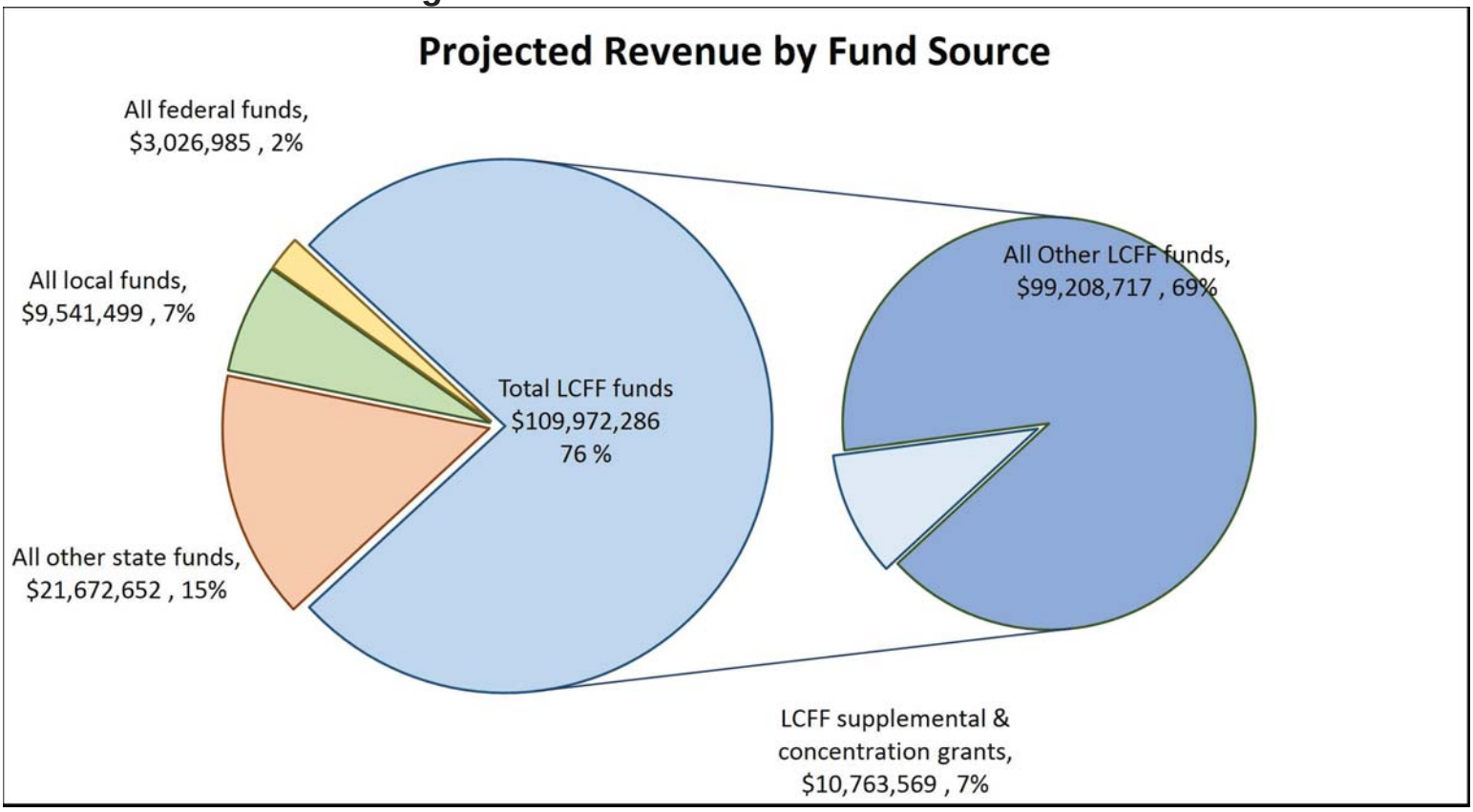
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Campbell Union School District
CDS Code: 43-69393-6046676
School Year: 2026-27
LEA contact information:
Shelly Viramontez
Superintendent
Sviramontez@campbellusd.org
408-364-4200

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

Budget Overview for the 2026-27 School Year

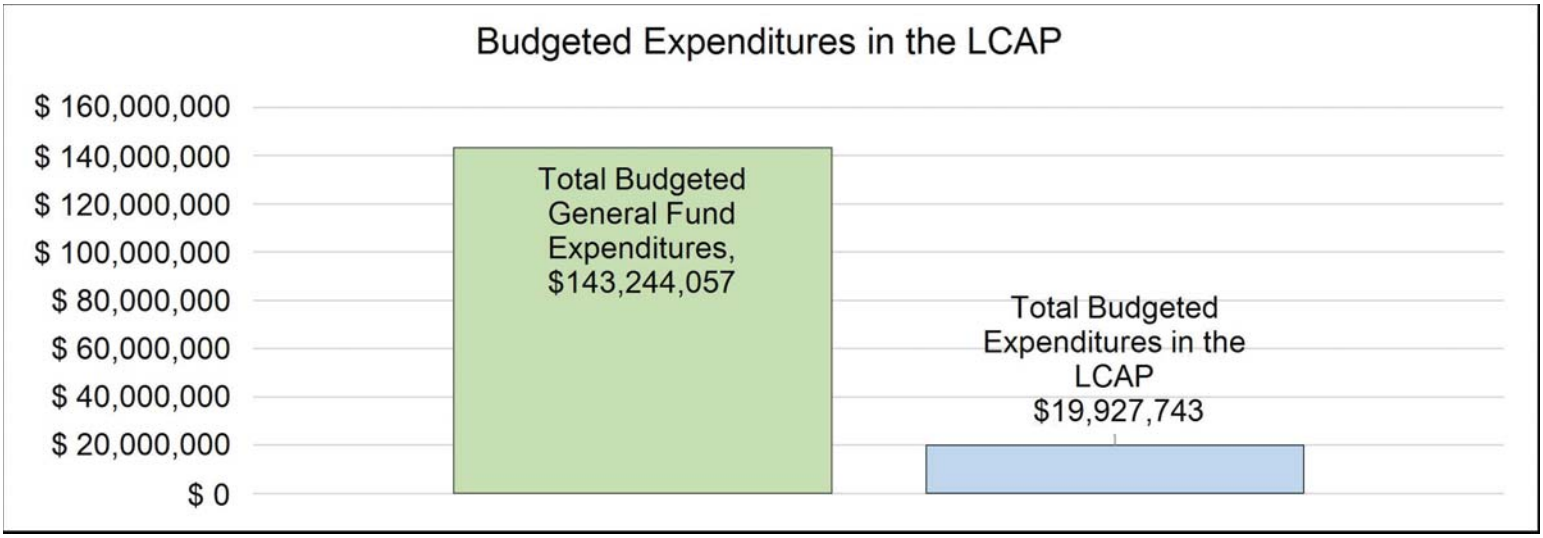


This chart shows the total general purpose revenue Campbell Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Campbell Union School District is $144,213,422, of which $109,972,286 is Local Control Funding Formula (LCFF), $21,672,652 is other state funds, $9,541,499 is local funds, and $3,026,985 is federal funds. Of the $109,972,286 in LCFF Funds, $10,763,569 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 Campbell Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Campbell Union School District plans to spend $143,244,057 for the 2026-27 school year. Of that amount, $19,927,743 is tied to actions/services in the LCAP and $123,316,314 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

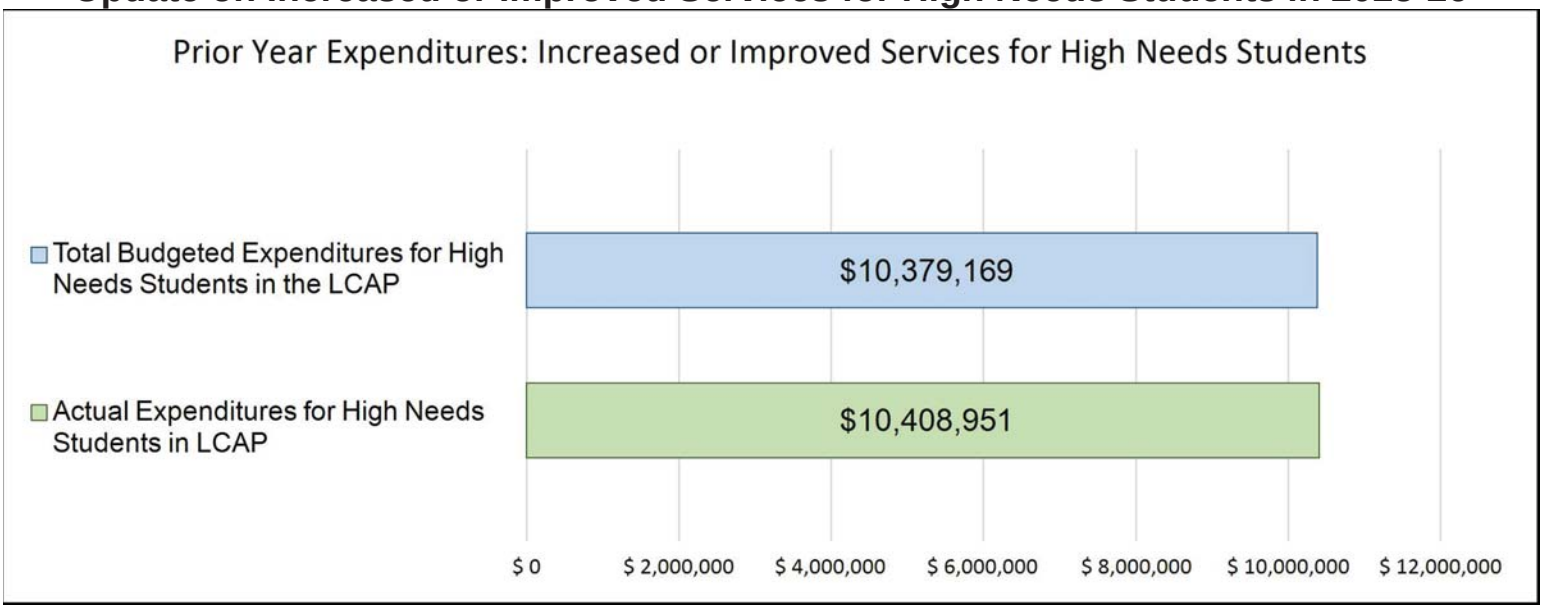
Campbell Union School district comprise of 12 schools that serve more than 6,300 students from pre-school to grade 8 who come from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno, and Saratoga. CUSD consists of one district and 11 charter schools. Each of the 11 charter schools develop their own local control accountability plan. Those plans can be viewed separately by school name on our district website: www.campbellusd.org. The funds allocated in this plan support the three overarching educational goals that are shared by each of our 12 schools. The General Fund expenditures include the regular classroom instruction, operational, other ancillary and administrative costs that are not included in the LCAP.

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

In 2026-27, Campbell Union School District is projecting it will receive $10,763,569 based on the enrollment of foster youth, English learner, and low-income students. Campbell Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Campbell Union School District plans to spend $10,911,677 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Campbell Union School District's LCAP budgeted $10,379,169 for planned actions to increase or improve services for high needs students. Campbell Union School District actually spent $10,408,951 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union School District	Wendy Gonzalez Principal	wgonzalez@campbellusd.org 408-795-1140

Plan Summary [2026-27]

General Information

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

District Vision and Mission
The Campbell Union School District (CUSD) is committed to educating every student to their highest potential. We serve as a model for innovative programs that engage, empower, and inspire students within a safe and thriving environment. Our educational blueprint is guided by our Profile of a Graduate (POG), developed in partnership with our community to instill five core competencies:
Self-Directed
Innovative
Critical Thinker
Collaborative
Empathetic

Continuous Classroom Improvement (CCI) Framework
In the 2025–26 school year, CUSD deepened the systemwide implementation of our Continuous Improvement Framework. Launched in 2024–25 after extensive pilot testing with educators, this framework centers on high-quality first instruction and shared ownership of learning. Key components of our PDSA (Plan-Do-Study-Act) cycles include:
Classroom Mission Statements: Establish a shared purpose as a learning community.
Essential Standards and Learning Targets: Clarifies learning targets for student understanding with models of proficiency.
Data Transparency: Charts and analyzes results with student input to set improvement goals.

Our Students and Schools
CUSD operates 12 schools—including eight TK–5 elementary schools, one TK–8 Dual Language (Spanish/English) school, one TK–8 Design Thinking school, and two 6–8 middle schools, serving 6051 students across several municipalities, including: Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. As of January 2026, our student body reflects a rich diversity that informs our resource allocation: 47.7% Hispanic/Latino, 20.2% White, 17.4% Asian, 3.6% Black/African American and the remaining 11.1% represents students not reported, two or more races and other race and ethnicities.

Of the total enrollment in the 2025.2026, 29.0% are English Learners, 45.7% Socio-Economically Disadvantaged and 12.2% are Students with Disabilities (data from CalPads).
The ratio of students to teachers in our classrooms is as follows:
Transitional Kindergarten: 1:12
Kindergarten-3rd Grade: 1:24
4th-8th grade: 1:30

CUSD prioritizes the "Whole Child" by providing a continuum of care from age three through 8th grade. To meet the needs of our community, we offer both state-subsidized and tuition-based preschools at six campuses, featuring robust inclusion opportunities for Special Education students. We have successfully scaled our Transitional Kindergarten (TK) access to meet state mandates:
2023-24: 5 years old from September 2-April 2nd
2024-25: 5 years old from September 2-June 2nd
2025-26: 5 years old who turn 4 by September 1st of that school year

Since the 2012–13 school year, Campbell has provided a seamless, full-day Transitional Kindergarten program fully integrated into our LCAP goal planning and metric identification. In alignment with California's Universal Pre-Kindergarten (UPK) expansion, we added seven TK classrooms in the 2025–26 school year—bringing our total to 22—to ensure broader access for our youngest learners.To maintain high-quality instruction during this expansion, we provided comprehensive onboarding and ongoing professional development for all TK teachers and instructional assistants. This training focused on three core pillars:
Assessment: Mastery of the Desired Results Developmental Profile (DRDP) to track individual student growth.
Curriculum: Implementation of Teaching Strategies (adopted in 2023) to ensure age-appropriate, rigorous instruction.
Whole-Child Support: Social-Emotional Competence training through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

Recognizing that student success is rooted in family support, our Expanded Learning programs include TK students during after-school and summer sessions. Developed through meaningful consultation with our educational partners, these programs reflect our commitment to the "whole child" and provide the flexibility necessary to meet the diverse needs of the families we serve.

Teaching, Learning, and Strategic Staff Support
In Campbell, our commitment to student success begins with recruiting high-caliber educators and empowering them through Professional Learning Communities (PLCs). In order to achieve our vision of educating every child to their highest potential, we implement an instructional

model built on High-Quality First Instruction, a research-based approach designed to meet the needs of our most vulnerable learners—including English Learners, students with disabilities, foster youth, and low-income students. We utilize job-embedded professional development to ensure all teaching staff can evaluate multiple data points to inform collaborative planning and instruction. By centering our planning on California Common Core Standards and "Essential Standards," we create a rigorous, standards-based environment where students take ownership of their learning targets.

The Whole-Child Approach: Academics and Wellness
We provide a well-rounded educational experience that integrates technology, the arts, science (including environmental literacy), and physical education. This academic rigor is balanced by an equal emphasis on Social-Emotional Learning (SEL) and the Profile of a Graduate (POG) competencies. To remove barriers to success, CUSD maintains robust partnerships with community-based agencies such as Project Cornerstone (YMCA), Uplift, First 5, Catholic Charities, City of San Jose, and Alum Rock Counseling Center. Through a School Linked Services grant and the Santa Clara County Behavioral Health Services Department, our families access a comprehensive support network, including:
Counseling & Behavioral Health: Partnerships with Uplift and Alum Rock Counseling Center.
Family Resources: Parent education and resource management through First 5, Catholic Charities, and the City of San Jose.
Health Services: Integrated nursing support and community referrals.

Enrollment, Attendance, and Responsive Systems
Since our return to in-person learning in 2021, CUSD has seen a steady improvement in attendance and a significant decrease in chronic absenteeism, now approaching pre-pandemic levels. While the region faces shifting demographics, our expanded Transitional Kindergarten (TK) enrollment has offset broader declining enrollment trends, helping to stabilize our district's footprint. In the 2024–25 and 2025–26 school years, our system pivoted to address two specific trends:
Newcomer Multilingual Learners: Deploying targeted resources to support students arriving from diverse global backgrounds.
Increased Economic Need: Coordinating added supports for the growing number of students qualifying for free and/or reduced-price meals.

By transparently aligning our LCAP goals and metrics with these real-time challenges, we ensure that our actions and services have a measurable impact. We remain committed to knowing our impact—celebrating successes while remaining agile enough to evolve with the needs of our educational partners.

Sherman Oaks Dual Immersion School is located within the Campbell Union School District. Offering a unique Spanish and English immersion program, Sherman Oaks serves over 530 students from Transitional Kindergarten (TK) through 8th grade. In the early grades (TK and Kindergarten), students receive 90% of their instruction in Spanish and 10% in English, gradually increasing the percentage of English instruction as they advance in grade levels. By 8th grade, students receive 80% of their instruction in English and 20% of instruction in Spanish, preparing them for high school and beyond.

The school student community is made up of 88.1% Latino students, 7.9% White, and 4% of students are two or more races or ethnicities, or did not report their race or ethnicity. Of the total enrollment in 2025-2026: 41.4% were English Learners, 66.3% of students are Socio-Economically Disadvantaged, and 10% of students were identified as Students with Disabilities. This information was obtained from CALPADS (as of January 2026). In the 2025-2026 school year, Sherman Oaks completed its fifth year as a TK-8th grade school and

promoted its fifth 8th grade class. As a way of celebrating and promoting bilingualism, 8th grade students may earn a Pathway Award that measures and demonstrates their preparedness to earn the Seal of Biliteracy when they graduate high school. In the 2024-2025 school year, 92% of eighth grade students earned one of three Pathways Awards.

In the 2025-2026 school year, the school areas of focus continued to center around Continuous Improvement, Professional Learning Communities (PLCs) and the effective use of Common Formative Assessments. As a way of providing teacher teams with additional PLC collaboration time, the Art, Innovation and Music Program (AIM) was continued, which enabled teacher teams to collaborate in order to review student assessment data, plan Common Formative Assessments, and strategies for supporting students in response to the data. As a school, we continued to strengthen our Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) programs throughout the school year. Our revised school PBIS/SEL scope and sequence remained pivotal in carrying out our second LCAP goal of High Quality Social Emotional Learning for All. The continued use of adopted social emotional learning curriculum (Kimochis in TK and Kindergarten, Character Strong in 6th through 8th grade and Toolbox for grades 1st through 5th) also contributed to ensuring a positive school climate.

Sherman Oaks has a rich history of academic and cultural excellence that is the result of the hard work and dedication of our staff in collaboration with families and community partners. Our Parent Teacher Committee (PTC) provide diverse cultural and academic experiences for all students, through the organization of cultural events that help broaden our students' world view. Fundraising and community building events provide opportunities for students to attend field trips that open their world to new experiences and possibilities. Parent workshops through partnering agencies and our Community Liaison are also regularly attended. Topics for workshops and classes included: Positive Parenting, Health, Bullying Prevention, Mental Health, and Immigration, among others. In addition to many social activities, spring events with specific academic focus areas are offered at Sherman Oaks, such as Math Night, Reading Under the Stars, and grade level Exhibition Nights. These events provide family members with opportunities to meaningfully engage with teachers and students around academic success and for students to showcase their learning.

For the 2025-2026 Campbell Union School District LCAP, please go to https://www.campbellusd.org/lcap.

Reflections: Annual Performance

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

Students at Sherman Oaks demonstrated meaningful academic and social-emotional growth during the 2024–2025 school year. In alignment with LCAP Goal 1, High-Quality First Instruction for All, data from the California School Dashboard reflect positive student outcomes across multiple academic indicators. Winter i-Ready results showed increases in overall student proficiency, including a 6% gain in mathematics and a 2% gain in reading. Additionally, 2024-2025 SBAC results indicate steady academic progress in English Language Arts, Mathematics, and Science. The percentage of students performing at or above grade level increased by 2% in English Language Arts, 9% in Mathematics, and 16% in Science. California School Dashboard data also highlight continued progress among our English Learners. According to ELPAC results, 45.7% of English Learners made at least one level of growth or maintained a Level 4, demonstrating ongoing advancement toward English language proficiency.

During the 2025–2026 school year, Sherman Oaks teachers continued to deepen their Professional Learning Community (PLC) practices, working collaboratively in grade-level teams to refine instructional strategies and promote student academic growth. Through ongoing data-driven discussions, teachers analyzed Common Formative Assessment (CFA) results to identify student needs, design targeted reteaching lessons, implement small-group instruction for students not yet meeting standards, and provide enrichment opportunities for students who had already demonstrated proficiency. As part of the district's Continuous Improvement efforts, teachers implemented strategies to increase student ownership of learning. These practices included co-creating class mission statements, engaging students in Plan-Do-Study-Act (PDSA) cycles, and incorporating student voice through the use of Plus/Deltas. A key focus this year was making student learning and growth visible. Teachers intentionally created opportunities for students to engage meaningfully with their assessment data through goal setting, reflection on mastered skills, and identification of areas requiring additional support. Professional development sessions and structured collaboration time during staff meetings supported teachers in planning for and implementing these strategies. Teacher teams continued to use Common Formative Assessments as an essential tool for monitoring academic progress and guiding timely interventions. In grades K–2, teachers maintained monthly progress monitoring for students performing below or well below benchmark to ensure targeted interventions and responsive instructional support.

In addition to high-quality classroom instruction, multiple support staff members played an essential role in advancing student achievement. Two Multi-Tiered Systems of Support (MTSS) aides partnered with lower and upper grade teachers to provide in-class support and implement targeted literacy and mathematics interventions. Their work strengthened Tier 1 instruction and increased access to differentiated support for students across grade levels. Additionally, two Reading Intervention teachers—one serving primary grades and one serving upper grades—along with two Reading Intervention aides, delivered focused, evidence-based reading interventions throughout the year to support students performing below grade-level expectations. Our Reading Intervention Aides provided after school interventions for English Learners during the winter and spring trimesters, helping them prepare for the Summative ELPAC assessment administered in the spring. Our Math TOSA and Improvement Coach collaborated closely with teachers to model effective instructional strategies, co-plan lessons, and co-teach in classrooms. They also facilitated ongoing professional development and provided sustained support aligned to Continuous Improvement practices, the implementation and analysis of Common Formative Assessments (CFAs), and structured intervention cycles to ensure timely and targeted student support.

Under LCAP Goal 2, High-Quality Social Emotional Learning for All, Sherman Oaks demonstrated continued progress in key indicators related to student engagement and school climate. The overall rate of chronic absenteeism decreased from 13.3% to 9.60%, while the schoolwide attendance rate increased from 94.45% to 95.36%, reflecting strengthened efforts to promote consistent student attendance. Suspension rates remain low, with the overall suspension rate decreasing to 1.10% during the past school year. Additionally, no middle school students dropped out or were expelled, underscoring the school's commitment to maintaining a safe and supportive learning environment. Students in grades 3–8 participated in the fall Panorama survey. Results indicated growth in students' perceptions of Supportive Relationships, with 86% of students in grades 6–8 and 88% of students in grades 3–5 reporting favorable responses in this area. These outcomes reflect ongoing efforts to foster positive relationships and a strong sense of belonging across the school. We also saw an increase in positive responses in the area of sense of belonging for our students with disabilities, with a 10% increase for elementary students and 9% increase for middle school students this past school year. Responses from the Studer Student Experience Survey show an increase in student perceptions of the school being clean.

Continued implementation of services aligned to Goal 2 has contributed to low discipline rates and a positive, inclusive school climate. Ongoing implementation of Positive Behavioral Interventions and Supports (PBIS) practices, along with comprehensive Social Emotional Learning (SEL) curriculum, has strengthened proactive behavior supports and reinforced schoolwide expectations. The school's Wellness Center remains an integral resource, providing classroom presentations on a range of wellness topics, facilitating career exploration and academic planning for students in grades 6–8, and coordinating activities connected to Red Ribbon Week and College and Career Week. Our Peer Mediation program, now in its second year, continues to empower upper-grade students to support peers in resolving conflicts in constructive and restorative ways. Progress toward Goal 2 has been made possible through the coordinated efforts of key staff members, including two MTSS Aides, a PBIS Support staff member, School Counselor, Wellness Center Liaison, and Behavior Specialist. These team members support students by facilitating schoolwide PBIS assemblies, coordinating incentives and recognition systems aligned to school expectations, implementing targeted behavior interventions, leading small-group social skills instruction, and providing individual counseling services.Sherman Oaks also partners with San Jose State University through counseling interns and with Pacific Clinics to expand access to mental health services for students and families. These partnerships further enhance the comprehensive supports available to our school community.

Under LCAP Goal 3, Fully engage parents/guardians, and the community in support of student well-being, an area of success has been the continued participation from parents in the Family Experience Survey. Our survey results for the 2025-2026 survey show an increase in average scores for parent satisfaction. In addition, the Los Dichos program further connected parents to the school and students through the teaching of assets. Spring events including Exhibition Nights, Reading Under the Stars, Math Night, and 8th grade Awards Night and Promotion provided opportunities for parents and staff members to engage around academic and celebrate student success. Parent-organized events were the result of a strong partnership between parents and the school and included: Multicultural & Movie Night, Halloween Fiesta, and a Spring Carnival. Parents participated in monthly Coffee With the Principals and actively provided feedback and suggestions about LCAP goals through their participation in School Site Council and the English Learner Advisory Committee (ELAC). A variety of workshops and classes were offered to parents on a regular basis. Of significance was the high participation of our parents in the Parent Institute for Quality education (PIQE) program, which aimed to empower families to play an active role in their child's education.

A review of the indicators on the 2023 California School Dashboard show the following areas of need:

- Chronic Absenteeism: Students with Disabilities were Red for this indicator

School improvement efforts to address the identified areas of need from the 2023-2024 school year:

- Parent attendance conferences
- Student attendance conferences and goal setting
- Student incentives for improved attendance
- Individualized student intervention plans created, implemented and regular follow up during family and staff meetings

A review of the indicators on the 2024 California School Dashboard show the following areas of need:

- English Learner Progress: English Learners were Red for this indicator
- English Language Arts: Long-Term English Learners and Socioeconomically Disadvantaged students were Orange for this indicator
- Mathematics: Long-Term English Learners were Orange for this indicator

A review of the indicators on the 2025 California School Dashboard show the following areas of need:

- Chronic Absenteeism: Overall was Orange for this indicator
- Chronic Absenteeism: Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, and Hispanic/Latino Students were Orange for this indicator
- Suspension Rate: Students with Disabilities were Orange for this Indicator
- English Language Arts: Overall was Orange for this indicator
- English Language Arts: Students with Disabilities were Red for this Indicator
- Mathematics: Long-Term English Learners were Orange and Students with Disabilities were Red for this indicator

School improvement efforts to address the identified areas of need from the 2024-2025 school year:
Red indicator: English Learner Progress (2024)

- Collaboration between district ELD administrators and school administrators to develop plan to support English Learner growth on ELPAC
- Teacher identified strategies for supporting English Learners during designated ELD instruction were implemented this school year
- Reviewed Designated ELD best practices with staff and planned professional development for staff around these practices
- Empathy Interviews with each grade level team to learn about the supports needed and provide differentiated supports and tools for each grade level (modeling lessons, observations, curricular resources)
- Review of ELPAC data to plan next steps and review implemented strategies

Orange Indicator: English Language Arts - Long-Term English Learners (2024)

- Identify individual students in this category and share CAASPP data with their teachers
- Parent informational meetings around testing strategies to support English Learners
- Lower and upper grade reading interventions to target skills gaps in reading

Orange Indicator: English Language Arts - Socioeconomically Disadvantaged (2024)

- Lower and upper grade reading interventions to target skills gaps in reading
- Individual data chats and goal setting meetings with students

Orange Indicator: Mathematics - Long-Term English Learners (2024)

- Identify individual students in this category and share CAASPP data with their teachers
- Parent informational meetings around testing strategies to support English Learners
- Individual data chats and goal setting meetings with students

Red indicator: English Language Arts - Students with Disabilities (2025)

- Increased collaboration between general education and special education teachers (during staff meetings and collaboration Wednesdays)
- Lower and upper grade reading interventions to target skills gaps in reading
- SPIRE program implemented by special education teachers to teach foundational skills in reading

- Individualized student intervention plans created, implemented and regular follow up during SIP/COST meetings

Red indicator: Mathematics - Students with Disabilities (2025)
Orange Indicator: Mathematics -Long-Term English Learners (2025)
- Increased collaboration between general education and special education teachers (during staff meetings and collaboration Wednesdays)
- School-wide mathematics focus (ongoing Common Formative Assessments with grade level data review, reteach and intervention for students not meetings standards)
- Continuous Improvement work focusing on student ownership (class and individual goal setting, student feedback on CFA results, plus/deltas around student data and strategies that work best for them)
- Individualized student intervention plans created, implemented and regular follow up during SIP/COST meetings
- After school math interventions in 7th grade

Orange Indicator: Chronic Absenteeism -Overall (2025)
Orange Indicator: Chronic Absenteeism - Socioeconomically Disadvantaged (2025)
Orange indicator: Chronic Absenteeism - English Learners (2025)
Orange Indicator: Chronic Absenteeism - Students with Disabilities (2025)
Orange Indicator: Chronic Absenteeism - Hispanic/Latino (2025)
- Parent attendance conferences
- Student attendance conferences and goal setting
- Student incentives for improved attendance
- Individualized student intervention plans created, implemented and regular follow up during SIP/COST meetings

Orange Indicator: Suspension Rate - Students with Disabilities (2025)
- Social Skills groups to target student behavior and socialization skills
- Individualized student intervention plans created, implemented and regular follow up during SIP/COST meetings
- Behavior Specialist on campus to support individual students and teach social skills throughout the day

Orange Indicator: English Language Arts - Overall (2025)
- Continuous Improvement work focusing on student ownership (class and individual goal setting, student feedback on CFA results, plus/deltas around student data and strategies that work best for them)
- Individualized student intervention plans created, implemented and regular follow up during SIP/COST meetings

Campbell Union School District has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026-27 school year. LREBG funded actions for Sherman Oaks, in the amount of $132,507, may be found in Goal 2, Action 2.3, and Goal 3, Action 3.3. See the action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Sherman Oaks was not 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	School Site Council meetings included updates on the Local Control and Accountability Plan (LCAP), during which school academic and social-emotional learning (SEL) data were shared, along with information about programs and expenditures aligned to meeting school LCAP goals. These meetings also provided opportunities for parents to offer feedback and input. Council members engaged in discussions about school data, reviewed budgeting decisions connected to school and district priorities, and explored strategies to strengthen communication between home and school while increasing opportunities for meaningful parent participation in the decision-making process. The following are the dates in which we engaged feedback from our School Site Council: 9/3/25, 10/23/25, 11/20/25, 1/29/26, 2/26/26, 4/30/26, 5/14/26.
English Language Acquisition Committee (ELAC)	English Learner Advisory Committee (ELAC) meetings included updates on the Local Control and Accountability Plan (LCAP), during which school academic and social-emotional learning (SEL) data were shared, along with information about programs and expenditures aligned with LCAP goals. These meetings provided opportunities for parents to share feedback and ask questions related to programs and supports for English Learners. Parents also participated in sessions that explained the reclassification process in detail and reviewed the ELPAC assessment, including opportunities to practice sample test

Educational Partner(s)	Process for Engagement
	questions. In addition, ELAC members engaged in discussions and brainstorming around strategies to increase parent participation in academic and informational school events. The following are the dates in which we engaged feedback from our English Language Acquisition Committee (ELAC): 10/2/25, 12/4/25, 2/3/26 and 5/12/26.
Students	Students in grades 5–8 actively participated in Student Council at Sherman Oaks, where they demonstrated leadership and service to the school community. Student Council members organized and managed a schoolwide incentive system, allowing students to exchange behavior tickets for rewards. They also planned and facilitated school events, including dances, assemblies, and spirit days, fostering school engagement and positive climate. Two Sherman Oaks students served as representatives on the Superintendent's Student Advisory Group, which convened five times annually and included students from all 12 district schools. This group reflected the diversity of the Campbell Union School District community. Student representatives provided input on school programs and services, highlighting strengths and identifying areas for growth across campuses. Students also contributed valuable feedback through multiple schoolwide surveys. In the fall and spring, students participated in the Panorama Equity and Inclusion Survey and the Social Emotional Learning Survey, offering input on cultural awareness opportunities, access to social-emotional supports, and their sense of belonging. In the spring, students completed the Studer Student Experience Survey, sharing perspectives on school facilities, staff, and instructional experiences. Students provided feedback about school rewards that were meaningful to them through their participation in a survey at the beginning of the year. This feedback helped inform spirit days and school-wide rewards.

Educational Partner(s)	Process for Engagement
	As a school, an area of focus was to increase student ownership of their data and classroom experience. Students participated in plus/deltas around the strategies that work best for them, the results of their assessment data, and academic goal setting (as a class and individually).
Teachers	Teachers were actively engaged through regular staff meetings held approximately three times per month. These meetings provided structured opportunities for collaboration on key focus areas, including Continuous Improvement strategies, the use of Common Formative Assessments, Professional Learning Communities (PLCs), Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL). Teachers also participated in shared decision-making through the Instructional Leadership Team (ILT). The ILT includes representatives from each grade level or grade span, along with the Improvement Coach, a Special Education teacher, and additional support staff. This team collaborated with site administration to analyze district and schoolwide data, make instructional decisions based on student assessment results and the school's Continuous Improvement focus, and plan school wide initiatives and interventions. Teachers contributed input regarding the allocation of school resources to support the implementation of LCAP goals. A representative group of lower and upper grade teachers participated on the school’s PBIS Team, in collaboration with the Positive Behavior and Support Climate Supervisor. The team met monthly to review and analyze schoolwide PBIS data, including Office Discipline Referrals (ODRs), and to plan and implement PBIS initiatives such as schoolwide launches, reteaching of expectations, and staff training. Based on data trends and observations of student behavior, the team developed and implemented schoolwide celebrations and targeted interventions. Teachers actively contributed

Educational Partner(s)	Process for Engagement
	feedback and collaborated to address and problem-solve Tier 1 behavioral supports. Teachers and student support staff (School Psychologist, Behavior Specialist, Improvement and Math Coaches, Reading Intervention Teachers) participated in Student Improvement Plan (SIP) and Coordination of Services Team (COST) meetings throughout the school year. During these meetings, teachers shared feedback about student areas of strength as well as behavior and academic challenges they were experiencing. During meetings, the teams developed short PDSA cycles that teachers implemented to support student development of skills in the classroom. Throughout each cycle, teachers shared updates and feedback about student progress and helped develop next steps to support students. Teachers provided input through multiple feedback structures. Participation in the Studer Employee Experience Survey allowed staff to identify areas of strength at both the district and site levels, as well as areas where additional support or improvement is needed. School staff also completed the Panorama Employee Experience Survey, in which they shared feedback around their sense of belonging. Throughout the school year, teachers also engaged in Leader Rounding, a process designed to gather feedback on their experiences with district and site systems, services, and practices. Additional input was collected following professional development sessions and through the annual negotiation process with the district. Teachers had opportunities to share questions, concerns, and recommendations with the Superintendent through Faculty Senate meetings held approximately six times per year. During these meetings, site representatives communicated feedback on effective practices as well as areas in need of improvement, ensuring that teacher voice was incorporated into district-level decision-making.

Educational Partner(s)	Process for Engagement
Special Education	Special Education staff actively participated in weekly staff meetings and collaboration held every Wednesday. During these sessions, they engaged in and supported the implementation of key initiatives, including Professional Learning Communities (PLCs), Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), Common Formative Assessments, and continuous improvement practices aligned to student outcomes. Special Education staff regularly met with general education teachers to collaborate around student goals and strategies to support those goals. They worked closely with teachers to gather feedback and also shared progress on student goals with their parents each trimester. Principals met with Special Education staff and Program Manager once a month to discuss student progress, caseloads, problem solve areas of concern, and gather input. Special Education staff participated in SIP/COST meetings throughout the year. Their input was taken into account when creating individualized academic and behavior support plans for students. CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Campbell's Special Education team leverages the Compliance Improvement Process (CIM) to further address ongoing supports for students with disabilities with review and input from CDE consultant. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 2023.2024 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district Superintendent's Parent Advisory Committee (SPAC) and part of school site council teams at the school level.

Educational Partner(s)	Process for Engagement
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff Members	Classified staff members participated in the Studer Employee Experience Survey. They provided feedback about the areas of strength at the district and site level as well as additional support needed and areas for improvement. During the school year, classified staff members participated in a process called Leader Rounding where staff members are asked a series of questions to understand their experience with different district/school services and processes. The MTSS Team at Sherman Oaks includes both classified and certificated staff members. This team meets twice a month to analyze school-wide data and discuss interventions for students in needs of Tier 2 and Tier 3 academic, behavior or social emotional support or interventions. This team comes together to problem solve and review whether interventions that have been put in place are effective. During the 2025-2026 school year, classified yard duty staff participated in "Yard Duty Huddles" at least once a month. During these meetings, we addressed questions and concerns regarding student supervision, student behavior, school safety and other topics related to their role. Classified team members shared their feedback and helped to refine systems already in place as well as to create new ones that would benefit our students. Classified staff participated in the annual Panorama Employee Experience Survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	Parents attended monthly "Coffee with the Principal" meetings regularly throughout the school year. During these meetings, information was shared about the school's academic programs, social emotional learning program, as well as regular events happening

Educational Partner(s)	Process for Engagement
	during the school year. These meetings also served as opportunities for parents to ask questions pertaining to the school and students, and to offer input. Meetings took place on the following dates: 9/26/25, 10/28/25, 11/14/25, 1/30/26,2/6/26, 3/13/26, 4/24/26, and 5/22/26. Parents participated in School Site Council and the English Language Acquisition Committee (ELAC). Parent representatives shared their input about LCAP goals and services implemented towards meeting these goals. Parents participated in the Studer Parent Experience Survey. Parents shared feedback about topics related to their experience at our school, including school rules, facilities, the learning program at their student's school, and communication from the school and district. The district Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout the year. Topics included in the presentations are: data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys and local indicators. During parent meeting we use a Plus/Delta process to gather input from parents. School data is also shared at PTC meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using ParentSquare. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings.
Parent Teacher Committee (PTC)	Members of the Parent Teacher Committee (PTC) board regularly attend our monthly Coffee with the Principals meetings. During these

Educational Partner(s)	Process for Engagement
	meetings, they share updates about events they organize and engage parents in joining and supporting these efforts. PTC members collaborate with parents, principals and other school staff and share their feedback and suggestions around the school goals during these meetings. Parent Teacher Committee meetings were held every other week on Monday mornings on campus as well as monthly in the evenings over Zoom. School administrators met with the Parent Teacher Committee Board during the 2025-2026 school year to discuss the event calendar for the year, fundraising, and plan for the 2026-2027 school year.

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

The development of the LCAP was guided by meaningful input from a variety of stakeholder groups, each contributing valuable perspectives based on their unique roles and experiences within the school community.

The School Site Council (SSC) contributed through ongoing review and feedback related to family engagement, academic and social-emotional data, and school infrastructure. LCAP updates were presented throughout the year, allowing members to provide input at key points in the development process. In the fall, SSC members focused on strengthening relationships between school staff and families by identifying strategies such as increasing access to family resources, improving communication about classroom learning, and promoting consistent engagement with school messaging. In the winter, SSC discussions centered on building partnerships to improve student outcomes and expanding opportunities for family input. Suggestions included offering additional parent-teacher conferences and increasing opportunities for families to provide feedback through surveys and school meetings.

The English Learner Advisory Committee (ELAC) also played an important role by providing ongoing feedback in similar focus areas, with particular attention to the needs of English learner families. ELAC members contributed ideas to strengthen relationships between school and home, including creating more accessible avenues for family voice, such as a suggestion box in the front office. In later discussions, ELAC emphasized the importance of increasing family participation in school events and meetings, as well as expanding opportunities for gathering input through surveys and community forums.

Teachers contributed through continuous data analysis in Professional Learning Communities (PLCs) and through their involvement in the school's Leadership Team. Their review of student performance data helped identify priorities for instructional support and interventions, particularly for unduplicated pupils and other student groups in need of additional support. Leadership Team members provided ongoing feedback on school systems, student achievement, and assessment practices, directly informing the development of LCAP actions and

services. Teachers not serving on the Leadership Team contributed through representative input, collaboration during staff meetings, and ongoing discussions in grade-level and department teams.

Classified staff contributed through participation in staff meetings, feedback collected through the Employee Experience Survey, and collaboration during Yard Duty Huddles. Their insights supported the evaluation of existing systems and interventions across all tiers of support. Their feedback helped refine actions and services to better address student needs in areas such as supervision, behavior support, and overall school climate.

Students contributed valuable input through feedback on school climate and academic experiences, including input related to school scorecard metrics such as sense of belonging and campus conditions. Their participation in continuous improvement processes allowed them to share perspectives on effective instructional strategies and supports, fostering greater ownership of their learning. Student voice helped shape actions aimed at increasing engagement, improving school culture, and promoting shared responsibility within the school community.

The Sherman Oaks Parent Teacher Committee (PTC) contributed through feedback shared during meetings and through their active role in planning and implementing school events. Their reflections on family engagement efforts and community-building activities highlighted the importance of strengthening partnerships between school and home. Their input reinforced the need for actions and services focused on increasing family involvement and supporting student well-being.

Collectively, the input from these groups ensured that the LCAP reflects a comprehensive and inclusive approach, grounded in the needs, experiences, and priorities of the entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality academic first instruction for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. Current local iReady academic data reports indicate that we have a disproportionate amount of students performing in tiers two and three, indicating that additional supports for students and teacher training are needed in tier 1. Data also demonstrates that there is an achievement gap between "all students" and our identified student-groups. (low socio-economic, English Learners, Foster Youth and students with disabilities) We examine academic data from both a growth and overall proficiency standpoint. iReady data indicates that there is trend of students not maintaining proficiency as they move from one grade level to the next in math. Because of this concerning data trend we have developed this goal to ensure that we are examining the quality of instruction that ALL students receive in tier 1. Improving our first instruction through our professional learning community work and the actions associated in this LCAP plan will lead to greater teacher efficacy and student growth and achievement levels. As part of our anti-racism work, we have aligned a goal in this area that is to increase the racial literacy of our system. In order to provide high quality first instruction we must allow staff to learn and lean into discomfort to uncover bias.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment:	2022.2023 SBAC English Language Arts Results • Grades 3-8	2023.2024 SBAC English Language Arts Results	2024.2025 SBAC English Language Arts Results	80% of students in grades 3-8 Meeting or Exceeding	• Grades 3-8 • Overall: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	• Overall: 39% • Socioeconomically Disadvantaged: 33% • Students with Disabilities: 11% • English Learners: 11% • White: 83% • Asian: * • Hispanic/Latino: 36% • Black: * * Group size too small to report.	• Grades 3-8 • Overall: 42% • Socioeconomically Disadvantaged: 36% • Students with Disabilities: 7% • English Learners: 11% • White: 77% • Asian: * • Hispanic/Latino: 40% • Black: * * Group size is too small to report	• Grades 3-8 • Overall: 41% • Socioeconomically Disadvantaged:37% • Students with Disabilities: 0% • English Learners: 10% • White: 70% • Asian: * • Hispanic/Latino: 39% • Black: * * Group size is too small to report	Standard on the Smarter Balanced Assessment: English Language Arts by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Socioeconomically Disadvantaged: +4% • Students with Disabilities: -11% • English Learners: -1% • White: -12% • Asian: * • Hispanic/Latino: +3% • Black: * * Group size is too small to report
1.2	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8. Source: California Assessment of Student	2022.2023 SBAC Math Results • Grades 3-8 • Overall: 27% • Socioeconomically Disadvantaged: 20%	2023.2024 SBAC Math Results • Grades 3-8 • Overall: 36% • Socioeconomically Disadvant	2024.2025 SBAC Math Results • Grades 3-8 • Overall: 36% • Socioeconomically Disadvant	80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 25-26.	• Grades 3-8 • Overall: +9% • Socioeconomically Disadvant aged: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP) Results.	• Students with Disabilities: 11% • English Learners: 8% • White: 82% • Asian: * • Hispanic/Latino: 22% • Black: * * Group size is too small to report	aged: 31% • Students with Disabilities: 4% • English Learners: 15% • White: 68% • Asian: * • Hispanic/Latino: 33% • Black: * * Group size is too small to report	aged: 32% • Students with Disabilities: 3% • English Learners: 14% • White: 78% • Asian: * • Hispanic/Latino: 33% • Black: * * Group size is too small to report	Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Students with Disabilities: -8% • English Learners: +6% • White: -4% • Asian: * • Hispanic/Latino: +11% • Black: * * Group size is too small to report
1.3	Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 CAST Results • Grade 5 and 8 • Overall: 18% • Socioeconomically Disadvantaged: 12% • Students with Disabilities: * • English Learners: 3% • White: * • Asian: * • Hispanic/Latino: 13% • Black: *	2023.2024 CAST Results • Grade 5 and 8 • Overall: 37% • Socioeconomically Disadvantaged: 26% • Students with Disabilities: *	2024.2025 CAST Results • Grade 5 and 8 • Overall: 34% • Socioeconomically Disadvantaged: 35% • Students with Disabilities: 0%	80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Grade 5 and/or 8 • Overall: +16% • Socioeconomically Disadvantaged: +23% • Students with Disabilities: * • English Learners: +1% • White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Group size too small to report.	• English Learners: 6% • White: * • Asian: * • Hispanic/Latino: 34% • Black: * * Group size is too small to report	• English Learners: 4% • White: * • Asian: * • Hispanic/Latino: 33% • Black: * * Group size is too small to report		• Asian: * • Hispanic/Latino: +20% • Black: * * Group size is too small to report
1.4	Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard. Source: California School Dashboard	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 180 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 54.4%	2023.2024 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 165 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the	2024.2025 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 175 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the	Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 25-26.	• Number of English Learners with a current and prior year ELPAC score: -5 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELPAC: 41.8%	ELPAC: 45.7%		
1.5	Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP). Number of Long Term English Learners (LTELS) in 8th grade as of Census Day. Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).	2022.2023 Redesignation Results • County • Number of ELs as of CalPads Census Date: 54,266 • Number of ELs redesignated: 7,087 • Percent of ELs redesignated: 13% • School • Number of ELs as of CalPads Census Date: 224 • Number of ELs redesignated (excludes K): 37 • Percent of ELs redesignated (excludes K): 17% • 2023.2024 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day:	2023.2024 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,180 • Number of ELs redesignated: 6,382 • Percent of ELs redesignated: 12% • School • Number of ELs as of CalPads Census Date: 203 • Number of ELs redesignated (excludes K): 33 • Percent of ELs redesigna	2024.2025 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,075 • Number of ELs redesignated:6,866 • Percent of ELs redesignated: 12.9% • School • Number of ELs as of CalPads Census Date: 201 • Number of ELs redesignated (excludes K): 23 • Percent of ELs	Increase or maintain a redesignation rate that is at or above the county redesignation rate by 25-26. Decrease the number of LTELS in 8th grade by 26-27.	• 1.5% below the County Redesignation Rate • Number of ELs as of CalPads Census Date: -23 • Number of ELs redesignated (excludes K): -14 • Percent of ELs redesignated (excludes K): 5.56% Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day: • Number of LTELS as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Number of LTELS as of Census Day: 34 • Number of LTELS in 8th Grade as of Census Day: 10	ted (excludes K): 16% 2024.2025 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day: • Number of LTELS as of Census Day: 35 • Number of LTELS in 8th Grade as of Census Day: 11	redesignated (excludes K): 11.4% 2025.2026 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day: • Number of LTELS as of Census Day: 24 • Number of LTELS in 8th Grade as of Census Day: 17		of Census Day: -10 • Number of LTELS in 8th Grade as of Census Day: 7
1.6	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8. Source: i-Ready	2023.2024: Winter i-Ready Reading Results • Grades 2-8 • Overall: 35% • Socioeconomically Disadvantaged: 29% • Students with Disabilities: 3% • English Learners: 6% • White: 65%	2024.2025: Winter i-Ready Reading Results • Grades 2-8 • Overall: 40% • Socioeconomically Disadvantaged: 32% • Students with	2025.2026: Winter i-Ready Reading Results • Grades 2-8 • Overall: 37% • Socioeconomically Disadvantaged: 27% • Students with	80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade	• Grades 2-8 • Overall: +2% • Socioeconomically Disadvantaged: -2% • Students with Disabilities: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Asian: * • Hispanic/Latino: 33% • Black: * * Group size too small to report.	Disabilities: 3% • English Learners: 10% • White: 76% • Asian: * • Hispanic/Latino: 37% • Black: * * Group size is too small to report	Disabilities: 9% • English Learners: 11% • White: 70% • Asian: * • Hispanic/Latino: 35% • Black: * * Group size is too small to report	Level by 15 percentage points by 26-27.	• English Learners: +5% • White: +5% • Asian: * • Hispanic/Latino: +2% • Black: * * Group size is too small to report
1.7	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8. Source: i-Ready	2023.2024: Winter i-Ready Math Results • Grades 1-8 • Overall: 23% • Socioeconomically Disadvantaged: 20% • Students with Disabilities: 6% • English Learners: 4% • White: 59% • Asian: * • Hispanic/Latino: 20% • Black: * * Group size too small to report.	2024.2025: Winter i-Ready Math Results • Grades 1-8 • Overall: 31% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 5% • English Learners: 9% • White: 66%	2025.2026: Winter i-Ready Math Results • Grades 1-8 • Overall: 29% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 6% • English Learners: 10% • White: 52%	80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	• Grades 1-8 • Overall: +6% • Socioeconomically Disadvantaged: +4% • Students with Disabilities: 0 • English Learners: +6% • White: -7% • Asian:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Asian: * • Hispanic/Latino: 28% • Black * * Group size is too small to report	• Asian: * • Hispanic/Latino: 28% • Black * * Group size is too small to report		• Hispanic/Latino: +8% • Black: * * Group size is too small to report
1.8	Percent of students scoring At or Above Benchmark on Lectura in grades K-2. Source: Lectura/Amplify	2023.2024: Middle of Year Lectura Results • Grades K-2 • Overall: 61% • Socioeconomically Disadvantaged: 56% • Students with Disabilities: 46% • English Learners: 52% • White: 91% • Asian: * • Hispanic/Latino: 58% • Black: * * Group size too small to report.	2024.2025: Middle of Year Lectura Results • Grades K-2 • Overall: 58% • Socioeconomically Disadvantaged: 50% • Students with Disabilities: 50% • English Learners: 56% • White: 91% • Asian: * • Hispanic/Latino: 57% • Black: *	2025.2026: Middle of Year Lectura Results • Grades K-2 • Overall: 54% • Socioeconomically Disadvantaged: 50% • Students with Disabilities: 25% • English Learners: 50% • White: 79% • Asian: * • Hispanic/Latino: 50% • Black: *	80% of students in grades K-2 scoring At or Above Benchmark on Lectura by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.	• Grades K-2 • Overall: -6% • Socioeconomically Disadvantaged: -6% • Students with Disabilities: -21% • English Learners: -2% • White: -12% • Asian: * • Hispanic/Latino: -8% • Black: * * Group size too small to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Group size too small to report.	* Group size too small to report.		
1.9	Number of teachers misassigned and number of vacant teacher positions. Source: Human Resources Department	2022.2023 and 2023.2024 Results • 2022.2023 Number of teachers misassigned: 0 • 2023.2024 Number of vacant teacher positions: 0	2023.2024 and 2024.2025 Results • 2023.2024 Number of teachers misassigned: 3 • 2024.2025 Number of vacant teacher positions: 0	2024.2025 and 2025.2026 Results • 2024.2025 Number of teachers misassigned: 0 • 2025.2026 Number of vacant teacher positions: 0	Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	• Number of teachers misassigned: No Change • Number of vacant teacher positions: No Change
1.10	Percent of students with access to standards aligned instructional materials. Source: School Accountability Report Cards (SARCs)	2023.2024 Result • 100%	2024.2025 Result • 100%	2025.2026 Result • Reading/Language Arts: 100% • Mathematics: 100% • Science: 100% • History-Social Science: 40% • Foreign Language: Not applicable • Health: 100%	Maintain 100% of students having access to standards aligned instructional materials in each subject area.	Percent of students with access to standards aligned instructional materials: • Reading/Language Arts: N/A • Mathematics: N/A • Science: N/A • History-Social Science: N/A • Foreign Language: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Visual and Performing Arts: 100%		• Health: N/A • Visual and Performing Arts: N/A
1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluations	2023.2024 Rating • 100%	2024.2025 Result • 99.46%	2025.2026 Result • 99.76%	Maintain a FIT Score of at least 95%.	• -0.24%
1.12	Not Applicable, District Level Metric. Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI). Source: PowerSchool and SIRAS	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards. Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards." Source: Annual Self Reflection	In recognition of the need to ensure Local Indicators and connected metrics are accessible to relevant educational partners and actionable for staff, CUSD adjusted the input process for this metric, beginning in 2024.2025. Local Indicator ratings for Priority 2: Implementation of State Academic Standards are now rated by site administrators and certificated staff. This change allows for those closest to the work to provide feedback and information on: making instructional materials for academic standards, implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction for academic standards, progress implementing other academic standards, and support	2024.2025 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 4 (Full Implementation) • Math: 5 (Full Implementation and Sustainability) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 3 (Initial Implementation)	2025.2025 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 3 (Initial Implementation) • Math: 4 (Full Implementation) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 2 (Beginning Development)	Reach and maintain a rating of 5 (Full Implementation and Sustainability).	• English Language Arts: No Change • English Language Development: -1 • Math: No Change • Next Generation Science Standards: No Change • History/Social Studies: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for teachers and administrators, supporting more meaningful reflection and planning from these results.				
1.14						
1.15						
1.16						

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, all actions for the Sherman Oaks goal of providing high quality academic first instruction to all students were fully implemented. Actions for this goal are organized into the following categories:

- Staff to support instruction and MTSS implementation (Actions 1.2, 1.7, 1.8. 1.11, 1.12, 1.13, 1.14)
- Professional development for staff (Actions 1.1, 1.4, 1.5)
- Interventions and web-based programs to support students (Actions 1.3, 1.9, 1.10)
- Field trips and other outdoor experiences for students (Action 1.6)

In the 2025-2026 school year, Reading Intervention Teachers supported literacy instruction and intervention, providing planning support for teacher teams, as well as small group targeted intervention. Reading Intervention Aides provided small group targeted reading interventions for students in grades K-5th. After school interventions were provided by teachers to support students performing below grade level in math. Web-based programs were used to strengthen student learning and provide additional practice in essential skills and grade level standards. We began the year with a school-wide goal setting staff retreat, in which goals for the year were introduced and the data that guided out work was analyzed.Our Improvement Coach and Math Improvement Coach were essential in the implementation of Continuous Improvement strategies in every classroom and in supporting teachers with the continued use of Common Formative Assessments to guide instruction and interventions.

Much of the professional development that was provided for teachers centered around Continuous improvement and other topics related to

Multi Tiered Systems of Support (MTSS), including Positive Behavioral Interventions and Supports (PBIS) data review to plan interventions, as well as Designated ELD strategies and tools for implementation. This professional development for teachers was provided by school and district staff without the use of school funds. Students and teachers participated in educational trips, including overnight camps to extend their learning outside of the classroom environment.

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.

In 2025-2026, the following differences occurred:

- Action 1.1: Professional Development: The expenditure for this action was lower than the planned allocation due to teachers attending local trainings that decreased the cost of travel, as well as teachers participating in professional development offered through district experts at no cost.
- Action 1.2: Library and Media Aide: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases.
- Action 1.3: After School Interventions: The expenditure for this action was lower than the planned allocation due to a decrease in the number of teachers providing after school interventions.
- Action 1.4: Data Analysis & Goal Setting Staff Retreat: The expenditure for this action was lower than anticipated as facilities rental was not needed for the retreat.
- Action 1.7: Art Teacher: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases.
- Action 1.9: Targeted Interventions: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases for Reading Intervention Instructional Assistants.
- Action 1.10: Web-based Math/Reading Programs and Assessments: The expenditure for this action was lower than the planned allocation due to a decrease in the use of some web-based programs after careful review and an increase in focus on Continuous Improvement strategies.
- Action 1.11: Reading Intervention Teachers: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases for Reading Intervention Instructional Assistants.

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

A review of the metrics shows that all actions as categorized below have demonstrated or are approaching effectiveness in making progress toward Sherman Oaks's goal of providing high quality academic first instruction for all students. These categorized actions demonstrate effectiveness as evidenced by the metrics that directly address contributing actions under this goal as noted.

Staff to support instruction and MTSS implementation (Actions 1.2, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14)
The role of an additional administrator to support (MTSS) implementation continued to be key this school year (Contributing Action 1.8) as evidenced by the following metrics:

- As a result of this action, nineteen Certificated and thirteen Classified staff evaluations were completed on time during the 2025-2026 school year (Contributing Action 1.8).

- Student Improvement Plan/Coordination of Services Team (SIP/COST) meetings were held in collaboration with teachers, school specialists and parents to address the needs of students who may need additional academic, behavioral or social emotional support and to evaluate the interventions in place and results of those interventions is showing early signs of efficacy, as we see students who have received interventions as a result of the SIP/COST process making academic growth as evidenced by i-Ready data and social emotional growth as evidenced by a decrease in Office Discipline Referrals (ODRs) (Contributing Action 1.8).
- The overall percentage of students Meeting or Exceeding Standard on the Smarter Balanced Assessment in grades 3-8 increased by 2% in English Language Arts, 9% in Math, and 16% in Science (from Baseline to Year 2). (Metrics 1.1, 1.2, and 1.3)

Professional development for staff (Actions 1.1, 1.4, 1.5)
Teachers and staff participated in Professional Development throughout the school year (Contributing Action 1.1), increasing teacher efficacy and supporting student achievement. This is evidenced by the following metrics:

- The overall percentage of students Meeting or Exceeding Standard on the Smarter Balanced Assessment in grades 3-8 increased by 2% in English Language Arts, 9% in Math, and 16% in Science (from Baseline to Year 2). (Metrics 1.1, 1.2, and 1.3). In addition, we saw growth for some student groups in i-Ready Reading and Math. The overall percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading and Math in grades 2-8 increased by 2% in Reading. We saw 6% growth for Students With Disabilities and 5% growth for English Learners (from Baseline to Year 2). (Metrics 1.6 and 1.7). (Contributing Actions 1.1 and 1.5).
- The percentage of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC decreased by 9% (from Baseline to Year 2) (Metric 1.4). To address this, the school has worked closely with our ELD department to create and implement a plan to support English Learner progress during the past two school years. This has included early identification of our Long Term English Language Learners and strengthening of English Language Development (ELD) strategies through professional development. Another area for growth is the percentage of students scoring At or Above Benchmark on mCLASS Lectura in grades K-2. We saw a 7% decrease in the overall percent of students to reach or maintain 80% (from Baseline to Year 2) (Metric 1.8) To address this, teachers in grades K-2 have been using progress monitoring students who are below and well below benchmark and teachers and MTSS Aides have provided interventions in literacy skills for students performing below benchmark. Common Formative Assessments (CFAs) have been used across grade levels to provide additional information about student current skills and mastery of essential standards. As Common Formative Assessments continue to be used, we see early indicators of efficacy in iReady and Smarter Balanced overall growth for students (Contributing Action 1.1).

- Campbell Union School District staff continued the implementation of the Continuous Classroom Improvement Framework for the 2025.2026 school year. The framework, along with professional development modules aligned to the framework areas of Classroom Mission Statements, Essential Learning Standards and Targets, Charting and Analyzing student results, and use of Plan, Do, Study, Act (PDSA) cycles is core to Campbell's professional development and continuous improvement work for our current LCAP cycle. Observational data is collected regularly to capture levels of use of each module and determine next steps for support at the site and classroom level. Sherman Oaks administrators and Improvement Coaches have participated in the training of teachers and staff, with a focus on PDSA cycle implementation and student ownership of data and learning during the 2025.2026 school year (Contributing Action 1.1).

As a school, Sherman Oaks continued to focus on the implementation and refining of Professional Learning Communities (PLC) (Contributing Action 1.5) as evidenced by the following metrics:

- The overall percentage of students Meeting or Exceeding Standard on the Smarter Balanced Assessment in grades 3-8 increased by 2% in English Language Arts, 9% in Math, and 16% in Science (from Baseline to Year 2). (Metrics 1.1, 1.2, and 1.3). In addition, we saw growth for some student groups in i-Ready Reading and Math. The the overall percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading and Math in grades 2-8 increased by 2% in Reading. We saw 6% growth for Students With Disabilities and 5% growth for English Learners (from Baseline to Year 2) (Metrics 1.6 and 1.7); (Contributing Action 1.5).
- We saw a 7% decrease in the overall percent of students scoring At or Above Benchmark on mCLASS Lectura in grades K-2 (from Baseline to Year 2). (Metric 1.8) To address this, teachers in grades K-2 have been using progress monitoring students who are below and well below benchmark and teachers and MTSS Aides have provided interventions in literacy skills for students performing below benchmark (Contributing Action 1.5). As a result, Metric 1.8 will continue to be closely monitored to evaluate efficacy of Action 1.5.
- One of the ways in which we monitor and measure student academic growth at Sherman Oaks is through the use of Common Formative Assessments. Anecdotal data tells us that the use of CFAs has become a regular practice at our site. Common Formative Assessment data is regularly analyzed to determine next instructional steps as well as actions to support students not mastering learning targets. Teachers see the value in having more current data based on essential standards to plan reteaches, small group interventions and extension activities for students (Contributing Action 1.5).
- With the update in the release of the California Spanish Assessment (CSA) results, we see the following baseline data: The overall percent of student with a Moderate and High Degree of grade-appropriate Spanish literacy is 66.39% for both grades 4th and 7th grades, 73.3% in 4th grade, and 59.68% in 7th grade. As a school, we will continue to monitor CSA data for efficacy of our Dual Immersion program (Contributing Action 1.5, 1.8, and 1.11).

Interventions and web-based programs to support students (Actions 1.3, 1.10, 1.11)

- Students received direct academic support through interventions provided by Reading Intervention Teachers, MTSS Aides, and Equity and Math Improvement Coaches. Improvement Coaches provided support to teachers and Classified staff by training them in the use of intervention curriculum and materials, co-planning, modeling, and co-teaching lessons alongside classroom teachers. This aided in the student academic progress mentioned above.
- The overall percentage of students Meeting or Exceeding Standard on the Smarter Balanced Assessment in grades 3-8 increased by 2% in English Language Arts and 9% in Mathematics (from Baseline to Year 2) (Metrics 1.1 and 1.2). (Contributing Action 1.11). i-Ready data shows growth for some student groups in both Reading and Math. The the overall percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading and Math in grades 2-8 increased by 2% in Reading (from Baseline to Year 2). We saw 6% growth for Students With Disabilities and 5% growth for English Learners (Metrics 1.6 and 1.7) As mentioned above, Common Formative Assessment (CFA) use continues to grow at Sherman Oaks. We see early indicators of efficacy in i-Ready and Smarter Balanced overall growth for students (from Baseline to Year 2) (Contributing Actions 1.3, 1.11). As noted above, the overall percentage of students scoring At or Above Benchmark on mCLASS Lectura in grades K-2 decreased by 7% (Metric 1.8 - Contributing Actions 1.3 and 1.11), and this will be closely monitored to evaluate efficacy of these Contributing Actions.

Field trips and other outdoor experiences for students (Action 1.6)
Students have continued to attend field trips (including overnight experiences) that have expanded the learning taken place inside the classroom.

Given the benchmark data for the California Spanish Assessment (CSA), we will continue to monitor to determine the efficacy of Contributing Actions 1.5 and 1.11.

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.

For the 2026.2027 school year, there are no changes to the goal.

For the 2026.2027 school year, the following actions have been adjusted:

Professional Development for staff

- Action 1.1: Professional Development: The allocation for this action has been decreased based on funds used this school year, continuing to allow for staff to attend additional professional development, including a dual immersion conference. Administrators and teachers will continue to determine determine specific areas of need and professional development opportunities that teachers participate in.
- Action 1.5: Professional Learning Communities: Implementation: The allocation for this action has been increased to allow for continued collaboration amongst grade level team and cross grade level teams.

Staff to support instruction and MTSS implementation

- Action 1.13 was removed for the 2026.2027 school year, as the position of Math Improvement Coach has been eliminated for the coming school year.

For 2025.2026, the following actions have been adjusted:
Metric 1.10: The metric has been adjusted to show the percent of students with access to standards aligned instructional materials for each subject area. This change allows for increased insight into curricular availability and increases alignment between School Accountability Report Cards (SARCs) and the LCAP metric. As a result of this shift, the target for this Metric has been updated, baseline results are now noted in Year Two of the Metric, and the Current Difference from Baseline is not applicable for this reporting year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Increased or Improved Action: Professional development will be offered to ensure that teachers and aides have strategies to teach the essential standards, including ELD standards. Professional development will focus on strategies that will meet the needs of our English Learners,	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Economically Disadvantaged students, Students with Disabilities and Foster Youth.		
1.2	Library and Media Aide	The library/media aide will be at Sherman Oaks to specifically support literacy and digital literacy in Spanish and English.	$51,223.00	No
1.3	After School Interventions	Increased or Improved Action: After school tutoring and interventions in Spanish and English Language Arts to targeted students, including English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged Students and Foster Youth.	$8,000.00	Yes
1.4	Data Analysis and Goal Setting Staff Retreat	Teachers and staff will convene in a one-day retreat at the start of the school year to analyze student data, teaching strategies and set academic and behavior goals for the year.	$3,000.00	No
1.5	Professional Learning Communities: Implementation	Increased or Improved Action: Substitutes will release grade-level teams to engage in the PLC collaborative process: Teachers will plan around the essential standards, analyze student data, and develop plans for students that are not achieving and for those that have met the standards.	$8,500.00	Yes
1.6	Field Trips and Outdoor Experiences for Students	Offer real-life experiences for student through field trips for language development.	$3,800.00	No
1.7	Classroom Teacher - Art	Exploratory Teacher to provide art classes to students during classroom teacher prep periods and collaboration.	$197,646.00	No
1.8	Administrator support for MTSS Implementation	Increased or Improved Action: Assistant Principal to support the development and leadership of MTSS including instructional, behavioral, and SEL strategies.	$233,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Targeted Interventions	Increased or Improved Action: Instructional Associates will support the implementation of targeted intervention strategies in Reading and Math based on student achievement data.	$102,814.00	No
1.10	Web-based Math/Reading Programs and Assessments	Web-based resources including iStation, NewsELA, SumDog and RAZKids will be purchased and implemented to assess and supplement our instructional programs.	$15,000.00	No
1.11	Reading Intervention Teachers	Reading Intervention teacher (1.0 FTE) for lower grades and Reading Intervention teacher (.5 FTE) for upper grades	$281,555.00	Yes
1.12	Classroom Teacher - STEAM	STEAM Teacher to provide lessons for lower grade students during classroom teacher prep periods and collaboration	$62,659.00	No
1.13	Improvement Coach	Provide teacher consultation for high quality first instruction and interventions.	$191,218.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide high quality social emotional learning for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. This goal was created to help the district establish a clear and articulated multi-tiered system of support. District data in this area indicates that we have a higher percentage of suspensions and absences for specific student-groups. Actions in this area will be designed to improve outcomes for all students, with targeted intervention for sub-groups where data indicates need. This goal is also important to help us reach our goals associated with becoming an anti-racist organization. As part of this work we aligned a goal to normalize conversations about race. This supports the healthy social emotional development of all students in our system. We must transparently identify and deconstruct issues of race and bias that are negatively impacting our system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 94.45%	2023.2024 Rate • 95.79%	2024.2025 Rate • 95.36%	Increase the Annual Attendance Rate to at least 98%.	• +0.90%
2.2	Chronic Absenteeism Rate Source: DataQuest	2022.2023 Rates • Overall: 13.3% • Socioeconomically Disadvantaged: 15.1%	2023.2024 Rates • Overall: 8.50% • Socioeconomically Disadvant	2024.2025 Rates • Overall: 9.60% • Socioeconomically Disadvant	Decrease the Chronic Absenteeism Rate Overall and for all student groups to 6%.	• Overall: -3.7% • Socioeconomically Disadvantaged: -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities: 24.5% • English Learners: 14.7% • White: 10.3% • Asian: * • Hispanic/Latino: 13.7% • Black: * * Group size too small to report.	aged: 9.80% • Students with Disabilities: 7.70% • English Learners: 9.60% • White: 5.40% • Asian: * • Hispanic/Latino: 5.40% • Black: * * Group size too small to report.	aged: 12.60% • Students with Disabilities: 17.20% • English Learners: 10.80% • White: 2.70% • Asian: * • Hispanic/Latino: 10.10% • Black: * * Group size too small to report.		• Students with Disabilities: -7.3% • English Learners: -3.9% • White: -7.6% • Asian: * • Hispanic/Latino: -3.6% • Black: * * Group size too small to report.
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates • Overall: 1.6% • Socioeconomically Disadvantaged: 1.8% • Students with Disabilities: 3.9% • English Learners: 1.8% • White: 2.6% • Asian: * • Hispanic/Latino: 1.4% • Black: *	2023.2024 Rates • Overall: .90% • Socioeconomically Disadvantaged: .50% • Students with Disabilities: 0% • English Learners: .40%% • White: 0% • Asian: *	2024.2025 Rates • Overall: 1.10% • Socioeconomically Disadvantaged: .80% • Students with Disabilities: 3.40% • English Learners: .90% • White: 0% • Asian: *	Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	• Overall: -0.5% • Socioeconomically Disadvantaged: -1% • Students with Disabilities: -.5% • English Learners: -.9% • White: -2.6% • Asian: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Group size too small to report.	• Hispanic/Latino: 1.0% • Black: * * Group size too small to report.	• Hispanic/Latino: 1.30% • Black: * * Group size too small to report.		• Hispanic/Latino: -.1% • Black: * * Group size too small to report.
2.4	Middle School Drop Out Count Source: CalPads	2022.2023 Count • 0	2023.2024 Count • 0	2024.2025 Count • 0	Maintain a Middle School Drop Out Count of 0.	• No Change
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0%	2023.2024 Rate • 0%	2024.2025 Rate • 0%	Decrease the Expulsion Rate to 0.0%.	• No Change
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results • Grades 3-8 • Overall: ELE: 71%; MS: 53% • Students with Disabilities: ELE: 58%; MS: 63% • English Learners: ELE: 69%; MS: 55%	2024.2025 Results • Grades 3-8 • Overall: ELE: 70%; MS: 59% • Students with Disabilities: ELE: 60%; MS: 52% • English Learners: ELE: 71%; MS: 60%	2025.2026 Results • Grades 3-8 • Overall: ELE: 66%; MS: 59% • Students with Disabilities: ELE: 70%; MS: 61% • English Learners: ELE: 69%; MS: 65%	Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	• Grades 3-8 • Overall: ELE: -1%; MS: +6% • Students with Disabilities: ELE: +2%; MS: -11% • English Learners: ELE: +2%; MS: +5%
2.7	Student response rating and top box percent from the Annual Student	2023.2024 Ratings • Grades 3-8 • Overall Rating	2024.2025 Ratings • Grades 3-8	2025.2026 Ratings • Grades 3-8	Reach and maintain an average rating of	• Grades 3-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Engagement Survey to the questions (Grades 3-8): • I feel safe at school. • My school is clean. Source: Annual Student Survey Results.	• I feel safe at school: 4 • My school is clean: 3.2 • Top Box Percent: • I feel safe at school: 34.46% • My school is clean: 9.76%	• Overall Rating • I feel safe at school: 4.01 • My school is clean: 3.27 • Top Box Percent: • I feel safe at school: 33.93% • My school is clean: 10.64%	• Overall Rating • I feel safe at school: 3.96 • My school is clean: 3.29 • Top Box Percent: • I feel safe at school: 31.76% • My school is clean: 14.29%	4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.	• Overall Rating • I feel safe at school: -.04 • My school is clean: +0.09 • Top Box Percent: • I feel safe at school: -2.7% • My school is clean: +4.53%

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, all actions for the Sherman Oaks goal of providing high quality social emotional learning for all students were fully implemented. Actions for this goal are organized into the following categories:

- Staff to support social-emotional well-being and positive behavior in students (Actions 2.1, 2.3, 2.4, 2.6)
- Materials to support social-emotional well-being and positive behavior in students (Action 2.2)
- Programs to support social-emotional wellbeing and positive behavior in students (Action 2.5)

In the 2025-2026 school year, students at Sherman Oaks received a variety of services to strengthen social emotional skills and support positive behavior at school. The school counselor, along with counseling and social work interns from local universities provided individual and group counseling, as well as academic support to students. Our school's Wellness Center Liaison ensured that the Wellness Center was a space that provided student with comfort, taught self-regulation skills to students, and organized events to strengthen students' sense of belonging, such as Unity Day, College & Career Week, and Red Ribbon Week. Partnerships with agencies including Pacific Clinics, Sound Soulutions, and SKIPS, provided additional access to individual therapy and counseling for students. Our Positive Behavior and School Climate Support staff member led school-wide Positive Behavioral Interventions and Supports (PBIS) assemblies that highlighted and celebrated positive student behavior and supported school safety through the supervision of students before, during and after school. This

staff member collaborated with our Multi-Tiered System of Supports (MTSS) Aides and Behavior Specialist to provide targeted support to individual students needing behavior reteaches and check-ins through the Check In Check Out program and additional interventions. Sherman Oaks continued to use materials from the adopted social-emotional learning curriculums, Kimochis, Toolbox and Character Strong to teach social emotional learning to students in grades TK-8.

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.

In 2025-2026, the following differences occurred:

- Action 2.1: Campus PBIS Support and Supervisor: The expenditure for this action was lower than the planned allocation due to adjustments in salary and benefits.
- Action 2.2: PBIS and SEL Materials and Supplies: The expenditure for this action was lower than the planned allocation due to most SEL materials not needing to be replenished because many were purchased last year (Toolbox posters and Kimochis).

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

A review of the metrics show that actions as categorized below have demonstrated effectiveness or are approaching effectiveness in making progress toward the Sherman Oaks goal of providing high quality social emotional learning for all students. These categorized actions demonstrate effectiveness as evidenced by the metrics noted below, including those metrics that directly address contributing actions under this goal as noted.

Staff to support social-emotional well-being and positive behavior (Actions 2.1, 2.3, 2.4, 2.6)
Students received a range of social-emotional supports and services provided by school staff, including our School Counselor, Wellness Center Liaison, university interns, MTSS Aides (Contributing Action 2.3) and contracted agency staff. These supports included individual and group counseling, therapy, presentations about topics related to mental health, and in-classroom support.

- These actions demonstrate to be approaching effectiveness as evidenced by improved academic and behavior outcomes for student groups. iReady Reading data shows steady growth in the percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8, with the overall percentage increasing by 2%. The percentage of English Learners achieving Early On, Mid or Above Grade Level increased by 5% and the percentage of Students with Disabilities achieving Early On, Mid or Above Grade Level increased by 6% (from Baseline to Year 2) (Metric 1.6; Contributing Action 2.3).
- In Mathematics, iReady data shows steady growth in the percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 2-8, with the overall percentage increasing by 6% and the percentage of Socioeconomically Disadvantaged students achieving Early On, Mid or Above Grade Level increased by 4%, English Learners at Early On, Mid or Above Grade Level increased by 6% (from Baseline to Year 2) (Metric 1.7; Contributing Action 2.3).
- The overall percentage of students scoring At or Above Benchmark on mCLASS Lectura in grades K-2 decreased by 7% (from Baseline to Year 2) (Metric 1.8). To address this, teachers in grades K-2 have been using progress monitoring for students who are below and well below benchmark in order to identify the students, plan and implement interventions to support their growth. Classroom teachers, Reading Intervention Teachers, and MTSS Aides have provided reading intervention for students not meeting standards throughout the school year (Contributing Action 2.3). As a result, Metric 1.8 will be closely monitored to evaluate efficacy of Action 2.3.

- The number of Office Discipline Referrals (ODRs) has decreased significantly this school year (113 total referrals by April 2026, as compared to 139 by April of 2025). Check In Check Out (CICO) data indicate that 70% of students participating in the program are meeting their daily goal of receiving 80% of points on their scorecard for following school expectations. New strategies and interventions are planned and implemented for those students not meeting their goal during SIP team meetings. (Contributing Action 2.3).

Materials to support social-emotional well-being and positive behavior in students (Action 2.2)
Social emotional curriculum and materials continued to be used throughout the school year. Teachers implemented lessons using the curriculum and teachers and PBIS staff taught and reinforced schoolwide PBIS expectations through reteaches that included the use of SEL materials.

- These actions demonstrated effectiveness as evidenced by improvements in attendance and discipline. The suspension rate at Sherman Oaks remained low, at an overall rate of 1.10% and there was a decrease in the overall suspension rate of -0.5% (Metric 2.3). The school expulsion rate remained at 0.00% (Metric 2.5). The annual Attendance Rate remained steady at 95.36% for the 2025-2026 school year (from Baseline to Year 2) (Metric 2.1) and the Chronic Absenteeism Rate decreased for all student groups: Students with Disabilities, Socioeconomically Disadvantaged Students, English Learners, White, and Hispanic/Latino (Metric 2.2) (Contributing Action 2.2). The number of Office Discipline Referrals (ODRs) has decreased significantly this school year (113 total referrals by April 2026, as compared to 139 by April of 2025). Check In Check Out (CICO) data indicate that 70% of students participating in the program are meeting their daily goal of receiving 80% of points on their scorecard for following school expectations. New strategies and interventions are planned and implemented for those students not meeting their goal during SIP team meetings. (Contributing Action 2.2).

Programs to support social-emotional well-being and positive behavior in students (Action 2.5)
The school and district partnered with SKIPS and other mental health service agencies to support student wellbeing through individual and group counseling programs during the 2025-2026 school year.

- While the overall favorable response rate for Sense of Belonging (Metric 2.6) on the Fall Panorama survey decreased for elementary students and remained the same for middle school students, the data show strong gains in favorable responses for Students with Disabilities, with favorable response rates increasing for elementary students by 12% (from Baseline to Year 2). The annual Attendance Rate remained steady at 95.36% for the 2025-2026 school year (Metric 2.1) and the Chronic Absenteeism Rate decreased for all student groups: Students with Disabilities, Socioeconomically Disadvantaged Students, English Learners, White, and Hispanic/Latino (Metric 2.2). This demonstrates the efficacy of our our site programs to support social-emotional well-being and positive behavior in students. (Contributing Action 2.5).

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.

For 2026.2027, there are no changes to the goal or metrics.

The following action has been adjusted for the 2026.2027 school year:

- Action 2.5: Mental Health Internship Program: This action has been adjusted to reflect the replacement of a SKIPS Counselor with Mental Health Interns from local universities.

The following action has been added for the 2026.2027 school year: Staff to support social-emotional well-being and positive behavior

- Action 2.7: Behavior Specialist II: This action has been added to reflect the addition of a Behavior Specialist this school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior & School Climate Support	The Positive Behavior & School Climate Support staff at Sherman Oaks will support the additional behavioral and social emotional needs of students. They will implement PBIS Tier 1 and Tier 2 strategies and monitor progress for students.	$67,738.00	No
2.2	PBIS and SEL Materials and Supplies	Materials and supplies will be purchased to support our PBIS and SEL programs (Tiers 1, 2, and 3), including our PBIS acknowledgement system, Toolbox curriculum, and Character Strong curriculum.	$3,000.00	No
2.3	Instructional Assistant - MTSS	LREBG funded action as identified by the needs assessment: MTSS Aides to provide academic and behavior interventions for students identified by the tier 2/3 intervention team. The MTSS Aides support students within California's Multi Tiered Systems of Support framework, integrating evidence-based intervention practices with local systems and initiatives to effectively respond to students' academic, social-emotional, and behavioral needs (Allowable Use of Funds - Criteria C). LREBG Funds: $109,165	$109,165.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics 1.6,1.7,1.8,1.4		
2.4	Student Counselor	Provide multi-tiered approach of school counseling services in each counseling domain. Services include academic and counseling to provide social emotional support. This action supports improvement of the Chronic Absenteeism indicator which was "red" on the 2023 California School Dashboard for students with disabilities by providing academic and emotional supports to re-engage students who are or are at risk of chronic absenteeism. 15% LCFF Concentration Grant Funds: $188,769	$188,769.00	No
2.5	Mental Health Internship Program (Replacing SKIPS)	CUSD is replacing SKIPs services with a university-partnered internship program for the 2026-2027 year, using redirected funds to hire a licensed internal supervisor for MFT (Marriage and Family Therapist) and MSW (Masters of Social Work) interns. Fully funded by the district.	$0.00	No
2.6	Certified Wellness Coach II	The Wellness Center Liaison provides evidence-based support to re-engage students with school and reduce barriers to learning for students.	$102,008.00	No
2.7	Behavior Specialist II	The Behavior Specialist II at Sherman Oaks will support the additional behavioral and social emotional needs of students. They will create, implement and monitor general and Special Education behavior plans and supports for students.	$133,282.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Fully engage parents/guardians, and the community in support of student well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In Campbell, we realize that partnering with families is essential to help reach our goal of educating each child to their highest potential. We understand the research that says that students who have parents or guardians who are actively engaged in the educational process of children leads to better social emotional and academic results. This became even more apparent to us during the pandemic as we depended on a mutually beneficial partnership to ensure student success. Internal data in Campbell demonstrates that we have active parent leadership groups at each school; however, there is a need to more actively engage families who are representative of the community we serve. In order to meet our goals of becoming an anti-Racist District we realize that we need more diverse perspectives when engaging families in support of our students. We have created an anti-racism goal that aligns to this LCAP goal and that is to tap the untapped voices in our system. To fully understand student needs we must directly connect with families to find out what supports and services will be most beneficial in helping children meet goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings • Overall Satisfaction Rating: 4.15 • Top Box Percent: 42.32%	2024.2025 Satisfaction Ratings • Overall Satisfaction Rating: 4.29 • Top Box Percent: 51.9%	2025.2026 Satisfaction Ratings • Overall Satisfaction Rating: 4.30 • Top Box Percent: 51.47%	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	• Overall Satisfaction Rating: 0.15 • Top Box Percent: +9.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school." Source: Annual Parent/Caregiver Survey Results	2023.2024 Ratings • Overall Rating: 3.56 • Top Box Percent: 26.22%	2024.2025 Ratings • Overall Rating: 3.79 • Top Box Percent: 33.79%	2025.2026 Ratings • Overall Rating: 3.55 • Top Box Percent: 25.53%	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	• Overall Rating: -0.01 • Top Box Percent: -0.69%
3.3	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families. Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.3 is now rated by site administrators. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site	2024.2025 Rating • 3 (Initial Implementation)	2025.2026 Rating • 4 (Full Implementation)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	• 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Self Reflection	Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.4	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.4 is rated by Community Liaisons and other site	2024.2025 Rating • 4 (Full Implementation)	2025.2026 Rating • 4 (Full Implementation)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	• No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home." Source: Annual Self Reflection	staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.5	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at	In recognition of the need to ensure Local Indicators and connected metrics are	2024.2025 Rating • 3 (Initial Implementation)	2025.2026 Rating • 4 (Full Implementation)	Reach and maintain a rating of 5 (Full Implementation	• 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making. Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making." Source: Annual Self Reflection	accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.4 is rated by Community Liaisons and other site staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of			and Sustainability) by 26-27.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and supporting family members to effectively engage in advisory groups and decision-making.				
3.6	Not Applicable, District Level Metric Number of Parent Workshop Series Offered Annually Source: Student Services Department	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric
3.7	Not Applicable, District Level Metric Number of School-Linked Services Events Offered Annually Source: Student Services Department	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric	Not Applicable, District Level Metric
3.8	Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. Source: SIRAS	2022.2023 Results • 100%	2023.2024 Results • 100%	2024.2025 Results • 100%	100% of parents of students with IEPs reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process by 26-27.	• No Change

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, all actions for the Sherman Oaks goal of fully engage parents/guardians, and the community in support of student well-being were fully implemented. Actions for this goal are organized into the following categories:

- Staff to support family participation and engagement (Action 3.3)
- Family events and learning opportunities (Action 3.1)
- Motivation to participate (Action 3.2)

Recognizing that strong communication between home and school is essential for supporting student success, Sherman Oaks is supported by a Community Liaison and collaborates with local partners to ensure families can actively participate in meetings and conferences in their home language. ParentSquare is utilized as a primary communication platform to share student progress and provide updates on performance in state and local assessments, streamlining access by reducing the need for multiple platforms. Community Liaisons play a critical role in supporting families, particularly those from low-income backgrounds, English Learners, and students experiencing homelessness or in foster care. In collaboration with school nurses, they connect families to school and community-based resources that address academic, social-emotional, and health needs. Community Liaisons also work closely with the district's Lead for Community Engagement to ensure services are aligned and responsive to family needs.

Each year, Sherman Oaks offers classes and workshops for families, with topics and presenters informed by educational partner feedback and Community Liaison input. This year, they included topics around positive parenting, teaching boundaries, and immigration rights. The school continues to provide a variety of events and opportunities for families to engage with teachers and staff around student learning and well-being. These include monthly Coffee with the principals, Family Math Night, Literacy Night, grade-level Exhibition Nights, and the 8th Grade Awards Night. In addition to fall and winter parent-teacher conferences, reading intervention teachers and instructional aides meet with families of participating students to share program information, provide resources, and collaborate on strategies to support student learning.

As a school and district, we continue to use the Parent/Family Engagement Survey from Studer Education, collected each winter, to better understand areas of strength and opportunities for improvement from a parent and community perspective.

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.

In 2025-2026, the following differences occurred:

- Action 3.1: Family Engagement and Learning: The expenditure for this action was lower than the planned allocation due to the school's partnership with Mathnasium of Willow Glen who provided the Math Night free of charge.
- Action 3.2: Motivating Family Participation: The expenditure for this action was lower than the planned allocation due to free of cost strategies for motivating family participation.

- Action 3.3: Community Liaison: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases.

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

A review of the metrics indicates that the actions outlined below have been effective in advancing Sherman Oaks' goal of fully engaging parents/guardians and the broader community in support of student well-being. The effectiveness of these actions is demonstrated by the metrics provided below, including those specifically aligned to the contributing actions identified under this goal.

Staff to support family participation and engagement (Action 3.3)
The Community Liaison shared resources with families throughout the year via email, ParentSquare, and in-person meetings. The Community Liaison partnered with outside agencies in order to bring workshops, presentations and valuable resources to families based on their needs. School Site Councils (SSC) and English Learner Advisory Committees (ELAC) completed the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making. Both groups rated Sherman Oaks as fully implementing and sustaining the practices, "Creating a welcoming environment for all families in the community", "developing multiple opportunities to engage in two-way communication between families and educators using language that is understandable and accessible to families", "implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes", seeking input from any underrepresented groups in the school community", and "providing opportunities to have families, teachers, principals and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels". Satisfaction ratings and top box percents from the Annual Parent/Caregiver Engagement Survey (Metric 3.1) remained consistent with the Overall Satisfaction Rating Mean being 4.30 (out of 5). (Contributing Action 3.3).

Family events and learning opportunities (Action 3.1)
School events remained highly attended throughout the year, including Principal Coffees, Back to School Night, Math and Reading Nights, and grade-level Exhibition Nights. Additional events focused on community building and fundraising, organized by the Parent Teacher Committee (PTC), also saw strong participation. These included the Multicultural/Movie Night, Halloween Fiesta, and Spring Carnival (Contributing Action 3.1).

Motivation to participate (Action 3.2)
The percentage of parents of students with IEPs reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process remained at 100% at Sherman Oaks (Metric 3.8). Parent/Guardian overall mean from the Annual Parent/Caregiver Engagement Survey for the question, "I receive positive phone calls, emails, or notes about my child from the school." (Metric 3.2) was 3.55 out of 4. (Contributing Action 3.2).

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.

For 2026.2027, there are no changes to the goal, planned actions, or metrics.

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	Family Engagement and Learning	Materials will be purchased to support our Parent Resource Center, Parent University program, or other parent engagement opportunities (such as Los Dichos and FEI). This also includes the purchasing of materials for parent education such as English Language classes or resources used for parenting classes. Community feedback identified support for increased family engagement and learning opportunities, especially for English Learners, Socioeconomically Disadvantaged students and Foster Youth. This action supports improvement of the Chronic Absenteeism indicator which was "red" for students with disabilities on the 2023 California School Dashboard by providing engagement to families whose students are or are at risk of chronic absenteeism.	$2,000.00	No
3.2	Motivating Family Participation	To encourage parents and community members to participate in school events with materials, light snacks and refreshments offered.	$2,000.00	No
3.3	Community Liaison	Increased and Improved Service identified by community feedback and partially LREBG funded action as identified by the district needs assessment: Community Liaisons provide evidence-based support to re-engage students with school and reduce barriers for English Learners, Socioeconomically Disadvantaged students and Foster Youth, as well as Students with Disabilities whose student group indicator was "red" for Chronic Absenteeism on the 2023 California School Dashboard (Allowable Use of Funds - Criteria C).	$93,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: $23,342 Metrics: 1.4 and 2.2		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,418,126	$140,441

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
	0.000%	$0.00	

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:** Professional Development **Need:** Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically	This is a schoolwide contributing action. School data indicate that there is a need for increased academic support for struggling learners. Professional development that focuses on providing quality Tier 1 instruction will decrease the number of students needing tier 2 and 3 interventions.	Effectiveness will be monitored using the following metrics: • i-Ready Reading (1.6) • i-Ready Math (1.7) • mCLASS Lectura (1.8) • ELPAC (1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged Students are requiring more support to meet academic standards. **Scope:** Schoolwide		
1.3	**Action:** After School Interventions **Need:** Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs. **Scope:** Schoolwide	After school interventions will provide targeted support to students not meeting grade level standards as measured by Common Formative Assessments and summative assessments.	Effectiveness will be monitored using the following metrics: • i-Ready Reading (1.6) • mCLASS Lectura (1.8) • Common Formative Assessments (for 2024-2025)
1.5	**Action:** Professional Learning Communities: Implementation **Need:** Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.	This is a schoolwide action. Engaging in PLC as grade level teams will help teachers identify, strengths and areas of need in student proficiency of skills. Time to work as a collaborative team will allow teachers to reflect on the effectiveness of teaching practices, reteaching strategies and interventions for students not meeting and approaching standards.	Metrics that will be used to monitor effectiveness: • i-Ready Reading and Math (1.6, 1.7) • mCLASS Lectura (1.8) • SBAC Reading and Math (1.1, 1.2) • California Spanish Assessment (CSA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.8	**Action:** Administrator support for MTSS Implementation **Need:** School i-Ready data and summative SBAC data, local PBIS and ODR data demonstrate a need for fully implementing Multi Tiered Systems of Support. Numbers of Student Study Team SIP and COST requests for academic and behavioral concerns, IEPs numbers that are more than one administrator can respond to further demonstrate the need for an additional administrator. **Scope:** Schoolwide	This is a schoolwide action. The administrator is tasked with ensuring that there are clearly identified academic and behavioral tiered supports to support students and that these processes are implemented system wide.	Metrics that will be used to monitor effectiveness: • Student band growth on iReady • CAASPP data
1.11	**Action:** Reading Intervention Teachers **Need:** Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.	This is a schoolwide contributing action. Reading Intervention teachers and aides are highly skilled and trained specialists who offer direct support for students in need of Tier 3 support. Early intervention for struggling readers is necessary in order to increase student achievement.	Metrics used to monitor effectiveness: • i-Ready Reading (1.6) • mCLASS Lectura (1.8) • SBAC Reading (1.1) • CSA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	**Action:** Behavior Specialist II **Need:** Office Discipline Referral (ODR) data, student Behavior Intervention Plans (BIP), and Student Support Plans (BSP) demonstrate the need for some students to receive targeted supports and to learn strategies to self-regulate and manage behavior. **Scope:** Schoolwide	Underrepresented groups and their families benefit from behavior strategies shared by a behavior specialist that can be implemented both at school and at home. The Behavior Specialist also provides training for employees (MTSS Aides, RSP Aides, classroom teachers) that benefit multiple student groups at school. The Behavior Specialist participates in Student Improvement Plan (SIP) and Coordination of Service Team (COST) meetings throughout the year, sharing strategies and collaborating with teams to implement plans to improve student behavior outcomes.	Metrics that will be used to monitor effectiveness: • Office Discipline Referral data (SWIS) • Suspension Rate (Metric 2.3) • Expulsion rate (Metric 2.5)
3.3	**Action:** Community Liaison **Need:** Sherman Oaks serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. This creates an increased need to provide support to families and engage them in our school community and educational process. Underrepresented groups including low income families and foster youth often benefit from outreach from the Community Liaison in order to connect them to additional resources.	Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home. Workshops, classes and programs for parents in the family's native language help student transition to school successfully and achieve academic success.	Metrics that will be used to monitor effectiveness: • Survey data from participating parents (3.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		

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.

Sherman Oaks Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 25.58%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

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.

The additional concentration grant of $140,441 will help fund a Counselor and an additional part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.

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	1:22	1:17
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals		1,418,126		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,484,377.00	$132,507.00	$102,008.00	$151,554.00	$1,870,446.00	$1,831,646.00	$38,800.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.2	Library and Media Aide	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$51,223.00	$0.00	$51,223.00				$51,223.00	
1	1.3	After School Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$8,000.00	$0.00	$8,000.00				$8,000.00	
1	1.4	Data Analysis and Goal Setting Staff Retreat	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.5	Professional Learning Communities: Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$8,500.00	$0.00	$8,500.00				$8,500.00	
1	1.6	Field Trips and Outdoor Experiences for Students	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$3,800.00	$3,800.00				$3,800.00	
1	1.7	Classroom Teacher - Art	All	No			Specific Schools: Sherman	2026-2027	$197,646.00	$0.00	$197,646.00				$197,646.00	

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
							Oaks									
1	1.8	Administrator support for MTSS Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$233,701.00	$0.00	$186,961.00			$46,740.00	$233,701.00	
1	1.9	Targeted Interventions	All Students with Disabilities EL, Foster Youth, Low Income	No			All Schools Specific Schools: Sherman Oaks TK-5	2026-2027	$102,814.00	$0.00				$102,814.00	$102,814.00	
1	1.10	Web-based Math/Reading Programs and Assessments	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.11	Reading Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$281,555.00	$0.00	$281,555.00				$281,555.00	
1	1.12	Classroom Teacher - STEAM	All	No			Specific Schools: Sherman Oaks Grades TK, K, 1, 2, 4, 5	2026-2027	$62,659.00	$0.00	$62,659.00				$62,659.00	
1	1.13	Improvement Coach	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$191,218.00	$0.00	$191,218.00				$191,218.00	
2	2.1	Positive Behavior & School Climate Support	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$67,738.00	$0.00	$67,738.00				$67,738.00	
2	2.2	PBIS and SEL Materials and Supplies	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Instructional Assistant - MTSS	All	No			Specific Schools: Sherman OaksSherman Oaks TK-8	2026-2027	$109,165.00	$0.00		$109,165.00			$109,165.00	
2	2.4	Student Counselor	All Students with Disabilities	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$188,769.00	$0.00	$188,769.00				$188,769.00	
2	2.5	Mental Health Internship Program (Replacing SKIPS)	All	No				2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.6	Certified Wellness Coach II	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$102,008.00	$0.00			$102,008.00		$102,008.00	
2	2.7	Behavior Specialist II	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$133,282.00	$0.00	$133,282.00				$133,282.00	
3	3.1	Family Engagement and Learning	All Students with Disabilities EL, Foster Youth, Low Income	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$2,000.00				$2,000.00	$2,000.00	
3	3.2	Motivating Family Participation	All	No			Specific Schools: Sherman Oaks TK-8	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.3	Community Liaison	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2026-2027	$93,368.00	$0.00	$70,026.00	$23,342.00			$93,368.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	1,418,126		0.000%		$698,324.00	0.000%	0.000 %	**Total:**	$698,324.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$698,324.00

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**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$10,000.00	
1	**1.3**	After School Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$8,000.00	
1	**1.5**	Professional Learning Communities: Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$8,500.00	
1	**1.8**	Administrator support for MTSS Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$186,961.00	
1	**1.11**	Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$281,555.00	
2	**2.3**	Instructional Assistant - MTSS				Specific Schools: Sherman Oaks TK-8		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Behavior Specialist II	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$133,282.00	
3	3.3	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	$70,026.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,520,709.89	$1,618,022.50

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)
1	**1.1**	Professional Development	Yes	$15,000.00	$2,500.00
1	**1.2**	Library and Media Aide	No	$49,811.00	$51,190.00
1	**1.3**	After School Interventions	Yes	$8,000.00	$5,000.000
1	**1.4**	Data Analysis and Goal Setting Staff Retreat	No	$3,000.00	$2,000.00
1	**1.5**	Professional Learning Communities: Implementation	Yes	$8,000.00	$8,207.50
1	**1.6**	Field Trips and Outdoor Experiences for Students	No	$3,800.00	$3,800.00
1	**1.7**	Art Teacher	No	$188,099.00	$191,646.00
1	**1.8**	Administrator support for MTSS Implementation	Yes	$43,344.00	$45,054.00
1	**1.9**	Targeted Interventions	No	$95,000.00	$102,749.00
1	**1.10**	Web-based Math/Reading Programs and Assessments	No	$15,000.00	$15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Reading Intervention Teachers	Yes	$271,713.00	$281,555.00
1	1.12	Improvement Coach	No	$181,678.00	$191,218.00
1	1.13	Math Improvement Coach (Formerly Math Specialist - TOSA)	No	$86,375.00	$89,942.00
1	1.14	STEAM Teacher	No	$62,659.00	$62,659.00
2	2.1	Campus PBIS Support and Supervisor	No	$77.889.00	$67,693.00
2	2.2	PBIS and SEL Materials and Supplies	No	$3,000.00	$3,000.00
2	2.3	MTSS Aides	Yes	$106,598.00	$108,557.00
2	2.4	School Counselor	No	$179,232.00	$188,769.00
2	2.5	SKIPS Counseling	Yes	$8,750.00	$8,750.00
2	2.6	Wellness Center Liaison	No	$98,158.00	$91,417.00
3	3.1	Family Engagement and Learning	No	$2,000.00	$2,000.00
3	3.2	Motivating Family Participation	No	$2,000.00	$2,000.00
3	3.3	Community Liaison	Yes	$89,415.00	$93,316.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$497,810.00	$503,126.50	($5,316.50)	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	Professional Development	Yes	$10,000.00	$2,500.00		
1	1.3	After School Interventions	Yes	$8,000.00	$5,000.000		
1	1.5	Professional Learning Communities: Implementation	Yes	$8,000.00	$8,207.50		
1	1.8	Administrator support for MTSS Implementation	Yes	$32,508.00	$33,700.00		
1	1.11	Reading Intervention Teachers	Yes	$271,713.00	$281,555.00		
2	2.3	MTSS Aides	Yes	$93,265.00	$94,979.00		
2	2.5	SKIPS Counseling	Yes	$8,750.00	$8,750.00		
3	3.3	Community Liaison	Yes	$65,574.00	$68,435.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$503,126.50	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024