learning is relevant to their lives outside of school.	There is not significant change from the baseline data
2.9	Percentage of all students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities who report adults holding high expectations of them as measured on the	By race 9th grade: Asian-73% Black or African-Not available American-80% Latino/a-69% Two or More-71% White-76% Students with disabilities-not available	2024 By race 9th grade: Asian-73% Black or African-Not available American-80% Latino/a-69% Two or More-71% White-76% students with disabilities-82%	The CHKS survey window is March - June 2026. The CHKS data will be provided to the District during the summer/fall of 2026 and is not available for the LCAP.	85% of all students in all student groups will report that adults on campus hold high expectations of them.	The data have remained stable from the baseline to this year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Healthy Kids Survey					
2.10	Percentage of all students, and most specifically Black, Latino, Indigenous, socioeconomically disadvantaged and students with disabilities who report engaging in meaningful participation at school CHKS	By race 9th grade: Asian-31% Black or African-American-27% Latino/a-28% Two or More-29% White-33% socioeconomically disadvantaged- students with disabilities-	2024 By race 9th grade: Asian-31% Black or African-American-27% Latino/a-28% Two or More-29% White-33% socioeconomically disadvantaged- students with disabilities-	The CHKS survey window is March - June 2026. The CHKS data will be provided to the District during the summer/fall of 2026 and is not available for the LCAP.	50% of all students in all student groups will report meaningful participation at school.	There is minimal difference from the baseline data
2.11	Number of Students Enrolled in a CTE Course	In 2023-2024, 188 students were enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design	In 2024-2025 250 students were enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design Documentary and Media Studies 1-2 Documentary and Media Studies 3-4	For the 2025-2026 school year, 313 students were enrolled in CTE classes during first semester, which represents 7% of the student enrollment.	For 2025-2026, 482 students are enrolled in the following CTE classes: Architecture 1-2 Architecture 3-4 Honors Architectural Design JAM 1-2 JAM 3-4 Honors JAM Documentary and Media Studies 1-2 Documentary and Media Studies 3-4	The number of students enrolled in CTE classes increased from 2023-24 school year to 2024-25 school year by 72 students.
2.12	Number of CTE credentialed teachers	In 2023-2024, 6 teachers were CTE credentialed.	In 2024-2025, TUHSD increased CTE credentialed teachers on staff to 7.	During the first semester of the 2025-2026 school year, TUHSD had 4 CTE teachers who are	For 2025-2026, TUHSD will add 1 additional CTE teacher.	The number of CTE credentialed teachers increased by 1 from 2023-2024 to 2024-2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				considered CTE Highly Qualified.		
2.13	Student achievement in CTE classes	In 2023-2024, 99% of student enrolled in CTE class passed the course with a C or higher.	In 2023-2024, 100% of students enrolled in CTE classes passed with a C or higher.	During the first semester of the 2025-2026 school year, 100% of students enrolled in CTE classes passed with grades of C or higher.	100% of students will be supported to pass all CTE classes.	The % of students passing CTE classes increased by 1%.

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.

2025-2026
The district has consistently implemented intervention practices and comprehensive Coordination of Services Team (COST) meetings to identify students in need of Tier 2 and Tier 3 interventions at school site. A notable success is that through COST team meetings, we have focused our intervention work around early identification of students who are struggling academically. Intervention Coordinators, Counselors, Administrators, and Community Based Organizations attend bi-weekly team meetings (COST Team) to identify students in need of academic support and pair them with an appropriate intervention. Intervention Coordinators have piloted a web-based math skill program (IXL) for students in need of foundational math skill development. As a result, the district will continue to implement COST team meetings and continue to improve the effectiveness of processes to identify students in need of intervention and match them with just-in-time interventions before they fail the course.

The district's Educational Services team collaborated with teachers from subject-alike team to align courses. A notable success as a result of the work with core academic teachers was the implementation of focused interim assessments and other common assessment tasks to gather data on students' mastery of the standards-aligned skills for each course, including the skills measured on the ELA and Math CAASPP. Teachers have used the data to inform further instruction. A challenge we encountered is the need to pull teachers from class to engage in professional development for numerous days resulting in students have up to 6 days of their class taught by a substitute teacher. As a result, the district has worked to identify how we can reduce the number of days teachers need to be pulled away from class to engage in this work. Additional challenges in this work are that it takes a significant amount of time for teachers to create and align on 1 common assessment or learning task. To alleviate this challenge the district has adopted an online assessment program that provides standards aligned, high rigor, assessment questions; and a universal skills screen in ELA and Math.

TUHSD was identified by the CDE for Differentiated Assistance to support English Learner proficiency and improvement. TUHSD has implemented instructional walkthroughs to gather information about how our EL students are accessing learning in core content area classes. The primary finding is that TUHSD needs to focus on additional professional development around high impact instructional practices that support English Learners to access academic instruction in classes. Moreover, the Designed ELD teachers and team implemented ELPAC interim assessments to get an early indication of each student's skill development and areas for growth. Overall, 14% of interim assessments showed 2 levels of growth, 25% of assessments showed 1 level of growth, 42% of the assessments showed maintaining the same level and 8% showed a decline by a level. The Designated EL teachers used this data to inform instructional plans throughout the spring semester.

2024-2025
As a district, we have added intervention coordinators to each of our schools who analyze data, establish intervention plans and collaborate with staff to provide necessary support so that all students have the opportunity to be successful. Our intervention coordinators facilitate site based coordinated services teams, which are composed of counselors, administrators, community partners and teachers. This team discusses student needs and align those needs with appropriate resources. Having these coordinated services has resulted in fewer students needing to remediate classes and credits.

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.

There are no material differences between budgeted expenditures and estimated actual expenditures for this goal.

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

2025-2026
Intervention Coordinators: The Intervention Coordinators were highly effective during the 2025-2026 school year. As a team they have collectively reviewed over 2,000 students to evaluate their need for academic intervention this school year and assign students to supports as needed. The Intervention Coordinators spearhead each school site's focus on reducing DFI grades for student subgroups resulting in a reduction of DFI grades for EL students from a 3-year average of 32% to 20% for S1 2025-26 and for students with disabilities from a 3-year average of 22% to 20% for S1 2025-2026 at the end of the first semester.

The District implemented comprehensive professional development for all teachers that focused on rigorous instruction resulting in more learning experiences at higher depths of knowledge which allow students to apply their learning to new scenarios. Each school site leadership teams conducted 4 instructional rounds to gather data on the implementation and impact of the rigorous learning practices on student learning for all subgroups including EL students. Site leadership teams dissected and analyzed their data to identify next steps in their site-driven professional development workshops.

The district implemented formative assessments in core subject areas (English, Math, Science, and Social Studies) to measure student growth on the skills outlined in the standard and used the data to inform further instruction. This action was effective in supporting the district to make progress towards 100% of students demonstrating proficiency on the skills outlined in the standards for core academic subject areas. The interpreting functions math interim assessment results: The Common Lit literacy assessment is given 3 times during the school

year to measure growth. The data highlighted trends around the district's areas in need of growth: 72% of 10th grade students demonstrated proficiency in 10th grade literacy skills and 28% were below the 10th grade level. The science interim assessment measures student proficiency in Earth and Space Science, Life Science and Physical Science. The data highlighted 38% of assessed students are above standard in these science areas and 62% are near or below standard. Teaching teams used the interim data to plan instruction and address the areas where students' have learning gaps.

The District implemented focused professional development with key subject-areas (9th and 10th grade English, Algebra, Geometry, Living Earth, and World History) to identify essential standards, create common assessments, align around rigorous learning and update their respective courses of study. Moving forward, the district will continue this initiative and expand the work to Chemistry, Physics in the Universe, 11th and 12th grade English, and United States History.

Deans of Student Success: The Deans were highly effective during the 2025-2026 school year. TUHSD Average Daily Attendance has grown each month from that of the previous school year:
Aug 2024=94% Aug 2025=94.6%; Sept 2024=92% Sept 2025=94%; Oct 2024=92% Oct 2025=93%; Nov 2024=91% Nov2025=92.4%; Dec 2024=90% Dec 2025=92%. This level of effectiveness was due to the strong implementation of the district's attendance intervention plan which outlines a progress response to truancy and, when needed, a comprehensive district SARB and referral to county SARB process. Moving forward, the district will co-create a period attendance and tardiness intervention plan to address the amount of class periods and learning time that students are missing in a aligned manner across the district.

2024-2025
We are in our third year of having intervention coordinators and are starting to see the positive impact of fewer students needing to remediate courses or credits and more students being on track to graduate.

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.

2025-2026
Based on reflection and input from the district's educational partners, the district will continue to implement professional development focused on rigorous instruction including ways to engage students in applying their learning to real life situations and will continue to focus intensively on alignment in the core academic subject areas. The district will adopt a universal screener that assesses students' skills in ELA and Math and discontinue the use of the Common Lit literacy screener. The adoption of a new universal screener is intended to provide the district, students, and parents with better data around students' skill strengths and areas for growth that will be used to plan instruction in the classroom and identify students in need of Tier 2 or Tier 3 interventions including EL and students with disabilities with a specific focus on students who are in the middle and do not have DFI grades but also do not access advanced classes. These changes are intended to improve student learning and achievement in all subject areas.

2024-2025

The changes made were to include students with disabilities and socioeconomically disadvantaged students within the target for improvement and the metrics we use to capture impact. When we did our needs assessment for the district, four student groups were determined to be in need of the most support, those four student groups are: students with disabilities, socioeconomically disadvantaged students, English language learning students and Black/African American students. Therefore, the committee felt it was important to consistently capture data for these four student groups specifically.

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	English Language Learner Program	Maintain an English Language learning team at the district level that includes a ELL coordinator at each school site and appropriate level of English language development and support classes. .6 FTE ELL Coordinators 2.58 FTE in para-educators 2.2 FTE in Certificated Teachers	$892,214.00	Yes
2.2	Multi-Tiered System of Support (MTSS) Tam4WARD	Develop and implement a comprehensive plan of academic and social emotional support. Building off existing programs and structures, develop a systemized approach to ensuring all students have quality Tier 1 instruction, level 1 intervention in the classroom, level 2 intervention that may require more support outside of the classroom and resources for level 3, intensive support. Teacher Leaders will work to lead departments to implement Tier 1 instructional strategies for all students. 2.4 FTE Intervention coordinators 2.4 FTE Dean of Student Success 32 Teacher Leaders: Leadership Learning Team	$1,110,704.00	No
2.3	Academic Workshop	Academic Workshop is a support class provided to students in need of academic and executive function support. There are 2.6 FTE in Academic workshop teachers and Academic workshop currently serves 150 students	$560,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Advancement Via Individual Determination	AVID is a four year academic elective course that serves 200-225 students per year in college readiness and success. We have 2.0 FTE for AVID 3 teachers who receive $15,000 stipend each for being the AVID coordinator.	$464,200.00	No
2.5	Professional Development	Provide ongoing professional development to staff in Specially Designed Academic Instruction in English strategies to improve access to curriculum for our ELL students.	$10,000.00	No
2.6	Dean of Student Success at San Andreas High School	Chronic absenteeism is a major barrier for our low income and foster youth. The Dean at San Andreas High School is focused on improving the attendance of the students at that site. This action has been discontinued.	$0.00	
2.7	Access to CTE Programs	The District will operate CTE programs and will continue to increase access to include all students in programs.	$0.00	No
2.8	Renaissance Universal Screening Assessment and Common Assessment Program	The District will implement 3 universal screening assessments to measure student skill development in ELA and Math in grades 9-12. The data from each assessment will used to plan instruction, identify students in need of academic intervention, and will be shared with students and their parents/caregivers to give them updates on their child's academic development throughout the school year. Additionally, teachers will be able to use the Renaissance to create common assessments throughout the school year.	$109,552.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Primary Goal: Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system. Focus Goal 3: Community Engagement: Create a collaborative community among TUHSD and families to ensure student academic success and social emotional wellbeing. Subgoals 3.1 Improve communication and engagement among the District and Black/African American, Latino/a, Indigenous, students with disabilities and English Language Learner (ELL) families 3.2 Improve engagement among our families who have a primary language other than English 3.3 Develop caregiver/parent education programs that seeks input from caregivers/parents who are currently underrepresented in existing District affiliated parent organizations 3.4 Integrate DEI consciousness in school community events such as sports competitions, student performances, back to school night 3.5 Partner with towns and communities of the District to collaborate on bringing diversity, equity and inclusion practices to existing community events 3.6 Continue to build relationships with existing parent organizations so that the District's mission and vision are represented by the parent organizations	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal to address long-standing inequities in student outcomes and experiences that are disproportionately experienced by historically marginalized student groups, including Black/African American, Latino/a, Indigenous, English Language Learners,

students with disabilities, and socioeconomically disadvantaged students. Current data demonstrates persistent opportunity gaps in both academic achievement and social-emotional well-being for these groups compared to their peers. These disparities are not the result of student ability, but of systemic barriers within educational practices, structures, and access.

The success of this work cannot happen in isolation within classrooms—it requires active, reciprocal partnerships with families and the wider community. Families bring unique insights into their children's strengths, needs, and cultural identities, and research consistently shows that strong family-school partnerships improve academic achievement, attendance, and social-emotional health. However, some caregiver and parent voices—especially those from non-English-speaking households, underrepresented racial/ethnic groups, and families of students with disabilities—have historically been excluded from decision-making and engagement structures. This leads to a mismatch between the supports schools provide and what families say they need. The district's Focus Goal 3 on Community Engagement acknowledges this gap and seeks to create structures where all voices, especially those most often unheard, help shape the student experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent/guardian engagement on the Youth Truth Survey prompt: the degree to which families are engaged in their school and empowered to influence decision making	33% percent positive response by parents/guardians who responded on the Youth Truth Survey that they feel engaged in their school and empowered to influence decision making	In 2024-34 % positive response by parents/guardians who responded on the Youth Truth Survey	In 2025- 41 % positive response by parents/guardians who responded on the Youth Truth Survey	85% percent positive response by parents/guardians on the Youth Truth Survey that they feel engaged in their school and empowered to influence decision making	There is a 3% increase from the baseline
3.3	Parent/Guardian response on the Youth Truth survey to the prompt: the degree to which families believe their school fosters shared goals, respect, fairness, and diversity	71% percent positive response by parents/guardian who responded, that their school fosters shared goals, respect, fairness, and diversity	76% percent positive response by parents/guardian who responded, that their school fosters shared goals, respect, fairness, and diversity	In 2025- TUHSD scored in the 61st percentile with a highly favorable response score of 3.83 which represents growth from the 59th percentile in 2024.	85% percent positive response by parents/guardian, that their school fosters shared goals, respect, fairness, and diversity	There is a 5% increase from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Parent/guardian responses on the Youth Truth survey to the prompt: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	78% percent positive response by Parent/guardians who responded on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	75% percent positive response by Parent/guardians who responded on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	75% percent positive response by Parent/guardians who responded on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	90% percent positive response by Parent/guardians on the Youth Truth survey: My school respects people from different backgrounds (for example, people of different races, ethnicities, and genders	There is a 2% increase from the baseline
3.5	Parent/guardian response to the Youth Truth prompt: My school encourages families to speak out against racism	72% percent positive response by parents/guardian who responded to: My school encourages families to speak out against racism	73% percent positive response by parents/guardian who responded to: My school encourages families to speak out against racism	73% percent positive response by parents/guardian who responded to: My school encourages families to speak out against racism	90% percent positive response by parents/guardian: My school encourages families to speak out against racism	There is a 7% increase from the baseline
3.6	Parents/guardians who speak a primary language other than English participation in school/district sponsored parent/guardian events	Participation is less than 30% for most parent engagement events	Participation has remained stable	There is no participation data for 2025-2026.	Participation will increase by at least 10%	There is no change from the baseline
3.7	Participation rates of Black, Indigenous, Latino, low SES, and other student of color parents in school sponsored events for parent/guardians	Participation is less than 40% for most parent engagement events	Participation rates have increased slightly or remained the same.	There is no participation data for 2025-2026.	Participation will increase by at least 10%	There is no change from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Parent/guardian participation at parent education events	Participation is less than 40% for most parent engagement events	Participation rates have increased slightly or remained the same.	Participation rates have stayed consistent. During 2025-2026, 1223 parents/guardians participated in 8 parent events. Though this represents a reduction from the previous school year, it is noteworthy that there was a high profile film series during 2024-2025 that commanded a high rate of parent engagement due to the nature of the topic and profile of the speaker. During 2024-2025, 1298 parents/guardians participated in 8 parent education events.	Participation will increase by at least 10%	There is no change from the baseline
3.9	Parents of Black, Indigenous, Latino/a and other students of color, and Low SES responses regarding school/district	Many Black, Indigenous, Latino/a, and other parents of students of color shared that	56% of Black, 65% of Latino/a, 46% of Asian, 51% of White, and and 47% of Two or	56% of Black, 65% of Latino/a, 46% of Asian, 51% of White, and and 47% of Two or	Parents of Black, Indigenous, Latino and other student of color groups will report feeling that	The baseline was not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	communication and engagement	district/school communication was inadequate or not being received	More Race parents report they receive information about how their child's progress	More Race parents report they receive information about how their child's progress	the communication they receive is appropriate and informative	
3.10	Parents of students with disabilities will be included in district focus groups as part of the Significant Disproportionality process.	Baseline will established during the 24-25 school year.	Baseline will established during the 24-25 school year.	Parents participated in the Significant Disproportionality process in the Spring of 2025 to share feedback and input around the district's plan. A parent representative serves as the district parent rep on the county-wide SELPA Special Education Advisory Committee which meets monthly.	100 parents of students with disabilities will participate in the parent focus group for the Significant Disproportionality process.	The baseline will be established in 2025-2026.

Goal Analysis [2025-26]

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

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

2025-2026:
The district's Racial Justice Task Forced planned to implement three "Just Dinner," events as opportunities to engage the parent community around equity topics. A major challenge was determining the scope of each workshop and low attendance from the community. As a result, the last "Just Dinner," event was cancelled. As a result, the district will revisit the "Just Dinner," parent engagement events and identify a new strategy for engaging parents and the community in equity related conversations next school year.

2024-2025:
This year, the district made concerted efforts to hold more broad reaching parent engagement events, specifically the Racial Justice Task Force held five events called Just Dinners. These events were held district-wide, included staff, students, parents and community members engaging in facilitated discussions meant to foster a sense of belonging. Three of the Just Dinner events included student panels, with a diverse representation of students sharing their experiences at school and specifically what makes them feel a sense of belonging and what makes them feel isolated or not included. Over the course of five dinners the district engaged with approximately 375 families.

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.

There is no material difference between budgeted expenditures and estimated actual expenditures for this goal.

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

2025-2026:
The "Just Dinner," events were not as well attended as the previous school year. As a result, the district will develop a new strategy to engage parents and the community around feeling connected and engaged with the district for the 2026-2027 school year.

2024-2025:
The Just Dinners were highly successful and we plan to continue with some form of family engagement. We do not have data to show if these events have made families feel more connected and more engaged with the district as of yet but will be using our Youth Truth and California Healthy Kids survey data to evaluate the impact of these events.

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.

2025-2026:
The primary change is to identify a new approach for engaging parents and community around equity related topics for the next school year.

2024-2025:
The changes made were to include students with disabilities and socioeconomically disadvantaged students within the target for improvement and the metrics we use to capture impact. When we did our needs assessment for the district, four student groups were determined to be in need of the most support, those four student groups are: students with disabilities, socioeconomically disadvantaged students, English language learning students and Black/African American students. Therefore, the committee felt it was important to consistently capture data for these four student groups specifically.

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	Web Coordinator	The District will maintain a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites. All websites can be translated into multiple languages.	$17,000.00	No
3.2	Mass Communication Tool	The District utilizes a mass communication system, Parent Square, that can be translated into multiple languages for communicating with students and parents/guardians about relevant information.	$30,450.00	No
3.3	Student Information System (SIS)	The District maintains a student information system and a single learning management system in order to streamline access to information for our students and families. Consolidating these platforms will also provide more efficient workflow for teachers and staff. The District's data and SIS is maintained by our Data Specialists and Data Analyst. The District has: 1.0 FTE in Lead Data Specialist 3.0 FTE in Data Specialist 1.0 FTE in Data Analyst	$1,073,357.00	No
3.4	Attendance Communication	The District maintains attendance clerks with whom our parents/guardians communicate for student absences. The attendance clerks coordinate daily attendance and send communications to parents/guardians when students have an unexcused absence. The district has: 3.75 FTE in attendance clerks	$416,303.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Board of Trustee Meeting Recordings	The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website. Spanish translation will be available for all zoom attendees.	$5,064.00	No
3.6	Parent/guardian Engagement Events (5)	The District will provide at least five (5) parent engagement events during the school year that align with the mission and vision of the District.	$25,000.00	No
3.7	Regular meetings District staff and Foundation leads and District staff	The District staff will engage in monthly meetings of the existing parent organizations to maintain strong communication and collaboration and ensure the work of the parent organizations aligns with the racial equity work of the district.	$0.00	No
3.8	Racial Equity Coalition	The District will maintain a racial equity coalition consisting of district and site staff, community members and parents/guardians to address issues of racial climate and culture on our campuses and most specifically Tam High. The District will maintain a twice monthly meeting schedule.	$88,300.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Primary Goal: Increase the learning outcomes and learning environment for all students while eliminating the predictability of current outcomes of our Black/African American, Latino/a, Indigenous, English Language Learning, students with disabilities and socioeconomically disadvantaged students by removing the opportunity gaps in our system. Focus Goal 4 - Improve community, culture and environment in TUHSD: Build community and create environments where the student voice is centered to promote cultures of kindness and inclusion and where all members support and lift one another and each individual feels that they belong, are safe, valued, known, and heard. SUBGOALS 4.1 Engage with all community members to transform existing systems and structures to serve students based on principles of equity and inclusion 4.2 De-racialize student spaces and campus physical environments 4.3 Create a safe and inclusive school culture via events, programs and programming that build relationships across social and racial groups, beyond the performative 4.4 Refine and build multi-phased safeguards and support services for students who are victimized or struggling academically, socially or emotionally 4.5 Capture student voice from all students while centering our Black, Indigenous, Latino/a, Asian, and all students of color as well as English Language Learner and socio-economically disadvantaged student groups in order to adequately address the issues they seek to address 4.6 Ensure students receive education and information about the effects of existing and emerging technologies on society, culture, and individuals. Encourage critical thinking about the impacts of technology use and its appropriateness, misuses, benefits, and potential harms	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District LCAP committee used student data from the Youth Truth and California Healthy Kids Surveys as well as recent incidents on our school campuses to establish a goal that address the whole student. The wellbeing of our students in impacted by racism and racist incidents, therefore, ensuring we are addressing and changing the climate and and culture in order to prevent those harms from occurring. Additionally, there is much research on the impact of racism on students. During our feedback cycle it was raised that we must also address the impact social media has on the mental health and wellbeing of our youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rates	Student Suspension Rate: Asian-1% Black/African American-9.8% Latino/a-2.5% White-1.1% Multiracial-1% ELL students-1.8% Socioeconomically disadvantaged-3.2% Students with disabilities-3.2%	2024 Student Suspension Rate: Asian-1.5% Black/African American-19% Latino/a-3.9% White-1.8% Multiracial-1.2% ELL students 5.3% Socioeconomically disadvantaged-6.2% Students with disabilities-6.3%	2025-206 Semester 1 Suspension Rate: All students= 1% Asian-1% Black/African American-9% Latino/a-1% White-1% Multiracial-0% ELL students 3% Socioeconomically disadvantaged-3% Students with disabilities-3%	The suspension rate for all students will be at or below 1%	Our suspension rates have increased rather than decreased over the last year.
4.2	Percentage of all students, and most specifically Black, Latino/a and Indigenous students, who report feeling safe at school.	Percent of students who report feeling safe at school. Asian-81% Black/African American-57% Latino/a-67% White-81% Multiracial-77%	2024 Percent of students who report feeling safe at school. Asian-73% Black/African American-55% Latino/a-62% White-77%	2025 Percent of students who report feeling safe at school. Asian-80% Black/African American-50% Latino/a-71% White-81%	The percentage of students who report feeling safe at school will be at least 85% for all student groups	Our students report feeling less safe at school than reported the previous year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low SES-79%	Multiracial-73% ELL Students Socioeconomically disadvantaged-79%	Multiracial-77% ELL Students-70% Students with Disabilities- 71%		
4.3	Percentage of students who report knowing at least one caring adult at school as measured by the Youth Truth survey	Percent who report knowing at least one caring adult on campus Asian-50% Black/African American-47% Latino/a-45% White-52% Multiracial-45% Low SES-51%	2024 Percent who report knowing at least one caring adult on campus Asian-43% Black/African American-46% Latino/a-53% White-52% Multiracial-47% ELL: 48% Socioeconomically disadvantaged: 51%	2025 Percent who report knowing at least one caring adult on campus: Asian- 55% Black/African-American-52% Latino/a-50% White-55% Multiracial-51% ELL Students-51% Students with Disabilities-55%	The percentage of students who report knowing a caring adult at school will be at least 85% for all student groups	There is no meaningful difference between the baseline data and year 1 outcomes
4.4	Percentage of students who report that most students are friendly to them at school as measured on the Youth Truth Survey	Percent who agreed or strongly agreed that most students are friendly. Asian -81% Black/African American-61% Latino/a-63% White-76% Multiracial-72% Low SES-75%	2024 Percent who agreed or strongly agreed that most students are friendly. Asian -81% Black/African American-58% Latino/a-62% White-74% Multiracial-69% ELL: 57% Socioeconomically disadvantaged 75%	2025 Percent who agreed or strongly agreed that most students are friendly. All students 77% Asian-80% Black/African-American-61% Latino/a- 72% White-82% Multiracial-74% ELL Students-74% Students with Disabilities-72%	The percentage of students who report that most students are friendly to them will be at or above 85%.	We had a slight improvement in the data from the baseline to year 1 outcomes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Percentage of students who report learning that is relevant to their lives outside of school as measured on the Youth Truth Survey	43% of all students surveyed agreed or strongly agreed that their learning was relevant to their lives outside of school.	In 2024- 43% of all students surveyed agreed or strongly agreed that their learning was relevant to their lives outside of school.	In 2025- 47% of students surveyed agreed or strongly agreed that their learning was relevant to their lives outside of school.	The percentage of students who report the learning in which they engage is relevant to their lives will be at least 60%	The data are even from the baseline to year one
4.6	Percentage of students who report feeling welcome at their school and have collaborative relationships with their classmates as captured on the Youth Truth survey: Belonging module	60% of all students surveyed agreed or strongly agreed to feeling welcomed at their schools with collaborative peer relationships	In 2024-69% of all students surveyed agreed or strongly agreed to feeling welcomed at their schools with collaborative peer relationships	In 2025- 77% of all students surveyed agreed or strongly agreed to feeling welcomed at their schools with collaborative peer relationships.	The percentage of students who report feeling welcome at their school and who have collaborative relationships with their peers will be at least 80%.	We saw a 9% increase in the percentage of students who report having collaborative relationships with their classmates
4.7	Percentage of parents who report "frequently" to this question on the Youth Truth Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	50% of parents who selected "frequently" to this question on the Youth Truth Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2024-54% of parents who selected "frequently" to this question on the Youth Truth Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2025- 58% of parents who selected "frequently" to this question on the Youth Truth Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	Percentage of parents who report "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?) will be at least 70%	We saw a 4% increase on this measure from the Youth Truth Survey from baseline to year one

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Percentage of students who report "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	60% of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2024-62% of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?)	In 2025- 57% of students selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, During school events?)	The of students who selected "frequently" to this question on the Youth Truths Survey: Think about your school. How often do you see people of diverse backgrounds represented..." (In artwork, posters and/or pictures?, In publications?, In materials sent by the school?, During school events?) will be at least 80%	We saw a 2% increase on this measure from baseline to year 1
4.9	Percentage of students who report a sense of connectedness to their school as measured by the CHKS	Race/Ethnicity Asian -68% Black/African American-35% Latino/a-63% White-72% Multiracial-66% Something else-57%	2023-24:Race/Ethnicity Asian -65% Black/African American-54% Latino/a-53% White-73% Multiracial-73% Something else-68%	CHKS survey is given from May 2026-June 2026. No data available at this time.	Percentage of students who report a sense of connectedness to their school as measured by the CHKS will be at least 75% for all student groups	On this measure for each student group: Asian students-decrease of 3% Black/AA increase of 19% Latino/a decrease of 10% White an increase of 1% Multiracial-increase of 7% Something else increase of 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Percentage of students who report current consumption of alcohol as measured on the CHKS	Current use of alcohol: Yes-2022 CHKS 9th: 23% 10th-32% 11th-44% 12th-58%	Current use of alcohol: Yes-2023-24CHKS 9th: 25% 10th-31% 11th-48% 12th-62%	CHKS survey is given from May 2026-June 2026. No data available at this time.	The percentage of students who report consuming alcohol will decrease by 10%	The difference from baseline to year 1 on alcohol consumption: 9th-increase of 2% 10th-decrease of 1% 11th-increase of 4% 12th-increase of 4%
4.11	Percentage of students who report current drug use as measured on the CHKS	Current use of drugs: Yes-2022 CHKS Cannabis Use: 9th-14% 10th-19% 11th-28% 12th-36%	Current use of drugs: Yes-2023-24 CHKS Cannabis Use: 9th-14% 10th-19% 11th-30% 12th-39%	CHKS survey is given from May 2026-June 2026. No data available at this time.	The percentage of students who report current drug use will decrease by 10% in each grade level.	The difference from baseline to year one for reported drug use: 9th-0 10th-0 11th-increase of 2% 12th-increase of 3%
4.12	Percentage of students who report feeling a sense of meaningful engagement at school and having a say in decision making as measured on the CHKS	Asian-33% Black/African American-28% Latino/a-30% White-34% Multiracial-30% Something else-31%	Asian-36% Black/African American-36% Latino/a-29% White-41% Multiracial-34% Something else-35%	CHKS survey is given from May 2026-June 2026. No data available at this time.	Percentage of students who report feeling a sense of meaningful engagement at school and having a say in decision making as measured on the CHKS will be at least 60% for all student groups	The difference from baseline to year on meaningful engagement: Asian-increase of 3% Black/AA-increase of 8% Latino/a-decrease of 1 % Multiracial-increase of 4% Something else-increase of 4%
4.13	Percentage of students who report feelings of	Yes-2022 CHKS 9th-31%	Yes-2023-24 CHKS	CHKS survey is given from May	The percentage of students who	The difference from baseline on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	chronic sadness as measured on the CHKS	10th-29% 11th-36% 12th-36%	9th-25% 10th-25% 11th-30% 12th-26%	2026-June 2026. No data available at this time.	report feelings of chronic sadness as measured on the CHKS will be below 15%	feelings of chronic sadness 9th-decrease of 6% 10th-decrease of 4% 11th-decrease of 6% 12th-decrease of 10%
4.14	Percentage of students who reported being bullied or harassed by other students as reported on the Youth Truth Survey	Percent who said they had been bullied or harassed by other students: Asian-14% Black/African American-12% Latino/a-13% White-13% Multiracial-12% Low SES-14% Special Education-25%	In 2024: Percent who said they had been bullied or harassed by other students: Asian-13% Black/African American-14% Latino/a-15% White-14% Multiracial-14% Low SES-14% Special Education-23% ELL: 21%	In 2025: Percent who said they had been bullied or harassed by other students: Asian-12% Black/African-American-19% Latino/a-12% White-11% Multiracial-14% Low SES-no data available Students with Disabilities- 18% EL Students-15%	Percentage of students who reported being bullied or harassed by other students as reported on the Youth Truth Survey will decrease by at least 8 percent for each student group	The difference from baseline to year one on reports of students being bullied or harassed: Asian-decrease of 1% Black/AA-increase of 2% Latino/a-increase of 2% White-increase of 1 % Multiracial-increase of 2% Low SES-
4.15	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically as reported on the Youth Truth Survey	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically Asian-27% Black/ African American-44% Latino/a-33%	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically Asian -27%	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically All students-31%	Percentage of students who reported being bullied or harassed by other students who said it occurred electronically as reported on the	The difference from baseline to year one on reports of students being bullied electronically:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White-36% Multiracial-39% Low SES-% Special Education: 46% ELL: 56%	Black/ African American-44% Latino/a-33% White-36% Multiracial-39% Low SES-% Special Education: 46% ELL: 56%	Asian-23% Black/African-American-45% Latino/a-24% White-30% Multiracial-22% Low SES- no data available Students with Disabilities-35% EL Students-44%	Youth Truth Survey will decrease by at least 10 percent.	
4.16	Percentage of students who report feeling a part of the school community as reported on the Youth Truth Survey	Percent who said they a part of the school community: Asian-55% Black/African American-36% Latino/a-47% White-58% Multiracial-49% Low SES-58% ELL: 55% Special Education: 48%	In 2024: Percent who said they a part of the school community: Asian-48% Black/African American-35% Latino/a-45% White-59% Multiracial-42% Low SES: 50% ELL: 45% Special Education: 49%	In 2025: Percent who said they a part of the school community Asian-60% Black/African-American-44% Latino/a-52% White-64% Multiracial-53% Low SES-no data available EL Students-59% Students with Disabilities-52%	Percentage of students who report feeling a part of the school community as reported on the Youth Truth Survey will be at least 70% for all student groups	The difference from baseline to year one on feeling part of the school community Asian -decrease of 7% Black/ AA-decrease of 1% Latino/a-decrease of 2% White-increase of 1% Multiracial-decrease of 7% Low SES-decrease of 3% ELL:
4.17	Percentage of students who report that they learn how to make their school, community and/or the world a better place	Percent who said they they learn to make their school, community and the world a better place: Asian -66% Black/ African American-36% Latino/a-54%	Percent who said they they learn to make their school, community and the world a better place: Asian -66%	Percent who said they they learn to make their school, community and the world a better place: Asian-34%	Percentage of students who report learning how to make their school, community and world a better place reported on the Youth Truth	The difference from baseline to year one on learning to make the community better is fairly even

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White-60% Multiracial-54% Low SES-55% Special Education-59% Low SES-56%	Black/ African American-36% Latino/a-54% White-60% Multiracial-54% Low SES-55% Special Education-61% Low SES-60%	Black/African American-33% Latino/a-37% White-36% Multiracial-33% Low SES-no data available Students with Disabilities-34% EL Students-37%	Survey will be at least 75% for all student groups	
4.18	Percentage of students who report that it is important to work with people with backgrounds and experiences that are different from mine.	Percent who said they they learn to make their school, community and the world a better place: Asian -83% Black/African American-59% Latino/a-54% White-83% Multiracial-88% Low SES-82%	2024 -Percentage of students who report that it is important to work with people with backgrounds and experiences that are different from mine. Asian -83% Black/African American-59% Latino/a-54% White-83% Multiracial-88% Low SES-82%	CHKS survey is given from May 2026-June 2026. No data available at this time.	Percentage of students who report that it is important to work with people with backgrounds and experiences that are different from mine will be 90% for all student groups	The difference from baseline to year on on for working with people with different background and experiences was minimal.
4.19	Average Daily Attendance (ADA) will meet or exceed the CDE target of 95% at all Tam District schools.	In 2023-2024, the ADA at each high school: RHS=94% THS=92% AWHS=92% San Andreas=62% Tamiscal = 95%	In 2024-2025, the ADA at each high school: RHS= 95% THS=94% AWHS=94% San Andreas=45% Tamiscal=96%	In 2025-2026, the ADA at each high school: RHS=95% THS=95% AWHS= 94% San Andreas=73% Tamiscal=97%	For 2025-2026, each high school will meet or exceed 95% ADA.	RHS increased ADA by 1%, THS increased ADA by 2%, AWHS increased ADA by 2% Tamiscal increased ADA by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						San Andreas declined in ADA by 17%.
4.20	Dropout Rates	In 2023-2024, 14 students dropped out of the Tam District.	In 2024-2025, 7 students dropped out of the Tam District.	In 2025-2026, 4 students dropped out as of June 1, 2026.	For 2025-2026, the Tam District will reduce the dropout rate by 50%	The number of students who dropped out of high school was reduced by 50% (7 students).
4.21	Expulsion Rates	0 students were expelled during 2023-2024.	0 students were expelled during 2024-2025.	In 2025-2026, 0 students expelled as of June 1, 2026.	For 2025-2026, the Tam District will continue to have 0 expulsions.	There is no difference from baseline.

Goal Analysis [2025-26]

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

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

2025-2026:
The district has continued to implement comprehensive social-emotional wellness services for our students. The wellness team continues to focus on ensuring that a students are aware of the wellness services that are available and can regularly access these services when needed. The wellness team has successfully implemented a toolkit that engages students in a self-guided module that meets their immediate needs. Wellness teammates are consistently available to provide one on one check-ins with students as needed.

The District Equity Team has met twice during the 2025-2026 school year. This action needs to be revisited and adjustments made for 2026-2027 SY.

DSY services have been provided to at-risk students at THS and AWHS and will continue into 2026-2027.
The Senior Director of Diversity Equity Inclusion and Belonging position will not continue into the 2026-2027 school year.

2024-2025:
There were no substantive changes from the planned actions and the actual implementation.

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.

There were no material differences between Budgeted Expenditure and Estimated Actual Expenditures for this goal.

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

2025-2026:
We have seen significant growth in students' perception of feeling part of their school community. This is the result of the effective learning partnerships that our educators build in classrooms, the structured peer to peer collaborative learning opportunities, the intentional recognition of different cultures and heritages, and the comprehensive social-emotional wellbeing services that are available on each campus.

2024-2025:
We have seen improvements in students reporting of learning about diverse perspectives and seeing diverse representation in the instructional materials and curriculum. We have seen some slight improvements but also some decline for some student groups in reported sense of belonging and feeling a part of the school community. We will continue to capture student voice to determine work that we, as a system can create more inclusive school campus cultures and climates.

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

The changes made were to include students with disabilities and socioeconomically disadvantaged students within the target for improvement and the metrics we use to capture impact. When we did our needs assessment for the district, four student groups were determined to be in need of the most support, those four student groups are: students with disabilities, socioeconomically disadvantaged students, English language learning students and Black/African American students. Therefore, the committee felt it was important to consistently capture data for these four student groups specifically.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling and Wellness Program	Provide wellness and counseling programs that coordinate services to students for social emotional wellbeing. The Wellness center will coordinate services to students for social emotional wellbeing. The school counselors are the main point of contact for students for academic guidance and social emotional wellbeing.	$5,137,882.00	No

Action #	Title	Description	Total Funds	Contributing
		The District has: 1.0 FTE Senior Director of Student Services 15 FTE Counselors 3.0 FTE Counseling Secretaries 1.0 FTE Registrars 1.0 FTE Director of Wellness 2.8 FTE Wellness coordinators 2.8 FTE Wellness outreach specialists		
4.2	Health Services	The district provides a school health technician who distributes their time among the comprehensive sites. This position also maintains student health records and communicates with families when health concerns arise. The District has: .6 FTE Nurse 2.0 FTE Health Technicians	$401,639.00	No
4.3	Dynamic Solutions for Youth	Dynamic Solutions for Youth (DSY-Keith Jackson) Mr. Jackson works across 2 school sites in the District with students, mostly students of color, to provide mentoring, self-advocacy, mediation and academic support.	$66,000.00	No
4.4	Therapeutic Counseling	The District contracts with Bay Area Community Resources (BACR) for non-mandated therapeutic counseling services for students who are dealing with social emotional issues. The District has licensed, pre-licensed and intern level counselors.	$440,000.00	No
4.5	Social Emotional Learning Modules	All students are required to receive mandated lessons each year. The lessons are developed by the ADL, Teaching for Justice and other	$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
		educational organizations that create content for building awareness of bias and the impact of racism and antisemitism on our communities and country. The lessons include understanding bias and how it is formed and the impact it can have on decision making, recognizing and addressing racism and antisemitism, learning to be an up-stander and not a bystander. The goal of these lesson is to raise awareness of our students in order to be a more inclusive and welcoming learning community. Additionally, students receive lessons on digital citizenship and the ethical use of technology and various technology based platforms.		
4.6	Senior Director of Diversity, Equity, Inclusion and Belonging	This position will coordinate, facilitate and evaluate the ongoing antiracist work in the District This person will work in collaboration with the assistant superintendent of educational services Senior Director of Diversity, Equity, Inclusion and Belonging		No
4.7	Student Voice	Youth Advisory for Racial Justice: This group of students meets once a month with the Senior Director of DEIB to share their perspectives on campus racial climate and culture, discuss actions that can be taken to improve the climate and culture and to provide student voice and input on district initiatives such as stop and learns, professional development and hiring practices. Other groups from which the district will seek input: Black Student Union AAPI Club Peer Resource Leadership AVID Link Crew	$0.00	No
4.8	Racial Justice Task Force	This is a partnership among district, students, staff, families and communities members to improve our policies, practices and procedures. This committee meets once time a month and plans community	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		engagement events. This committee is open to all members of the TUHSD community.		
4.9	Staff and Student of Color Retreats	The District will conduct at least one staff and one student of color retreat each school year in order to build community, celebrate student identities and provide a space to engage with students who share identities and experiences.	$40,981.00	No
4.10	District Equity Team	This team plans professional development, reviews policies and procedures and makes recommendations to the superintendent for improving the racial climate and culture in the district.	$5,972.00	No
4.11	Maintain a human resources department	The district maintains a human resources department to ensure that we have appropriate staff in positions and that we are supporting our employees. The District employs: 1.0 FTE Assistant Superintendent of Human Resources 1.0 FTE in Senior Director of Human Resources 1.0 FTE in Director of Human Resources 1.0 FTE Administrative Assistant for Human Resources	$1,169,890.00	No
4.12	Community Building Events, including students, staff, and parents	Establish a Culture and Community Lead at all sites with focus on engaging as many diverse groups of students as possible through multiple pathways and opportunities to provide feedback Integrate existing student groups (ASB, Leadership, SLAM, SOAR, STARR, BSU, Peer Resource, etc.) into a student-led committee comprised of a diverse group of students that plan, coordinate, and allocates funding for community building events Start each school semester with a day one community building event	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.13	Make School Events Affordable and Accessible to all students	Co-constructing with a diverse group of students, establish district-wide standards and protocols to ensure all school events, including social and academic enrichment opportunities are financially and physically accessible, welcoming, and inclusive to/of ALL students. Using these new district-wide standards and protocols, establish a baseline process for determining event location and design	$0.00	No
4.14	Assess school environments using Physical Environment Equity Walk Through tool	Conduct site assessments that identify what is meant by “safe & welcoming”, that expressly gather input from Black, Indigenous, Latino and other student of color groups. Utilize the Physical Environment Portion of Equity Walkthrough Tool Use data/input from site assessments to improve school environments. Utilize strategies for creating social cohesion and restorative justice-based design elements into various spaces on every campus: Resource document: Creating Restorative Justice Spaces in Schools	$0.00	No
4.15	Belonging & Affinity Spaces	Develop and expand on youth mentoring opportunities and affinity spaces.	$0.00	No
4.16	Change cultural norms to appreciate differences and embrace inclusivity	The District will conduct at least four (4) specific learning events addressing race, racism and bias	$0.00	No
4.17	Digital Citizenship and Ethical Use of Social Media	Establish clear guidelines for use of various technologies and applications and address the central issues of bullying, misinformation, and the impact on self-perception and self-esteem Teach and inform students of the nexus between online behavior (social media posts, web searches, AI use) in personal and school environments	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing

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
$1308420	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.340%	0.000%	$0.00	2.340%

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

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
2.1	**Action:** English Language Learner Program **Need:** Through the LEA's needs assessment, English Learners (ELs) were identified as not making sufficient progress toward English proficiency. Current California Dashboard data indicates that ELs are in the Red performance level for English Language Arts and the Orange performance level for Mathematics. This demonstrates significant gaps in both language acquisition and content mastery. Educational partner feedback (teachers, administrators, and families) further reinforced that ELs require targeted supports to accelerate English development while also ensuring access to grade-level academic content. Families expressed the need for stronger communication, resources, and intentional support structures, while teachers identified the challenge of balancing content instruction with language development. Collectively, the data and feedback highlight the need for a more coordinated, systematic approach to supporting English Learners across the district. **Scope:** Limited to Unduplicated Student Group(s)	Action is limited to English Learners (ELs), an unduplicated student group identified as not making adequate progress (Red in ELA, Orange in Math on CA Dashboard). A 0.2 FTE EL Coordinator will provide targeted supports focused on language acquisition and academic achievement. Coordinator responsibilities include: Oversight and coordination of EL supports and interventions. Implementation support for Designated and Integrated ELD. Professional learning/coaching for teachers on evidence-based strategies for ELs. Family engagement to increase access to resources and support learning at home. Monitoring of ELPAC and academic data to identify needs and intervene early.	English Language Proficiency Assessments for California (ELPAC): Annual progress and reclassification rates. California Dashboard Indicators: Changes in performance levels for English Language Arts and Mathematics specific to ELs. Course Grades: Monitoring EL student achievement in core content areas. Attendance and Engagement Data: To ensure EL students are accessing supports regularly. Educational Partner Feedback: Surveys and input from teachers, families, and students regarding the effectiveness of EL supports.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Academic Workshop **Need:** Through the LEA's needs assessment, it was identified that our socioeconomically disadvantaged students and ELL students are demonstrating lower GPAs, course grades, graduation rates, and achievement scores on the CAASPP assessments compared to their peers. Educational partners, including teachers and families, emphasized the importance of strengthening students' organizational skills, time management strategies, and access to targeted academic support to help them meet grade-level expectations and experience greater success. **Scope:** Limited to Unduplicated Student Group(s)	The Academic Workshop is designed to directly address the needs of socioeconomically disadvantaged students and ELL students by providing targeted academic and executive function support. The dedicated support class maintains a lower student-to-teacher ratio, allowing for individualized attention and greater opportunities to address each student's unique academic challenges. With this structure, teachers can provide intensive support in organization, time management, and content-area learning while fostering stronger relationships with students. The focus of the class is to ensure students have the necessary skills and supports to stay on track with coursework and credits, ultimately positioning them for successful high school graduation. This action is provided by the LEA as a focused intervention for unduplicated students, ensuring equitable access to academic support that is not available through general education courses.	Course grades and GPA. Credit completion and graduation/on-track rates. Attendance of participating students. California Dashboard indicators for unduplicated students (ELA, Math, Graduation). Feedback from teachers, students, and families.

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.

Additional Concentration Grant Funding

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

Not applicable

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$55,927,128	1308420	2.340%	0.000%	2.340%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$91,159,969.00	$209,461.00	$0.00	$66,000.00	$91,435,430.00	$79,601,570.00	$11,833,860.00

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	Review Course of Studies at least every five years	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.2	Employ high quality, highly effective certificated staff	All	No					$39,276,950.00	$0.00	$39,276,950.00				$39,276,950.00	
1	1.3	Instructional Coaching	All	No			All Schools		$288,379.00	$0.00	$288,379.00				$288,379.00	
1	1.4	Instructional Leadership Team	All	No			All Schools		$4,125,367.00	$0.00	$4,125,367.00				$4,125,367.00	
1	1.5	Special Education Programming	All	No			All Schools		$15,565,732.00	$0.00	$15,565,732.00				$15,565,732.00	0
1	1.6	Pathways Program	All	No			Specific Schools: Tamiscal High School Grade 12		$440,568.00	$0.00	$440,568.00				$440,568.00	
1	1.7	Edgenuity	All	No			All Schools		$0.00	$128,613.00	$128,613.00				$128,613.00	
1	1.8	Algebra Project	All	No			All Schools		$99,909.00	$0.00		$99,909.00			$99,909.00	0
1	1.9	Maintain clean, well functioning facilities	All	No			All Schools		$6,730,646.00	$0.00	$6,730,646.00				$6,730,646.00	
1	1.10	Deferred Maintenance	All	No			All Schools		$0.00	$10,935,400.00	$10,935,400.00				$10,935,400.00	0
1	1.11	Maintain a balanced budget	All	No			All Schools		$1,756,153.00	$0.00	$1,756,153.00				$1,756,153.00	
2	2.1	English Language Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	Specific Schools: Archie Williams High School, Redwood		$892,214.00	$0.00	$892,214.00				$892,214.00	

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
					)		High School, Tamalpais High School									
2	**2.2**	Multi-Tiered System of Support (MTSS) Tam4WARD	All	No			All Schools		$1,110,704.00	$0.00	$1,110,704.00				$1,110,704.00	
2	**2.3**	Academic Workshop	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$560,205.00	$0.00	$560,205.00				$560,205.00	
2	**2.4**	Advancement Via Individual Determination	All	No					$464,200.00	$0.00	$464,200.00				$464,200.00	0
2	**2.5**	Professional Development	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.6**	Dean of Student Success at San Andreas High School							$0.00	$0.00	$0.00				$0.00	
2	**2.7**	Access to CTE Programs	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Renaissance Universal Screening Assessment and Common Assessment Program	All	No			All Schools		$0.00	$109,552.00		$109,552.00			$109,552.00	
3	**3.1**	Web Coordinator	All	No			All Schools		$0.00	$17,000.00	$17,000.00				$17,000.00	
3	**3.2**	Mass Communication Tool	All	No			All Schools		$0.00	$30,450.00	$30,450.00				$30,450.00	
3	**3.3**	Student Information System (SIS)	All	No			All Schools		$1,073,357.00	$0.00	$1,073,357.00				$1,073,357.00	0
3	**3.4**	Attendance Communication	All	No			All Schools		$416,303.00	$0.00	$416,303.00				$416,303.00	
3	**3.5**	Board of Trustee Meeting Recordings	All	No			All Schools		$0.00	$5,064.00	$5,064.00				$5,064.00	
3	**3.6**	Parent/guardian Engagement Events (5)	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.7**	Regular meetings District staff and Foundation leads and District staff	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.8**	Racial Equity Coalition							$88,300.00	$0.00	$88,300.00				$88,300.00	
4	**4.1**	Counseling and Wellness Program	All	No			All Schools		$5,137,882.00	$0.00	$5,137,882.00				$5,137,882.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Health Services	All	No			All Schools		$401,639.00	$0.00	$401,639.00				$401,639.00	
4	4.3	Dynamic Solutions for Youth	socioeconomically disadvantaged youth	No			Specific Schools: Archie Williams High School, Tamalpais High School		$0.00	$66,000.00				$66,000.00	$66,000.00	0
4	4.4	Therapeutic Counseling	All	No			All Schools		$0.00	$440,000.00	$440,000.00				$440,000.00	
4	4.5	Social Emotional Learning Modules	All	No			All Schools		$0.00	$18,000.00	$18,000.00				$18,000.00	
4	4.6	Senior Director of Diversity, Equity, Inclusion and Belonging	All	No			All Schools									
4	4.7	Student Voice	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.8	Racial Justice Task Force	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.9	Staff and Student of Color Retreats	Students and staff of color	No			All Schools		$0.00	$40,981.00	$40,981.00				$40,981.00	
4	4.10	District Equity Team	All	No			All Schools		$3,172.00	$2,800.00	$5,972.00				$5,972.00	
4	4.11	Maintain a human resources department	All	No			All Schools		$1,169,890.00	$0.00	$1,169,890.00				$1,169,890.00	
4	4.12	Community Building Events, including students, staff, and parents	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.13	Make School Events Affordable and Accessible to all students	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.14	Assess school environments using Physical Environment Equity Walk Through tool	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.15	Belonging & Affinity Spaces	Students of color	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.16	Change cultural norms to appreciate differences and embrace inclusivity	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.17	Digital Citizenship and Ethical Use of Social Media	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

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
$55,927,128	1308420	2.340%	0.000%	2.340%	$1,452,419.00	0.000%	2.597 %	**Total:**	$1,452,419.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,452,419.00
								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 (%)
2	**2.1**	English Language Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Archie Williams High School, Redwood High School, Tamalpais High School	$892,214.00	
2	**2.3**	Academic Workshop	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$560,205.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$92,200,595.00	$90,572,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Review Course of Studies at least every five years	No	$0.00	0
1	**1.2**	Employ high quality, highly effective certificated staff	No	$40,973,500.00	40774503
1	**1.3**	Instructional Coaching	No	$279,900.00	279900
1	**1.4**	Instructional Leadership Team	No	$3,910,300.00	3910300
1	**1.5**	Special Education Programming	No	$15,320,400.00	15121403
1	**1.6**	Pathways Program	No	$417,600.00	417600
1	**1.7**	Edgenuity	No	$127,644.00	127944
1	**1.8**	Algebra Project	No	$94,700.00	94700
1	**1.9**	Maintain clean, well functioning facilities	No	$6,717,200.00	6817958
1	**1.10**	Deferred Maintenance	No	$10,935,400.00	9600000
1	**1.11**	Maintain a balanced budget	No	$1,664,600.00	1664600

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	2.1	English Language Learner Program	Yes	$845,700.00	845700
2	2.2	Multi-Tiered System of Support (MTSS) Tam4WARD	No	$1,052,800.00	1052800
2	2.3	Academic Workshop	Yes	$531,000.00	531000
2	2.4	Advancement Via Individual Determination	No	$440,000.00	440000
2	2.5	Professional Development	No	$10,000.00	8200
2	2.6	Dean of Student Success at San Andreas High School		$0.00	0
2	2.7	Access to CTE Programs	No	$0.00	0
3	3.1	Web Coordinator	No	$17,000.00	17000
3	3.2	Mass Communication Tool	No	$21,145.00	29786
3	3.3	Student Information System (SIS)	No	$1,017,400.00	1017400
3	3.4	Attendance Communication	No	$394,600.00	394600
3	3.5	Board of Trustee Meeting Recordings	No	$5,064.00	5064
3	3.6	Parent/guardian Engagement Events (5)	No	$5,000.00	25000

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	3.7	Regular meetings District staff and Foundation leads and District staff	No	$0.00	0
3	3.8	Racial Equity Coalition		$60,000.00	60000
4	4.1	Counseling and Wellness Program	No	$5,104,300.00	5104300
4	4.2	Health Services	No	$380,700.00	380700
4	4.3	Dynamic Solutions for Youth	No	$66,000.00	66000
4	4.4	Therapeutic Counseling	No	$540,000.00	540000
4	4.5	Social Emotional Learning Modules	No	$16,000.00	18000
4	4.6	Senior Director of Diversity, Equity, Inclusion and Belonging	No	$72,100.00	72100
4	4.7	Student Voice	No	$0.00	0
4	4.8	Racial Justice Task Force	No	$0.00	0
4	4.9	Staff and Student of Color Retreats	No	$40,981.00	40981
4	4.10	District Equity Team	No	$5,661.00	5661
4	4.11	Maintain a human resources department	No	$1,108,900.00	1108900
4	4.12	Community Building Events, including students, staff, and parents	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)
4	**4.13**	Make School Events Affordable and Accessible to all students	No	$0.00	0
4	**4.14**	Assess school environments using Physical Environment Equity Walk Through tool	No	$0.00	0
4	**4.15**	Belonging & Affinity Spaces	No	$0.00	0
4	**4.16**	Change cultural norms to appreciate differences and embrace inclusivity	No	$20,000.00	0
4	**4.17**	Digital Citizenship and Ethical Use of Social Media	No	$5,000.00	0

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)
1319661	$1,376,700.00	$1,376,700.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.1**	English Language Learner Program	Yes	$845,700.00	845700		
2	**2.3**	Academic Workshop	Yes	$531,000.00	531000		

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)
55,977,525	1319661	0%	2.357%	$1,376,700.00	0.000%	2.459%	$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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