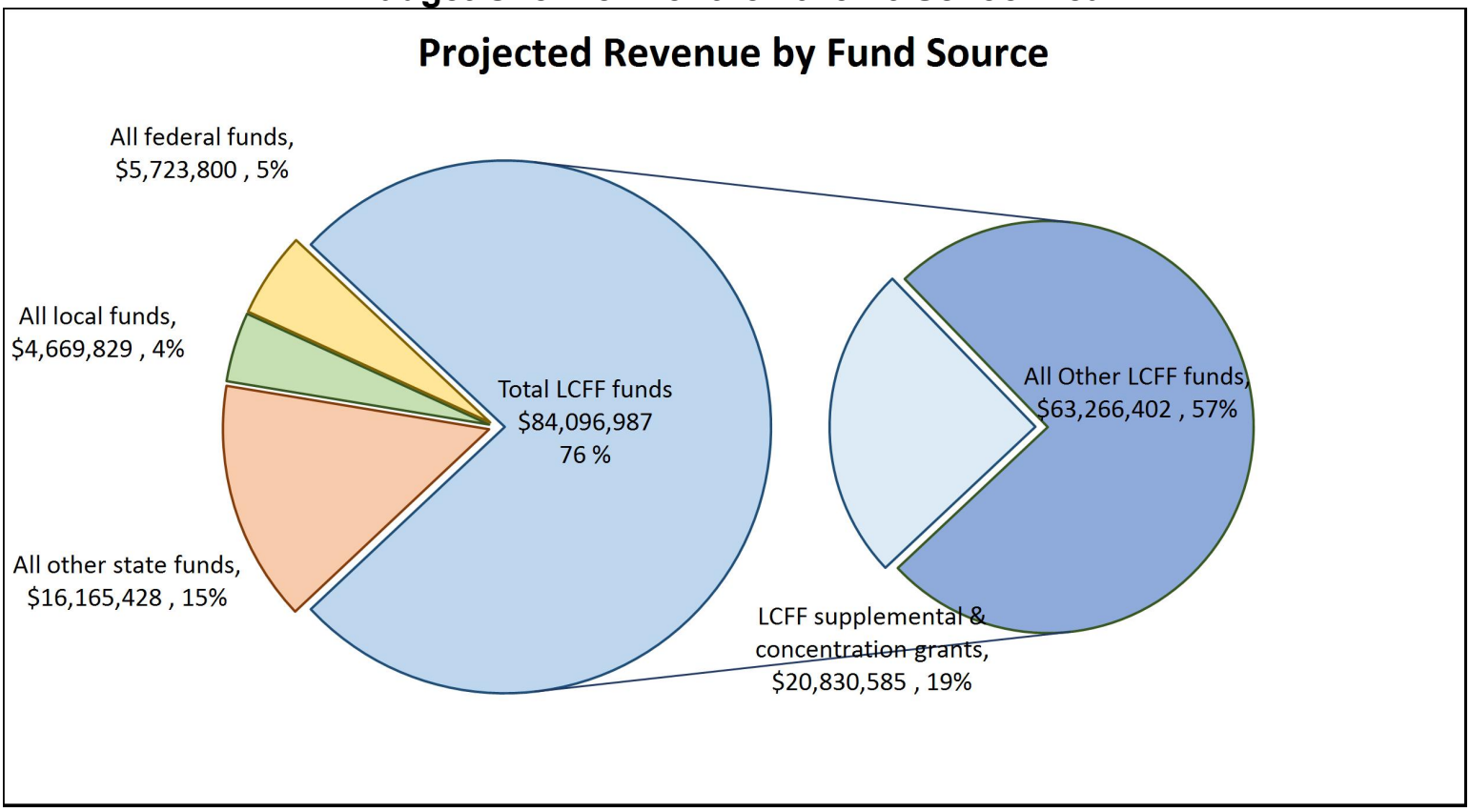
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ukiah Unified School District
CDS Code: 23-65615-0000000
School Year: 2025-26
LEA contact information:
Katie Sommer
Assistant Superintendent of Educational Services
ksommer@uusd.net
(707) 472-5000

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 2025-26 School Year

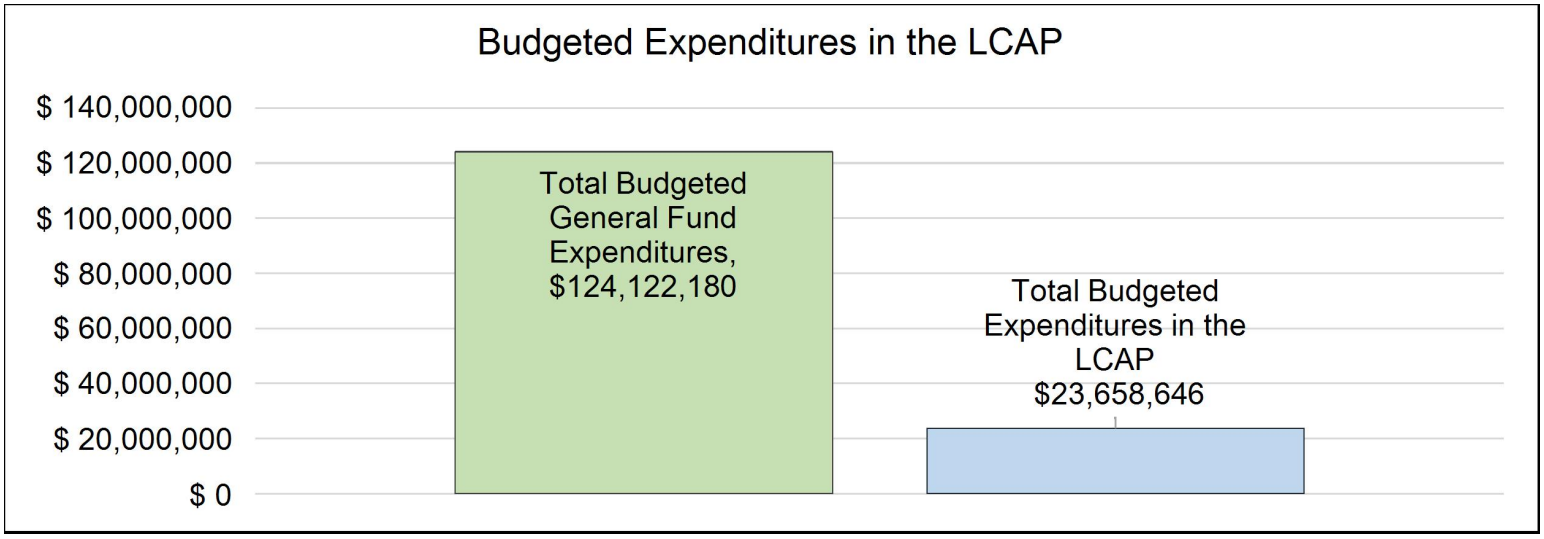


This chart shows the total general purpose revenue Ukiah Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ukiah Unified School District is $110,656,044, of which $84,096,987.00 is Local Control Funding Formula (LCFF), $16,165,428.00 is other state funds, $4,669,829.00 is local funds, and $5,723,800.00 is federal funds. Of the $84,096,987.00 in LCFF Funds, $20,830,585.00 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 Ukiah Unified School District plans to spend for 2025-26. 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: Ukiah Unified School District plans to spend $124,122,180.00 for the 2025-26 school year. Of that amount, $23,658,646.00 is tied to actions/services in the LCAP and $100,463,534 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

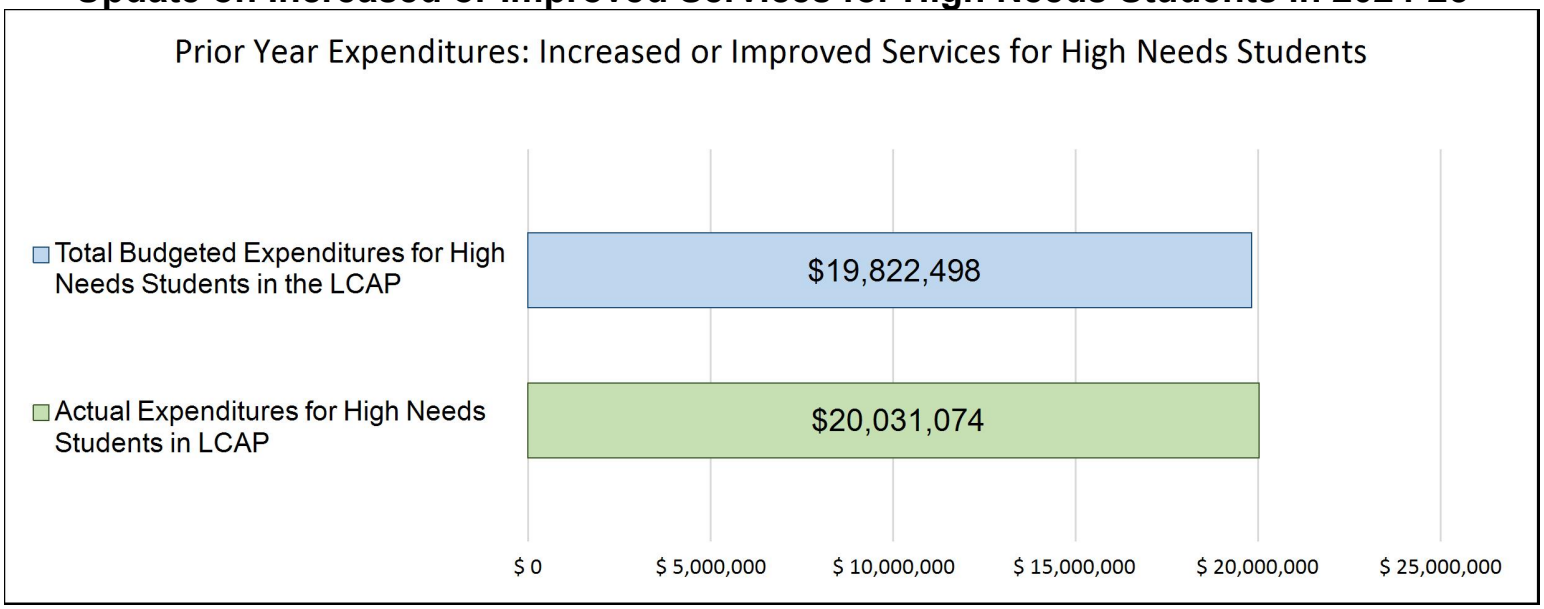
A majority of the General Fund Budget Expenditures are not included in the LCAP. These funds are used primarily for certificated and classified salaries and benefits, which are approximately 78% ($96,585,749) of the General Fund Expenditures. The remaining 22% are used for materials and supplies, consulting services, and all other operating costs of the district. Salary amounts include salary and benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Ukiah Unified School District is projecting it will receive $20,830,585.00 based on the enrollment of foster youth, English learner, and low-income students. Ukiah Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ukiah Unified School District plans to spend $20,830,585.00 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 2024-25



This chart compares what Ukiah Unified 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 Ukiah Unified 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 2024-25, Ukiah Unified School District's LCAP budgeted $19,822,498.00 for planned actions to increase or improve services for high needs students. Ukiah Unified School District actually spent $20,031,074.00 for actions to increase or improve services for high needs students in 2024-25.

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
Ukiah Unified School District	Katie Sommer Assistant Superintendent of Educational Services	ksommer@uusd.net (707) 472-5000

Plan Summary [2025-26]

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.

Ukiah Unified School District (UUSD) is located approximately 115 miles north of San Francisco, on the Highway 101 corridor. The population in the Ukiah Unified School District boundaries is approximately 40,975 based on the most recent census.

UUSD serves approximately 5895 students in grades TK-12 with six elementary schools, two middle schools, one comprehensive high school, one continuation high school, one independent study school, five preschool classrooms, and an adult school. The TK-12 demographics of the district are:

- 0.5% African American
- 4.2% American Indian or Alaska Native
- 0.8% Asian
- 0.4% Filipino
- 59.3% Hispanic or Latino
- 0.1% Pacific Islander
- 4.6% Two or More Races
- 29.5% White
- 0.7% Not Reported
- 22.3% English Learners
- 1.3% Foster Youth
- 5.5% Homeless Youth

- 5.8% Migrant Education
- 14.4% Student with Disabilities
- 81.4% Socioeconomically Disadvantaged

An additional 728 students are served through five direct funded independent charter schools that are chartered through the district.

Reflections: Annual Performance

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

Ukiah Unified improved or maintained overall for all indicators on the California School Dashboard, except for the College and Career Indicator. Student group outcomes varied, with many groups maintaining. The Dashboard compared results from the 2022-23 to 2023-24 school year.

CA School Dashboard Results:

- Chronic Absenteeism - Yellow, decreased by 10.5% (10 out of 10 reported groups improved)
- Suspension Rate - Orange, maintained with 0% change (5 out of 12 reported groups improved)
- English Learner Progress - Yellow, maintained by -1.4% of English Learner students making progress
- Graduation Rate - Green, maintained by 0% (4 out of 7 reported groups improved)
- English Language Arts - Orange, maintained by -1.3 points (3 out of 10 groups improved)
- Mathematics - Orange, maintained by +2.1 points (6 out of 10 groups improved)
- College and Career Indicator - Orange, decreased by 2.6% (1 out of 7 groups improved)

Priority 1 Local Data:

College ready indicators, Advance Placement (AP) and the Early Assessment Program (EAP), have improved over the prior year, except on the EAP mathematics indicator.

- The percent of students scoring a 3 or higher on Advanced Placement tests has increased from 71% (2022-23) to 78% (2023-24), with increases in the number of AP students and more AP exams being taken.
- EAP for English Language Arts has increased with 17% (2022-23) to 20% (2023-24) scoring a 4 or higher on the SBAC.

- EAP for mathematics has been flat with 3% (2022-23) to 4% (2023-24) scoring a 4 or higher on the SBAC.

Progressively increase equitable enrollment in AP courses and honors courses, including students with disabilities.

Overall graduation outcomes have been mixed over the last two years and three years.

- Graduation rates improved over the last three years from 88.3% in 2021-22 to 91.5% in 2023-24, but declined over the last two years by 0.9%. In addition, graduation rates increased for Native American, Hispanic/Latino, Two or More Races, English Learners, Migrant Education, Students with Disabilities, and Socioeconomically Disadvantage (low income) groups over the last three years. White and Homeless Youth student groups declined over the last three years.

- A-G rates have declined for most groups over the last three years. The A - G completion rate of 35.5% (2023-24) had a slight increase of 1.5% over the last three years (2021-22 to 2023-24), but declined by 4.2% from 2022-23 to 2023-24, with Ukiah High School decreasing by 1.7% over the last three years and decreasing 8.4% over the last two years. In addition, A-G rates decreased for Native American, Hispanic/Latino, English Learners, Homeless Youth, Migrant Education, and Socioeconomically Disadvantage (low income) groups. The White and Two or More Races, and Special Education student groups increased over the last three years.

- The percentage of graduates completing a Career Technical Education(CTE) pathway was relatively flat with rates of 38.4% in 2022-23 to 37.8% in 2023-24 although over the last three years CTE pathway completions has increased by 2.7% from 35/1% in 2021-22 to 37.8 in 2023-24.

- The percentage of graduates completing both A-G and a CTE pathway declined by 2.6% from 19.4% in 2022-23 to 16.8% in 2023-24 although over the last three years A-G and a CTE pathway completion has increased by 3.5% from 13.3% in 2021-22 to 16.8% in 2023-24.

- There was an increase in the percent of graduates receiving the State Seal of Biliteracy over the last two years with 14.9% in 2022-23 to 17.1% in 2023-24. For the first time 2024-2025 students will be able to receive the State Seal of Biliteracy in the northern Pomo language. There will be 4 students graduating with this recognition.

Spring semester Middle and High School D and F rates have remained flat over the last two years in 2022-23 to 2023-24.

Local reading performance data is mixed, but most grade levels are improving. There has been significant improvement in Kindergarten on the Acadience reading assessment, surpassing pre-pandemic scores. Grades 5 had good improvement on both the Acadience and STAR Reading assessments. Reading achievement is improving over time, especially in the K-3 cohort and K-2 cohort.

- Acadience Reading students at or above benchmark on the end of year assessment over three years, 2022-23 compared to 2024-25: Grades K, 4, and 5 improved over the three years, while grades 1, 2, and 3 were relatively flat. K: 41% to 59%, 1st: 38% to 39%, 2nd: 45% to 44%, 3rd: 48% to 47%, 4th: 40% to 48%, 5th: 43% to 51%.

- Acadience Reading students at or above benchmark on the beginning of the year to the end of year 2023-24: Grades K, 1, and 5 improved from the beginning of year to end of year, grades 3 and 4 were flat, and grade 2 declined. K: 41% to 59%, 1st: 31% to 39%, 2nd: 49% to 44%, 3rd: 46% to 47%, 4th: 46% to 48%, 5th: 41% to 51%

- Acadience Reading increase in K-3 Cohort (current 3rd grade) at or above benchmark on the End of Year Acadience reading assessment (Kindergarten 30% in 2021-22, 1st grade 38% in 2022-23, 2nd grade 44% in 2023-24, and 47% in grade 3 in 2024-25).

- Acadience Reading increase in K-2 Cohort (current 2nd grade students) at or above benchmark on the End of Year Acadience reading assessment (Kindergarten 41% in 2022-23, 1st grade 37% in 2023-24, and 2nd grade 44% in 2024-25).

- STAR Reading percent of students proficient over three years, 2022-23 compared to 2024-25: Grades 4, 5, 7, 8, and 11 improved, while grades 2, 3, 9, and 10 were relatively flat, and grade 6 declined. 2nd: 27% to 29%, 3rd: 29% to 28%, 4th: 31% to 38, 5th: 42% to 47%, 6th: 36% to 33%, 7th: 34% to 40%, 8th: 33% to 42%, 9th: 55% to 55%,10th: 51% to 52%, 11th: 47% to 56%.

- STAR Reading percent of students proficient 1st Interim to 3rd Interim for 2024-25: Grades 2, 4, 5, 6, 8, 9,10, and 11 improved from the 1st interim to the 3rd interim, while grade, 3 was flat and grade 7 declined. 2nd: 24% to 29%, 3rd: 28% to 28%, 4th: 34% to 38%, 5th: 37% to 47%, 6th: 31% to 32%, 7th: 44% to 40%, 8th: 37% to 42%, 9th: 46% to 55%, 10th: 38% to 52%, 11th: 45% to 56% (grades 9,10, and 11 had lower participation rates).

Local math performance data is mixed, although most grades are improving over time. Academic achievement in mathematics continues to be low, with the lowest achievement in secondary grades. There has been improvement made in some grade levels, especially in grade 7 over the last three years and steady improvement in grades 4 and 5.

- STAR Math percent of students proficient over three years, 2022-23 compared to 2024-25: Grades 3, 4, 5, 7, 8, 9, improved. Grade 6 was relatively flat. 3rd: 28% to 31%, 4th: 23% to 27%, 5th: 20% to 24%, 6th: 21% to 20%, 7th: 18% to 25%, and 8th: 15% to 23%. (Data for math in grades 9-11 only available for two years.)

- STAR Math percent of students proficient 1st Interim to 3rd Interim for 2024-25: Grades 2, 5, 9, and 10 improved from the 1st interim to the 3rd interim, while grades, 3, 7, and 11 remained flat, and grades 4,6,8 declined slightly. 2nd: 26% to 28%, 3rd: 32% to 30%, 4th: 29% to 27%, 5th: 19% to 25%, 6th: 26% to 24%, 7th: 23% to 20%, 8th: 23% to 18%, 9th: 17% to 19%,10th: 21% to 23%, 11th: 19% to 20% (grades 9, 10 , and 11 had lower participation rates).

Priority 2 Local Data:

Progress for Multilingual Learners (English Learners) was positive on two out of three key metrics. While the English Learner Progress Indicator (ELPI) showed a slight decrease from 2023 to 2024, the percentage of Multilingual Learners who achieved proficiency on the English Language Proficiency Assessment for California (ELPAC) increased by 3% from 2022-23 to 2023-24. Additionally, initial estimates indicate that the reclassification rate of Multilingual Learners to English Proficient status rose by approximately 9% from 2023-24 to 2024-25.

- Chronic Absenteeism for Multilingual Learners (English Learners) decreased over the last two years by 12% from 33% in 2022-23 to 21% in 2023-2024. Estimated Chronic Absenteeism rate as of May 18, 2025 is 18.3%.

- Overall attendance rates are down from last year with 92.4% in 2023-2024 (as of May 9, 2024) compared to 91.6% (as of May 9, 2025).

- English Learner student group graduation rate improved by 6.9% from 84.9% in 2022-23 to 91.8% in 2023-24.

Priority 3 Local Data:

PLC effectiveness has improved or remained flat on 4 of the 5 indicators on the staff perception survey. Questions regarding common formative assessment and sharing effective teaching practices improved by approximately 5% for both questions. In addition, school site data was collected to create a baseline for 2024-25 school year.

Priority 4 Local Data:

School climate and engagement indicators are mixed with improved student survey indicators, flat suspension rates, decreased chronic absenteeism, and decreased attendance rates.

- The suspension rate at maintained relatively the same at 6.3% for 2023-24. The suspension rate for Native American students decreased by 1.5%. The suspension rates for Students with Disabilities increased by 3.2%.

- School safety indicators on the student survey have improved over the last two years. 58% of students feel physically safe at school, an increase of 5% from 2023-24 to 2024-25. In addition, 55% of students feel emotionally safe at school, an increase of 7% from 2023-24 to 2024-25.

- Dropout rates remain low for middle and high school students. The high school dropout rate increased by 1% from 2.9% in 2022-23 to 3.9% in 2023-24.

- Decreased the chronic absenteeism rate from 33.1% in 2022-23 to 24.3% in 2022-23. This year's estimated chronic absenteeism rate was 20.1% as of May 18, 2025.

- Attendance rates are slightly lower than last year with an estimated attendance rate at December 20, 2024 of 90.3%.

Priority 5 Local Data:

Student survey results regarding a sense of belonging slightly improved slightly over the last two years.

- The percentage of secondary students who indicate that there is a staff member who knows them as a person on campus was relatively flat from 63.4% in 2023-24 to 64.2% in 2024-25.

- The percentage of secondary students who enjoy coming to school on most days slightly improved from 27.9% in 2023-24 to 30.2% in 2024-25.

Parent engagement indicators have increased slightly or remained flat. School sites continue to increase parent engagement activities.

- Slight increase in the percent of parents and caregivers who indicate that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment from 74.7% in 2023-24 to 77.6% in 2024-25.

- Survey results remain flat for the percent of parents and caregivers who indicate that they feel welcome at their child's school at 87.3% in 2023-24 to 87.2% for 2024-25.

- Increases in parent involvement at LCAP/Strategic Plan meeting from LCAP/Strategic Plan Meeting Attendance (2024-25): DELAC - 15 parents (March) an increase of 3 parents from 2023-24 and DAC/PAC - ? parents (Sept-April)

Additional California School Dashboard Data:

Groups that performed at the lowest performance level (Red) on 2024 Dashboard State indicators.

District Level - Groups with lowest performance level (Red)
- Suspension Rate - Long-Term English Learners, Foster Youth, Students with Disabilities
- English Language Arts - English Learners, Long-Term English Learners, Foster Youth, Homeless
- Mathematics - Foster Youth, Homeless, American Indian or Alaska Native

Calpella Elementary School - Groups with lowest performance level (Red)
- English Language Arts - Socioeconomically Disadvantaged

Eagle Peak Middle School - Groups with lowest performance level (Red)
- English Learner Progress - Long-Term English Learners
- Suspension Rate - Long-Term English Learners, Students with Disabilities
- English Language Arts - American Indian or Alaskan Native
- Mathematics - English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian or Alaskan Native, Hispanic

Frank Zeek Elementary School - Groups with lowest performance level (Red)
- None

Grace Hudson Elementary School - Groups with lowest performance level (Red)
- English Learner Progress - English Learners

- English Language Arts- English Learners, Socioeconomically Disadvantaged, Hispanic

Nokomis Elementary School - Groups with lowest performance level (Red)
- Suspension Rate - Students with Disabilities, White
- English Language Arts - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
- Mathematics - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic

Oak Manor Elementary School - Groups with lowest performance level (Red)
- Chronic Absenteeism - American Indian or Alaska Native
- Suspension Rate - Students with Disabilities
- English Language Arts- Students with Disabilities
- Mathematics - Students with Disabilities

Pomolita Middle School - Groups with lowest performance level (Red)
- Suspension Rate - English Learners, Long-Term English Learners, Students with Disabilities, Two or More Races
- English Language Arts - Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic
- Mathematics - Homeless

South Valley High School - Groups with lowest performance level (Red or Very Low)
- English Language Arts - All Students, Socioeconomically Disadvantaged
- Mathematics - All Students, Socioeconomically Disadvantaged
- College and Career - All Students, Socioeconomically Disadvantaged, Hispanic

Ukiah High School - Groups with lowest performance level (Red)
- Suspension Rate - Homeless, Students with Disabilities, American Indian or Alaska Native
- English Language Arts - English Learners, Long-Term English Learners, Students with Disabilities
- Mathematics - English Learners, Long-Term English Learners, Students with Disabilities, White

Ukiah Independent Study Academy - Groups with lowest performance level (Red)
- Chronic Absenteeism - All Students
- Mathematics - All Students

Yokayo Elementary School - Groups with lowest performance level (Red)
- English Language Arts - English Learner

Actions to address groups that performed at the lowest performance level (Red or Very Low) on 2024 Dashboard State indicators.

Actions to address English Learner Progress for English Learners at Eagle Peak Middle School, Grace Hudson Elementary School are: Goal 1, Action 1.1, Action 1.2, Action 1.7, Action 1.9, and Action 1.13.

Actions to address Chronic Absenteeism for American Indian or Alaskan Native at Oak Manor Elementary School and All Students at Ukiah Independent are: Goal 1, Action 1.5, Action 1.10, Action 1.11, Action 1.13.

Actions to address Suspension Rates for American Indian or Alaskan Native, English Learners, Homeless, Long-Term English Learners, Students with Disabilities, Two or More, and White students at the District, Eagle Peak Middle School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, and Ukiah High School are: Goal 1, Action 1.5, Action 1.10 and Action 1.11.

Actions to address College/Career for All Students, Socioeconomically Disadvantaged, Hispanic at South Valley High School are: Goal 1, Action 1.4, Action 1.5, and Action 1.6, Action.

Actions to address English Language Arts for All Students, American Indian or Alaska Native, English Learners, Foster Youth, Hispanic, Homeless Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White students at the District, Calpella Elementary School, Eagle Peak Middle School, Grace Hudson Elementary School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, South Valley High School, Ukiah High School and Yokayo Elementary School are: Goal 1 Action 1.1, Action 1.2, Action 1.6, Action 1.7, Action 1.8, Action 1.9, and Action 1.10.

Actions to address Mathematics for All Students, American Indian or Alaskan Native, English Learners, Foster Youth, Hispanic, Homeless, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged and White students at the District, Eagle Peak Middle School, Nokomis Elementary School, Oak Manor Elementary School, Pomolita Middle School, South Valley High School, Ukiah High School, and Ukiah Independent Study Academy are: Goal 1 Action 1.1, Action 1.2, Action 1.6, and Action 1.7, Action 1.8.

Groups that performed at the lowest performance level (Red or Very Low) on 2023 Dashboard State indicators.

District Level - Groups with lowest performance level (Red)
Suspension Rate - African American, American Indian or Alaska Native
English Language Arts - Students with Disabilities, American Indian or Alaska Native
Mathematics - Students with Disabilities

Calpella Elementary - Groups with lowest performance level (Red)
Chronic Absenteeism - Two or More Races
English Language Arts - English Learners, Socioeconomically Disadvantaged, Hispanic

Eagle Peak Middle School - Groups with lowest performance level (Red)
Chronic Absenteeism - English Learners, American Indian or Alaskan Native
Suspension Rate - English Learners, Students with Disabilities, American Indian or Alaskan Native
English Language Arts - English Learners, American Indian or Alaskan Native
Mathematics - English Learners, American Indian or Alaskan Native, Hispanic

Frank Zeek Elementary - Groups with lowest performance level (Red)

English Language Arts - Students with Disabilities
Mathematics - Students with Disabilities

Grace Hudson Elementary - Groups with lowest performance level (Red)
None

Nokomis Elementary - Groups with lowest performance level (Red)
Suspension Rate - Students with Disabilities

Oak Manor Elementary - Groups with lowest performance level (Red)
Chronic Absenteeism - American Indian or Alaska Native
Suspension Rate - Students with Disabilities
English Language Arts- All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic
Mathematics - All Students, English Learners, Socioeconomically Disadvantaged

Pomolita Middle School - Groups with lowest performance level (Red)
Chronic Absenteeism - Two or More Races
Suspension Rate - Homeless, Two or More Races
English Language Arts - English Learners, Students with Disabilities
Mathematics - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic

South Valley High School - Groups with lowest performance level (Red or Very Low)
Suspension Rate - All Students, Socioeconomically Disadvantaged
College and Career - All Students, Socioeconomically Disadvantaged, Hispanic

Ukiah High School - Groups with lowest performance level (Red)
English Learner Progress - English Learners
Suspension Rate - English Learners
Mathematics - All Students, English Learners, Hispanic

Ukiah Independent Study Academy - Groups with lowest performance level (Red)
None

Yokayo Elementary School - Groups with lowest performance level (Red)
English Language Arts - English Learner

Actions to address groups that performed at the lowest performance level (Red or Very Low) on 2023 Dashboard State indicators.

Actions to address English Learner Progress for English Learners at Ukiah High are: Goal 1, Action 1.1, Action 1.2, Action 1.7, and Action

1.9.

Actions to address Chronic Absenteeism for Two or More Races, English Learners, American Indian or Alaskan Native at Calpella Elementary, Eagle Peak Middle, Oak Manor Elementary, Pomolita Middle are: Goal 1, Action 1.5, Action 1.11, Action 1.13.

Actions to address suspension rates for All Students, African American, American Indian or Alaska Native, English Learners, Students with Disabilities, Homeless, Two or More Races at the District, Eagle Peak Middle, Nokomis Elementary, Oak Manor Elementary, Pomolita Middle, South Valley High, and Ukiah High are: Goal 1, Action 1.5 and Action 1.11.

Actions to address College/Career for All Students, Socioeconomically Disadvantaged, Hispanic at South Valley High School are: Goal 2, Action 2.3, Action 2.4, and Action 2.5.

Actions to address English Language Arts for All Students, Students with Disabilities, American Indian or Alaska Native, English Learners, Socioeconomically Disadvantaged, Hispanic at the District, Calpella Elementary, Eagle Peak Middle, Frank Zeek Elementary, Oak Manor Elementary, Pomolita Middle School, and Yokayo are: Goal 1 Action 1.1, Action 1.2, Action 1.7, Action 1.9, and Action 1.10.

Actions to address Mathematics for Students with Disabilities, English Learners, American Indian or Alaskan Native, Hispanic, All Students, and Socioeconomically Disadvantaged at the District, Eagle Peak Middle, Frank Zeek, Oak Manor, Pomolita Middle, and Ukiah High are: Goal 1 Action 1.1, Action 1.2, and Action 1.7.

Reflections: Technical Assistance

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

Ukiah Unified School District (UUSD) was identified for Differentiated Assistance in 2023 due to the performance of the American Indian or Alaskan Native student group. The 2024-25 school year was the second year of the two year cycle. Specific actions will continue in the LCAP including an increase in funding for cultural awareness trainings, continuing to support the Pomo Language and Culture teacher, continuing to support Title VI Native American counselors, and a focus on first best instruction and equitable grading practices.

The American Indian or Alaskan Native student group on the 2024 California School Dashboard improved in 3 out of the 4 reported indicators:

- Chronic Absenteeism - Yellow (2023) to Yellow (2024) and improved by decreased Chronic Absenteeism rates by 11.9%.
- Suspension Rate - Red (2023) to Orange (2024) and improved by decreased the suspension rate by 1.2%.
- ELA - Red (2023) to Orange (2024) and improved by 3.9 points.
- Math - Orange (2023) to Red (2024) and did not improve declining by 7.7 points.

UUSD has been identified again for Differentiated Assistance in 2024 due to the performance of Long Term English Learners and Foster

Youth in the areas of ELA, math, and suspension rate. Below are the group results by identified indicator.

Long Term English Learners - 2024 CA School Dashboard (Long Term English Learners is a new student group on the CA School Dashboard.)

- ELA - Red, declined 3.5 points
- Math - Orange, increased 3.7 points
- Suspension Rate - Red, increased 1.4%

Foster Youth - 2024 CA School Dashboard

- ELA - Red, declined 13.3 points
- Math - Red, declined 22.5 points
- Suspension Rate - Red, increased 3.4%

Ukiah Unified School District has met with the Mendocino County Office of Education to discuss support for 2024 Differentiated Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
January 16, 2025 - Board Meeting (Board and Community) Strategic Plan Position Review January 23, 2025 - Leadership/AdCo Meeting (Administrators and Administrative Council) February 5, 2025 - Ukiah Teachers Association Representative Council (Teachers) February 11, 2025 - California School Employee Associations (CSEA - Classified Staff) February 13, 2025 - Board Meeting (Board and Community) , Review and approval of Strategic Plan Position Review February 11, 2025 - California School Employee Associations (CSEA - Classified Staff) February 24, 2025 - Special Board Meeting Workshop on LCAP/Strategic Plan (Board and Community) March 4, 2025 - South Valley Staff Meeting for Equity Multiplier (Staff) March 5, 2025 - Ukiah Teachers Association Consult (Teachers)	UUSD engaged in educational partner engagement in January through May of 2025 to review progress on our three year Strategic Plan/Local Control Accountability Plan (LCAP). During the spring engagement process, educational partners reviewed the three year Strategic Plan/LCAP, mid-year metrics and provided feedback during meetings. Groups were asked three questions for each of the six priorities in the Strategic Plan/LCAP: 1. Please rank the priority using a scale of 1 to 5 with 1 being strongly disagree to 5 being strongly agree: UUSD is making good progress in achieving Priority. (Not all groups decided to rank but provided input through questions 2 and 3). 2. What do you see as UUSD's strength toward achieving Priority? 3. What does UUSD need to prioritize and/or improve to achieve Priority? The input was captured on charts and then transferred to a google document. All group data was then compiled into one document which was reviewed by the District Advisory Committee/Parent Advisory Committee, Leadership Ad/Co, and the Board. The document is attached to the LCAP.

Educational Partner(s)	Process for Engagement
March 6, 2025 - South Valley High School School Site Councils for Equity Multiplier (Students, Parents, Staff) March 11, 2025 - Title VI Native American Parent Committee (Staff, Student, Parents, Community, Tribes) March 14, 2024 - Board Meeting (Board and Community) March 17, 2025 - Superintendent's Student Advisory (Students and Superintendent) March 19, 2025 - District English Learner Advisory Committee (Parents and Staff) March 20, 2025 - Leadership Ad/Co (Administrators and Administrative Council) March 25, 2025 - District Advisory Committee and Parent Advisory Committee (Students, Staff, Parents and Community) April 11, 2025 - Board Meeting (Board and Community) April 22, 2025 - SELPA Consult (Administrators & SELPA) April 24, 2025 - Leadership Ad/Co (Administrators and Administrative Council) April 29, 2025 - District Advisory Committee and Parent Advisory Committee (Students, Staff, Parents and Community) May 8, 2025 - Board Meeting (Board and Community) June 10, 2025 - Public Hearing, Board Meeting (Board and Community) June 12, 2025 - Approval of LCAP, Board Meeting (Board and Community)	In addition, district staff met with South Valley High School staff and School Site Council to get input on updating their Equity Multiplier plan. The current year's plan was reviewed, including implementation of actions and metrics, and input was received on next year's plan.

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

The three year LCAP/Strategic Plan was updated for the 2nd year. During the spring educational partner engagement process feedback was given on progress of the current plan and input on ways to improve.

Because this is the second year of a three year plan, only a few new actions were added and a few actions had staffing or budgets increased due to feedback.

Added to Action 1.1 create a districtwide data system to monitor Strategic Plan/LCAP metrics.

Added to action 1.3 funding to provide Artificial Intelligence training to staff and additional funding to provide new instructional materials and technology to meet the needs of diverse learners.

Added to Action 1.5 funding to support a 0.5 FTE College and Career Specialist for Ukiah High School (due to full expenditure of grant funding occurring mid-year).

Added to Action 1.8 funding to support Director of Instruction for secondary schools (due to returning administration of Migrant Education to region).

Added to Action 1.9 funding to support 0.875 FTE Bilingual Paraprofessional to support Migrant Ed newcomer students (due to returning administration of Migrant Education to region).

Added to Action 1.10 funding to improve teacher residency programs and build leaders through supporting certificated administrator induction and administrator development programs. Additional funding to provide professional development in cultural awareness and Professional Learning Communities.

Added to Action 1.11 funding to support student leadership and additional social emotional counseling 3.0 FTE for half the school year.

Added to Action 1.13 funding to support a 0.5 FTE Bilingual Family Community Liaison to support Migrant Ed newcomer students (due to returning administration of Migrant Education to region).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student graduates College and Career Ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed after an extensive process in the fall and winter of the 2023-24 school year with the district's Guiding Coalition and the District Advisory Committee. A needs assessment and root cause analysis was conducted and priority areas were created based on the root cause analysis. The singular goal of ensuring every student graduates college and career ready was then created, along with the mission, vision, and values.

Our objective is to ensure that every student achieves at least a year's worth of academic growth annually, with additional focus on students who are behind to make more than a year’s growth annually, thus preparing them for college and/or career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Decrease the rate of teacher misassignment. Increase percent of appropriately assigned teachers.	Rate of teacher misassignment: 4.0% (2022-23 CTC Report) Percent of teachers appropriately assigned:	Rate of teacher misassignment: 4.4% (2023-24 CTC Report)		Rate of teacher misassignment: 2.0% Percent of teachers	Teacher Assignment (Change) +4.4% Teacher missassignment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66.2% (Data Quest 2021-22)	Percent of teachers appropriately assigned: 66.9% (Data Quest 2022-23)		appropriately assigned: 80%	+0.7% Teachers appropriately assigned
1.2	4-Year Graduation Rate Progressively increase the 4-Year Graduation Rate.	Grade 12: 92.4%(2022-23 Data Quest)	Grade 12: 91.5% (2023-24 Data Quest)		Grade 12: 94% (2025-26)	Graduation Rate (Change) -1.1%
1.3	A-G Completion Progressively increase the percent of graduates who have completed A-G.	Grade 12: 39.7% (2022-23 Data Quest)	Grade 12: 35.5% (2023-24 Data Quest)		Grade 12: 49.7% (2025-26)	A-G Completion (Change) -4.2%
1.4	CTE Pathway Completion Progressively increase the percent of graduates who have completed 1 CTE pathway.	Grade 12: 38.4% (2022-23 CA Dashboard Additional Reports)	Grade 12: 37.8% (2023-24 Data Quest)		Grade 12: 48.4% (2025-26)	CTE Pathway Completion (Change) +0.6%
1.5	A-G and CTE Completion Progressively increase the percent of graduates who have completed A-G requirements and	Grade 12: 19.4% (2023 CA Dashboard Additional Reports)	Grade 12: 16.8% (2023-24 Data Quest)		Grade 12: 29.4% (2026 CA Dashboard)	A-G and CTE Completion (Change) -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed 1 CTE pathway.					
1.6	Advanced Placement (UHS) Progressively increase the percent of students taking AP exams and scoring a 3 or higher.	Grade 10-12: (2022-23) Total AP Students: 219 Number of Exams: 390 AP Students with Scores 3 or above: 156 % of Total AP Students with Scores 3 or above: 71%	Grade 10-12: (2023-24) Total AP Students: 242 Number of Exams: 471 AP Students with Scores 3 or above: 188 % of Total AP Students with Scores 3 or above: 78%		Grade 10-12: (2022-23) Progressively increase the percent of students taking AP exams and scoring a 3 or higher. % of Total AP Students with Scores 3 or above: 71%	Grade 10-12 (Change) APTotal AP Students: +23 Number of Exams:+81 AP Students with Scores 3 or above: +32 % of Total AP Students with Scores 3 or above: +7%
1.7	Reading Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment.	Acadience (2023-24): Kindergarten: 44% 1st Grade: 37% 2nd Grade: 44% 3rd Grade: 49% 4th Grade: 49% 5th Grade: 41%	Acadience (2024-25): Kindergarten: 59% 1st Grade: 39% 2nd Grade: 44% 3rd Grade: 47% 4th Grade: 48% 5th Grade: 51%		Acadience (2026-27) Kindergarten: 54% 1st Grade: 47% 2nd Grade: 54% 3rd Grade: 59% 4th Grade: 59% 5th Grade: 51%	Acadience (Change) Kindergarten: +15% 1st Grade: +2% 2nd Grade: 0% 3rd Grade: -2% 4th Grade: -1% 5th Grade +10%
1.8	SBAC English Language Arts (ELA) Progressively increase the percent of students	SBAC ELA (2022-23): Grade 3: 29% Grade 5: 35% Grade 8: 32%	SBAC ELA (2023-24): Grade 3: 27% Grade 5: 33%		SBAC ELA (2025-26): Grade 3: 39% Grade 5: 45%	SBAC ELA (Change) Gr 3: -2% Gr 5: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	scoring standard met or above in grades 3,5,8, and 11.	Grade 11: 44%	Grade 8: 29% Grade 11: 44%		Grade 8: 42% Grade 11: 54%	Gr 8: -3% Gr 11: 0%
1.9	SBAC mathematics (Math) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC Math (2022-23): Grade 3 - 29% Grade 5 - 24% Grade 8 - 14% Grade 11 - 11%	SBAC Math (2023-24): Grade 3: 30% Grade 5: 21% Grade 8: 16% Grade 11: 12%		SBAC Math (2025-26): Grade 3: 39% Grade 5: 34% Grade 8 : 24% Grade 11: 21%	SBAC Math (Change) Gr 3: +1% Gr 5: -3% Gr 8: +2% Gr 11: +1%
1.10	College and Career Ready (ELA) Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded.	College and Career Ready ELA (2022-23) Grade 11 Standard Exceeded: 17%	College and Career Ready ELA (2023-24) Grade 11 Standard Exceeded: 20%		College and Career Ready ELA (2025-26) Grade 11 Standard Exceeded: 23%	College and Career Ready ELA (Change) Grade 11 Standard Exceeded: +3%
1.11	College and Career Ready (Math) Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded.	College and Career Ready Math (2022-23) Grade 11 Standard Exceeded: 3%	College and Career Ready Math (2023-24) Grade 11 Standard Exceeded: 4%		College and Career Ready Math (2025-26) Grade 11 Standard Exceeded - 8%	College and Career Ready Math (Change) Grade 11 Standard Exceeded: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Progressively decrease the D & F rate in middle and high schools.	Spring Semester (2022-23) (revised) Ukiah HS D&F rate: 20.2% Pomolita D&F rate: 14.5% E. Peak D&F rate: 14.9%	Spring Semester (2023- 24) Ukiah HS D&F rate: 20.5% Pomolita D&F rate: 14.1% E. Peak D&F rate: 14.9%		Spring Semester 2025-26 Ukiah HS D & F rate - 10% Pomolita D & F rate - 10% Eagle Peak D & F rate - 10%	Spring Semester (Change) Ukiah HS D&F rate: +0.3% Pomolita D&F rate: -0.4% E. Peak D&F rate: 0%
1.13	Progressively increase equitable enrollment in AP courses and honors courses, including students with disabilities.	2023-24 AP and Honors Enrollment (Aeries) Percent enrolled in one or more AP or Honors course. All Grades: 24% Amer. Indian or Alaska Native: 18.8% Hispanic or Latino: 18.0% Two or More Races: 25.8% White: 32% English Learners: 6.8% Reclassified: 20.9% Foster Youth: 10.5% Homeless Youth: 12.8% Migrant Education: 15.6% Students with Disabilities: 2.1% Low-Income: 17.8%	2023-24 AP and Honors Enrollment (Aeries) Percent enrolled in one or more AP or Honors course. All Grades: 26.7% Amer. Indian or Alaska Native: 21.7% Hispanic or Latino: 22.6% Two or More Races: 35.3% White: 31% English Learners: 5.3% Reclassified: 24.4% Foster Youth: 12.5% Homeless Youth: 10.3%		Progressively increase (2026-27)	AP and Honor Enrollment (Change) All Grades: +2.7% Amer. Indian or Alaska Native: +2.9% Hispanic or Latino: +4.6% Two or More Races: +9.5% White: -1% English Learners: -1.5% Reclassified: 3.5% Foster Youth: 2.0% Homeless Youth: -2.5% Migrant Education: +6.9% Students with Disabilities: +2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Migrant Education: 22.5% Students with Disabilities: 4.1% Low-Income: 21.1%			Low-Income: +3.3%
1.14	Increase the percent of Multilingual learners (English Learners) who make progress toward proficiency as measured on the CA School Dashboard English Learner Progress Indicator (ELPI).	49.2% making progress towards English language proficiency (2023 CA School Dashboard ELPI)	Making progress towards English language proficiency: 47.8% (2024 CA School Dashboard ELPI)		59.2% making progress towards English language proficiency (2026 CA School Dashboard ELPI)	Making progress towards English language proficiency: -1.4% (Change)
1.15	Increase in the percent of Multilingual Learners (English Learners) who became English proficient on the English Language Proficiency Assessments for California (ELPAC).	ELPAC Level 4 (2022-23) All grades: 12%	ELPAC Level 4 (2023-24) All grades: 15%		ELPAC Level 4 (2025-26) All grades: 18%	ELPAC Level 4 (Change) All grades: +3%
1.16	Increase the percent of Multilingual Learners (English Learners) who have been reclassified English Proficient.	Reclassification Rate (2023-24 DataQuest) Revised Base All grades: 39.2% 5th Grade: 26% 6th Grade: 39% 7th Grade: 48% 8th Grade: 50% 9th Grade: 62% 10th Grade: 69% 11th Grade: 70% 12th Grade: 81%	Reclassification Rate (2024-25 DataQuest) All grades: 42.7% 5th Grade: 35% 6th Grade: 34% 7th Grade: 58% 8th Grade: 59% 9th Grade: 65% 10th Grade: 67% 11th Grade: 73% 12th Grade: 75%		Reclassification Rate (2026-27 DataQuest) All grades: 45.2% 5th Grade: 32% 6th Grade: 44% 7th Grade: 50% 8th Grade: 56% 9th Grade: 68% 10th Grade: 73% 11th Grade: 79% 12th Grade: 84%	Reclassification Rate (Change) All grades: +3.5% 5th Grade: +9% 6th Grade: -5% 7th Grade: +10% 8th Grade: +9% 9th Grade: +3% 10th Grade: -2% 11th Grade: +3% 12th Grade: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Increase the percent of Multilingual Learner (English Learner) students proficient or higher in English Language Arts as measured by statewide standardized assessments (SBAC).	ML (EL) SBAC ELA (2022-23) Percent Standard Met or Above (DataQuest) All grades: 6% 3rd Grade: 7% 4th Grade: 8% 5th Grade: 10% 6th Grade: 9% 7th Grade: 1% 8th Grade: 0% 11th Grade: 8%	ML (EL) SBAC ELA (2023-24) Percent Standard Met or Above (DataQuest) All grades: 6% 3rd Grade: 9% 4th Grade: 11% 5th Grade: 7% 6th Grade: 5% 7th Grade: 0% 8th Grade: 1% 11th Grade: 6%		ML (EL) SBAC ELA (2025-26) Percent Standard Met or Above (DataQuest) All grades: 12% 3rd Grade: 13% 4th Grade: 14% 5th Grade: 16% 6th Grade: 15% 7th Grade: 7% 8th Grade: 6% 11th Grade: 14%	ML (EL) SBAC ELA (Change) Percent Standard Met or Above (DataQuest) All grades: 0% 3rd Gr: +2% 4th Gr: +3% 5th Gr: -3% 6th Gr: -4% 7th Gr: -1% 8th Gr: +1% 11th Gr: -2%
1.18	Decrease chronic absenteeism rates for Multilingual Learner (English Learner) students	ML (EL) Chronic Absenteeism (2022-23) 33% Chronic Absenteeism	ML (EL) Chronic Absenteeism (2023-24) 21% Chronic Absenteeism		ML (EL) Chronic Absenteeism (2025-26) 15% Chronic Absenteeism	ML (EL) Chronic Absenteeism (Change) -12% (Improved)
1.19	Increase Multilingual Learners (English Learner) student graduation rates.	ML (EL) 4-Year Graduation Rate (2022-23) 84.9% Graduation Rate	ML (EL) 4-Year Graduation Rate (2023-24) 91.8% Graduation Rate		ML (EL) 4-Year Graduation Rate (2025-26) 88% Graduation Rate	ML (EL) 4-Year Graduation Rate (Change) +6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Maintain 100% sufficiency on instructional materials	100% sufficiency of instructional materials (2023-24)	100% sufficiency of instructional materials (2024-25)		100% sufficiency of instructional materials (2026-27)	100% (Maintained)
1.21	Measure PLC effectiveness through staff perception survey results • Our grade level/subject area PLC time is productive and focused on the four PLC questions. • Each team member is clear on the standards sequence for each course/grade level. • My site has introduced or has used learning targets and/or "I Can" statements. • Staff members use CFAs and other academic data to reteach	2023-24 Certificated Survey (revised) Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. 89.5% Q2. Each team member is clear on the standards sequence for each course/grade level. 88.8% Q3. My site has introduced or has used learning targets and/or "I Can" statements. 89.1% Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. 80.7% Q5. Staff use CFAs to identify and share effective teaching practices. 83.8%	2024-25 Certificated Survey Q1. Our grade level/subject area PLC time is productive and focused on the four PLC questions. 88.5% Q2. Each team member is clear on the standards sequence for each course/grade level. 88.2% Q3. My site has introduced or has used learning targets and/or "I Can" statements. 90.0% Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. -		Measure PLC effectiveness through staff perception survey results. Maintain 90% of higher on all questions. • Our grade level/subject area PLC time is productive and focused on the four PLC questions. • Each team member is clear on the standards sequence for each course/grade level.	Certificated Surv. (Change) Question 1: -1% Question 2: -0.6% Question 3: +0.9% Question 4: +4.9% Question 5: +4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and identify students who need additional learning time and support. • Staff use CFAs to identify and share effective teaching practices.		85.6% • Q5.Staff use CFAs to identify and share effective teaching practices. 88.4%		• My site has introduced or has used learning targets and/or “I Can” statements. • Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. • Staff use CFAs to identify and share effective teaching practices.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts	SBAC ELA (2022-23) All Grades: 33% Amer. Indian or Alaska Native: 16% Hispanic or Latino: 26% Two or More Races: 31% White: 46% English Learners : 6% Reclassified: 42% Foster Youth: 30% Homeless Youth: 20% Migrant Education: 18% Students with Disab.: 11% Low-Income: 27%	SBAC ELA (2023-24) All Grades: 32% American Indian or Alaskan Native: 20% Hispanic or Latino: 26% Two or More Races: 36% White: 43% English Learners : 6% Reclassified: 36% Foster Youth: 41% Homeless Youth: Not Avail. Migrant Education: 24% Students with Disab.: 9% Low-Income: 27%		SBAC ELA (2025-26) All Grades: 43% American Indian or Alaskan Native: 26% Hispanic or Latino: 36% Two or More Races: 41% White: 56% English Learners: 16% Reclassified: 52% Foster Youth: 40% Homeless Youth: 30% Migrant Education: 28% Students with Disab.: 21% Low-Income: 37%	SBAC ELA (Change) All Grades: -1% American Indian or Alaskan Native: +4% Hispanic or Latino: 0% Two or More Races: +5% White: -3% English Learners: 0% Reclassified: -6% Foster Youth:+11% Homeless Youth: Not Avail. Migrant Education: +6% Students with Disab.: -2% Low-Income: 0%
1.23	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics	SBAC Math (2022-23) All Grades: 22% Amer. Indian or Alaska Native : 11% Hispanic or Latino: 16% Two or More Races: 26% White: 31% English Learners: 5% Reclassified: 20% Foster Youth: 24%	SBAC Math (2023-24) All Grades: 22% Amer. Indian or Alaska Native : 11% Hispanic or Latino: 17% Two or More Races: 27% White: 31%		SBAC Math (2025-26) All Grades: 32% Amer. Indian or Alaska Native : 21% Hispanic or Latino: 26% Two or More Races: 36% White: 41%	SBAC Math (Change) All Grades: 0% Amer. Indian or Alaska Native: 0% Hispanic or Latino: +1% Two or More Races: +1% White: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth : 13% Migrant Education: 6% Students with Disab.: 8% Low-Income: 17%	English Learners: 6% Reclassified: 21% Foster Youth: 18% Homeless Youth: 13% Migrant Education: 12% Students with Disab.: 7% Low-Income: 18%		English Learners: 15% Reclassified: 30% Foster Youth: 34% Homeless Youth : 23% Migrant Education: 16% Students with Disab.: 18% Low-Income: 27%	English Learners:+1% Reclassified: +1% Foster Youth: -6% Homeless Youth : 0% Migrant Education: +6% Students with Disab.: -1% Low-Income: +1%
1.24	Increase in writing trait scores on the SBAC ELA in all grade bands (3-5, 6-8, 11).	Writing Cluster on SBAC ELA (2022-23) Above Stand. All Grades: 9% 3rd Grade: 7% 4th Grade: 8% 5th Grade: 8% 6th Grade: 6% 7th Grade: 8% 8th Grade: 6% 11th Grade: 16%	Writing Cluster on SBAC ELA (2023-24) Above Standard All Grades: 9% 3rd Grade: 5% 4th Grade: 8% 5th Grade: 9% 6th Grade: 8% 7th Grade: 7% 8th Grade: 4% 11th Grade: 19%		Writing Cluster on SBAC ELA (2025-26) Above Standards All Grades: 19% 3rd Grade: 17% 4th Grade: 18% 5th Grade: 18% 6th Grade: 16% 7th Grade: 18% 8th Grade: 16% 11th Grade: 26%	Writing Cluster on SBAC ELA (Change) Above Standard All Grades: 0% 3rd Grade: -2% 4th Grade: 0% 5th Grade: +1% 6th Grade: +2% 7th Grade: -1% 8th Grade: -2% 11th Grade: +3%
1.25	Maintain 100% of schools with a score of fair or higher on the Facilities Inspection Tool (FIT).	100% of school have a FIT score of "Good" or higher. (2023-24)	100% of schools have a FIT score of “Fair” or higher”. (2024-25)		100% of school have a FIT score of "Good" or higher. (2026-27)	100% of schools have a FIT score of "Fair" or higher.
1.26	Progressively decrease suspension and expulsion rates with emphasis on socio-economically disadvantaged, Native	Suspension Rate (2022-23 DataQuest) All Students: 6.1% American Indian or Alaska Native: 11.7%	Suspension Rate (2023-24 DataQuest) All Students: 6.3%		Suspension Rate (2025-26 DataQuest) All Students: 5.1%	Suspension Rate (Change) All Students: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	American, and Special Education students.	Socioeconomically Disadvantaged: 7.0% Students with Disabilities: 9.0% Expulsion Rate (2022-23 DataQuest) All Students: 0.2%	American Indian or Alaska Native: 10.2% Socioeconomically Disadvantaged: 7.1% Students with Disabilities: 12.2% Expulsion Rate (2022- 23 DataQuest) All Students: 0.1%		American Indian or Alaska Native: 8.0% Socioeconomically Disadvantaged: 6.0% Students with Disabilities: 8.0 % Expulsion Rate (2022-23 DataQuest) All Students: 0.1%	American Indian or Alaska Native: -1.5% Socioeconomically Disadvantaged: +0.1% Students with Disabilities: +3.2% Expulsion Rate (Change) All Students: -0.1%
1.27	95% or more students indicate they feel safe at school (campus culture survey).	53% of students feel physically safe at school. (2023-24 student survey) 48% of students feel emotionally safe at school. (2023-24 student survey)	58% of students feel physically safe at school. (2024-25 student survey) 55% of students feel emotionally safe at school. (2024-25 student survey)		63% of students feel physically safe at school. (2023-24 student survey) 58% of students feel emotionally safe at school. (2023-24 student survey)	Student Survey (Change) +5% Physically safe at school +7% Emotionally safe at school
1.28	Middle School Dropout Progressively decrease the number middle school dropouts or maintain at 0 students.	0 students (2022-23 CALPADS 1.14)	0 students (2023-2024 CALPADS 1.14)		Progressively decrease the number middle school dropouts or maintain at 0 students.	0 students
1.29	High School Dropout Rate	2.9% (2022-23 Data Quest)	3.9% (2023-24 DataQuest)		Progressively decrease the high school dropout	Dropout Rate (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Progressively decrease the high school dropout rate.				rate or maintain at 2.9%.	+1%
1.30	Chronic Absenteeism Decrease the Chronic absenteeism rate annually until the rate is 15% or less.	All Grades: 33.1% (2022-23 Data Quest)	All Grades: 24.3% (2023-24 Data Quest)		All Grades: 15% (2025-26)	All Grades Chronic Absenteeism: -8.8% (Change)
1.31	Attendance Rate Meet or exceed a 95% attendance rate for all students.	All Grades: 92.4% (Estimated as of May 9, 2024)	All Grades: 91.6% (Estimated as of May 9, 2025)		All Grades: 95% or above (2026-27)	All Grades Attendance (Change): -0.8%
1.32	Increase the percent of secondary students who indicate that there is a staff member who knows them as a person on campus. (student survey and interviews)	63.4% of secondary students who indicate that there is a staff member who knows them as a person on campus. (2023-24)	64.2% of secondary students who indicate that there is a staff member who knows them as a person on campus. (2024-25 student survey)		75% of secondary students who indicate that there is a staff member who knows them as a person on campus. (2026-27)	Student Survey (Change) +0.8% Staff member who knows them as a person
1.33	Increase the percent of students who enjoy coming to school on most days. (student survey and interviews)	27.9% of students who enjoy coming to school on most days. (2023-24 student survey)	30.2% of students who enjoy coming to school on most days. (2024-25 student survey)		50% of students who enjoy coming to school on most days. (2026-27)	Student Survey (Change) +2.3% Enjoy coming to school on most days
1.34	85% or more parents and caregivers indicate that teachers and staff	74.6% or more parents and caregivers indicate that teachers and staff	74.4% or more parents and caregivers indicate		85% or more parents and caregivers indicate	Family Survey (Change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ask for my input about concerns, interests and goals related to my child's learning and environment, including parents of unduplicated students and students with disabilities. (family survey)	ask for my input about concerns, interests and goals related to my child's learning and environment. (2023-24 family survey)	that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (2024-25 family survey)		that teachers and staff ask for my input about concerns, interests and goals related to my child's learning and environment. (2026-27)	-0.2% Teachers and staff ask for input about concerns, interests and goals related to my child's learning and environment
1.35	85% or more of parents and caregivers indicate that they feel welcome at their child's school, including parents of unduplicated students and students with disabilities. (family survey)	87.3% or more of parents and caregivers indicate that they feel welcome at their child's school. (2023-24 family survey)	89.5% or more of parents and caregivers indicate that they feel welcome at their child's school. (2024-25 family survey)		Maintain 85% or more of parents and caregivers indicate that they feel welcome at their child's school. (2026-27)	Family Survey (Change) +2.2% Feel welcome at their child's school
1.36	Increase the number of DELAC and DAC parents who attend Strategic Plan/LCAP input meetings.	LCAP/Strategic Plan Meeting Attendance (2023-24): DELAC - 12 parents (March) DAC/PAC - 3 parents (Sept-April)	LCAP/Strategic Plan Meeting Attendance (2024-25): DELAC - 15 parents (March) DAC/PAC - 8 parents (Oct-April)		LCAP/Strategic Plan Meeting Attendance (2026-27): DELAC - 30 parents (March) DAC/PAC - 11 parents (March)	Plan Meeting Attendance (Change) + 3 parents (DELAC) +5 parents (DAC/PAC)
1.37	Measure PLC effectiveness through school site and district administrator surveys and learning rounds.	Baseline data will be gathered in 2024-25.	2024-25 Certificated Survey Q1. Our grade level/subject area PLC time is productive and		Improved effectiveness of PLCs on surveys and learning rounds.	See Survey Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			focused on the four PLC questions. - *6 out of 10 improved *7 out of 11 scored 90% or higher Q2. Each team member is clear on the standards sequence for each course/grade level. - *4 out of 11 improved *5 out of 11 scored 90% or higher Q3. My site has introduced or has used learning targets and/or “I Can” statements. - *7 out of 11 improved *6 out of 11 scored 90% or higher Q4. Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. -			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*9 out of 11 improved *6 out of 11 scored 90% or higher Q5. Staff use CFAs to identify and share effective teaching practices. - *9 out of 11 improved *6 out of 11 scored 90% or better			

Goal Analysis [2024-25]

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.

See the attached 4th Quarter Strategic Plan quarterly report.

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.

- Goal 1, Priority 1, Action 1.1: Ensure first best instruction and equitable practices at all school sites and grade levels (Budgeted Expenditure $1,142,130; Estimated Actual Expenditures $1,088,113)

The estimated actual expenditures are lower than budgeted expenditures because salary and benefits were lower than expected.

- Goal 1, Priority 1, Action 1.2: Ensure effective interventions and supports for students at all levels of learning (Budgeted Expenditure $3,075,012; Estimated Actual Expenditures $2,813,166)

The estimated actual expenditures are lower than budgeted expenditures because salary and benefits for some positions were lower than estimated, and GATE expenditures were lower because the support position was not able to be contracted.

- Goal 1, Priority 1, Action 1.3: Provide curriculum and technology needed to be college and career ready at all grade levels (Budgeted Expenditure $1,605,600; Estimated Actual Expenditures $1,821,923)

Estimated actual expenditures were higher because expenditures for additional technology and instructional materials were higher than estimated.

- Goal 1, Priority 1, Action 1.4: Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures (Budgeted Expenditure $1,572,600; Estimated Actual Expenditures $1,398,524)

Estimated actual expenditures were lower because salary and benefits were lower for CTE positions, and contracts for elementary guest artists were lower than expected.

- Goal 1, Priority 1, Action 1.5: Support equitable access to college and career supports (Budgeted Expenditure $1,439,700; Estimated Actual Expenditures $1,287,737)

Estimated actual expenditures were lower because salary and benefits were lower for middle school counselors, and expenditures for the College Going Plan and mentor groups were lower than expected.

- Goal 1, Priority 1, Action 1.6: Support and monitor Foster Youth and students transitioning out of the foster system to ensure access (Budgeted Expenditure $124,000; Estimated Actual Expenditures $88,689)

Estimated actual expenditures were lower because salary and benefits were lower for the Foster Youth support counselor.

- Goal 1, Priority 1, Action 1.7: Provide additional supports for students during school, afterschool, summer, and intersessions (Budgeted Expenditure $554,927; Estimated Actual Expenditures $497,969)

Estimated actual expenditures were lower because academic competitions and coaching, and middle school athletic director stipends came in lower than expected.

- Goal 1, Priority 1, Action 1.8: Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (Budgeted Expenditure $1,089,488; Estimated Actual Expenditures $1,012,226)

Estimated actual expenditures were lower because salary and benefits were lower, and other activities, materials, and supplies came in lower than expected.

- Goal 1, Priority 2, Action 1.9: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards (Budgeted Expenditure $1,676,000; Estimated Actual Expenditures $1,539,445)

The estimated actual expenditures are lower than budgeted expenditures because salary and benefits were lower than expected.

- Goal 1, Priority 3, Action 1.10: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction (Budgeted Expenditure $2,197,678; Estimated Actual Expenditures $2,191,306)

The estimated actual expenditures are lower than budgeted expenditures because salary and benefits were lower than expected. In addition, teacher and administrator induction costs were lower than expected.

- Goal 1, Priority 4, Action 1.11: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff (Budgeted Expenditure $3,735,863; Estimated Actual Expenditures $4,828,923)

Estimated actual expenditures were higher than budgeted expenditures because additional funding for school safety projects, such as fencing, was approved.

- Goal 1, Priority 5, Action 1.12: Foster Positive Staff-Student Connections to Ensure a Sense of Belonging at School (Budgeted Expenditure $150,000; Estimated Actual Expenditures $97,129)

Estimated actual expenditures were lower than budgeted expenditures because athletic transportation costs and afterschool transportation costs came in lower than expected.

- Goal 1, Priority 6, Action 1.13: Strengthen Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community (Budgeted Expenditure $1,459,500; Estimated Actual Expenditures $1,365,924)

Estimated actual expenditures came in lower because salary and benefits were lower than expected. In addition, parent education program expenditures came in lower than expected.

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

- Goal 1, Priority 1, Action 1.1: Ensure first best instruction and equitable practices at all school sites and grade levels are effective because:

Recent data indicates steady and meaningful progress in student achievement across multiple grade levels and assessments. Kindergarten students demonstrated significant gains on the Acadience reading assessment, now surpassing pre-pandemic performance. Grades 5 also showed notable improvement on both the Acadience and STAR Reading assessments, while overall reading achievement continues to rise, particularly in the K-3 and K-2 cohorts.

In English Language Arts (ELA), SBAC scores have remained stable or slightly declined over the past two years, with the district maintaining an orange status on the CA Dashboard. However, over the last three years, grades 3 and 5 have improved, while grades 8 and 11 have remained steady.

Math achievement, as measured by SBAC, has increased slightly in the last two years, with the district also maintaining an orange status. Over three years, grades 3, 5, and 8 have improved, and grade 11 performance has been stable.

The percentage of graduates meeting College and Career Readiness standards on the SBAC improved by 3% in ELA and 1% in Math.

Graduation rates have shown an upward trend over the last three years, rising from 88.3% in 2021-22 to 91.5% in 2023-24, despite a slight decline of 0.9% over the past two years.

D and F rates have stayed relatively stable and are now lower than the peaks seen during the pandemic.

Overall, the district is making consistent progress in key academic areas, with particular strength in early literacy and gradual improvement in college and career readiness.

- Goal 1, Priority 1, Action 1.2: Ensure effective interventions and supports for students at all levels of learning are effective because:

Several student subgroups demonstrated significant improvement on statewide SBAC tests, with Foster Youth increasing by 11%, Two or More Races by 5%, American Indian or Alaskan Native by 4%, and Migrant Education by 6% in English Language Arts. In Mathematics, positive gains were also seen for Hispanic or Latino, Two or More Races, English Learners, Reclassified, Migrant Education, and Low-Income students, each rising by 1% to 6% compared to the previous year. These results highlight encouraging progress among key subgroups, reflecting effective support strategies and momentum toward Year 3 performance targets.

- Goal 1, Priority 1, Action 1.3: Provide curriculum and technology needed to be college and career ready at all grade levels was effective because:

There was 100% sufficiency of instructional materials.

- Goal 1, Priority 1, Action 1.4: Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures are effective because:

The percentage of graduates completing a Career Technical Education (CTE) pathway remained relatively stable, with a slight decrease from 38.4% in 2022-23 to 37.8% in 2023-24. However, over the past three years, there has been a steady increase of 2.7 percentage points, rising from 35.1% in 2021-22 to 37.8% in 2023-24.

The percentage of graduates completing both the A-G requirements and a CTE pathway declined by 2.6 percentage points, from 19.4% in 2022-23 to 16.8% in 2023-24. Despite this recent dip, the three-year trend shows a 3.5 percentage point increase, from 13.3% in 2021-22 to 16.8% in 2023-24.

- Goal 1, Priority 1, Action 1.5: Support equitable access to college and career supports are effective because:

Steady progress is evident in student academic performance over the last three years. The overall A-G completion rate has increased by 1.5% over the last three years, reaching 35.5% in 2023-24, demonstrating a positive upward trend despite some recent fluctuations. Notably,

White, Two or More Races, and Special Education student groups have shown consistent improvement in A-G completion rates during this period.

Moreover, Advanced Placement (AP) performance has seen gains, with the percentage of students scoring a 3 or higher rising from 71% in 2022-23 to 78% in 2023-24. This improvement is supported by increased student participation and a higher number of AP exams taken, reflecting growing student engagement and success in rigorous coursework.

Furthermore, in 2024-25, UHS increased overall enrollment in one or more AP or Honors courses from 24.0% to 26.7% (+2.7%), with the following changes among larger student groups:
*Latino (Hispanic) students: Improved from 18.0% to 22.6% (+4.6%).
*White students: Slight decrease from 32.0% to 31.0% (-1.0%).
*Two or More Races: Increased from 25.8% to 35.3% (+9.5%).
*American Indian or Alaskan Native students: Improved from 18.8% to 21.7% (+2.9%).
*Socioeconomically Disadvantaged (SED): Increased from 17.8% to 21.1% (+3.3%).
*Students with Disabilities (SWD): Doubled from 2.1% to 4.1% (+2.0%).
*English Learners (EL): Decreased from 6.8% to 5.3% (-1.5%).
*Reclassified Fluent English Proficient (RFEP): Improved from 20.9% to 24.4% (+3.5%).

Most groups showed positive gains, with the largest improvements among students of Two or More Races (+9.5%), Latino students (+4.6%), SED (+3.3%), RFEP (+3.5%), SWD (+2.0%), and Native American students (+2.9%). However, English Learners and White students saw slight declines. Despite these improvements, significant gaps remain between student groups.

- Goal 1, Priority 1, Action 1.6: Support and monitor Foster Youth and students transitioning out of the foster system to ensure access are effective because:

Foster Youth students made strong progress in ELA, improving from 30% to 41% meeting standards on the SBAC from 2022-23 to 2023-24, an 11-point gain. Middle school Foster Youth had no D or F grades in Fall 2024, showing solid academic standing. However, Math scores declined from 24% to 18%, and 57% of high school Foster Youth had one or more D or F grades, highlighting the need to continue counseling support.

- Goal 1, Priority 1, Action 1.7: Provide additional supports for students during school, afterschool, summer, and intersessions are effective because:

Metrics shows that additional supports during school, afterschool, summer, and intersessions help boost academic achievement, especially for underserved groups. Foster Youth saw an 11-point increase in English Language Arts and Migrant Education students improved by 6 points. In math, Migrant Education students gained 6 points, and several groups, including Hispanic or Latino, English Learners, and Low-

Income students, saw small but positive gains or maintained their performance. These results highlight that extended supports are effective in improving or sustaining student outcomes across key subgroups.

- Goal 1, Priority 1, Action 1.8: Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement are effective because:

See Goal 1, Action 1.1. Overall, the district is making consistent progress in key academic areas, with particular strength in early literacy and gradual improvement in college and career readiness.

- Goal 1, Priority 2, Action 1.9: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards are effective because:

Progress was achieved in four of the six key metrics. Notable improvements were observed in ELPAC Level 4 proficiency, chronic absenteeism, graduation rates, and reclassification rates.

*15% of students achieved Level 4 proficiency on the ELPAC in 2023-24, an increase of 3 percentage points from 12% in the previous year.
*42.7% of Multilingual Learners were reclassified as English Proficient in 2024-25, up 3.5 percentage points from 39.2% the prior year.
*Chronic absenteeism decreased from 33% to 21%, representing a 12 percentage point improvement.
*The graduation rate rose from 84.9% to 91.8%, a gain of 6.9 percentage points over the previous year.

The metrics that did not improve included a slight decline in the English Learner Progress Indicator (ELPI) and unchanged results on the SBAC.

- Goal 1, Priority 3, Action 1.10: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction is effective because:

The percentage of appropriately assigned teachers increased slightly. In addition, staff survey responses to PLC questions improved, particularly in the areas of using common formative assessments to identify students needing additional time and support, as well as to identify and share effective teaching practices. Furthermore, 9 out of 11 sites showed improvement on these two questions, and 6 out of 11 sites achieved our goal of a 90% positive response rate. ELA and Math results also showed improvement across several student groups, including significant gains in ELA for Foster Youth. Additionally, the percentage of students scoring above standard on the writing cluster improved or was maintained in 4 out of the 7 grade levels assessed, with the greatest increase in 11th grade.

- Goal 1, Priority 4, Action 1.11: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff were effective because:

Four out of seven key performance metrics demonstrated improvement or maintained in the areas of facility quality, suspension rates, students perception of safety, and chronic absenteeism.

*Facility Quality: All school sites (100%) achieved a Facility Inspection Tool rating of “fair” or higher, maintaining high standards for learning environments.
*Suspension Rates: While the overall suspension rate increased slightly by 0.2% from the previous year, there was notable progress for the American Indian or Alaskan Native student group, whose suspension rate decreased by 1.5%.
*Student Perceptions of Safety: Student survey results showed significant improvement. The percentage of students who feel safe at school increased by 5%, and those who feel emotionally safe rose by 7% compared to the prior year.
*Chronic Absenteeism: Chronic absenteeism improved significantly, declining by 8.8% from the previous year.
*Dropout Rates: The middle school dropout rate remained at 0, sustaining this positive outcome. Although the high school dropout rate increased from 2.9% to 3.9%.
*Attendance: The overall attendance rate remained stable, holding steady year over year.

- Goal 1, Priority 5, Action 1.12: Foster Positive Staff-Student Connections to Ensure a Sense of Belonging at School were effective because:

Student survey questions improved on questions regarding school connectedness. There was a 2.3% increase in the percent of secondary student who enjoy coming to school on most days. In addition, 64.2% of secondary students indicated that there is a staff member who knows them as a person on campus, a slight increase of 0.8% from the prior year survey.

- Goal 1, Priority 6, Action 1.13: Strengthen Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community were effective because:

Two out of the three metrics demonstrated improvement from the prior year and the other metric remained relatively flat. 89.5% of parents and caregivers who took the family survey felt welcomed at their child's school, an increase of 2.2% from the prior year. In addition, there was an increase in the number of parents that attended DELAC and DAC/PAC LCAP planning meetings. Lastly, 74.4% of parents or caregivers feel that teachers and staff ask for input about concerns, interests and goals related to their child's learning environment, a 0.3% decline from prior year.

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

The three year LCAP/Strategic Plan was updated for the 2nd year. During the spring educational partner engagement process feedback was given on progress of the current plan and input on ways to improve.

Because this is the second year of a three year plan, only a few new actions were added and a few actions had staffing or budgets increased due to feedback.

Added to Action 1.1 create a districtwide data system to monitor Strategic Plan/LCAP metrics.

Added to action 1.3 funding to provide Artificial Intelligence training to staff and additional funding to provide new instructional materials and technology to meet the needs of diverse learners.

Added to Action 1.5 funding to support a 0.5 FTE College and Career Specialist for Ukiah High School (due to full expenditure of grant funding occurring mid-year).

Added to Action 1.8 funding to support Director of Instruction for secondary schools (due to returning administration of Migrant Education to region).

Added to Action 1.9 funding to support 0.875 FTE Bilingual Paraprofessional to support Migrant Ed newcomer students (due to returning administration of Migrant Education to region).

Added to Action 1.10 funding to improve teacher residency programs and build leaders through supporting certificated administrator induction and administrator development programs. Additional funding to provide professional development in cultural awareness and Professional Learning Communities.

Added to Action 1.11 funding to support student leadership.

Added to Action 1.13 funding to support a 0.5 FTE Bilingual Family Community Liaison to support Migrant Ed newcomer students (due to returning administration of Migrant Education to region).

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	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Ensure first best instruction and equitable practices at all school sites and grade levels by: • By grade span and course, define, train, and implement first best instruction with fidelity. • Implement the Common Assurances (expectations) for Curriculum, Instruction and Assessment at every school. • Establish and implement Universal Reading, Writing, and Math Expectations for instruction and skill development across all content areas. • Facilitate regular K-12 district-wide articulation meetings in the area of Reading, Writing, and Math. • Develop and use Fidelity and Implementation Tools (FIT) to measure progress and effectiveness of strategic actions, including the use of staff training, coaching, observation tools, interviews, and learning rounds. Create a districtwide data system to monitor Strategic Plan/LCAP metrics. • Create a districtwide grading practices task force to guide the establishment and implementation of consistent grading practices at school sites, grade levels, and across content areas. • Review staffing schedules to assure that students most in need of support are working with credentialed, experienced teachers to receive first best instruction. • Explore Small Learning Communities model for 9th and 10th grade. • Reduce the number of elementary combination classes to support first best instruction. • Encourage a growth mindset for learning with reading and math incentives for each site.	$1,317,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Use the Acadience reading Assessment (DIBELS). • Continue trimester articulation meetings with preschool and TK/K teachers. Positions that Support the Priority Area and Actions: • Elementary Teachers (9.0 FTE)		
1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Ensure effective interventions and supports for students at all levels of learning by: • Provide supports for small group instruction. • Provide reading and math interventions. • Provide two periods of Algebra I for all students at Ukiah High School. • Facilitate GATE identification, activities, and support. • Support elementary Student Success Team (CARE) Coordinators. Positions that Support the Priority Area and Actions: • Reading Teachers (11.0 FTE) • Kindergarten Paraprofessional (4.5 FTE) • Combination Class Paraprofessional (1.125 FTE) • Elementary Math Paraprofessionals (9.0 FTE)	$3,085,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Middle School Math Intervention Teachers (2.0 FTE) • UHS Algebra I Teachers (3.0 FTE) • Class Size Reduction Teachers at UHS (2.0 FTE)		
1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Provide curriculum and technology needed to be college and career ready at all grade levels by: • Provide new instructional materials and technology to meet the needs of diverse learners. • Continue to provide technology support and one to one Chromebooks. • Provide training on the use of Artificial Intelligence. Positions that Support the Priority Area and Actions: • Education Technology Specialists (6.0 FTE)	$1,714,674.00	Yes
1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures by: • Fund musical instruments, cleaning, and supplies. • Support elementary visual and performing arts education with Arts Attack curriculum, materials, and supplies and culturally diverse guest artists and groups. • Provide visual and performing arts instruction at South Valley High School by contracting with SPACE.	$1,551,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide materials to support Big Picture Learning. • Fund transportation to Eagle Peak STEM School. • Fund Redwood Valley Outdoor Education Project. Positions that Support the Priority Area and Actions: • Career Technical Education Teachers (4.6 FTE) • Career Technical Education Coordinator (1.0 FTE) • Music Teachers (3.0 FTE) • Outdoor Education Teacher (1.0 FTE) • Outdoor Education Paraprofessional (.475 FTE) • Pomo Language and Culture Teacher (1.0 FTE) • STEM Transportation (0.23 FTE)		
1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Support equitable access to college and career supports by: • Implement the College Going Plan. • Provide programs to support students who are underrepresented in college-going including Middle College and MESA. • Provide additional Academic Counseling to support college and career success • Fund AP test fees for students. • Provide afterschool mentoring and college going support groups	$1,525,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Positions that Support the Priority Area and Actions: • Big Picture College and Career Specialist (1.0 FTE) • Ukiah High College and Career Specialist (1.0 FTE, partially grant funded) • Middle College Teacher (1.0 FTE) • Middle School Academic Counselors (3.0 FTE) • Ukiah HS Academic Dean (1.0 FTE) • Title VI Native American Academic Counselors (2.28 FTE) • MESA Teacher on Special Assignment (0.4 FTE)		
1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Support and monitor Foster Youth and students transitioning out of the foster system to ensure access. Positions that Support the Priority Area and Actions: • Foster Youth Academic School Counselor (1.0 FTE)	$126,864.00	Yes
1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Provide additional supports for students during school, afterschool, summer, and intersessions by: • Purchase new culturally diverse library books. • Provide K-5 after school tutoring in math and ELA. (Funded out of Learning Recovery Emergency Block Grant)	$184,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide secondary after school tutoring. (Funded out of Learning Recovery Emergency Block Grant) • Provide summer school and intersession programs. (Funded out of Expanded Learning Opportunities Program) • Fund academic competitions and coaching stipends. • Fund athletic transportation and coaching stipends.		
1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (SPSA).	$1,191,962.00	Yes
1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Support Emergent Multilingual Learners, including Long Term English Learners, in Obtaining English Language Proficiency and Mastery of the Core Content Standards by: • Improve the use of Integrated English Language Development (iELD) strategies to engage Multilingual Learners (English Language Learners) in learning content standards by providing staff training, coaching, observation tools and learning rounds. • Provide engaging, high quality Designated ELD by providing staff training, coaching, observation tools and learning rounds. • Support school sites with English Language Proficiency Assessment for California (ELPAC) assessment teams. • Monitor the Multilingual Learners (English Language Learners) program.	$1,679,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide bilingual paraprofessionals to support Newcomer Multilingual Learner (English Language Learners) students. Positions that Support the Priority Area and Actions: • Student Success Coordinators (10.0 FTE) • Elementary 6 - hour Bilingual paraprofessional (2.25 FTE) • Districtwide and High School 7 - hour Bilingual paraprofessional (1.75 FTE)		
1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction by: Professional Learning Communities • Implement PLC practices with fidelity as defined in Common Assurances (expectations) Teaming Structures focussing on the four PLC questions at weekly Professional Learning Team (PLT) meetings. • Fund Department Chairs. • Improve the quality of PLCs. Targeted Professional Development • Develop a Professional Development Framework to determine and provide consistent and ongoing reading, math, and writing,	$2,458,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development to improve math, reading, and writing content knowledge and pedagogy in all grade levels and subjects. • Provide LETRS Science of Reading Training. • Provide training in differentiated instruction. • Provide 2 additional days of professional development. • Provide substitute funding to support professional development with experienced substitutes. • Provide professional development for classified staff that supports a positive culture and academic achievement. • Support resident and new teachers through funding teacher residency programs, induction, and providing mentors. Build leaders through supporting certificated administrator induction and administrator development programs. • Provide additional professional development to support first best instruction. • Provide professional development for staff that support the social and emotional needs of students (i.e. Social Emotional Counselors). • Provide professional development in cultural awareness, including Latino culture and Native American culture.		
1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students,	Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff by: • Implement the UUSD Common Assurances (expectations) for Culture at all school sites.	$4,287,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teachers, and Support Staff	• Provide Web/Link Crew programs to support student transitions and student leadership. • Provide funds for student peer to peer programs, extra curricular activities, and clubs. • Continue to implement Positive Behavior Interventions and Supports district-wide, including Safe School Ambassadors, and Alternative to Suspension classrooms. • Provide Second STEP Social Emotional Learning curriculum and training for elementary schools. • Provide funds for school safety projects. • Provide additional counseling services. • Provide fresh fruit snacks for elementary students. • Provide student attendance incentive funding. Positions that Support the Priority Area and Actions: • Alternative to Suspension Classroom Teacher (3.0 FTE) • Elementary Physical Education Teachers (5.0 FTE) • Middle School Assistant Principals (.30 FTE) • School Resource Officer (1.0) • Grounds (1.0 FTE) • Custodial (7.0 FTE) • Health Assistant (0.18 FTE - Additional 5 days)		

Action #	Title	Description	Total Funds	Contributing
		• Elementary Social Emotional Counselors (6.0 FTE) • Secondary Social Emotional Counselors (0.25 FTE full year and 3.0 FTE half year) • Elementary Campus Supervisor/Restorative (6.0 FTE) • Middle School Campus Supervisor (2.0 FTE) • High School Campus Supervisor (1.0 FTE)		
1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School by: • Engage students in focus groups to learn about student ideas around strengthening student-staff connections. Develop recommendations based on this input. • Develop classroom culture activities to implement during the first thirty days of school. • Teachers use classroom surveys or other means to gain feedback and input from students at a minimum of once a semester. • Implement a "Who Is Your Person" program (or similar program) at each site. • Provide transportation for after school activities.	$150,000.00	Yes
1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers,	Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community by: • Develop and implement standardized training and materials to strengthen and support family liaisons.	$1,558,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teachers, Support Staff, and the Community	• Establish parent resource hubs throughout the community to provide increased opportunity for engagement and connection with schools. • Provide consistent and positive communications to families regarding achievement and progress. • Fund sports, music and arts events so families and students can attend free of charge. • Gather input from students, staff and parents through surveys and interviews. • Provide site-based parent education, including workshops on routines at home and how to teach appropriate use of technology. • Develop three actions per grade level that parents/guardians can do to support their student's education. Develop communication materials. • Support grant writing. Positions that Support the Priority Area and Actions: • Bilingual Family Community Liaisons (11.0 FTE) • Communications Officer (1.0 FTE) • Bilingual Family Community Liaison - Special Education (1.0 FTE)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	South Valley High School's goal is to reduce the suspension rate from 7.3% (2022-23) to less than 6% by continuing to build a safe, welcoming and healthy school culture and climate; and increase the College and Career Indicator from 3.3% (2022-23) Prepared to more than 10% Prepared by providing additional support for students both academically and behaviorally. New goals are increase the percent of students standard met or above by 5% from the prior school year and increase the percent of students Standard Nearly Met by 5% from the prior school year in mathematics on the Smarter Balanced Assessment; increase the percent of students standard met or above by 5% from the prior school year and increase the percent of students Standard Nearly Met by 5% from the prior school year in English Language Arts on the Smarter Balanced Assessment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

South Valley High School is receiving Equity Multiplier funds to improve outcomes for students. Schools receive Equity Multiplier funds when the prior year's nonstability rate is greater than 25% and the prior year's socioeconomically (low income) pupil rate is greater than 70%. The funds received are not Supplemental and Concentration Grant funds, but the the District must document the efforts to improve outcomes at that school site in the LCAP. In addition, schools must create focused goals based on a needs assessment and the actions provided need to be evidence-based.

This goal was created based on the analysis of the CA School Dashboard. The area of suspensions and college and career indicator were identified as areas of need. The student groups that were Red for Suspension were: All Students and Socioeconomically Disadvantaged groups. District staff met with South Valley High School's School Site Council, staff, and students to engage in creating goals and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Decreased suspension rates for all students, and specifically students who are Socioeconomically Disadvantaged.	Suspension Rate (2022-2023) All Students: 7.3% (CA School Dashboard) Socioeconomically Disadvantaged: 7.6% (CA School Dashboard)	Suspension Rate (2023-2024) All Students: 3.6% (CA School Dashboard) Socioeconomically Disadvantaged: 3.9% (CA School Dashboard)		Suspension Rate (2025-2026) All Students: 6.0% (CA School Dashboard) Socioeconomically Disadvantaged: 6% (CA School Dashboard)	All Students: Declined 3.7% Socioeconomically Disadvantaged: Decline 3.7%
2.2	Increased number of students who feel physically and emotionally safe, and connected to adults and each other, as self reported in student survey results.	School Safety/Connectedness (2023-24) 89% of students feel physically safe at school. (student survey) 69% of students feel they are emotionally safe at school. (student survey) 68% of students have at least one teacher, counselor, or staff member who knows them as a person. (student survey)	School Safety/Connectedness (2024-25) 74% of students feel physically safe at school. (student survey) 69% of students feel they are emotionally safe at school. (student survey) 71% of students have at least one teacher, counselor, or staff member who knows them as a person. (student survey)		School Safety/Connectedness (2026-27) 90% of students feel physically safe at school. (student survey) 90% of students feel they are emotionally safe at school. (student survey) 90% of students have at least one teacher, counselor, or staff member who knows them as a person. (student survey)	Student Survey (Change) Decrease of 15% of students feel physically safe at school. (student survey) Maintained the percent of students feel they are emotionally safe at school. (student survey) Increase of 3% of students have at least one teacher, counselor, or staff member who knows them as a person. (student survey)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics	Smarter Balanced Assessment Math (2022-23) 0% Standard Met or Above	Smarter Balanced Assessment Math (2023-24) 0% Standard Met or Above		Smarter Balanced Assessment Math (2025-26) 10% Standard Met or Above	Remained at 0%
2.4	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts	Smarter Balanced Assessment ELA (2022-23) All: 12% Standard Met or Above Socioeconomically Disadvantaged: 13% Standard Met or Above Hispanic or Latino: 13% Standard Met or Above White: N/A Standard Met or Above	Smarter Balanced Assessment ELA (2023-24) All: 6% Standard Met or Above Socioeconomically Disadvantaged: 5% Standard Met or Above Hispanic or Latino: 4% Standard Met or Above White: 13% Standard Met or Above		Smarter Balanced Assessment ELA (2025-26) All: 22% Standard Met or Above Socioeconomically Disadvantaged: 23% Standard Met or Above Hispanic or Latino: 23% Standard Met or Above White: 23% Standard Met or Above	All: Declined 6% Socioeconomically Disadvantaged: Declined 8% Standard Met or Above Hispanic or Latino: Declined 9% Standard Met or Above White: N/A Standard Met or Above
2.5	Increase the percentage of students who meet the College and Career readiness indicator, and specifically for students who are Socioeconomically	College and Career Indicator (2022-23) All: 3.3% prepared (CA School Dashboard)	College and Career Indicator (2022-23) All: 1.3% prepared (CA School Dashboard)		College and Career Indicator (2025-26) All:10% prepared (CA School Dashboard)	All: Declined 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged and Hispanic/Latino.	Socioeconomically Disadvantaged: 3.5% prepared Hispanic or Latino: 2.1% prepared	Socioeconomically Disadvantaged: 2.2% prepared Hispanic or Latino: 2% prepared		Socioeconomically Disadvantaged: 10% prepared Hispanic or Latino: 6% prepared	Socioeconomically Disadvantaged: Declined 1.3% Hispanic or Latino: Maintained

Goal Analysis [2024-25]

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

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

Overall implementation of most actions were successful. South Valley High School was able to continue to keep a low student to staff ratio which allowed for students to build connections with staff members and improve student outcomes, including successful internships. Additionally, staff provided an on campus dual enrollment course, College and Career Success 100, with 11 students passing in the fall, and another 10 students taking the course this Spring. Extended Leaving to Learn opportunities were increased including trips outside of Ukiah. Lastly, professional development on restorative practices was provided to all staff by the National Center for Restorative Practices and some staff attended the Big Picture Leadership Summit.

The only action not completed was the hiring of a student project coordinator.

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.

Approximately $47,000 will be carried over due to the student project coordinator not being hired. Additionally, there we no materials costs for the dual enrollment courses.

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

Action 2.1 to reduce student to staff ratios to provide increased engagement, student achievement, and increased college and career readiness was effective because there was an increase in the percentage of students who felt they have at least one teacher, counselor, or staff member who knows them as a person increased by 3% from the prior year.

Action 2.2 to offer a college dual enrollment classes on campus, starting with the College and Career Success 100 course was effective because 21 student were enrolled in the course. Although the College and Career Indicator declined, students that have taken the course this year will continue to support improvement in future school years.

Action 2.3 was not implemented.

Action 2.4 to provide extended Leaving to Learn (field trips) opportunities to build a positive school wide culture and increase safety was effective because the suspension rate decreased significantly from 7.3% to 3.6%.

Action 2.5 to provide funding for professional development to support a positive school wide culture and academic growth was effective because the suspension rate decreased significantly from 7.3% to 3.6% and 21 students took a dual enrollment class on campus.

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.

Goals were updated to include ELA and Math, both of which performance levels were Red on the CA School Dashboard. In addition, subgroup data was added to some metrics and last year's action 2.3 was removed resulting in the reordering of the action numbers. Funding was added to support a part time Social Worker at South Valley High School.

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	Reduce Staff to Student Ratios	Reduce student to staff ratios to provide increased engagement, student achievement, and increased college and career readiness. Positions that support this action: • Teacher 1.0 FTE	$123,883.00	No
2.2	Dual Enrollment	Offer college dual enrollment classes on campus, starting with the College and Career Success CCS 100 course, and expanding to include entrepreneurship and business math for either '25-'26 or '26-'27 school year.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Build Positive School Culture	Provide extended Leaving to Learn (field trips) opportunities to build a positive school wide culture and increase safety.	$15,000.00	No
2.4	Professional Development	Provide funding for Professional Development to support a positive school wide culture and academic growth that is aligned to WASC recommendations.	$53,535.00	No
2.5	Build Positive School Culture and Academic Achievement	Support social emotional and social service support and resources through the work of a licensed Social Worker.	$10,403.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase student achievement, attendance and chronic absenteeism.	Learning Recovery Emergency Block Grant Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was created for the Learning Recovery Emergency Block Grant to improve academic outcomes in ELA, math and chronic absenteeism. Educational partner engagement occurred in the spring of 2023-2024 and 2024-2025 and a LREBG needs assessment was completed in the spring of 2025 to ensure the plan aligned to the identified need in ELA, math, and chronic absenteeism.

The needs assessment identified all schools had a need in ELA and the student groups that were in greatest need were: Homeless, English Learners, Long Term English Learners, Foster Youth, White, Socioeconomically Disadvantaged, Hispanic or Latino, American Indian or Alaskan Native, Two or More Races, and Students with Disabilities.

The needs assessment also identified all schools had a need in math and the student groups that were in greatest need were: Foster Youth, American Indian or Native Alaskan, Homeless, Long Term English Learners, English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Two or More Races.

Lastly, the needs assessment identified all schools had a need because of high rates of chronic absenteeism and the student groups that were in greatest need were: Foster Youth, Long Term English Learners, Homeless, Socioeconomically Disadvantage, Students with Disabilities, American Indian or Alaskan Native, White, Two or More Races, English Learner, and Hispanic.

The evidence based actions below support students in improving academics through after school tutoring, summer school for high school students, high quality substitutes, academic support periods at the high school, and an additional school psychologist.

Actions to lower chronic absenteeism rates are increased attendance supports and maintaining health services.

Metrics that align from Goal 1 of the LCAP were added to this goal for Learning Recovery Emergency Block Grant based on the needs assessment in the areas of English Language Arts, Mathematics, and Chronic Absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Reading Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment.	Acadience (2023-24): Kindergarten - 44% 1st Grade - 37% 2nd Grade - 44% 3rd Grade - 49% 4th Grade - 49% 5th Grade - 41%	Acadience (2024-25): Kindergarten: 59% 1st Grade: 39% 2nd Grade: 44% 3rd Grade: 47% 4th Grade: 48% 5th Grade: 51%		Acadience (2026-27) Kindergarten: 54% 1st Grade: 47% 2nd Grade: 54% 3rd Grade: 59% 4th Grade: 59% 5th Grade: 51%	Acadience (Change) Kindergarten: +15% 1st Grade: +2% 2nd Grade: 0% 3rd Grade: -2% 4th Grade: -1% 5th Grade +10%
3.2	SBAC English Language Arts (ELA) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC ELA (2022-23): Grade 3: 29% Grade 5: 35% Grade 8: 32% Grade 11: 44%	SBAC ELA (2023-24): Grade 3: 27% Grade 5: 33% Grade 8: 29% Grade 11: 44%		SBAC ELA (2025-26): Grade 3: 39% Grade 5: 45% Grade 8: 42% Grade 11: 54%	SBAC ELA (Change) Gr 3: -2% Gr 5: -2% Gr 8: -3% Gr 11: 0%
3.3	SBAC mathematics (Math) Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11.	SBAC Math (2022-23): Grade 3 - 29% Grade 5 - 24% Grade 8 - 14% Grade 11 - 11%	SBAC Math (2023-24): Grade 3: 30% Grade 5: 21% Grade 8: 16% Grade 11: 12%		SBAC Math (2025-26): Grade 3: 39% Grade 5: 34% Grade 8 : 24% Grade 11: 21%	SBAC Math (Change) Gr 3: +1% Gr 5: -3% Gr 8: +2% Gr 11: +1%
3.4	Increase in performance on statewide standardized tests (SBAC) for all students	SBAC ELA (2022-23) All Grades: 33% Amer. Indian or Alaska Native: 16%	SBAC ELA (2023-24) All Grades: 32%		SBAC ELA (2025-26) All Grades: 43%	SBAC ELA (Change) All Grades: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and by subgroup - English Language Arts	Hispanic or Latino: 26% Two or More Races: 31% White: 46% English Learners : 6% Reclassified: 42% Foster Youth: 30% Homeless Youth: 20% Migrant Education: 18% Student with Disab.: 11% Low-Income: 27%	American Indian or Alaskan Native: 20% Hispanic or Latino: 26% Two or More Races: 36% White: 43% English Learners : 6% Reclassified: 36% Foster Youth: 41% Homeless Youth: Not Avail. Migrant Education: 24% Student with Disab.: 9% Low-Income: 27%		American Indian or Alaskan Native: 26% Hispanic or Latino: 36% Two or More Races: 41% White: 56% English Learners: 16% Reclassified: 52% Foster Youth: 40% Homeless Youth: 30% Migrant Education: 28% Student with Disab.: 21% Low-Income: 37%	American Indian or Alaskan Native: +4% Hispanic or Latino: 0% Two or More Races: +5% White: -3% English Learners: 0% Reclassified: -6% Foster Youth:+11% Homeless Youth: Not Avail. Migrant Education: +6% Student with Disab.: -2% Low-Income: 0%
3.5	Chronic Absenteeism Decrease the Chronic absenteeism rate annually until the rate is 15% or less.	All Grades: 33.1% (2022-23 Data Quest)	All Grades: 24.3% (2023-24 Data Quest)		All Grades: 15% (2025-26)	All Grades: -8.8% (Change)

Goal Analysis [2024-25]

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.

This goal for Learning Recovery Emergency Block Grant is new this year.

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

N/A

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

N/A

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.

N/A

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	After School Tutoring	Provide after school tutoring for students in grades TK-12 taught by certificated staff.	$817,744.00	No
3.2	Support High Quality Substitutes Teachers	Provide for high quality substitutes by incentivizing current school site teachers to substitute during their preparation period and increasing substitute pay to attract experienced substitute teachers.	$330,000.00	No
3.3	High School Summer School	Provide expanded summer school for high school students who need credit recovery.	$420,000.00	No
3.4	Academic Support	Provide academic support at Ukiah High School through universal support time during the school day.	$367,000.00	No
3.5	School Psychologist	Provide an additional School Psychologist to support learning recovery.	$158,413.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Improve Student Attendance	Use the SchoolStatus digital platform to monitor and support student attendance improvement. Support the district wide attendance campaign materials.	$62,800.00	No
3.7	Student Health Services	Continue to support student health services	$467,283.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$20,830,585	$2,482,808

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
33.340%	0.000%	$0.00	33.340%

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
1.1	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA, Math and Reading. D and F rates and	Providing this action LEA-wide ensures that all students benefit from consistent access to rigorous instruction, trained staff, and academic and behavioral supports. For unduplicated students, this consistency is critical because they are often mobile, face higher rates of chronic absenteeism, and may not benefit equitably from site-specific or isolated programs. By implementing the action at the district level, Ukiah Unified School District can ensure a coherent, aligned, and data-driven	Reading: Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment. SBAC English Language Arts (ELA): Progressively increase the percent of students scoring standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are higher for low-income and English Learner students as well. Graduation rates are lower for low-income and English Learner students. **Scope:** LEA-wide	system that supports the success of these student groups in all schools and settings.	met or above in grades 3,5,8, and 11. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. College and Career Ready (ELA): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. College and Career Ready (Math): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate. Decrease D/F rates in middle and high school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA and Math. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction and effective interventions and supports for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. In addition, the supports and interventions will be provided LEA-wide because it is likely that other low-performing students groups that are not part of the 80% low-income students will benefit from these actions as well.	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts. Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics.
1.3	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology **Need:** Sufficient instructional materials are needed to support all students. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction and sufficient instructional materials for low-income. It is being provided LEA-wide because 80% of students are low-income and low-income students have lower college ready outcomes than non low-income students and lower academic achievement.	Maintain 100% sufficiency on instructional materials.
1.4	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study **Need:**	It is being provided LEA-wide because 80% of students are low-income and low-income students are not performing as well as non low-income students. CTE and A-G completion are lower for low-income students as compared to non low-income students. These actions were designed to meet the needs of low-income students to allow for	CTE Pathway Completion: Progressively increase the percent of graduates who have completed 1 CTE pathway.

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
	A need to support a broad course of study was identified during the needs assessment and root cause analysis because College and Career Indicators and A-G completion rates were lower for low-income students as compared to non low-income students. In addition, engagement indicators, like attendance, were lower for low-income students. Lastly, climate indicators, like suspension rates, were higher for low-income students. **Scope:** LEA-wide	a diverse learning experience and multiple pathways for success.	A-G and CTE Completion: Progressively increase the percent of graduates who have completed A-G requirements and completed 1 CTE pathway.
1.5	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career **Need:** A need to provide increased counseling services and college going activities because outcomes for English Learner and low-income students were lower as compared to non English Learners and non low-income students. **Scope:** LEA-wide	Increased counseling and college going activities will allow more monitoring and support for English Learners and low-Income students. It is being provided LEA-wide because 80% of students are low-income and low-income students have lower college ready outcomes than non low-income students.	A-G Completion: Progressively increase the percent of graduates who have completed A-G. Advanced Placement (UHS): Progressively increase the percent of students taking AP exams and scoring a 3 or higher. Progressively increase equitable enrollment in AP courses and honors courses, including students with disabilities.
1.6	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through	This action is designed to address the needs of Foster Youth by providing additional academic and social emotional counseling. This action is being	SBAC English Language Arts (ELA): Progressively increase the percent of

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
	Multi-tiered Systems of Supports - Foster Youth **Need:** Foster Youth students have lower outcomes than some student groups. As students move in and out of the Foster care system, many students need additional counseling and support to keep them on track. **Scope:** LEA-wide	addressed LEA-wide because there are students who are Foster Youth throughout the school district.	students scoring standard met or above in grades 3,5,8, and 11 for Foster Youth. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11 for Foster Youth. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate for Foster Youth. Decrease D/F rates in middle and high school for Foster Youth.
1.7	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports **Need:** Low-income and English Learner students are performing lower than non low-income students and non English Learner students in ELA and Math. **Scope:**	The needs are addressed by ensuring first best instruction and after, during, and before school supports for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. The tutoring and other supports will be prioritized for students that are low-income, English Learners, and Foster Youth.	Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - English Language Arts. Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement **Need:** Low-income and English Learner students are performing lower than non low-income students and non-English Learner students in ELA, Math and Reading. D and F rates and are higher for low-income and English Learner students as well. Graduation rates are lower for low-income and English Learner students. **Scope:** LEA-wide	The needs are addressed by ensuring first best instruction for low-income and English Learner students. It is being provided LEA-wide because 80% of students are low-income, and most of our English Learner students are low-income as well. All school sites are Schoolwide Title I Programs, with the percentage of low-income students ranging from 70% to 97%, and are required to perform a comprehensive needs assessment every year, including two intensive data review processes in the fall and spring. Data is disaggregated by group, including low-income and English Learners. The needs assessment is then used to create actions and services to support identified areas.	Reading: Progressively increase the percent of students benchmark or above on the End of Year Acadience reading assessment. SBAC English Language Arts (ELA): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. SBAC mathematics (Math): Progressively increase the percent of students scoring standard met or above in grades 3,5,8, and 11. College and Career Ready (ELA): Progressively increase the percent of graduates who are College and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. College and Career Ready (Math): Progressively increase the percent of graduates who are College

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
			and Career Ready on the Smarter Balanced Assessment (SBAC) - Standard Exceeded. 4-Year Graduation Rate: Progressively increase the 4-Year Graduation Rate. Decrease D/F rates in middle and high school.
1.9	**Action:** Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards **Need:** Multilingual Learner (English Learner) students have lower outcomes than non Multilingual Learners. Multilingual Learner students have lower rates of proficiency as compared to the State on SBAC and ELPAC. **Scope:** LEA-wide	The supports will provide additional services to Multilingual Learners at all school sites because all school sites have Multilingual Learners. We anticipate our Multilingual Learner students' progress towards English proficiency will increase due to the continued use and improved implementation of research based teaching techniques in Designated and Integrated ELD with additional professional development and coaching.	Increase the percent of Multilingual learners (English Learners) who make progress toward proficiency as measured on the CA School Dashboard English Learner Progress Indicator (ELPI). Increase in the percent of Multilingual Learners (English Learners) who became English proficient on the English Language Proficiency Assessments for California (ELPAC). Increase the percent of Multilingual Learners (English Learners) who have been reclassified English Proficient.

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
			Increase the percent of Multilingual Learner (English Learner) students proficient or higher in English Language Arts as measured by statewide standardized assessments (SBAC). Decrease chronic absenteeism rates for Multilingual Learner (English Learner) students. Increase Multilingual Learners (English Learner) student graduation rates.
1.10	**Action:** Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction **Need:** Low income and English Learner students are performing lower than non low-income students and non English Learner students in Reading, ELA and Math. **Scope:** LEA-wide	Professional development will be focused on improving teacher quality with a focus on the specific needs and cultures of EL, low-income students, Native American, and Latino students. In addition, by focusing on-going professional learning through Professional Learning Communities, teachers will have sustained learning that will help instructionally meet the needs of unduplicated pupils.	Decrease the rate of teacher misassingment. Increase percent of appropriately assigned teachers. Measure PLC effectiveness through staff perception survey results: • Our grade level/subject area PLC time is productive and focused on the four PLC questions.

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
			• Each team member is clear on the standards sequence for each course/grade level. • My site has introduced or has used learning targets and/or “I Can” statements. • Staff members use CFAs and other academic data to reteach and identify students who need additional learning time and support. • Staff use CFAs to identify and share effective teaching practices Measure PLC effectiveness through school site and district administrator surveys and learning rounds. Increase in performance on statewide standardized tests (SBAC) for all

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			students and by subgroup - English Language Arts Increase in performance on statewide standardized tests (SBAC) for all students and by subgroup - Mathematics Increase in writing trait scores on the SBAC ELA in all grade bands (3-5, 6-8, 11).
1.11	**Action:** Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff **Need:** Low-income students have higher rates of suspension at 7.0% as compared to non low-income students at 2.5%. Foster Youth students have an even higher rates at 12.7%. Low -income and Foster Youth students also have higher chronic absenteeism rates and English Learner students had higher drop out rates. Lastly, the percent of students feeling safe at school was low with only 53% of students felt physically safe and only 48% percent felt emotionally safe. **Scope:** LEA-wide	The action addresses the needs of unduplicated pupils by creating a safe, supportive, and clean learning environment. The action is being provided LEA-wide because all of our schools have these student groups and 80% of all students are low income.	Maintain 100% of schools with a score of fair or higher on the Facilities Inspection Tool (FIT). Progressively decrease suspension rates with emphasis on socio-economically disadvantaged, Native American, and Special Education students. Middle School Dropout: Progressively decrease the number middle school dropouts or maintain at 0 students. High School Dropout Rate: Progressively decrease

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
			the high school dropout rate. Chronic Absenteeism: Decrease the Chronic absenteeism rate annually until the rate is 15% or less. Attendance Rate: Meet or exceed a 95% attendance rate for all students. 95% or more students indicate they feel safe at school (campus culture survey).
1.12	**Action:** Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School **Need:** A need for better student to staff connections was identified based on student surveys and through empathy interviews. **Scope:** LEA-wide	We will be working with students from our middle and high schools to improve student to staff connections. We will be conducting students focus groups to create actions that support student to staff connections. 80% of students are low-income and we will ensure that we meet with low-income and lower performing student groups.	Increase the percent of secondary students who indicate that there is a staff member who knows them as a person on campus. (student survey and interviews) Increase the percent of students who enjoy coming to school on most days. (student survey and interviews)
1.13	**Action:** Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	The actions will support English Learner families by having bilingual staff at each school office. In addition, increased communications to families and the community will support stronger	85% or more parents and caregivers indicate that teachers and staff ask for my input about concerns,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The need to develop strong partnerships with families and the community was identified during the review of data and empathy interviews. **Scope:** LEA-wide	relationships with families. Lastly, removing barriers that prevent families from participating in school events increases parent engagement, specifically for our low income families. These actions were created to support low-income and families of English Learner students.	interests and goals related to my child's learning and environment. (family survey) 85% or more of parents and caregivers indicate that they feel welcome at their child's school. (family survey) Increase the number of DELAC and DAC parents who attend Strategic Plan/LCAP input meetings.

Limited Actions

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

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

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

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.

All Ukiah Unified schools have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. The concentration grant add-on funding will be used to support reducing combination classes at all elementary schools (9.0 FTE), adding math intervention teachers at both middle schools (2.0 FTE), providing additional math teachers at Ukiah High to allow for students to have two periods of Algebra I (3.0 FTE), adding campus security/restorative staff to create a safe learning environment (9.0 FTE), and additional custodial support (4.0 FTE).

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		All Ukiah Unified Schools have a student concentration greater than 55 percent. 5895 students: 374.6 FTE classified; 15.7 students:1 classified staff
Staff-to-student ratio of certificated staff providing direct services to students		All Ukiah Unified Schools have a student concentration greater than 55 percent. 5895 students: 344.8 FTE; 17.1 students:1 certificated staff

2025-26 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	62,479,146	20,830,585	33.340%	0.000%	33.340%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,455,406.00	$2,203,240.00	$0.00	$0.00	$23,658,646.00	$20,071,224.00	$3,587,422.00

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	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Low Income	Yes	LEA-wide	Low Income	All Schools	All three years.	$1,141,914.00	$176,000.00	$1,317,914.00				$1,317,914.00	
1	1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All elementary schools, middle schools, and Ukiah High School. TK-12	All three years.	$3,001,141.00	$84,000.00	$3,085,141.00				$3,085,141.00	
1	1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: All schools TK-12	All three years.	$808,596.00	$906,078.00	$1,714,674.00				$1,714,674.00	
1	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Low Income	Yes	LEA-wide	Low Income	All Schools	All three years.	$1,431,043.00	$120,000.00	$1,551,043.00				$1,551,043.00	
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools Specific	All three years.	$1,335,310.00	$190,000.00	$1,525,310.00				$1,525,310.00	

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
		Assistance through Multi-tiered Systems of Supports - College and Career				Low Income	Schools: All Secondary Schools, Calpella Elementary, Oak Manor Elementary									
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	All three years.	$126,864.00	$0.00	$126,864.00				$126,864.00	
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All three years.	$80,170.00	$104,000.00	$184,170.00				$184,170.00	
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$391,440.00	$800,522.00	$1,191,962.00				$1,191,962.00	
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: All elementary schools, all middle schools, Ukiah High School	All three years.	$1,669,169.00	$10,000.00	$1,679,169.00				$1,679,169.00	
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$2,161,789.00	$296,449.00	$2,458,238.00				$2,458,238.00	

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	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	All three years.	$3,683,781.00	$604,073.00	$4,287,854.00				$4,287,854.00	
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: Secondary Schools 6-12	All three years.	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	All three years.	$1,341,746.00	$216,500.00	$1,558,246.00				$1,558,246.00	
2	2.1	Reduce Staff to Student Ratios	All Low income and Hispanic/Latino	No			Specific Schools: South Valley High School 10-12 Grades	All year.	$123,883.00	$0.00	$123,883.00				$123,883.00	
2	2.2	Dual Enrollment	All Low income and Hispanic/Latino	No			Specific Schools: South Valley High School 10-12	All year	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	Build Positive School Culture	All Low income	No			Specific Schools: South Valley High School 10-12	All year.	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.4	Professional Development	All Low income	No			Specific Schools: South Valley High School 10-12	All year.	$53,535.00	$0.00	$53,535.00				$53,535.00	
2	2.5	Build Positive School Culture and Academic Achievement	All	No			Specific Schools: South	All year.	$10,403.00	$0.00	$10,403.00				$10,403.00	

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
							Valley High School 10-12									
3	**3.1**	After School Tutoring	All	No			All Schools Specific Schools: All Schools TK-12		$817,744.00	$0.00		$817,744.00			$817,744.00	
3	**3.2**	Support High Quality Substitutes Teachers	All	No			All Schools		$330,000.00	$0.00		$330,000.00			$330,000.00	
3	**3.3**	High School Summer School	All	No			Specific Schools: Ukiah High School, South Valley High School, and Ukiah Independent Study Academy 9-12		$420,000.00	$0.00	$420,000.00				$420,000.00	
3	**3.4**	Academic Support	All	No			Specific Schools: Ukiah High School 9-12		$367,000.00	$0.00		$367,000.00			$367,000.00	
3	**3.5**	School Psychologist	All	No			All Schools		$158,413.00	$0.00		$158,413.00			$158,413.00	
3	**3.6**	Improve Student Attendance	All	No			All Schools		$0.00	$62,800.00		$62,800.00			$62,800.00	
3	**3.7**	Student Health Services	All	No			All Schools		$467,283.00	$0.00		$467,283.00			$467,283.00	

2025-26 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
62,479,146	20,830,585	33.340%	0.000%	33.340%	$20,830,585.00	0.000%	33.340 %	**Total:**	$20,830,585.00
								LEA-wide Total:	$20,830,585.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	LEA-wide	Low Income	All Schools	$1,317,914.00	
1	**1.2**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All elementary schools, middle schools, and Ukiah High School. TK-12	$3,085,141.00	
1	**1.3**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	LEA-wide	Low Income	All Schools Specific Schools: All schools TK-12	$1,714,674.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	$1,551,043.00	
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: All Secondary Schools, Calpella Elementary, Oak Manor Elementary	$1,525,310.00	
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	$126,864.00	
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$184,170.00	
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$1,191,962.00	
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	LEA-wide	English Learners	All Schools Specific Schools: All elementary schools, all middle schools, Ukiah High School	$1,679,169.00	
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and	Yes	LEA-wide	English Learners Low Income	All Schools	$2,458,238.00	

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 (%)
		Provide Targeted Professional Development in Math and Literacy Instruction						
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,287,854.00	
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	LEA-wide	Low Income	All Schools Specific Schools: Secondary Schools 6-12	$150,000.00	
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	Yes	LEA-wide	English Learners Low Income	All Schools	$1,558,246.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,024,599.00	$20,168,204.64

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**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	$1,142,130.00	$1,088,113
1	**1.2**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	$3,075,012.00	$2,813,166
1	**1.3**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	$1,605,600.00	$2,061,555
1	**1.4**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	$1,572,600.00	$1,398,524
1	**1.5**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	$1,439,700.00	$1,287,737
1	**1.6**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	$124,000.00	$88,689
1	**1.7**	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered	Yes	$554,927.00	$497,969

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)
		Systems of Supports - Additional Supports			
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	$1,089,488.00	$1,012,226
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	$1,676,000.00	$1,539,445
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Yes	$2,197,678.00	$2,191,306
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	$3,735,863.00	$4,586,542
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	$150,000.00	$97,129
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community	Yes	$1,459,500.00	$1,365,924
2	2.1	Reduce Staff to Student Ratios	No	$106,904.00	$124,439.00
2	2.2	Dual Enrollment	No	$1,000.00	0
2	2.3	Student Engagement and support	No	$54,500.00	0
2	2.4	Build Positive School Culture	No	$16,197.00	$10,078.50

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	**2.5**	Professional Development	No	$23,500.00	$5,362.14

2024-25 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)
$20,031,074.00	$19,822,498.00	$20,031,074.00	($208,576.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - First Best Instruction	Yes	$1,142,130.00	$1,088,113		
1	1.2	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Intervention and Supports	Yes	$3,075,012.00	$2,813,166		
1	1.3	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Curriculum and Technology	Yes	$1,605,600.00	$2,061,555		
1	1.4	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Broad Course of Study	Yes	$1,572,600.00	$1,398,524		
1	1.5	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - College and Career	Yes	$1,439,700.00	$1,287,737		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Foster Youth	Yes	$124,000.00	$88,689		
1	1.7	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Additional Supports	Yes	$554,927.00	$497,969		
1	1.8	Priority 1: Delivering High-Quality Initial Instruction and Tailored Assistance through Multi-tiered Systems of Supports - Site School Plans for Students Achievement	Yes	$1,089,488.00	$1,012,226		
1	1.9	Priority 2: Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards	Yes	$1,676,000.00	$1,539,445		
1	1.10	Priority 3: Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction	Yes	$2,197,678.00	$2,191,306		
1	1.11	Priority 4: Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff	Yes	$3,735,863.00	$4,589,291		
1	1.12	Priority 5: Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School	Yes	$150,000.00	$97,129		
1	1.13	Priority 6: Strengthening Collaborative Partnerships Among Families, Caregivers,	Yes	$1,459,500.00	$1,365,924		

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)
		Teachers, Support Staff, and the Community					

2024-25 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)
$61,219,823.00	$20,031,074.00	0.00%	32.720%	$20,031,074.00	0.000%	32.720%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Priority	Action	Person Responsible	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Priority 1 (1.1 in the LCAP) - Ensure first best instruction (FBI) and equitable practices at all school sites and grade levels.						
1.1	By grade span and course, define, train, and implement first best instruction with fidelity.	Director of Instruction	In Progress: We are supporting continued implementation of First Best Instruction through Professional Learning Communities, Leadership Network, and are currently planning district wide professional learning days on November 1st and January 6th.	In Progress: We are supporting continued implementation of First Best Instruction through Professional Learning Communities, Leadership Network, and we have completed the November 1st and January 6th professional development days.	In Progress: We are supporting continued implementation of First Best Instruction through Professional Learning Communities and Leadership Network.	Completed
	Implement the Common Assurances (expectations) for Curriculum, Instruction and Assessment at every school.	Director of Instruction	In Progress: We have reviewed Common Assurances with our administrators and teaching staff through our Multi-tiered Systems of Support training at each site. Sites continue to review our Multi-tiered Systems of Support handbook with their staff in collaborative meetings. In addition, we had a Unit Planning Day in August for teachers to continue work on teacher clarity, which is one of our focuses this year.	In Progress: We reviewed Common Assurances with our administrators through our Multi-tiered Systems of Support training. Sites continue to review our Multi-tiered Systems of Support handbook with their staff in collaborative meetings. In addition, professional learning communities and teams at each site implement and refine unit lesson plans that are aligned to the standards. District and site administrators continue to review the expectations for the use of the handbook in professional learning.	In Progress: Sites continue to review our Multi-tiered Systems of Support handbook with their staff in collaborative meetings. In addition, Professional Learning Communities and teams at each site implement and refine unit lesson plans that are aligned to the standards.	Completed

Establish and implement Universal Reading, Writing, and Math Expectations for instruction and skill development across all content areas. (was priority 1.2)	Director of Instruction	In Progress: Through our Multi-tiered Systems of Support handbook, we have trained administrators and teachers on Common Assurances. We have additional training planned on First Best Instruction in the areas of teacher clarity, checking for understanding and academic interactions (collaborative conversations) throughout the 2024-2025 school year. We are developing the use of a First Best Instruction Learning Rounds tool.	In Progress: Through our work with the Leadership Network, professional learning communities and teams at each school site are continuously developing and refining common formative assessments to ensure skill alignment and improve student learning outcomes in the areas of Reading, Writing and Math. In February, we will begin a 6th-12th grade Writing Articulation Cadre that will focus on developing alignment across the grade levels.	In Progress: Through our work with the Leadership Network, Professional Learning Communities and teams at each school site are continuously developing and refining common formative assessments to ensure skill alignment and improve student learning outcomes in the areas of reading, writing and math. On February 25th, we began the 6th-12th grade Writing Articulation Cadre that will focus on developing alignment across the grade levels.	Completed
Facilitate regular K-12 district-wide articulation meetings in the area of Reading, Writing, and Math	Director of Instruction	In Progress: We will begin a Math Cadre in January, 2025 as well as a Writing Articulation Cadre for 6th-12th grade teachers.	In Progress: We will begin a Kindergarten through 12th grade Math Cadre in January, 2025 as well as a Writing Articulation Cadre in February, 2025 for 6th through 12th grade teachers.	In Progress: We began our Kindergarten through 12th grade Math Cadre in January 22, 2025 and had an additional professional learning session on February 12th, 2025. The Writing Articulation Cadre started on February 25th, 2025 for 6th through 12th grade teachers.	Completed

Develop and use Fidelity and Implementation Tools (FIT) to measure progress and effectiveness of strategic actions, including the use of staff training, coaching, observation tools, interviews, and learning rounds.	Asst. Supt. of Educational Services	In Progress: An instructional Learning Rounds tool is being piloted this fall. The tool is focused on First Best Instructional strategies of Teacher Clarity, Collaborative Conversation (Academic Interactions), and Checking for Understanding. Professional Learning Communities implementation rubrics are being used this fall and a Fidelity and Implementation Tool for Professional Learning Communities is being developed.	In Progress: The First Best Instruction Learning Rounds Tool pilot has been completed. Principals will be using an online feedback tool starting in January to assess First Best instruction Implementation. School site leadership teams will participate in Learning Rounds twice in the second half of the year. In addition, training was provided to district staff on creating tools and processes for program monitoring and evaluation. The tools will be piloted this spring and fully implemented next year to monitor and evaluate Strategic Plan/Local Control Accountability Plan actions.	In Progress: Principals and other administrators started using the First Best Instruction online feedback tool in January. There are 170 online entries as of March 4th. District staff are using the data from this tool to monitor implementation and identify areas for further growth and professional development. District staff also met in January to refine our fidelity implementation tools for Professional Learning Communities and to refine our First Best Instruction Learning Rounds tool. Staff are meeting in March to continue to learn about tools and process for program implementation, monitoring, and evaluation.	Completed
Create a districtwide grading practices task force to guide the establishment and implementation of consistent grading practices at school sites, grade levels, and across content areas.	Asst. Supt. of Educational Services	In Progress: The Grading Task Force had their first meeting on September 10. Members of the Grading Task Force and alternate members attended a standards based grading training on September 30 and October 1 to learn more about grading practices. The task force will be meeting on October 15, November 7, January 21, and March 11.	In Progress: The Grading Task Force met on October 15th and November 7th. The task force is working on having recommendations for grading practices by the end of the year. In addition, members of the task force and other teachers participated in a Solution Tree professional training on standards based grading. The group will be participating in a follow up standard based grading training in February. The Grading Task Force will be meeting on January 21st and March 11th.	In Progress: The Grading Task Force met on January 21st and worked on refining guiding principles for grading. Task force members are getting feedback from staff on the guiding principles. The Task Force is meeting on March 11th to finalize the guiding principles. In addition, some Task Force members and other secondary teachers participated in Solution Tree professional development training on standards based grading.	Completed: The Grading Task Force met in April to plan for next year. The Guiding Principles for UUSD Grading Practices will be shared with staff this May and time will be given in August to review and discuss the practices at their school sites.

Review staffing schedules to assure that students most in need of support are working with credentialed, experienced teachers to receive first best instruction.	Asst. Supt of Human Resources	In Progress: The district continuously monitors teaching assignments to ensure fully-credentialed and qualified teachers are prioritized in the hiring process and placed in assignments with students most in need of support.	In Progress: The district continuously monitors teaching assignments to ensure fully-credentialed and qualified teachers are prioritized in the hiring process and placed in assignments with students most in need of support. The district is considering a teacher pool approach rather than a site-by-site approach to enable more strategic placement of the most experienced teachers.	In Progress: Elementary vacancies for the 2025-2026 school year are being filled through a pool approach rather than individual sites hiring independently. All elementary principals will participate in the interview process, select the best candidates, and then collaborate with district leadership in making specific site and classroom placements.	Completed: Elementary vacancies for the 2025-2026 school year are being filled through a pool approach rather than individual sites hiring independently. All elementary principals participated in the interview process, selected the best candidates, and then collaborated with district leadership in making specific site and classroom placements. Priority for experienced teachers went to sites with the greatest need.
Explore Small Learning Communities model for 9th and 10th grade.	Director of Alternative Education	Not started yet: We will be meeting with Ukiah High School site administrators to discuss options and next steps.	In Progress: The Director of Alternative Education and high school administrators have met to discuss different models. Ideas included incorporating the Small Learning Community idea into the Project Based Learning already taking place at UHS and possibly focusing on struggling 10th graders. A second meeting with Ukiah High is scheduled in January.	In Progress: A plan has been developed to pilot a Project Based Learning Academy for 10th Grade students at Ukiah High. This academy will aim to support academic achievement for students. This will be a cohort model with a high level of support and include a CTE focus. Additional planning meetings are being scheduled to finalize details, identify students, and to identify teachers. Summer professional development on Project Based Learning will also be finalized.	Completed: UHS will be piloting a 10th grade small learning community next year. Information has been sent out to students and families.
Reduce the number of elementary combination classes to support first best instruction.	Asst. Supt of Human Resources	In Progress: There are only two combination classes operating in the district this year.	In Progress: There are only two combination classes operating in the district this year.	In Progress: There are only two combination classes operating in the district this year. One is a 2/3 combination class with 19 students enrolled. The other is a 4/5 combination class with 30 students enrolled.	Completed: The district continues to analyze enrollment and staffing to limit the number of combination classes in the district.

	Encourage a growth mindset for learning with reading and math incentives for each site ($1000/site).	Director of Instruction	In Progress: Incentive funds have been allocated to school sites. School site staff are determining how to facilitate growth mindset at each site with their allocation.	In Progress: Incentive funds have been allocated to school sites. School site staff are determining how to facilitate growth mindset at each site with their allocation.	In Progress: Incentive funds have been allocated to school sites and award ceremonies are occuring.	Completed
	Use Acadience Assessment (DIBELS).	Director of Instruction	In Progress: The first districtwide universal screening for Acadience was completed in August and September. Sites use the data to determine intervention needs of students. The next universal screening is in December, 2024. This year all school sites are using the online administration platform.	In Progress: The second district wide universal screening for Acadience was completed in December, 2024. Sites use the data to determine intervention needs of students. The next universal screening is in April/May, 2025. This year all school sites are using the online administration platform.	In Progress: The next universal screening is in April/May, 2025. This year all school sites are using the online administration platform.	Completed
	Continue trimester articulation meetings with preschool and TK/K teachers.	Director of Instruction	In Progress: Some Kindergarten and Transitional Kindergarten Teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education on September 30, 2024. Kindergarten and Transitional Kindergarten teachers will have joint professional learning on November 1, 2024.	In Progress: Some Kindergarten and Transitional Kindergarten Teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education on December 10, 2024. Kindergarten and Transitional Kindergarten teachers had joint professional learning on November 1, 2024. Transitional Kindergarten teachers have had two district wide PLC's and will be visiting a preschool setting on January 14th, 2025.	In Progress: Some Kindergarten and Transitional Kindergarten Teachers attended the Preschool to 3rd grade Learning Collaborative at Mendocino County Office of Education on February 24, 2025. Transitional Kindergarten teachers have had three district wide PLC's and visited a preschool setting on January 14, 2025. In addition, some Transitional Kinder teachers will attend "The Way of Play", professional development on March 5, 2025.	Completed
Priority 1 (1.2 in the LCAP) - Ensure effective interventions and supports for students at all levels of learning.						

1.2	Provide supports for small group instruction.	Asst. Supt. of Educational Services	In Progress: All positions for Kindergarten Paraprofessionals, Combination Class Paraprofessionals, and Elementary Math Paraprofessionals have been filled. These positions are supporting small group instruction.	In Progress: All positions for Kindergarten Paraprofessionals, Combination Class Paraprofessionals, and Elementary Math Paraprofessionals have been filled. These positions are supporting small group instruction.	In Progress: Planning for training for paraprofessionals is being developed for next year.	Completed
	Provide reading and math interventions.	Asst. Supt. of Educational Services	In Progress: Math intervention teachers at Eagle Peak MS and Pomolita MS have been hired and are providing intervention with separate intervention classes at Pomolita MS and push in small group support at Eagle Peak MS.	In Progress: Math intervention teachers at Eagle Peak MS and Pomolita MS have been hired and are providing intervention with separate intervention classes at Pomolita MS and push-in small group support at Eagle Peak MS.	In Progress: Math intervention teachers at Eagle Peak MS and Pomolita MS have been hired and are providing intervention with separate intervention classes at Pomolita MS and push-in small group support at Eagle Peak MS. Pomolita MS has 5 sections of Math Intervention classes serving 51 students.	Completed
	Provide two periods of Algebra I for all students at Ukiah High School.	Asst. Supt. of Educational Services	In Progress: Two periods of Algebra I for all students is occuring at Ukiah High School.	In Progress: Two periods of Algebra I for all students is occuring at Ukiah High School.	In Progress: Two periods of Algebra I for all students is occuring at Ukiah High School. There are 13 sections with 335 students receiving two periods of Algebra I everyday.	Completed
	Facilitate GATE identification, activities, and support.	Director of Instruction	In Progress: GATE students have been identified from the 2023-2024 school year and are clustered in classrooms at the elementary level. We will begin planning for activities and support for GATE students in January, 2025.	In Progress: GATE students have been identified from the 2023-2024 school year and are clustered in classrooms at the elementary level. We will begin planning for activities and support for GATE students in January, 2025.	In Progress: We will begin universal GATE testing in April, 2025.	Completed: Universal testing is being completed this May and planning for next year is occurring.

	Support elementary Student Success Team Coordinators.	Director of English Learner and Migrant Education	In Progress: Student Success Coordinators (SSC) attend monthly professional development that focus on strategies to support English Learners (ELs) and EL compliance/monitoring provided via SSC meetings.	In Progress: Student Success Coordinators (SSC) attend monthly professional development that focus on strategies to support English Learners (ELs) and EL compliance/monitoring provided via SSC meetings.	In Progress: Student Success Coordinators (SSC) continue to attend monthly professional development that focus on strategies to support English Learners (ELs) and EL compliance/monitoring provided via SSC meetings.	Completed
Priority 1 (1.3 in the LCAP) - Provide curriculum and technology needed to be college and career ready at all grade levels.						
1.3	Provide new instructional materials and technology to meet the needs of diverse learners.	Asst. Supt. of Educational Services	In Progress: Instructional technology programs have been purchased for this year to support foundational reading and mathematics. New Comprehensive Sexual Education materials are being piloted and will be purchased this year. New textbook adoption needs are being assessed.	In Progress: Instructional technology programs have been purchased for this year to support foundational reading and mathematics. New Comprehensive Sexual Education materials are being piloted and will be purchased this year. New textbook adoption needs are being assessed.	In Progress: Instructional material needs are being assessed for next year and adoption timelines are being updated. E-Rate matching funds will support upgrading wireless and network infrastructure.	Completed: Some materials and technology for next year are being ordered in May.
	Continue to provide technology support and one to one Chromebooks.	Asst. Supt. of Educational Services	In Progress: Chromebook replacement parts will be ordered this fall and Chromebooks will be ordered in the spring for the subsequent school year.	In Progress: Chromebook replacement parts will be ordered this January and Chromebooks will be ordered in the spring for the subsequent school year.	In Progress: Ordering for replacement parts and Chromebooks is occuring in early March. Approximately 950 Chromebooks will be order.	Completed
	Provide training on the use of Artificial Intelligence.	Asst. Supt. of Educational Services	Not Started Yet.	In Progress: The Director of Technology is reviewing Artificial Intelligence (AI) platforms and the professional development that is available.	In Progress: The Director of Technology is reviewing Artificial Intelligence (AI) platforms and the professional development that is available. The Director completed the five session CDE AI course and will make recommendations for training options for staff.	In Progress: A staff survey is being conducted to assess knowledge, usage and professional development needs. Staff are reviewing student and staff Acceptable Use Policy to include artificial intelligence. Staff training is being planned for next year.
Priority 1 (1.4 in the LCAP) - Provide a broad course of study through Arts, CTE, Music Education, Outdoor Education, STEM, and World Languages and Cultures.						

1.4	Fund musical instruments, cleaning, and supplies.	Asst. Supt. of Educational Services	In Progress: Budgets have been set up and funding has been allocated to sites. Materials and instruments are being purchased.	In Progress: Budgets have been set up and funding has been allocated to sites. Materials and instruments are being purchased.	In Progress: Budgets have been set up and funding has been allocated to sites. Materials and instruments are being purchased.	Completed
	Support elementary visual and performing arts education with Arts Attack curriculum, materials, supplies, and culturally diverse guest artists and groups.	Asst. Supt. of Educational Services	In Progress: Funding for materials has been allocated to sites and materials are being purchased. Sites are in the process of organizing their guest artists.	In Progress: Funding for materials has been allocated to sites and materials are being purchased. Guest artists are working with elementary school sites.	In Progress: Funding for materials has been allocated to sites and materials are being purchased. Guest artists are working with elementary school sites.	Completed
	Provide visual and performing arts instruction at South Valley High School by contracting with SPACE.	Asst. Supt. of Educational Services	In Progress: South Valley HIgh School will be starting SPACE in the spring semester. Staff are working with SPACE on program design.	In Progress: South Valley High School will be starting their SPACE program in February. There will be three, four week series on different topics. Students will receive a certificate of completion for completing each series. The first series is going to be Technical Theater.	In Progress: SPACE program started in February, their session was technology, lighting, and sound. The March sessions will be on theater make-up and costume.	Completed
	Provide materials to support Big Picture Learning.	Asst. Supt. of Educational Services	In Progress: Funds have been allocated and material and supplies are being purchased.	In Progress: Funds have been allocated and material and supplies are being purchased.	In Progress: Funds have been allocated and materials and supplies are being purchased.	Completed
	Fund transportation to Eagle Peak STEM School.	Director of MOT	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	In Progress: Transportation is being provided between Eagle Peak and Ukiah with bus stops at Grace Hudson, Oak Manor, and Frank Zeek.	Completed
	Fund Redwood Valley Outdoor Education Project.	Director of Instruction	In Progress: Redwood Valley Outdoor Education Project has been funded and classes have begun participating in the program. 18 schools have participated at RVOEP and two in-class activities have occured.	In Progress: Redwood Valley Outdoor Education Project has been funded and classes have begun participating in the program. This winter staff are providing follow up lessons in classrooms.	In Progress: Redwood Valley Outdoor Education Project has finished their Winter Session of in class presentations that align to the science standards. They taught lessons to about 68 third, fourth, and fifth grade classes throughout the district.	Completed
Priority 1 (1.5 in the LCAP) - Support equitable access to college and career supports.						

1.5	Implement the College Going Plan.	Director of Alternative Education	In Progress: The high school counseling team is meeting on a regular basis. Counselors have identified leads for the fall semester of implementation of activities. Some activities have been completed, such as implementing the "Find your Grind" career exploration platform in Frosh Advisory classes and hosting a school wide College and Career Fair. Some activities will be moved to the spring semester to allow time for full integration of the new CaliforniaColleges.edu platform. The college and career plan was also shared with Middle School Counselors with follow up meetings at each site this October. A secondary counselor meeting is also scheduled for October.	In Progress: The College Going Plan continues to be implemented. The CTE Coordinator has been collaborating with our College and Career Specialist to provide opportunities for students. A transition meeting took place before winter break with the middle and high school teams to discuss articulation, parent nights, and scheduling. We have entered into our Course Management Alignment with californiacolleges.edu. Once completed, it will be a great platform for students, parents, and counselors. We are working on offering a Dual Enrollment Summer program for students. We have also hired a second College and Career Specialist through the Golden State Pathways Grant, which will expand our ability to support students with work based learning opportunities.	In Progress: The College Going Plan continues to be implemented with spring semester activities. A number of career panel presentations have taken place at both South Valley Big Picture and Ukiah High School. Students are being supported through the Mendocino College registration process. Scholarship application workshops are being provided to students as well as financial aid presentations and workshops. The new College and Career specialist has made gains on creating internship opportunities for placement. Frosh Advisory classes have participated in 4 year planning presentations and scheduling for all grade levels is underway with the counseling team. Internship placement and exploration is thriving at both Ukiah High School and South Valley Big Picture. 8th grade students visited Ukiah High and learned about CTE and Visual Performing Arts pathways. CTE created a great promotional video as well. 8th grade students have received information on college and career readiness, including A-G and graduation requirements. Middle School counselors are supporting this work by creating 4 year plans with all incoming students.	Completed

Provide programs to support students who are underrepresented in college-going including Middle College and MESA.	Director of Alternative Education	In Progress: College visits have been scheduled for both MESA and Middle College during the first quarter. Support with Personal Insight questions have been provided as well as guidance on how to make the most out of college and career fairs. University of California and California State University application workshops have also been provided. Parents were invited to a presentation by UC Santa Clara. Middle College students attended University Day and Mendocino College and have continued to track their activities and awards through the use of counselor created portfolios.	In Progress: College application supports have been ongoing for students. Financial aid and scholarship support continues to be provided. College applications were reviewed prior to submission. Students continue to be provided with opportunities for college visits. Middle College students attended San Francisco State University and the Academy of Sciences. MIddle College students have also been mapping out their A-G plans and updating their portfolios. Middle College juniors have started drafts of their personal insight questions and college research. They will also start some SAT preparation.	In progress: MESA students have attended scholarship and financial aid workshops. They have also received feedback from community members on their essay writing. Students have explored their interests through the lens of CTE and connections to Mendocino College. Students are preparing for their upcoming Pre MESA Day competition. College going parent meetings have been held for current students and incoming 8th graders. Middle College has expanded ways to visually celebrate seniors in their college acceptances. Their awards bulletin board acknowledges other achievements as well, such as Student of the Month and Academic Decathlon. Middle College students will be going on their spring college visits and inviting new incoming 10th graders to join. Scholarship support is also underway.	Completed

Provide additional Academic Counseling to support college and career success	Director of Alternative Education	In Progress: College Ready Academies were provided for rising Juniors and Seniors over the summer. The College Ready Academies provided students with direct support for essay writing and Personal Insight questions. Students also learned how to research schools. We are in the process of fully integrating our Aeries student information system with the CaliforniaColleges.edu platform to support students being college and career ready. Once full integration happens students will be able to apply to universities and financial aid directly as well as track student's completion of A-G coursework. Both Ukiah High and South Valley have a College and Career Specialist who support the college and career processes.	In Progress: Counselors ran support groups for college applications in addition to college application workshops. Financial aid and scholarship application workshops are also being provided to students. Counselors are gearing up for scheduling presentations which will include information about both college and career. Both College and Career Specialists are doing a great job in supporting students. The College and Career Center is utilized and has been a valuable addition to both campuses. We plan on adding a junior support group this semester to start their college research and ensuring junior teachers support the essay writing. We will also start to plan the College Ready Academies for both junior and seniors for the summer.	In Progress: The initial planning for the Summer College Ready Academies is underway. A meeting took place with the Ukiah High Site Principal to revisit what these academies aim to do and to brainstorm ways that the counseling team can be more integrated into the program. A follow up meeting is scheduled with the counseling team to pursue this idea further. This collaborative effort will better support students and will help build internal capacity.	Completed: Freshman Academy, Junior Academy, and Senior Academy planning is occuring for August. Freshman Academy registration has been sent out to families. Junior and Senior Academy information will be sent out the second week of May.
Fund Advanced Placement (AP) test fees for students.	Director of Alternative Education	In Progress: All of the AP teachers have been given the AP registration information. The student deadline to register was October 4th with the AP order being placed the following week. Thus far we have 532 exam registrations. The AP testing coordinator is following up with both teachers and students.	In Progress: The AP testing coordinator continues to plan for AP testing. The ordering has been submitted for a total of 535 AP exams. Proctors and room locations are being identified. Part II of the AP Coordinator's manual will be released this month, which will allow for more task completion.	In Progress: AP materials have been ordered, but not yet received. The AP testing coordinator is still working on hiring proctors and finalizing the testing schedule.	Completed: AP testing starts on May 5.

	Provide after school mentoring and college going support groups	Director of Alternative Education	In Progress: Ukiah HS Counselors will start two mentoring/college going support groups next week.	In Progress: Support groups for Seniors started at the start of the college application season. Students will continue to be supported. Junior support groups will also start this semester.	In Progress: A subcommitee has been formed to further develop the mentorship groups for the remainder of this year and into next year. The subcommitee will work on identifying specialty groups and how funds can be better used to support the work.	Completed: Applications have been sent out to incoming seniors and mentor groups will start this May and will continue into next year.
Priority 1 (1.6 in the LCAP)- Support and monitor Foster Youth and students transitioning out of the foster system to ensure access.						
1.6	Foster Youth Counselor	Director of Student Services	In Progress: The position has been filled and the new counselor will start on November 1.	Completed	Completed	Completed
Priority 1 (1.7 in the LCAP) - Provide additional supports for students during school, afterschool, summer, and intersessions.						
1.7	Purchase new culturally diverse library books.	Director of Instruction	In Progress: Sites are purchasing books with their allocations.	In Progress: Sites are purchasing books with their allocations.	In Progress: Sites are purchasing books with their allocations.	Completed
	Provide K-5 after school tutoring in math and ELA.	Asst. Supt. of Educational Services	In Progress: Sites have started their tutoring programs. Currently there are 57 elementary teachers that are tutoring before or after school. All elementary school sites have started their tutoring programs.	In Progress: Sites have started their tutoring programs. Currently there are 57 elementary teachers that are tutoring before or after school.	In Progress: Sites have started their tutoring programs. Currently there are 57 elementary teachers that are tutoring before or after school.	Completed: Tutoring programs will be ending in late May.
	Provide secondary after school tutoring.	Asst. Supt. of Educational Services	In Progress: All secondary school sites have started their tutoring programs. Currently there are 24 secondary teachers tutoring before and after school.	In Progress: Currently there are 21 secondary teachers tutoring before and after school. There is also additional tutoring through the afterschool program at Pomolita Middle School.	In Progress: Currently there are 23 secondary teachers tutoring before and after school. There is also additional tutoring through the afterschool program at Pomolita Middle School.	Completed: Tutoring programs will be ending in late May.

Provide summer school and intersession programs.	Director of Alternative Education	In Progress: Summer School meeting dates have been set for the year. Spring Intersession will take place. Winter Intersession is being considered.	In Progress: The possibility of Winter Intersession was not provided. However, we are planning to provide a Spring Intersession over Spring break. Meetings have taken place with the City of Ukiah and district stakeholders and communication to parents will take place this month. A Summer School planning meeting took place prior to Winter break and another meeting is scheduled for this month to include a larger group. Dates for both have also been set.	In Progress: Spring Intersession registration is open and available to TK-8th grade students. Spring Intersession staffing has also been hired and sites have been determined. Summer Programs for the 2025 Summer will include: TK-12th grade traditional Summer School, a Dual Enrollment Summer Program at Mendocino College, and a Migrant Education Summer Bridge Program for 8th grade students hosted at Ukiah High. Summer School Principals, Site Leads, teachers, and counselors have been hired. In addition Freshmen Summer Academy will be taking place, along with the College Ready Academies for rising Juniors and Seniors.	Completed: Summer School will be starting on June 11.
Fund academic competitions and coaching stipends.	Asst. Supt. of Educational Services	In Progress: Funds for academic competitions have been allocated. Pomolita Middle School and Ukiah High School Mock Trial teams have begun. The Science Olympiad team will continue at Ukiah High School. New this year the revitalization of the Speech and Debate team at UHS and Academic Decathlon at the UHS Middle College program. Eagle Peak Middle School will be participating in VEX Robotics competitions this year.	In Progress: Funds for academic competitions have been allocated. The Ukiah High School Science Olympiad team is competing this January in Los Angeles. The Mock Trial team at Pomolita Middle School had their first mock trial in December. Eagle Peak Middle School VEX Robotics team will be competing in February in Rocklin, California against other northern Calfornia middle schools.	In Progress: Eagle Peak Middle School VEX Robotics team is competing in Esparto this March instead of in Rockland, California. The Pomolita band will be competing in the Concert in the Park music competition this spring. At Ukiah High School, the Science Olympiad, Mock Trial, and Academic Decathlon have qualified state competition. The Speech and Debate team is getting ready to compete for the first time this year.	Completed

	Fund athletic transportation and coaching stipends.	Asst. Supt. of Human Resources and Director of MOT	In Progress: Coaching stipends and athletic transportation are fully funded. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	In Progress: Coaching stipends and athletic transportation are fully funded. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	In Progress: There are 48 coaching stipends at Ukiah High School, 16 at Pomolita Middle School, and 14 at Eagle Peak Middle School. Transportation to in-league athletic competitions is occurring through the use of school buses and vans.	Completed
Priority 1 (1.8 in the LCAP) - Continue to fund site-based activities and programs as determined in the school sites' School Plans for Student Achievement (SPSA).						
1.8	Fund site-based activities in SPSA	Asst. Supt. of Educational Services	In Progress: School Plan for Student Achievement activities are being implemented.	In Progress: School Plan for Student Achievement activities are being implemented.	In Progress: School Plan for Student Achievement activities are being implemented.	Completed
Priority 2 (1.9 in the LCAP) - Support Emergent Multilingual Learners in Obtaining English Language Proficiency and Mastery of the Core Content Standards.						
1.9	Improve the use of Integrated English Language Development (iELD) strategies to engage Multilingual Learners (English Language Learners) in learning content standards by providing staff training, coaching, observation tools and learning rounds.	Director of English Learner and Migrant Education	In Progress: SSCs provide ongoing English Learner Coaching Support at sites. Designated English Language Development (ELD) visits and feedback are provided to educators from the Multilingual Department.	In Progress: SSCs provide ongoing English Learner Coaching Support at sites. Designated English Language Development (ELD) visits and feedback are provided to educators from the Multilingual Department.	In Progress: SSCs provide ongoing English Learner Coaching Support at sites. Designated English Language Development (ELD) visits and feedback are provided to educators from the Multilingual Department.	Completed
	Provide engaging, high quality Designated ELD by providing staff training, coaching, observation tools and learning rounds.	Director of English Learner and Migrant Education	In Progress: Designated/Integrated English Language Development (ELD) and English Learner Standards professional development was provided at the New Teacher Institute.	In Progress: Designated/Integrated English Language Development (ELD), EL Standards, and strategies are provided during PD with SSCs.	In Progress: Designated/Integrated English Language Development (ELD), EL Standards, and strategies are provided during PD with SSCs.	Completed
	Support school sites with English Language Proficiency Assessment for California (ELPAC) assessment teams.	Director of English Learner and Migrant Education	In Progress: Ongoing professional development in listening, speaking, reading, and writing for English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators.	In Progress: Ongoing professional development in listening, speaking, reading, and writing for English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators.	In Progress: Ongoing test prep support for the English Language Proficiency Assessments for California (ELPAC) and support is being provided to Student Success Coordinators.	Completed: ELPAC make up testing is continuing in May.

	Monitor the Multilingual Learners (English Language Learners) program.	Director of English Learner and Migrant Education	In Progress: The Multilingual Learner program is being monitored through the use of the Ellevation data system and staff input.	In Progress: The Multilingual Learner program is being monitored through the use of the Ellevation data system and staff input.	In Progress: The Multilingual Learner program is being monitored through the use of the Ellevation data system and staff input.	Completed
	Provide bilingual paraprofessionals to support Newcomer Multilingual Learner (English Language Learners) students.	Director of English Learner and Migrant Education	In Progress: Three Bilingual Paraprofessionals have been hired and deployed to elementary sites. The Director of English Learners and District Student Success Coordinators met with each paraprofessional to go over best practices and processes to support newcomer students.	In Progress: Three Bilingual Paraprofessionals continue to support Newcomers at the 6 elementary schools. The Director of English Learners and District Student Success Coordinators meet with the paraprofessionals monthly to go over best practices and processes to support newcomer students.	In Progress: Three Bilingual Paraprofessionals continue to support newcomers at the 6 elementary schools. The Director of English Learners and District Student Success Coordinators meet with the paraprofessionals monthly to go over best practices and processes to support newcomer students.	Completed
Priority 3 (1.10 in the LCAP) - Elevate Educator Expertise and Collaboration through Enhanced Professional Learning Communities (PLCs) and Provide Targeted Professional Development in Math and Literacy Instruction.						
1.10	Implement PLC practices with fidelity as defined in Common Assurances (expectations) Teaming Structures focusing on the four PLC questions at weekly Professional Learning Team (PLT) meetings.	Director of Instruction	In Progress: Administration and teacher leaders are participating in Leadership Network to implement Professional Learning Community (PLC) practices during shortened Wednesdays every week. The first Leadership Network was on August 9th for TK-12 school sites. The first Secondary Leadership Network was on September 26. Leadership Network school site teams (Guiding Coalitions) are supporting PLC implementation at their school sites.	In Progress: Administration and teacher leaders are participating in Leadership Network to implement Professional Learning Community (PLC) practices during shortened Wednesdays every week. The third Leadership Network training was on December 9th, 2024 for elementary leaders (Guiding Coalitions) and on December 12th, 2024 for secondary leaders (Guiding Coalitions). This training is supporting PLC implementation at each school sites.	In Progress: Administration and teacher leaders are participating in Leadership Network to implement Professional Learning Community (PLC) practices during shortened Wednesdays every week. The fourth Leadership Network training will be on March 27th, 2025 for elementary and secondary leaders (Guiding Coalitions). This training is supporting PLC implementation at each school site.	Completed
	Fund Department Chairs.	Director of Instruction	Completed: Department Chairs have been funded.	Completed: Department Chairs have been funded.	Completed: Department Chairs have been funded.	Completed

	Improve the quality of PLCs.	Director of Instruction	In Progress: Administration and teacher leaders work together to improve Professional Learning Community practices through the Guiding Coalition which meet on a monthly/bi-monthly basis. Professional Learning Teams meets 2 to 3 times a month to improve their practice and Professional Learning Communities and Professional Learning Teams implementation. We will be measuring the implementation of Professional Learning Communities and Professional Learning Teams at least two times a year.	In Progress: Administration and teacher leaders work together to improve Professional Learning Community practices through the Guiding Coalition which meets on a monthly/bi-monthly basis. Professional Learning Teams meet 2 to 3 times a month to improve their practice and Professional Learning Communities and Professional Learning Teams implementation. Sites measured the effectiveness of their Professional Learning Communities and Professional Learning Teams in Fall, 2024 and will complete their second analysis in Spring, 2025.	In Progress: To continue to enhance the quality of Professional Learning Communities (PLCs) at the school site level, a comprehensive strategy continues to be utilized. The monthly Guiding Coalition serves as a collaborative platform for administrators and teacher leaders, while Professional Learning Teams convene regularly to hone their practices. A data-driven approach is being reinforced, with a planned spring, 2025 site assessment to evaluate the effectiveness of Professional Learning Teams. Best practices are continuously refined, emphasizing clear agendas, collaboration and shared platforms. Professional Learning Teams maintain a sharp focus on student learning outcomes through data analysis and the use of common formative assessments. Each team operates with clear expectations, structured agendas, and guiding protocols, ensuring effective practice and implementation. This multi-pronged approach aims to cultivate a culture of continuous improvement and collaborative learning across school sites.	Completed

Develop a Professional Development Framework to determine and provide consistent and ongoing reading, math, and writing professional development to improve math, reading, and writing content knowledge and pedagogy in all grade levels and subjects.	Director of Instruction	In Progress: We are working with our educational community leaders to develop a professional development framework to provide ongoing professional development. In addition, we are providing opportunities for training with our online platforms such as IXL, Lexia English, and Sonday. We also have ongoing LETRS and Leadership Network professional development.	In Progress: We are working with our educational community leaders to develop a professional development framework to provide ongoing professional development. In addition, we are providing opportunities for training with our online platforms such as IXL, Lexia English, Heggerty: Bridge to Reading and Sonday. We also have ongoing LETRS and Leadership Network professional development.	In Progress: We are collaborating with key educational stakeholders to establish a comprehensive professional development framework. This initiative ensures continuous learning opportunities such as the 6th-12th grade Writing Cadre, a dedicated Grading Task Force, and a K-12 Math Framework Cadre. Additionally, we are implementing LETRS (Language Essentials for Teachers of Reading and Spelling) training to bolster literacy instruction. Importantly, we're providing targeted professional development for Student Success Coordinators to lead and coach the implementation of best learning practices and strategies.	Completed: A professional development framework for next year has been completed and specific trainings are being planned.
Provide LETRS Science of Reading Training (Ed. Effectiveness).	Director of Instruction	In Progress: We have 75 teachers enrolled in LETRS. We have 8 teachers enrolled in LETRS for Early Education/Preschool and Transitional Kindergarten.	In Progress: We have 75 teachers enrolled in LETRS. We have 8 teachers enrolled in LETRS for Early Education/Preschool and Transitional Kindergarten.	In Progress: Teachers who are particpating in Cohort 2 and Cohort 3 of LETRS will be attending their third session in March, 2025.	Completed: 30 teachers will complete year 1 of their LETRS training and 35 teachers will complete their second year of LETRS training in May. In addition, 7 Transitional Kindergarten teachers will be completing their Pre-K LETRS training in May.

Provide training in differentiated instruction (Ed. Effectiveness).	Director of Instruction	In Progress: Student Success Coordinators are trained to coach teachers at their sites on differentiation. Meetings with principals are occurring to discuss training needs.	In Progress: Student Success Coordinators are trained monthly to coach teachers at their sites on differentiation. In Leadership Network, we have incorporated differentiation into the professional development. Meetings with principals will occur in January, 2025 to discuss and plan differentiation needs and supports for teachers and students.	In Progress: Student Success Coordinators are trained monthly to coach teachers at their sites on differentiation. In Leadership Network, we have incorporated differentiation into the professional development. Meetings with principals will occur in March, 2025 to discuss and plan differentiation needs and supports for teachers and students.	In Progress: Staff is continuing to meet with principals to discuss needs.
Provide 2 additional days of professional development.	Asst. Supt. of Educational Services	In Progress: Professional development was provided on August 12 and 13. November 1 and January 6 professional development days will be focusing on First Best Instruction and Professional Learning Communities.	In Progress: Professional development was provided on January 6th. The focus of the trainings was continued Professional Learning Communities activities and First Best Instruction. K-2 had training on foundational reading instruction using the new supplemental phonics curriculum. Teachers in grades 3-5 had training on collaborative conversations in mathematics using the three read strategy. Middle School teachers had training in collaborative conversation and collaborative group work. High school teachers had additional training in social emotional well-being and participated in a Native American cultural panel.	In Progress: Survey data and committee feedback is being used to plan professional development for next year.	Completed: Planning for next year is occuring.
Provide substitute funding to support professional development with experienced substitutes.	Asst. Supt of Human Resources	In Progress: Funding has been allocated to allow for an increased substitute rate to attract experienced teachers.	In Progress: Funding has been allocated to allow for an increased substitute rate to attract experienced teachers.	In Progress: Funding is being used to allow for an increased substitute rate to attract experienced teachers.	Completed

Provide professional development for classified staff that supports a positive culture and academic achievement.	Asst. Supt of Human Resources	In Progress: All classified paraprofessional staff received Special Education training at the beginning of the school year and an additional day of optional, paid training on a variety of subjects was provided for those who wanted to attend.	In Progress: Special Education paraprofessionals will have an opportunity to participate in a communication supports training, which includes how to use visual schedules with students. The district is exploring how to utilize online training platforms to provide additional opportunities for Classified employees to access professional development.	In Progress: Planning for next year's classified training has begun.	Completed: Planning for next year's classified training has begun.
Support new teachers and administrators through funding induction programs and providing mentors.	Asst. Supt of Human Resources	In Progress: All teachers that do not hold a preliminary or clear credential (Pre-Interns and Interns) have been provided a district coach (mentor). Additionally, all teachers who are clearing their preliminary credential through the California Teacher Induction Program have been provided with a mentor to support the completion of their clear credential. New administrators are also provided a mentor to clear their credentials.	In Progress: All teachers that do not hold a preliminary or clear credential (Pre-Interns and Interns) have been provided a district coach (mentor). Additionally, all teachers who are clearing their preliminary credential through the California Teacher Induction Program have been provided with a mentor to support the completion of their clear credential. New administrators are also provided a mentor to clear their credentials.	In Progress: All teachers that do not hold a preliminary or clear credential (Pre-Interns and Interns) have been provided a district coach (mentor). Additionally, all teachers who are clearing their preliminary credential through the California Teacher Induction Program have been provided with a mentor to support the completion of their clear credential. New administrators are also provided a mentor to clear their credentials.	Completed

Provide additional professional development to support first best instruction (Funded through Educator Effectiveness for 2 years).	Director of Instruction	In Progress: Professional development is occurring to support first best instruction on November 1 and January 6 professional development days. We are currently developing a plan for further professional development on First Best Instruction.	In Progress: Professional development occurred on November 1st and January 6th district wide to support First Best Instruction. Starting in January math professional development on the new Calfornia Mathematics Framework will begin. A cadre of 70 Kindergarten through 12th grade teachers will be participating in five sessions throughout the spring. Writing professional development for English teachers in grades 6 through 12 will begin in February with four sessions throughout the spring. The professional development will focus on articulating writing instruction across the grade levels.	In Progress: In January, 2025 math professional development on the new Calfornia Mathematics Framework began. A cadre of 80 Kindergarten through 12th grade teachers participated in January and February sessions with three additional sessions occurring throughout the spring. Writing professional development for English teachers in grades 6 through 12 began on February 25th, 2025 with three additional sessions throughout the spring. The professional development will focus on articulating writing instruction across the grade levels.	Completed: The last Mathematics Cadre training will be on May 13.
Provide professional development for staff that support the social and emotional needs of students (i.e. Social Emotional Counselors).	Director of Student Services	In Progress: Counselors are meeting in bi-monthly PLC meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending conferences and trainings. They are then bringing learning and resources back to the group.	In Progress: Counselors are meeting in bi-monthly PLC meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending conferences and trainings. They are then bringing learning and resources back to the group.	In Progress: Counselors are meeting in bi-monthly PLC meetings to review data, policies, protocols, research and have outside professionals to consult when needed. Counselors are also attending trainings. They are then bringing learning and resources back to the group.	Completed

	Provide professional development in cultural awareness, including Latino culture and Native American culture.	Director of Alternative Education	In Progress: Outreach has been made to various Native American presenters. There is interest from the community to support these efforts. The plan is to provide a workshop series for teachers to participate in, while also providing opportunities to bring presenters into the classroom. Many sites are also hosting events and presentations. An effort is being made to capture all that is going on at each site and how the district can support those efforts. A survey to site leaders to capture the needs in relation to Latino Cultural Awareness is also planned.	In Progress: We have hosted Native American panels at multiple sites and will continue to host these throughout the year. These panels are supporting classroom teachers. We also hosted a number of Native American cultural events on campuses in a variety of formats and have been bringing in Native American Cultural presenters. Teachers have also been requesting Native American presenters directly into their classrooms to enhance their lessons. We continue to gather feedback on future professional development needs. We will continue to gather feedback and research ideas on how to bring Latino Cultural awareness to the forefront.	In Progress: A planning meeting is scheduled to offer a Teacher Workshop Series around Native American cultural awareness. Additionally, research regarding potential summer trainings around both Latino and Native American cultural awareness is underway. California's Native American Model Curriculum will be a free resource made available to teachers in September of 2025. A plan for how to use this resource and make it available to teachers will be developed.	Completed: Planning for summer and next year is occuring.
Priority 4 (1.11 in LCAP) - Cultivate a Districtwide Safe, Positive, and Healthy Climate and Culture for Students, Teachers, and Support Staff						
1.11	Implement the UUSD Common Assurances (expectations) for Culture at all school sites.	Director of Student Services	In Progress: Sites started reviewing with staff before the start of school and will continue throughout the school year.	In Progress: Sites started reviewing with staff before the start of school and will continue throughout the school year.	In Progress: Schools have continued with this work and are now getting prepared for the Tiered Fidelity Index. The District Climate and Culture TOSA will be reviewing this work with site leads.	Completed

Provide Web/Link Crew programs to support student transitions	Director of Alternative Education	In Progress: Web and Link Crew programs are up and running at all sites. Orientations at Pomolita, Eagle Peak, and Ukiah High were all led by Web and Link Crews. Web at Pomolita has monthly events calendared out for the year in addition to the 6th grade orientation, and follow up lessons in the classroom. Ukiah High has monthly events calendared out for the year in addition to the Link Crew Orientation. Link Crew is also used for schoolwide tours that are needed throughout the year including 8th grade visits.	In Progress: Link Crew students at Ukiah High School provided hot chocalate to all freshmen during finals week. Link Crew members will also be providing violence prevention presentations in Frosh Advisory classes. Link Crew will also be involved with giving the upcoming 8th Grade tours. WEB students hosted a 6th grade game night, have provided classroom presentations, and have continued to produce the daily announcements. WEB students at Pomolita Middle School are welcoming new 6th grade students and having lunch with them to support their transition at Pomolita.	In Progress: WEB leaders at our middle schools have been planning a variety of spirit activities including Kindness Week, basketball rallies, a winter formal, a reading collaborative with special education students, a winter clothing donation, spirit weeks, dances, and student announcements. Link leaders were involved in hosting the 8th grade student visit to Ukiah High School and 8th grade Open House. They will also be hosting conflict resolution presentations to Frosh Advisory classes, including creating a handout for students on copiong strategies. Recruitment for next year's Link Crew leaders is also underway.	Completed
Provide funds for student peer to peer programs, extra curricular activities, and clubs.	Asst. Supt. of Ed. Services	In Progress: Site allocations have been allocated to sites. A process is being created for students to apply for the additional funds to support new Peer to Peer programs.	In Progress: The additional peer to peer projects have been submitted and are being reviewed for approval.	In Progress: Eagle Peak Middle School has 5 student led clubs with approximately 150 students participating. Pomolita Middle School students are planning a spring dance. Ukiah High Leadership is planning a prom for Special Education students called a "Knight to Shine". The UHS Freshman class used Peer to Peer funds to increase school spirit by giving each student a Ukiah High Spirit t-shirt.	Completed: End of year activities are occuring.

Continue to implement Positive Behavior Interventions and Supports district-wide, including Safe School Ambassadors and Alternative to Suspension classrooms.	Director of Student Services	In Progress: All sites are implementing positive behavior methods and curriculum along with various programs that utilize social emotional learning. Safe School Ambassadors is occurring at Pomolita, Eagle Peak and Ukiah High School. Eagle Peak Middle School and Ukiah High School are participating in ongoing training from Safe School Ambassadors. Pomolita Middle School sustained training with a school site lead. All of the Alternative to Suspension classrooms have been staffed and are being implemented.	In Progress: All sites are implementing positive behavior methods and curriculum along with various programs that utilize social emotional learning. Safe School Ambassadors is occurring at Pomolita, Eagle Peak and Ukiah High School. Eagle Peak Middle School and Ukiah High School are participating in ongoing training from Safe School Ambassadors. Pomolita Middle School sustained training with a school site lead. All of the Alternative to Suspension classrooms have been staffed and are being implemented.	In Progress: All sites are implementing positive behavior methods and curriculum along with various programs that utilize social emotional learning. The Secondary Schools with the exception of South Valley are using some form of the Safe School Ambassador Program. Pomolita has transitioned to using it's own form of the program using some different pieces that they have developed. Also, the District Climate TOSA has continued working with the three Alternative to Suspension teachers on developing an integrated program to serve students. UHS has also used some of the Character Strong Program to bolster their programs.	Completed
Provide Second STEP Social Emotional Learning curriculum and training for elementary schools.	Director of Student Services	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation.	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation.	In Progress: Elementary school sites have Second Step curriculum along with Zones of Regulation.	Completed
Provide funds for school safety projects and School Resource Officer.	Director of Student Services and Chief Business Official	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including fencing and cameras. Funding is being used to support those needs/projects.	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including fencing and cameras. Funding is being used to support those needs/projects.	In Progress: The School Resource Officer is on campuses four days a week and covers special events. The Chief Business Official is working with school sites to assess safety needs/projects, including fencing and cameras. Funding is being used to support those needs/projects.	Completed

	Provide additional counseling services.	Director of Student Services	In Progress: We are providing additional social emotional counselors to support student needs.	In Progress: We are providing additional social emotional counselors to support student needs.	In Progress: We are providing additional social emotional counselors to support student needs.	Completed
	Provide fresh fruit snacks for elementary students.	Chief Business Official and Food Service	In Progress: A fresh fruit snack is being provided for elementary students.	In Progress: A fresh fruit snack is being provided for elementary students.	In Progress: A fresh fruit snack is being provided for elementary students.	Completed
	Provide student attendance incentive funding.	Director of Student Services	In Progress: Incentive funding is being provided to schools who meet and achieve attendance goals.	In Progress: Additional attendance funding has been allocated to sites to support the new attendance campaign.	In Progress: Additional attendance funding has been allocated to sites to support the new attendance campaign.	Completed
Priority 5 (1.12 in the LCAP) - Fostering Positive Staff-Student Connections to Ensure a Sense of Belonging at School						
1.12	Engage students in focus groups to learn about student ideas around strengthening student-staff connections. Develop recommendations based on this input.	Director of Instruction and Climate TOSA	Not Yet Started: Student focus groups will begin in October/November, 2024.	Not Yet Started: Student focus groups will begin in January, 2025.	In Progress: Student leadership groups are reviewing the questions that will be utilized to obtain student ideas around strengthening student-staff connections. Student focus groups will begin in March, 2025.	In Progress: Student leaders are finishing their focus groups and will be meeting in May to make recommendations.
	Develop classroom culture activities to implement during the first thirty days of school.	Director of Instruction and Climate TOSA	In Progress: The School Climate TOSA is supporting classrooms at several different sites with classroom culture support and activities.	In Progress: The School Climate TOSA is supporting classrooms at several different sites with classroom culture support and activities.	In Progress: Classroom culture activities for the first 30 days have been developed and we are currently working on distributing them to sites in some grade levels.	Not Fully Completed: Completing the final revisions to the classroom culture folder and will distribute to all school sites and grades in August. In June, the Director of Instruction will meet with principals to discuss the implementation plan and ensure teachers can deliver the activities during the first thirty days of school.

	Teachers use classroom surveys or other means to gain feedback and input from students at a minimum of once a semester.	Director of Instruction and Climate TOSA	Not Yet Started: The Director of Instruction will be working with the School Climate TOSA to develop sample ways teachers can gain feedback and input from students.	In Progress: The Director of Instruction is working with the School Climate TOSA to develop sample ways teachers can gain feedback and input from students.	In Progress: The Director of Instruction is working with the School Climate TOSA to gain feedback from classroom teachers about the ways they use surveys or other means to obtain input from students.	Not Fully Completed: Review teacher feedback on current strategies for gathering student input. Develop a list of recommended survey tools and practices to support implementation of student feedback methods at least once each semester.
	Implement a “Who Is Your Person” program (or similar program) at each site.	Director of Instruction and Climate TOSA	Not Yet Started: The Director of Instruction and the School Climate TOSA will be developing options for schools to implement "Who Is Your Person" programs at each site.	Not Yet Started: The Director of Instruction and the School Climate TOSA will be developing options for schools to implement "Who Is Your Person" programs at each site.	In Progress: The Director of Instruction is working with the School Climate TOSA to develop options for schools to implement " Who is Your Person" programs at each site.	Not Fully Completed: In August, the Director of Instruction and the Climate TOSA will prepare a rollout plan for sites to implement a "Who Is Your Person" program at each site.
	Provide transportation for after school activities.	Director of MOT	In Progress: Transportation is occuring for ASES program and after school tutoring at Eagle Peak and Pomolita Middle Schools.	In Progress: Transportation is occuring for ASES program and after school tutoring at Eagle Peak and Pomolita Middle Schools.	In Progress: Transportation is occuring for ASES program and after school tutoring at Eagle Peak and Pomolita Middle Schools.	Completed
Priority 6 (1.13 in the LCAP) - Strengthening Collaborative Partnerships Among Families, Caregivers, Teachers, Support Staff, and the Community						
1.13	Develop and implement standardized training and materials to strengthen and support family liaisons.	Communications Officer	In Progress: A planning meeting to develop materials with the Director of Instruction and Assistant Superintendent of Educational Services has been scheduled.	In Progress: A meeting took place with the Director of Student Services to discuss the need and approach. The next meeting scheduled will include a larger group to further identify existing resources and next steps.	In Progress: Met with team on 2/26/25, developed a project plan, proceeding to collect resources and develop the Family Liaison Playbook.	Completed

Establish parent resource hubs throughout the community to provide increased opportunity for engagement and connection with schools.	Director of Student Services and Director of Instruction	In Progress: At each site, Parent/Family Community Liaisons are using district and community resources and their skills to engage parents to participate in classrooms and special events. Counselors are developing parent education flyers and opportunities to support parents at home and school.	In Progress: At each site, Parent/Family Community Liaisons are using district and community resources and their skills to engage parents to participate in classrooms and special events. Counselors are developing parent education flyers and opportunities to support parents at home and school.	In Progress: We are currently working on identifying locations to create parent resource hubs to assist parents with enrollment. Three presentations have been created to support parents with oral language development for Kinder through second grade, homework support for students at home and technology use for Transitional Kinder through 12th grade that will be utilized for future parent education opportunities.	In Progress: Outreach to the Coyote Valley Education Center is underway to create parent resource hubs throughout the community. These hubs will expand opportunities for family engagement and strengthen connections between families and schools.
Provide consistent and positive communications to families regarding achievement and progress.	Communications Officer and School Sites	In Progress: A planning meeting to develop communication materials with the Director of Instruction and Assistant Superintendent of Educational Services has been scheduled.	In Progress: Continuing to use social media, direct email, newsletters, and our website to share student progress and successes. In addition to student progress, we've published a series of parent tips, “What's the ONE phrase” parents can use to help support their child in various scenarios. Provided website training to Family Liaisons with emphasis on sharing positive information with parents, especially as related to student success, progress, and achievement.	In Progress: Continued posting 10+ positive messages per week on social media is occurring. Monthly newsletter to parents on topics to aid in parent support of student achievement is being sent to parents/guardians. In addition, we've included an article in the March parent newsletter on our SARCs and CA School Dashboard.	Completed
Fund sports, music and arts events so families and students can attend free of charge.	Chief Business Official	In Progress: Funding has been allocated to sites to allow for students and families to attend sports, music, and arts events free of charge.	In Progress: Funding has been allocated to sites to allow for students and families to attend sports, music, and arts events free of charge.	In Progress: Funding has been allocated to sites to allow for students and families to attend sports, music, and arts events free of charge.	Completed: All non-league sports and Visual and Performing Arts programs had free admissions to UUSD families this year.

	Gather input from students, staff and parents through surveys and interviews.	Director of Student Services	In Progress: The California Healthy Kids Survey for students in grades 5, 7, 9 and 11 will be occurring in October. Other district surveys will occur in early Spring.	In Progress: The CA Healthy Kids Survey has been completed. The staff survey is currently being administered. The student and parent surveys will be administered in February.	In Progress: The staff survey was administered and data has been analyzed. The student and parent surveys are being administered in March.	Completed
	Provide site-based parent education, including workshops on routines at home and how to teach appropriate use of technology.	Director of Instruction	Not Yet Started: Planning will begin in October/November, 2024.	Not Yet Started: Planning will continue through January, 2025.	In Progress: The Director of Instruction met with Parent Liaisons and Counselors and has developed parent education on homework routines, how to teach appropriate use of technology and oral language development routines for parents of Transitional Kindergarten through Second Grade students.	Completed
	Develop three actions per grade level that parents/guardians can do to support their student's education. Develop communication materials.	Communications Officer	In Progress: A planning meeting to develop communication materials with the Director of Instruction and Assistant Superintendent of Educational Services has been scheduled.	In Progress: The concepts have been developed and are being printed, and will be mailed to parents starting in mid-January.	In Progress: The Top Three Things a parent can do to support their child's education by age and grade-level spans was created and mailed to parents/guardians.	Completed
	Support grant writing.	Superintendent	In Progress: UUSD has not written or applied for any grants so far this year. We continue to search for grants.	In Progress: UUSD has not written or applied for any grants so far this year. We continue to search for grants.	In Progress: UUSD has not written or applied for any grants so far this year. We continue to search for grants.	Completed

2025-2026 LCAP Educational Partner Feedback
All Groups
February - April

UUSD is making good progress in achieving Priority 1. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 4,4,5,4-California School Employees Association (CSEA)
- Not rated-District English Learner Advisory Committee (DELAC)
- Not rated-Title VI Native American Advisory Committee (Title VI)
- Ranked 3 (Neutral) District Advisory Committee (DAC)
- It's very big for 1 rating but went with (3)- Leadership
- First Best Instruction/Tool (walkthrough)- What does the data say?
- College and Career
- Broad course of study
- Foster Youth counselor
- Keep going!
- Motivating kids to achieve goals and try hard (5)-Ukiah Teachers Association (UTA)
- Use of paraprofessionals to support targeted small group instruction (5)
- Elementary music at Nokomis (5)

What do you see as UUSD's strength toward achieving Priority 1?

- Good amount of help (but need more subs) so Response to Intervention (RTI) doesn't get sacrificed when short staffed
- Continued surveys and adjustments as needed
- Extra help with math
- Recognition (of academic improvement)
- After school programs
- Summer school
- Freshman advisory
- Career ready life skills
- More Pomo language
- Interim date (1 & 2) in math and reading have improved
- Percent of students taking Advanced Placement (AP)
- College & Career Ready - Grade 11 has improved
- A lot of these (most) are in process across sites
- First Best Instruction-clear expectations
- Our use of Acadience to drive grouping and instruction (5)

What does UUSD need to prioritize and/or improve to achieve Priority 1?

- Adding Ukiah High School (UHS) as a hub for Eagle Peak (EP)Science, Technology, Engineering, and Mathematics (STEM) students home for transportation; Students needing transportation outside of Eagle Peak boundaries would be able to transfer to their designated bus at UHS
- More training for new RTI paraprofessionals
- More speech therapy services for elementary
- Support for students with special needs
- Give the option to take the test in their primary language to see what they really know
- More internships
- Racial equity
- Culturally responsive teaching
- Teaching and learning (add overall)
- Should be measured by family student survey
- Ensuring students want to be at school
- Pathways and teacher
- Develop program to bring back Pomo language graduates
- More funding for Title VI counselors, to add more counselors
- More staff working with counselors
- More mentorship
- Smarter Balanced Assessment Consortium (SBAC) - Reading scores dropped

- SBAC - Math - improved but scores are low
- A-G completion rates dropped
- Support in reading, support in math would help A-G completion rates
- Still need time to assess progress/effectiveness
- Elementary calibrating their implementation of expectations and goals
- Secondary calibrating too
- School Success Coordinator (SSC) and classroom coaching
- Fidelity Instrument Tools
- First Best Instruction training for all teachers-ongoing
- Training on Artificial Intelligence (AI)
- Continue or incentivize to attract credentialed teachers (4)
- Continue to support a broad course of study (4)
- Increase tutoring time (hours) for learning recovery
- Vocal music at Eagle Peak
- Multi-Tiered System of Supports (MTSS) for Behavioral interventions-Tier 2

UUSD is making good progress in achieving Priority 2. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 3,5,5-CSEA
- Not Rated-DELAC
- Fully supports this priority - Title VI
- Ranked 4 (Agree)-DAC
- Ranked (4)-Leadership
- On track to achieve goals
- Improvement at sites with English Learner (EL) Task Force
- Data Collaboratives say otherwise, we are trying every hard
- Bilingual paras for newcomers (5)-UTA

What do you see as UUSD's strength toward achieving Priority 2?

- Good amount of bilingual staff
- Support for parents
- Support for teachers
- Bilingual paraprofessionals
- Reclassification
- Maintaining compliance
- Staff training
- Coaching
- Multilingual Learner's (MLL's) graduation rate
- Chronic absenteeism reduction
- Grad rate has increased
- English Language Development (ELD) paraprofessionals
- SSC's
- Bilingual paraprofessional
- Middle school re-class rates
- English Language Proficiency Assessments for California (ELPAC) "Bootcamps" and data chat**s**
- EL monitoring and supporting (4)
- Student Success Coordinators supporting sites (5)
- PLC Mentors for new teachers (4)-UTA

What does UUSD need to prioritize and/or improve to achieve Priority 2?

- CSEA more input
- More bilingual staff
- Preparation for tests for students who are nervous/have anxiety
- Alternative means of taking exams
- General strategies for all, without individualizing
- Absenteeism
- Integrated ELD
- Supports/resources for older students such as Newcomers English Language Learners

- Continue the supports implemented this year
- EL Task Force at each site
- District-wide planning meetings to increase parent involvement
- Implement Task Force to address D/F rates
- A-G completion for Latino students decreased last year
- Additional bilingual paraprofessionals
- Host Spanish classes for teachers, Ex. How to teach math w/Spanish phrasing to help English Learner kids

UUSD is making good progress in achieving Priority 3. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 5,4,4-CSEA
- Not rated-DELAC
- Not rated-Title VI
- Ranked 4 (Agree)-DAC
- Ranked (4)-Leadership
- Language Essentials for Teachers of Reading and Spelling (LETRS) trained teachers
- Not rated-UTA

What do you see as UUSD's strength toward achieving Priority 3?

- Teacher in-service days
- Cultural panels
- Professional Learning Community (PLC) survey results show improvement
- Consistent and ongoing expectations, professional development, common assurances, teacher clarity, LETRS
- LETRS/Transitional Kindergarten (TK) LETRS

What does UUSD need to prioritize and/or improve to achieve Priority 3?

- Include paraprofessionals in professional development
- Another teacher in-service day during the spring to motivate teachers
- More training for paraprofessionals and teachers
- Racial equity in treatment of students
- More training panels and cultural education
- More training in Special Education for teachers, paraprofessionals, administrators
- Getting information out about cultural events to students and families
- Collaboration
- Local tribes invited to creation of Ethnic Studies
- Bring ongoing Boys with Braids program (Prek-5 and Middle School)
- Reclassified student group performance in ELA on SBAC
- 3rd and 8th grade writing assessment performance
- Foster Youth student group performance on SBAC in Math
- Involve Special Education teachers in content area Professional Learning Communities
- Vertical teaming
- Consistent expectations for Department Chairs
- More time in professional development for content areas to align essential standards
- Professional development for substitutes
- Arts and electives
- Focused Professional Learning Communities on enrichment
- Professional Learning Communities time for Arts/Elective Staff to collaborate across sites or districts
- District arts coordinator

UUSD is making good progress in achieving Priority 4. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 4,5,4-CSEA
- Not rated-DELAC
- Not rated-Title VI
- Ranked 3 (Neutral)- DAC
- Ranked (3); (2) at high school level-Leadership
- Counseling services-yes

- Where Everybody Belongs (WEB)
- Peer to Peer programs
- Snacks for students
- Staff culture progress is mixed. How do we build better culture with staff admin, teachers, etc
- District Safe, Positive, and Healthy climate for students, teachers, and support staff (3)-UTA

What do you see as UUSD's strength toward achieving Priority 4?

- The fencing around the schools
- The addition of campus supervisor
- A lot of supportive learning opportunities for elementary students. The relationships that both teachers and paraprofessionals have created the last few years is amazing
- Attendance awards
- Keeping restrooms clean and safe during the day
- Fresh fruits are amazing!
- Students are more aware of attendance and want to come to school
- We love the attendance visuals at all sites and how kids encourage each other to attend to boost it
- Campus supervisors do great at building relationships with students
- More restorative practices are visible on all campuses
- Positive Behavioral Interventions and Supports (PBIS) is changing student behavior; some sites referrals down; most sites positive school culture
- Social Emotional Counseling
- RJC's, peer to peer programs, WEB/Link, counseling services
- School safety projects
- Campus supervisors-Elementary/Secondary
- Universal screeners
- Attendance incentives (3)
- Elementary PE certificated teachers (5)

What does UUSD need to prioritize and/or improve to achieve Priority 4?

- School sites could be more accepting of students
- Looking for other districts that are successful with improving attendance
- Developing a referral process for attendance release form
- Position to support tribal student attendance
- More frequent communication around attendance
- Mentor students to keep going
- How can we better understand where students come from culture, core beliefs
- Students are experiencing bullying about hair
- Need more professional development in Second Step program
- Teachers deliver surveys during morning meeting for more responses
- Offer more trainings on restorative practice for campus supervisors
- Adjust attendance incentives to be more equitable and consistent across all sites
- Look into more parent education for parents to break the barriers that impede them from bringing students to school
- Are attendance incentives impacting the chronic absentee kids or only those who attend?
- Second Step use
- Choices other than Second Step curriculum for Social Emotional Learning (SEL)
- Character Strong SEL curriculum
- Restorative Justice Center, support expansion
- Add paraprofessional support for Restorative Justice Center
- Make students feel more safe (5)
- Offer sensory rooms at all sites- Restorative Justice Center alternative
- More cameras in the hallways
- Continuing training/mentorship for paraprofessionals (focus on Special Education Paraprofessional training year round) (5)

UUSD is making good progress in achieving Priority 5. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 5,4
- Not rated-DELAC
- Not rated-Title VI
- Not rated-DAC
- Rated (2)-Leadership
- Provided after school transportation
- UHS Exhibit versus Open House
- Survey result concern: Wanting to come to school question
- Did all schools do classroom culture activities in the first 30 days? Who develops?
- Not rated-UTA

What do you see as UUSD's strength toward achieving Priority 5?

- Our Leadership and dedication to our students, always seeking more for them
- Funding for murals
- Teachers reaching out, talking to local tribes
- We've started getting students prepared for focus group process

What does UUSD need to prioritize and/or improve to achieve Priority 5?

- Stability of staff and more engagement from staff to ensure the success of our students
- More cultural art/murals at schools
- Posters of local Native American languages in classroom resources and more resources for teachers
- Class surveys for teachers to get feedback from their student
- Need to focus on the actions and who is responsible for communicating actions at each site
- Teachers remember your "Why"
- Are elementary classrooms using surveys

UUSD is making good progress in achieving Priority 6. (Scale Strongly Disagree 1 to 5 Strongly Agree)

- 5,4
- Prop 28 to supplement art
- Ranked 3- DAC
- No mid-year leading data or Year 1 outcome data available yet
- Ranked (3) -Leadership
- Developing standardized training
- Special Education parent training- Would be good for all parents
- (5)-UTA

What do you see as UUSD's strength toward achieving Priority 6?

- Communicate with parents
- New ideas/events (eg UHS's Spring Exhibition)
- Almost all events are free to families
- We communicate regularly to families
- Funding sports, music and arts events
- So families can attend free of charge
- Bilingual services (5)
- Liaisons

What does UUSD need to prioritize and/or improve to achieve Priority 6?

- Support with translation of English language documents
- Parent education on chronic absenteeism
- Parent education program 6-8 weeks on College Going (PIQE)
- Outreach night how to get on Aeries parent portal
- Email Education Centers to help get parents to learning centers
- Responding to dangerous events like Santa Rosa Fentanyl deaths
- Need to reinvigorate DELAC and DAC meetings; Add food, hybrid meetings

- Establish locations for hubs
- Clarity on site versus district (developed) parent ed.
- Continue parent training
- Workshops at site or district?
- More participation on surveys
- Provide parenting classes-supports using local resources such as Triple P Parenting Program
- Facility use for cultural activities (barrier was insurance)
- All district policies review in the lens of culturally responsive teaching to engagement
- District Curriculum Council (DCC) and policies need to be updated to submit literature
- Providing site based education