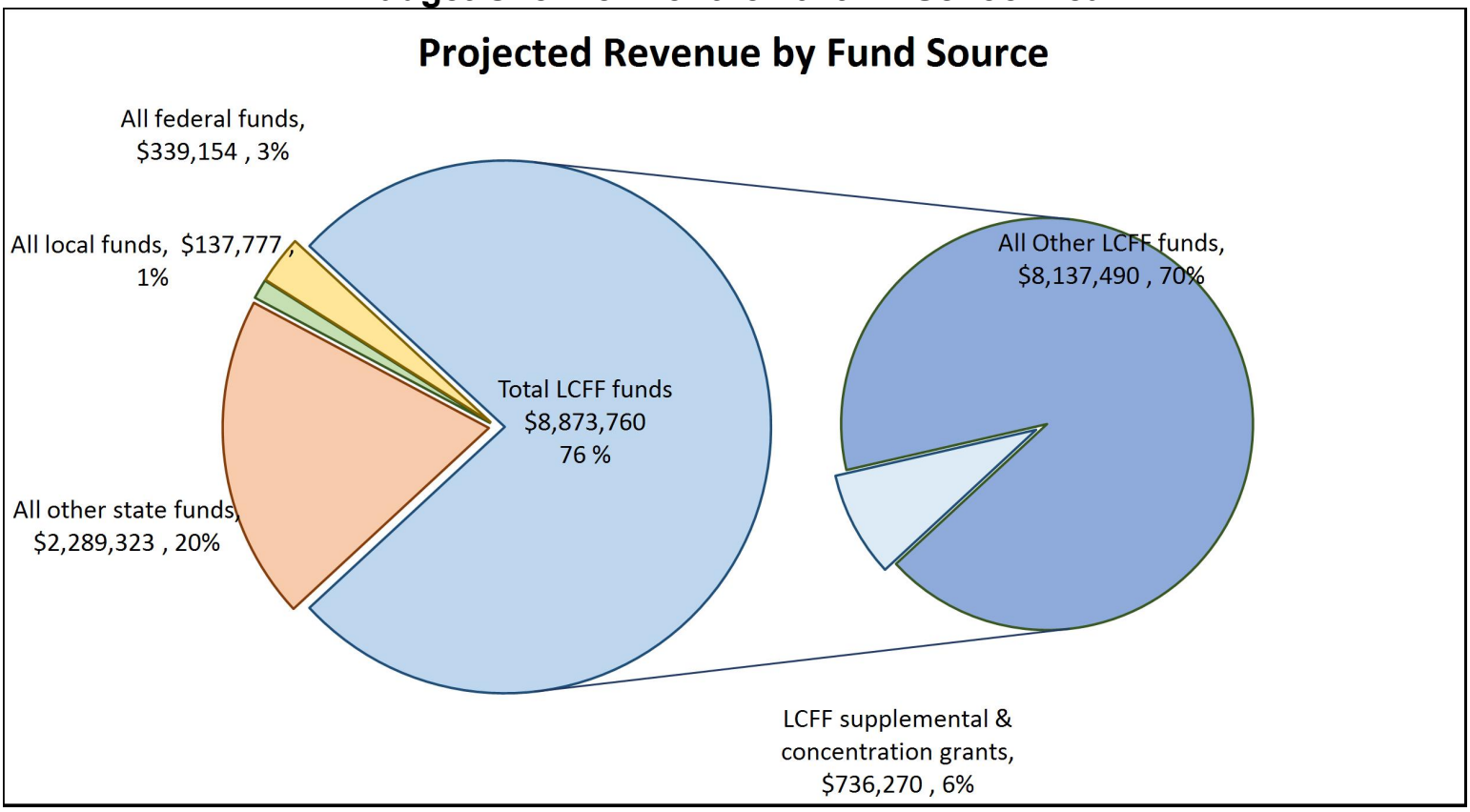
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparation Charter School at CSU Channel Islands
CDS Code: 56725536120620
School Year: 2026-27
LEA contact information:
Charmon Evans
Executive Director
CEvans@pleasantvalleysd.org
805.482.4608

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

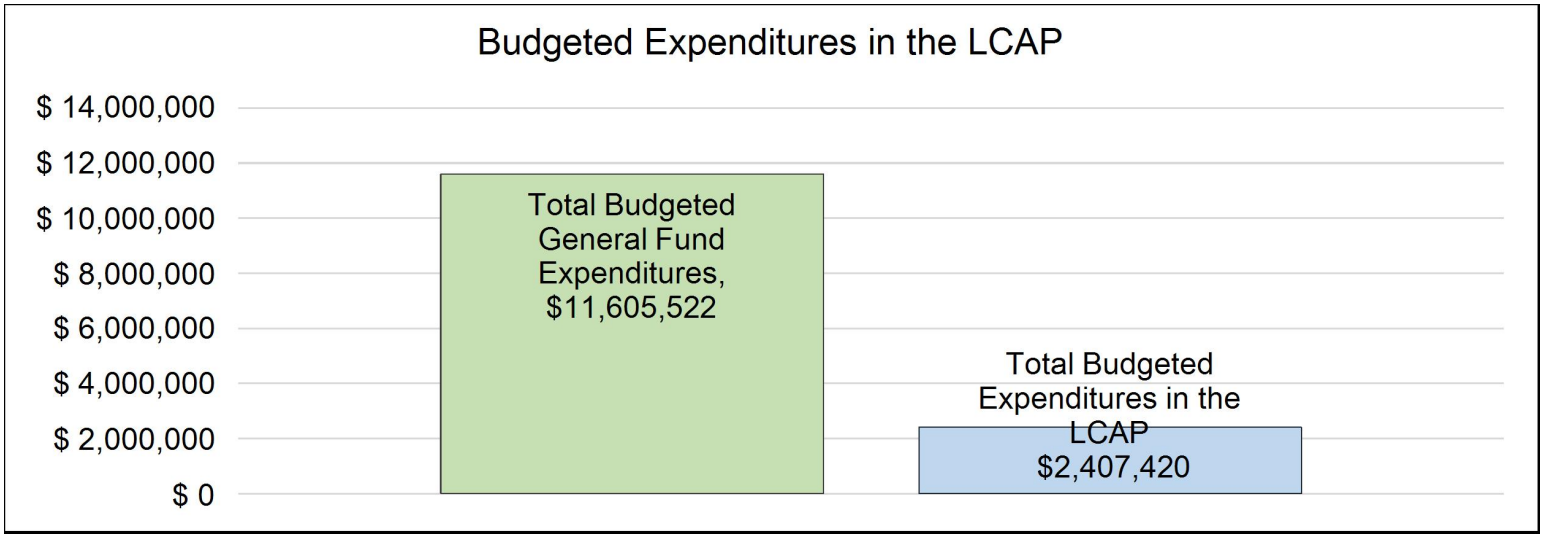


This chart shows the total general purpose revenue University Preparation Charter School at CSU Channel Islands expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparation Charter School at CSU Channel Islands is $11,640,014, of which $8,873,760 is Local Control Funding Formula (LCFF), $2,289,323 is other state funds, $137,777 is local funds, and $339,154 is federal funds. Of the $8,873,760 in LCFF Funds, $736,270 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 University Preparation Charter School at CSU Channel Islands 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: University Preparation Charter School at CSU Channel Islands plans to spend $11,605,522 for the 2026-27 school year. Of that amount, $2,407,420 is tied to actions/services in the LCAP and $9,198,102 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

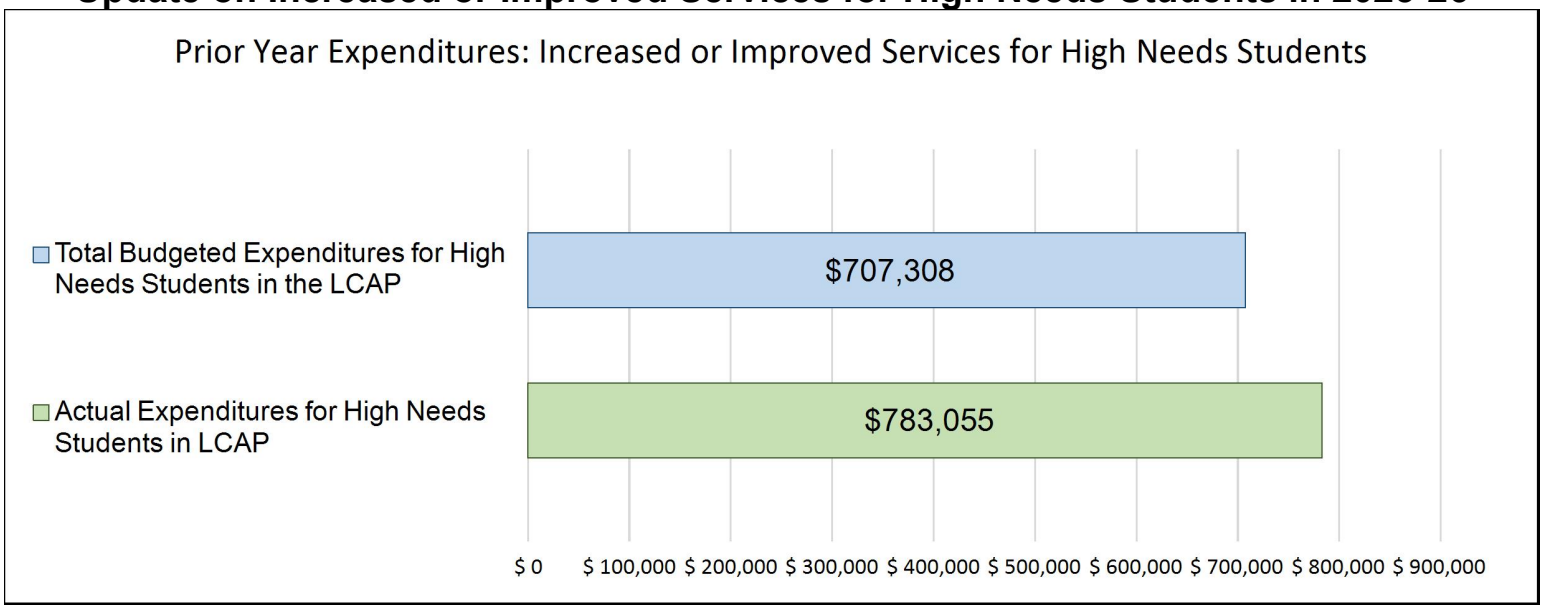
General fund expenditures not included in the LCAP are primarily personnel, classroom and office supplies, facilities costs, oversight to authorizing district, and custodial and maintenance supplies.

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

In 2026-27, University Preparation Charter School at CSU Channel Islands is projecting it will receive $736,270 based on the enrollment of Foster Youth, English learner, and low-income students. University Preparation Charter School at CSU Channel Islands must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparation Charter School at CSU Channel Islands plans to spend $755,643 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 University Preparation Charter School at CSU Channel Islands budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparation Charter School at CSU Channel Islands 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, University Preparation Charter School at CSU Channel Islands's LCAP budgeted $707,308 for planned actions to increase or improve services for high needs students. University Preparation Charter School at CSU Channel Islands actually spent $783,055 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
University Preparation Charter School at CSU Channel Islands	Charmon Evans Executive Director	CEvans@PleasantValleySD.org 805.482.4608

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.

University Preparation Charter School at CSU Channel Islands celebrates 24 years of excellence in education in the Ventura County area. In 2002, UPCS opened its doors to approximately 350 kindergarten-through-fifth-grade students. As we conclude the 2024-2025 school year, we have grown to serve approximately 730 students from transitional kindergarten through eighth grade and over 85 employees. The UPS petition, which the Pleasant Valley School District originally approved on October 11, 2001, and was most recently renewed in December 2020 for another five-year cycle, 2021-2026. Due to COVID-19, the state granted UPCS an additional one-year extension for renewal, which will now take place in 2027. UPCS functions under the governance structure and direction of the University Preparation School at CSU Channel Islands Board of Directors. The 501(c)(3) nonprofit public benefit corporation will maintain the name University Preparation School at CSU Channel Islands. The Board of Directors, UPCS faculty and staff, UPCS community members, and CSUCI faculty are partners in implementing the University Preparation Charter School at CSUCI. The UPS Board of Directors is the governing body responsible for establishing policy and overseeing ongoing evaluation, as outlined in the charter legislation and the UPCS charter petition, regarding personnel, instructional programs, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach.

UPCS is dedicated to serving a diverse community, and to that end, the school works to attract a wide variety of families from varying cultural backgrounds, languages, and socio-economic statuses. UPCS believes in the importance of children from all kinds of backgrounds coming together to learn and grow. The school has two strands: Dual Immersion, which is 50/50 Spanish and English, and Language Enrichment, where children receive 1 to 1.5 hours of Spanish instruction per week as an enrichment. UPCS is dedicated to educating the whole child and offers all children a well-rounded education that includes music, art, engineering, technology, and theater arts. Students loop with teachers

for two years in K-5, fostering close relationships between school and home. UPCS nurtures a community with families, teachers, staff, and university partners to create a welcoming environment. The TK-8 program allows for cross-grade-level collaborations that benefit students and foster a sense of community and family. UPCS has minimal staff and student attrition. Stable staffing and student enrollment strengthen long-term relationships with students and families.

Mission Statement
University Preparation Charter School at CSU Channel Islands is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

Guiding Principles:
The Students... create a positive community environment by exhibiting ownership of their education through self-discipline and high expectations.
The Curriculum... is standards-based, fosters critical thinking skills, and utilizes best educational practices. It includes instruction in core subjects (Language Arts, Math, Science, and Social Studies) as well as Spanish, technology, and the arts.
The Professional Community... is dedicated to participating in ongoing professional development that includes leadership capacity building, school-wide collaboration and articulation, communication of "best practices", and team building experiences.
The Cooperating Community… flourishes as a result of collaboration with CSUCI faculty and students, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.

Unduplicated Pupil Count: 337 Percentage: 44.63% (UPP)
Demographics as of Census Day, October 1, 2026
Total Students: 755

Ethnicity:
African American: 1.7%
American Indian or Alaska Native: .13%
Asian: 1.3%
Filipino: 3.57%
Hispanic or Latino: 70.3%
Pacific Islander: 0%
White: 20.4%
Two or More Races: 2.5%

Low Socio-Economic:
Total Students: 281 (free or reduced lunch qualified)
Percentage of Total Population: 37.2%

Students with Disabilities:
Total Students: 84

Percentage of Total Population: 11.13%

English Learners:
Total Students: 116
Percentage of Total Population: 15.4%

Homeless: (local data)
Total Students: 18
Percentage of Total Population: 2.4%

Foster Youth: (local data)
Total Students: 5
Percentage of Total Population: .7%

Reflections: Annual Performance

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

UPDATE FOR 26/27 LCAP Reflections of Year 2 for Year 3:
2025 Dashboard Performance based on the 24-25 SBAC and other data points, and does not reflect the work or progress made in this area for the 2025-2026 school year, but is the latest official data available at the time of this report.
1) Areas/student groups in which we received the lowest performance level on one or more state indicators on the 2025 Dashboard:
Chronic Absenteeism Indicator

- Overall NOT in lowest performance - ALL Students is Yellow and improved by 1.7% (LCAP data is collected before the close of the school year and is often not the same as final numbers that include the last month of school. The baseline for chronically absent students in 2023- 2024 was recorded as 122 in the LCAP, but the end-of-year official number was 124. In 2024-2025, our LCAP number was 115, but the end-of-year official number was 112)
- Socioeconomically Disadvantaged - Red 22.2% chronically absent, maintained level from prior year
- Students with Disabilities - Red 21.1% chronically absent, increased by 6.5% from the prior year
- Data as of late May 2026

Overall, the chronic absenteeism rate is 10.84%, a 4.33% improvement over the 2024-2025 period. The three-year target for attendance was to reduce chronically absent students from the 22-23 school year baseline of 122 to 80 or fewer by the end of the 26-27 school year. As of the end of the 25-26 school year, we have 81 chronically absent students. We are making excellent progress toward our 26-27 goal of 80 or fewer.
We are still concerned about the disproportionality of students in special education and chronically absent and socioeconomically disadvantaged students. Attendance remains a focus goal for the 2026-2027school year.

As you can see below, UPCS showed significant improvement on the 24-25 Dashboard as compared to the 23-24 Dashboard.

The latest state testing data available is the 2025 SBAC:
2025 State Testing Data:
ELA
Schoolwide/exceed – 56.12%
3rd met/exceed – 58.54%
4th met/exceed – 45.24%
5th met/exceed – 56.96%
6th met/exceed – 56.41%
7th met/exceed – 58.33%
8th met/exceed – 63.49%
Subgroups met exceed:
Students with Disabilities - 14.90%
English Learners - 22.22%
Foster Youth - Not enough students to be reportable data
Socioeconomically Disadvantaged - 48.19%
Homeless – Not enough students to be reportable data

Math
Schoolwide/exceed – 47.16%
3rd met/exceed – 54.88%
4th met/exceed – 39.28%
5th met/exceed – 50.63%
6th met/exceed – 45.46%
7th met/exceed – 47.23%
8th met/exceed – 45.31%
Subgroups met exceed:
Students with Disabilities - 14.90%
English Learners - 22.22%
Foster Youth - Not enough students to be reportable data
Socioeconomically Disadvantaged - 34.20%
Homeless – Not enough students to be reportable data

At the time of this report, the end-of-year 2026 local data was not available. Below is a summary of the mid-year data as reported in the mid-year LCAP Report 25-26
ELA - NWEA
These scores reflect the NWEA assessment tool
% SchoSchoolwideficient or Above
English 53% Spanish 21% of students meeting growth target

1 - NA
2 - 42%
3 - 46%
4 - 58%
5 - 42%
6 - 61%
7 - 62%
8 - 59%
% Proficient or above in Spanish
1- NA
2 - 9%
3 - 13%
4 - 33%
5 - 11%
6 - 29%
7 - 22%
8 - 38%

Math - NWEA
These scores reflect the NWEA assessment tool
% SchoSchoolwideficient or Above
Math: 43% of students meeting growth target
1 - 33%
2 - 37%
3 - 48%
4 - 47%
5 - 38%
6 - 47%
7 - 48%
8 - 48%

Learning Recovery Emergency Block Grant (LREBG) Funds:

2026-2027 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREGB) REQUIRED FOR 2026-27 LCAP
California Education Code 52064.4 requires that an LEA (district) that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27, and 2027-28 LCAPs, as applicable to the LEA.

UPCS conducted a needs assessment in 2025 to identify key areas for improvement, drawing on data from the 2024 California Dashboard.

The analysis was further enriched by input from education partners and insights from local assessment data. The findings informed the selection of the following strategic actions, which LREBG funded.

- Goal 1 - Student Achievement, Actions 1.3 - Instructional materials to support intervention/differentiation in Tier I instructional settings. Provide students with academic support in reading foundational skills, fluency, and comprehension, and in math, using targeted instruction and UDL strategies. Metric(s) to monitor effectiveness: 1.1, 1.2, 1.3, 1.4

- Goal 2 - Social Emotional/Behavioral Support, Actions 2.1, 2.2, 2.4. 2.5 - Provide social-emotional support s to ensure the emotional well-being of students by providing access to school counselors, behavior systems, and professional development that support teachers, students, and families to address the root causes of behavior, and apply research-supported strategies. Metric(s) to monitor effectiveness: 1.5, 2.1, 2.2, 3.1

- Goal 3 - Positive and Inclusive School Culture, Actions 3.2, 3.3, 3.4 - Teacher teams that focus on a positive and safe school environment for students' sense of well-being, inclusion, and belonging. Positive school environment for teachers. Strong enrichment program for students. Metric(s) to monitor effectiveness: 3.1, 3.3, 3.4

- Goal 5 - Focus on improving attendance. Actions 5.1 and 5.2 - Parent education and development of an MTSS structure for attendance. Metric(s) to monitor effectiveness: 5.1, 5.2

Rationale for ongoing support of the above actions stems from the ongoing UPCS Priorities of Academic Achievement, Positive Culture and Climate, Family Engagement, and Constructive Learning Environments. These Priorities frame the 2026-27 LCAP Goals and Actions. Ongoing student success is the product of the systematic development, implementation, and sustainment of Multi-Tiered Systems of Support (MTSS) resources.

UPDATE FOR 25/26 LCAP (YEAR 2):
2024 Dashboard Performance based on 23-24 Data and does not reflect the work we have done in this area for the 2024-2025 school year.
1)Areas/student groups in which we received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Academic Indicator - English Learner Progress Indicator - (Red - "Very Low")

- Declined Significantly (37.2%)

We do not have official summative data for the 2024-2025 ELPAC.

The reclassification data available in June 2025:
10% EL students TK – 8 reclassified
10% EL students 3 - 8 reclassified
43% of Long-term English Learners were reclassified in 2024-2025

Academic Indicator - Chronic Absenteeism Indicator (Overall NOT in the lowest performance, but 1 subgroup is in the lowest range). We actually improved overall by 5.8% from the 22-23 school year.

- Socioeconomically Disadvantaged (22.92% chronically absent, decrease of 9.86% from 22-23). The reason that it is still in "Very High - YELLOW" is because we are over 20.1%.

Data as of June 2025
The overall Chronic Absenteeism percentage is 15.17%, a 1.41% improvement from 2023-2024.

- Socioeconomically Disadvantaged (22.15% chronically absent, decrease of .77%)

Attendance remains a focus goal for the 2024-2025 and 2025-2026 school years. We are developing a comprehensive multi-tiered system of support for attendance.

As you can see below, UPCS showed significant improvement on the 24-25 Dashboard as compared to the 23-24 Dashboard.

The latest state testing data available is the 2024 CAASPP:
2024 State Testing Data:
ELA
Schoolwide/exceed – 52.89%
3rd met/exceed – 35.89%
4th met/exceed – 52.44%
5th met/exceed – 58.03%
6th met/exceed – 63.02%
7th met/exceed – 58.21%
8th met/exceed – 50.73%
Subgroups met exceed:
Students with Disabilities -27.27%
English Learners - 17.31%
Foster Youth - Not enough students to report data
Socioeconomically Disadvantaged - 42.34%
Homeless – N/A%

Math
Schoolwide/exceed – 43.95%
3rd met/exceed – 43.75%
4th met/exceed – 53.01%
5th met/exceed – 40.24%
6th met/exceed – 39.19%
7th met/exceed – 49.26%
8th met/exceed – 37.68%
Subgroups met exceed:
Students with Disabilities -13.64%
English Learners - 19.30%
Foster Youth - Not enough students to report data
Socioeconomically Disadvantaged - 35.18%
Homeless – N/A%

At the time of this report, the end-of-year 2025 local data was not available. Below is a summary of the mid-year data as reported in the mid-year LCAP 24-25
ELA - NWEA
These scores reflect the NWEA assessment tool
% SchoSchoolwideficient or Above
English 43% Spanish 25%
56.62% of students meeting growth target
1 - Baseline
2 - 18%
3 - 56%
4 - 40%
5 - 46%
6 - 40%
7 - 44%
8 - 55%
% Proficient or above in Spanish
1- Baseline to be created in 2025 end of year
2 - 2%
3 - 25%
4 - 14%
5 - 10%
6 - 43%
7 - 48%
8 - 42%

Math - NWEA
These scores reflect the NWEA assessment tool
% SchoSchoolwideficient or Above
Math: 36%
56.23% of students meeting growth target
1 - 27%
2 - 24%
3 - 38%
4 - 19%
5 - 30%
6 - 26%
7 - 36%
8 - 52%

Below are the actuals from 23-24 since they were not available at the time the LCAP was written last year:
% of UPCS students are making progress toward English Language Proficiency
18.8% grew 1 level
16.3% maintained 4
31.3% maintained 2-3 levels
33.8% decreased level
66.4% of EL students maintained or grew a level

The reclassification data available in June 2025:
10% EL students TK – 8 reclassified
10% EL students 3 - 8 reclassified
43% of Long-term English Learners were reclassified in 2024-2025

Learning Recovery Emergency Block Grant (LREBG) Funds:

2025-2026 LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREGB) REQUIRED FOR 2025-26 LCAP
California Education Code 52064.4 requires that an LEA (district) that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27, and 2027-28 LCAPs, as applicable to the LEA.

UPCS conducted a needs assessment to identify key areas for improvement, drawing on data from the 2024 California Dashboard. The analysis was further enriched by input from education partners and insights from local assessment data. The findings informed the selection of the following strategic actions, which LREBG funded.

- Goal 1 - Student Achievement, Actions 1.1 and 1.3 - Instruction and materials to support intervention/differentiation in Tier I and Tier II instructional settings. Provide students with academic deficiencies in reading foundational skills, fluency, and comprehension, and in math, with targeted instruction. Metric(s) to monitor effectiveness: 1.1, 1.2, 1.3, 1.4

- Goal 2 - Social Emotional/Behavioral Support, Actions 2.1, 2.4. 2.5 - Provide social-emotional support to help ensure the emotional well-being of students by providing access to school counselors, behavior systems that support teachers, students, and families to address the root causes of behavior, and applying research-supported strategies. Metric(s) to monitor effectiveness: 1.5, 2.1, 2.2, 3.1

- Goal 5 - Focus on improving attendance. Actions 5.1 and 5.2 - Parent education and development of an MTSS structure for attendance. Metric(s) to monitor effectiveness: 5.1, 5.2

Rationale for ongoing support of the above actions stems from the ongoing UPCS Priorities of Academic Achievement, Positive Culture and Climate, Family Engagement, and Constructive Learning Environments. These Priorities frame the 2025-26 LCAP Goals and Actions. Ongoing student success is the product of the systematic development, implementation, and sustainment of Multi-Tiered Systems of Support (MTSS) resources.

FROM THE 24/25 LCAP (YEAR 1):
Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023, amended the CA Education Code to require revisions of the LCAP template and instructions. Significant changes to this section include the requirement to identify and address key performance outcomes related to UPCS's 2023 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

The 2023 CA School Dashboard results associated with these performance outcomes are provided below. This is followed by a reflection on the results and information on how UPCS plans to address the identified needs of our students throughout the three-year LCAP Cycle. Please note that the terminology associated with each student group is that of the state and does not reflect the preferred terminology used within UPCS.

1) Areas/student groups in which we received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Academic Indicator - ELA (Orange - “Very Low”)

- Special Education (76.2 points below standard, increased 5.8 points)

*Addressed in LCAP Goal 4

Academic Indicator - Math (Red - “Very Low”)

- Special Education (99.9 points below standard, Maintained)

*Addressed in LCAP Goal 4

Chronic Absenteeism Indicator (Red - “High” to “Very High”)

- All Students (22.4% chronically absent, Increased 1.5%)
- English Learners (21.4% chronically absent, Increased 1.9%)
- Socioeconomically Disadvantaged (31.9% chronically absent, Increased 5.8%)
- Students with Disabilities (25% chronically absent, Increased 7.3%)
- Hispanic (23.5% chronically absent, Increased .2%)
- White (21.8% chronically absent, Increased 6.7%)

*Addressed in LCAP Goal 5

Suspension Rate Indicator (Red/Orange - “High” to “Very High”)

- All Students (3.2% suspension rate, Increased 1.5%)
- English Learners (2.4% suspension rate, Increased .6%)
- Socioeconomically Disadvantaged (4.1% suspension rate, Increased Significantly 3%)
- Students with Disabilities (5.2% suspension rate, Increased 5.2%)
- Hispanic (3.3% suspension rate, Increased 1.7%)

*Addressed in LCAP Goal 2

State testing for 23-24 was not available at the time of this report, but below is a summary of the 2022-2023 results:
English Language Arts
Schoolwide/exceed – 52.41%
3rd met/exceed – 45.68%
4th met/exceed – 40%
5th met/exceed – 50%
6th met/exceed – 62.86%
7th met/exceed – 58.58%
8th met/exceed – 61.11%

Subgroups met exceed:
Students with Disabilities - 26.31
English Learners - 16.67%
Foster Youth - Not enough students to be reportable data
Socioeconomically Disadvantaged - 41.06%
Homeless - 31.25%

Math
Schoolwide/exceed - 39.09%
3rd met/exceed – 54.32%
4th met/exceed – 37.64%
5th met/exceed – 28.75%
6th met/exceed – 40%
7th met/exceed – 38.57%
8th met/exceed – 34.72%

Subgroups met/exceeded:
Students with Disabilities - 13.15%
English Learners - 13.34%
Foster Youth - Not enough students to be reportable data
Socioeconomically Disadvantaged - 27.06%
Homeless - 25.00%

At the time of this report, our end-of-year local assessments have not been completed. Below is a summary of our local data at mid-year reporting:
% SchoSchoolwideficient or Above
English: 40%
Spanish: 24%

% of students meeting growth target in English

1 - Baseline to be created in 2025 (they took it for the first time in the spring of 2024)
2 - This grade level only takes the end of year, so no data is available yet
3 - 42%
4- 47%
5- 50%
6- 41%
7- 38%
8- 31%

% Proficient or above in Spanish
1- Baseline to be created in 2025
2 - 23%
3 - 8%
4 - 15%
5 - 26%
6 - 49%
7 - 37%
8 - 25%

Math
% SchoSchoolwideficient or Above - 30%

% of students meeting growth target
1 - Baseline to be created in 2025 (they took it for the first time in the spring of 2024, and you need two years of data to get a growth target)
2 - This grade level only takes the end-of-year, so no data is available yet
3 - 49%
4 - 53%
5 - 51%
6 - 66%
7 - 77%
8 - 80%

English Learner Progress for 2024:
The summative assessments are not all completed, but as of January 2024:
10% EL students TK – 8 reclassified
16% EL students 3 - 8 reclassified
41% of Long-term English Learners were reclassified in 2023-2024

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council	September 16, 2025 - Welcome and what is SSC October 28, 2025 - All things LCAP and School Budget: We discussed the LCAP metrics and services. We also looked at progress from the previous year. We were able to review all funding resources as they relate to the LCAP. November 18, 2025 - We continued the discussion for October and looked at CAASPP and ELPAC data from 2025 December 9, 2025 - Finalized the review of the 25-26 LCAP January 27, 2026 - Parent Involvement Policy Review, Safety Plan Introduction, SARC review February 20, 2026 - Safety Plan Approval March 24, 2026 - Charter Pillars April 21, 2026 - LCAP input session related to the Charter Pillars May 26, 2026 - LCAP/Charter input June 9, 2026 - Draft LCAP 2026-27 and opportunity for input
English Learner Advisory Council	November 17, 2025 - Topic overview of English Learner programs/services and LCAP goals January 27, 2026 - Topic LCAP goals, Goal 5 attendance, seek input May 26, 2026 - LCAP/Charter Renewal input discussion June 9, 2026 - Draft of LCAP 2026-27 and opportunity for input
Board of Directors, General Public	The Board of Directors held regular, open meetings in which the school's progress toward goals, school policy, and other topics essential to the school's success were regularly discussed.

Educational Partner(s)	Process for Engagement
	August 12, 2025 - Salary Study Session August 22, 2025 - Policy Updates, Charter Renewal September 19, 2025 - Policy Updates November 21, 2025 - Presentation of 2025 CAASPP/SBAC Data December 12, 2025 - Annual Organizational Meeting January 30, 2026 - Winter ConApp, SARC, Transfer Title IV to Title I, Policies February 27, 2026 - presentation of mid-year LCAP, BOP, Safety Plan, Policies March 27, 2026 - Policies, calendar May 15, 2026 - Board By Laws discussion, presentation on student technology usage, policies June 147, 2026 - Public hearing LCAP, BOP, Local Indicators, Budget 26-27, Board By Laws Updates June 23, 2026 - Final Approval of LCAP, BOP, Local Indicators, Budget 26-27, Charter Petition
Families	In March 2026, UPCS families were provided the opportunity to participate in the annual family survey. The survey collects feedback in the following areas: Engagement, Relationships, Culture, Communication/Feedback, Resources, and School Safety. The school calendar theme survey went out in the Spring to seek input from families and staff on the theme for the school calendar for the next three years. Coffee with the Directors August 15, 2025 - WELCOME September 15, 2025 - Attendance, LCAP Goal 5 October 2, 2025 - MTSS, LCAP Goal 1 November 5, 2025 - Behavior Systems and Response (Guest speaker Ricky Robertson), LCAP Goal 2 December 9, 2025 - State Testing 2025 Presentation of DATA, LCAP Goal 1, 4 January 22, 2026 - Intro to Charter Renewal, Safety Plan Input, New Mental Health Policy February 20, 2026 - School Safety Public Review

Educational Partner(s)	Process for Engagement
	March 20, 2026 - Charter/LCAP input session April 21, 2026 - Charter/LCAP input session June 10, 2026 - Charter/LCAP input session Feedback on Draft LCAP - LCAP was posted before the public hearing, multiple LCAP input sessions were held with the School Site Council and the English Learner Advisory Council, and at Coffee with the Directors. Stakeholders were encouraged to ask questions and provide feedback. This year, we piloted a new summary format from Parsec that allows us to give brief surveys out to families through our messaging portal. We will use these more widely next year.
Teachers/Staff	Staff input is gathered through several methods, including regular engagement during staff development, staff meetings, data teams, leadership, department meetings, and surveys. Leadership Meetings This year we continued the focus on creating and implementing a schoolwide multi-tiered system of support for behavior/socio-emotional. It also continued to focus the goal of shared decision making and collective efficacy. August 4, 2025 - Welcome, Leadership Goals, Review of new SEL/Behavior Protocols; planning for professional development. September 12, 2025 - Behavior Focus November 14, 2025 - Work on Behavior Plan Process, Professional Growth Plan Discussion, Essential Practice Checkpoint for January PD, Recess Rodeo Initiative, January 23, 2026 - Schoolwide problem of practice: Dress Code, WHYs, research March 6, 2026 - Schoolwide problem of practice: Dress Code, WHYs, Research June 5, 2026 - Finalize Dress Code Staff Development/Staff Meetings focused on school priorities that include discussion of the effectiveness of programs and ideas regarding changes:

Educational Partner(s)	Process for Engagement
	Language Arts/Writing Focus - 8/28, 9/25, 10/2, 11/13, 1/15, 3/5 Math Focus - 9/4 Behavior Systems Focus - 8/8, 8/11, 9/11, 9/18, 11/6, 12/4, 1/8, 1/22, 3/19, 3/26 Midsets/School Culture Focus - 9/11, 10/4, 10/30, 11/20, 12/11, 1/29, 3/12, 5/14, 6/1 Data chats - 3 times a year with all teachers and interventionists, all school 1/30, Campus Supervisor Meetings - monthly, feedback on program quality and behavior challenges/strategies, feedback on behavior system Enrichment Teachers Meetings - feedback on program quality and behavior challenges/strategies, feedback on behavior system Staff Surveys and Needs Assessments: Dual Language Team Feedback Enrichment Teachers Feedback Technology Use Reflection Programs, Curriculum & Subscriptions Input on 26/27 LCAP Goals School Calendar Survey Real Teacher Feedback
Students	Annual Survey - annually, all 3-8 grade students take a culture and climate survey that covers the following topics: Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, Obstacles to Learning, Civic Readiness, Emotional & Mental Health, School Safety, Student Voice & Leadership.
Administration/Cabinet	The cabinet team meets once a week to discuss school goals and actions, and to review success indicators and progress toward these goals. During these meetings, we regularly evaluate the effectiveness of the actions being taken and pivot as necessary. This team is involved in planning and executing other engagement opportunities for educational partners. The administration team also meets weekly. Administration has a comprehensive view of all programs, services, stakeholder groups, and overall effectiveness.
Ventura County Special Education Local Plan Area (SELPA)	December 8, 2025 - Measuring progress, Inclusive Practices

Educational Partner(s)	Process for Engagement
	February 11, 2026 - Importance of our data and how to effectively interpret data to target areas of need/growth
Tribal Consultation	April 28, 2026 - Discussion of ways to engage and support tribal families. How to leverage relationships with local tribes.

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

2026-2027 - Entering the 3rd year of the 3-year LCAP cycle, educational partner input continued to support the goals, actions, and services that were previously established. The following areas will impact the continued implementation of the goals, actions, and services. Other important feedback was collected that does not directly relate to the implementation of the LCAP, but will inform our practice in the 2026-2027 school year.
Influences from educational partners for 26-27:
1) Teaching/staff Input: Goal 1 Professional development focus schoolwide on UDL strategies to include a concentration to address gaps for Students with Disabilities and English Learners. Adoption of a new curriculum to support the special education program. Professional development regarding hands-on phenomena-based science investigations.

2) Family/Community Input:
Goal - 1.1 We also heard from families that they would like to see more opportunities for students working above grade level to engage in extension activities. We will explore adopting schoolwide standards for the developmentally appropriate use of technology.

Goal 3 - Parents/families shared an interest in more after-school opportunities for TK-3 students. They also expressed a desire for more opportunities to celebrate success, such as awards/recognition assemblies.

2025-2026 - Influences from educational partners. These are some of the ideas and thoughts generated through our educational partner collaborations, surveys, and meetings.

1) Teaching staff input - Goal 1 - cross-grade vertical alignment, tiered professional development, and coaching opportunities based on need and years of experience. Goal 3 - Collaboration logs/ reflections for teacher planning time, student-led components in family engagement, strengthened feedback loops in Leadership

2) Family input - Goal 2 - SEL parent workshops differentiated by age, coordinated with other school events like performances. Student sessions on body image and confidence, and more on screen safety. Goal 3 - Lunch enrichment clubs or opportunities beyond regular recess activities. Goal 5 - There was excitement over the opportunity to make up for absences via Saturday School.

INPUT 2024-2027

As stated above, the district solicited input on the development of the new LCAP goals, actions, metrics, and investments through a robust series of engagements with various committees and groups, as well as public comments on the posted draft LCAP. These community inputs were carefully reviewed and considered during the drafting of the new Local Control and Accountability Plan (LCAP).

Some of the key themes that emerged from the survey responses, as well as in the meetings with educational partners,s that influenced the creation of new, improved, ed or increased actions include the following:

1) Increase/maintain opportunities and resources to support differentiation both in class and in pull-out instruction. This is evident in LCAP Goal 1, specifically in professional learning related to Tier 1 and Tier 2 instructional practices in the classroom, with small-group instruction as a key component. This professional learning will occur during the site staff development, teacher collaboration time (ACTT), and workshops. Paraprofessionals will also receive training as needed. Additionally, an instructional coach will support teachers in applying these learnings to their classroom practice. (Actions 1.1, 1.2, 1.4)

2) Support work on social-emotional and behavioral health. Over the last several years, we have invested heavily in developing a comprehensive social-emotional learning program. Teachers, parents, and students all expressed the importance of maintaining our school counselors, calming corners, and other social-emotional learning (SEL) supports. We also heard a desire to grow our mentor program, which provides students with a check-in/check-out system of support. We received a lot of feedback from parents and staff about the need to understand better and address student behavior. Parents also requested parent education around social-emotional needs and challenging behaviors. (Action 2.1, 2.2, 2.3, 2.4)

3) Improved school culture and interconnectedness. Parents stated that they would like more opportunities to learn about ways they can support their child's academic development at home. They also expressed that the school holds more "family" nights that might be centered on learning or fun. Teachers expressed the successes accomplished by the work of the school leadership team. Parents and students appreciate the broad course of study provided by the enrichment program. Parents and students expressed their desire to see the after-school program continue to grow with opportunities for after-school enrichment and intervention. (Action 3.1, 3.2, 3.4, 3.5)

4) Special Education - Through SELPA consultation, a review of the data, and input from families, teachers, and administration, a decision was made to make the academic growth of students in special education a focus goal for this LCAP cycle. Special education students were the only subgroup to score in the red on any academic indicator, specifically in math. The actions will support sourcing new math materials for students to use in resource classrooms and provide professional development for general education teachers to serve better the needs of students with IEPs in their classrooms. (Action 4.1, 4.2)

5) Attendance - Families, teachers, and administrators all expressed a desire to improve attendance. While it did improve during the 23-24 school year, it remains a problem area. The ELAC committee presented several possible opportunities to support the program. Teachers and administrators see the need for a structured multi-tiered system of support (MTSS) similar to what we have for academics and SEL/Behavior. (Action 5.1, 5.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure excellency of its diverse student population, UPCS will provide all students with an education based on state standards to advance towards proficiency and beyond in literacy, mathematics, and other subject areas with an emphasis on narrowing the gap for subgroups. UPCS will achieve this through innovative methods, biliteracy and socio-cultural competency to build a solid foundation for college and/or career, and positive citizenship. State Priority 1, 2, 4, 8	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although academic growth is evident in recent state and local assessment data, further advancement toward proficiency is still needed. Based on input from educational partners, teachers, students, staff and advisory committees, academic excellence is a priority. According to CAASPP results for the 2022/23 school year, 52% of UPCS students were proficient in ELA and 39% in Mathematics. Similar data with a slight decline was reflected in the Fall 2023 local assessment results, with 44% proficiency in ELA and 35% in Mathematics.

To increase proficiency, we need a continued focus on improving the school's multi-tiered system of support (MTSS) to ensure student groups, like students with disabilities, low socio-economic status and English learners achieve equity in outcomes. This includes targeted training to improve Tier 1 instructional practices and supports for subgroups as well as Tier 2 and 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC State Testing - English Language Arts - Grades 3-8	At the time of this report, the most recent data is from the 22-23 CAASPP data. (Proficiency Rate) School-wide met/exceed – 52.41%	23-24 CAASPP data (Proficiency Rate) School-wide met/exceed – 52.89%	24-25 CAASPP data (Proficiency Rate) School-wide met/exceed – 56.12%	School-wide met/exceed – 62% 3rd met/exceed – 55% 4th met/exceed – 50%	School-wide met/exceed – +3.71% 3rd met/exceed – +12.86 % 4th met/exceed – +5.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd met/exceed – 45.68% 4th met/exceed – 40% 5th met/exceed – 50% 6th met/exceed – 62.86% 7th met/exceed – 58.58% 8th met/exceed – 61.11% Subgroups met exceed: Students with Disabilities - 26.31 English Learners - 16.67% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 41.06% Homeless - 31.25%	3rd met/exceed – 35.89% 4th met/exceed – 52.44% 5th met/exceed – 58.03% 6th met/exceed – 63.02% 7th met/exceed – 58.21% 8th met/exceed – 50.73% Subgroups met exceed: Students with Disabilities - 27.27% English Learners - 17.31% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 42.34% Homeless – N/A%	3rd met/exceed – 58.54% 4th met/exceed – 45.24% 5th met/exceed – 56.96% 6th met/exceed – 56.41% 7th met/exceed – 58.33% 8th met/exceed – 63.49% Subgroups met exceed: Students with Disabilities - 14.90% English Learners - 22.22% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 48.19% Homeless – Not enough students to be reportable data	5th met/exceed – 60% 6th met/exceed – 65% 7th met/exceed – 65% 8th met/exceed – 65% Subgroups met exceed: Students with Disabilities - 32% English Learners - 22% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 47% Homeless - 37%	5th met/exceed – +6.96% 6th met/exceed – -6.45% 7th met/exceed – -.25% 8th met/exceed – +2.38% Subgroups met exceed: Students with Disabilities - -11.41% English Learners - +5.55% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - +7.13% Homeless – not enough to report in 24-25
1.2	Local English Language Arts/Reading Assessments English/Spanish Grades 1-8:	January 2024 These scores reflect the NWEA assessment tool % School-wide Proficient or Above English: 40%	January 2025 - NWEA assessment tool % School-wide Proficient or Above	January 2026 - NWEA assessment tool % School-wide Proficient or Above English 53%	% of School-wide Proficient or Above English - 50% Spanish - 34%	% School-wide Proficient or Above English: +3% Spanish: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1. % of students proficient or above, schoolwide 2.% of students meeting growth projection, by grade level	Spanish: 24% % of students meeting growth target in English 1 - Baseline to be created in 2025 (they took it for the first time spring 2024) 2 - this grade level only takes end of year so no data available yet 3 - 42% 4- 47% 5- 50% 6- 41% 7- 38% 8- 31% % Proficient or above in Spanish 1- Baseline to be created in 2025 2 - 23% 3 - 8% 4 - 15% 5 - 26% 6 - 49% 7 - 37% 8 - 25%	English 43% Spanish 25% 56.62% of students meeting growth target 1 - students will not be taking NWEA in ELA 2 - 18% 3 - 56% 4 - 40% 5 - 46% 6 - 40% 7 - 44% 8 - 55% % Proficient or above in Spanish 1- students will not be taking NWEA in SLA 2 - 2% 3 - 25% 4 - 14% 5 - 10% 6 - 43% 7 - 48% 8 - 42%	Spanish 21% 58% of students meeting growth target 1 - NA 2 - 42% 3 - 46% 4 - 58% 5 - 42% 6 - 61% 7 - 62% 8 - 59% % Proficient or above in Spanish 1- NA 2 - 9% 3 - 13% 4 - 33% 5 - 11% 6 - 29% 7 - 22% 8 - 38%	% of students meeting growth target in English 1 - Baseline to be created in 2025 (they took it for the first time spring 2024) 2 - 3 - 52% 4- 57% 5- 55% 6- 51% 7- 48% 8- 41% Proficient or above in Spanish 1- Baseline to be created in 2025 2 - 25% 3 - 25% 4 - 25% 5 - 30% 6 - 55% 7 - 47% 8 - 35%	% of students meeting growth target in English 1 - 2 - Baseline established 3 - +14% 4- -7% 5- -4% 6- -1% 7- +6% 8- +24% % Proficient or above in Spanish 1- Baseline established 2 - -22% 3 - +17% 4 - -1% 5 - -16% 6 - -6% 7 - +11% 8 - +17%
1.3	SBAC State Testing - Math - Grades 3-8	At the time of this report, the most recent data is from the 22-23 CAASPP data. Schoolwide– met/exceed - 39.09%	23-24 CAASPP Test Results School-wide met/exceed – 43.95% 3rd met/exceed – 43.75%	24-25 SBAC Test Results School-wide met/exceed – 47.16% 3rd met/exceed – 54.88%	Schoolwide– met/exceed - 50% 3rd met/exceed – 55% 4th met/exceed – 47% 5th met/exceed – 38%	School-wide met/exceed – +8.07% 3rd met/exceed – +.56% 4th met/exceed – +2.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd met/exceed – 54.32% 4th met/exceed – 37.64% 5th met/exceed – 28.75% 6th met/exceed – 40% 7th met/exceed – 38.57% 8th met/exceed – 34.72% Subroups met/exceed: Students with Disabilities - 13.15% English Learners - 13.34% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 27.06% Homeless - 25.00%	4th met/exceed – 53.01% 5th met/exceed – 40.24% 6th met/exceed – 39.19% 7th met/exceed – 49.26% 8th met/exceed – 37.68% Subgroups met exceed: Students with Disabilities - 13.64% English Learners - 19.30% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 35.18% Homeless – N/A%	4th met/exceed – 39.28% 5th met/exceed – 50.63% 6th met/exceed – 45.46% 7th met/exceed – 47.23% 8th met/exceed – 45.31% Subgroups met exceed: Students with Disabilities - 14.90% English Learners - 22.22% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 34.20% Homeless – Not enough students to be reportable data	6th met/exceed – 50% 7th met/exceed – 48% 8th met/exceed – 44% Subroups met/exceed: Students with Disabilities - 19% English Learners 19% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 33% Homeless - 31%	5th met/exceed- +21.88% 6th met/exceed – +5.46% 7th met/exceed – +8.66% 8th met/exceed – +10.59% Subgroups met exceed: Students with Disabilities - +1.75% English Learners - +8.88% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - +6.96% Homeless – Not enough to create a factor
1.4	Local Math Assessments Grades 1-8	January 2024 These scores reflect NWEA assessment tool % School-wide Proficient or Above Math: 30%	January 2025 NWEA These scores reflect NWEA assessment tool % School-wide Proficient or Above Math: 36%	January 2026 NWEA These scores reflect NWEA assessment tool % School-wide Proficient or Above Math: 43%	% School-wide Proficient or Above Math: 40% % of students meeting growth target 1 - Baseline to be created in 2025	% School-wide Proficient or Above Math: +13% % of students meeting growth target 1 - + 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students meeting growth target 1 - Baseline to be created in 2025 (they took it for the first time spring 2024 and you need two years of data to get a growth target) 2 - this grade only takes end of year so no data available yet 3 - 49% 4 - 53% 5 - 51% 6 - 66% 7 - 77% 8 - 80%	56.23% of students meeting growth target 1 - 27% 2 - 24% 3 - 38% 4 - 19% 5 - 30% 6 - 26% 7 - 36% 8 - 52%	62% of students meeting growth target 1 - 33% 2 - 37% 3 - 48% 4 - 47% 5 - 38% 6 - 47% 7 - 48% 8 - 48%	(they took it for the first time spring 2024) 2 - 3 - 59% 4 - 63% 5 - 61% 6 - 75% 7 - 80% 8 - 80%	2 - +13 3 - -2% 4 - -6% 5 - -13% 6 - -19% 7 - -29% 8 - -32%
1.5	Youth Truth Climate Survey Regarding Academics	December 2023 Student Survey 3-5 Academic Challenge 42 %-ile 6-8 Academic Challenge 28 %-ile Staff Survey My school set high expectations for students 53% positive Family Survey My school set high expectations for students 81% positive	March 2025 Student Survey 3-5 Academic Challenge 22 %-ile 6-8 Academic Challenge 21 %-ile Staff Survey My school set high expectations for students 18% positive Family Survey My school set high expectations for students 72% positive	March 2026 Student Survey 3-5 Academic Challenge 45%-ile 6-8 Academic Challenge 44%-ile Staff Survey was not done through Youth Truth Family Survey My school sets high expectations for students 73%-ile positive	Maintain or Increase	Student Survey 3-5 Academic Challenge +3 %-ile 6-8 Academic Challenge +16 %-ile Staff Survey was not done through Youth Truth this year Family Survey My school set high expectations for students -8% positive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Proficiency (ELPAC) Scores % making progress towards English Proficiency	Data available at time of reporting is from 22-23 school year: 71.8% of UPCS students are making progress toward English Language Proficiency 61.2 % grew 1 level 10.6% maintained 4 22.4% maintained 2-3 level 5.9% decreased level 94.1% of EL students maintained or grew a level	Data available at time of reporting is from 23-24 school year: 37.2% of UPCS students are making progress toward English Language Proficiency 18.8% grew 1 level 16.3% maintained 4 31.3% maintained 2-3 level 33.8% decreased level 66.4% of EL students maintained or grew a level	Data available at time of reporting is from 24-25 school year: 55.3% of UPCS students are making progress toward English Language Proficiency 43.5% grew 1 level 11.8% maintained 4 34.1% maintained 1-3 level 10.6% decreased level 89.4% of EL students maintained or grew a level	70% of UPCS EL students will make progress toward English Language Proficiency 75% of EL students will maintain or grow a level	Data available at time of reporting is from 24-25 school year and doesn't actually reflect the work we have done on this goal in 25-26: -16.5% of UPCS students are making progress toward English Language Proficiency • 17.7% grew 1 level +1.2% maintained 4 + 11.7% maintained 2-3 level +4.7% decreased level • 4.7% of EL students maintained or grew a level
1.7	English Learner Reclassification Rates	This data reflects as January 2024 10% EL students TK – 8 reclassified	This data reflects as June 2025 10% EL students TK – 8 reclassified	This data reflects as January 2026 17% EL students TK – 8 reclassified	15 % EL students TK - 8 will reclassify.	This data reflects as January 2026 +2% EL students TK – 8 reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% EL students 3 - 8 reclassified 41% of Long-term English Learners were reclassified in 2023-2024	10% EL students 3 - 8 reclassified 43% of Long-term English Learners were reclassified in 2024-2025	33% EL students 3 - 8 reclassified 31% of Long-term English Learners were reclassified in 2025-2026	20% EL students 3 - 8 will reclassify 50% of Long-term English Learners will reclassify	+13% EL students 3 - 8 reclassified -19% of Long-term English Learners were reclassified in 2025-2026
1.8	Reduction in students, in grades 2-8, that score in the low range on the local assessment.	The baseline was taken from Fall 2023 administration of the NWEA assessment tool: English Language Arts 2 - 12% 3- 30% 4- 6% 5- 19% 6- 20% 7- 3% 8- 12% Spanish Language Arts (dual students only) 2 - 45% 3- 48% 4- 34% 5- 43% 6- 25% 7- 7% 8 - 25% Math 2 - 11% 3 - 28% 4 - 12%	Fall 2024 Assessment Data English Language Arts 2 - 28% 3- 15% 4- 27% 5- 7% 6- 14% 7- 14% 8- 6% Spanish Language Arts (dual students only) 2 - 67% 3- 29% 4- 49% 5- 56% 6- 28% 7- 6% 8 - 4% Math 2 - 26% 3 - 19% 4 - 24% 5 - 13%	Fall 2025 Assessment Data English Language Arts 2 - 20% 3- 21% 4- 16% 5- 12% 6- 8% 7- 8% 8- 9% All - 14% Spanish Language Arts (dual students only) 2 - 73 % 3- 70% 4- 27% 5- 45% 6- 39% 7- 29% 8 - 15% Math 2 - 14% 3 - 6% 4 - 7% 5 - 13%	Decrease percentage of students in the low range by 10%. If the percentage of students in the low range less than or equal to 10%, it will be maintained or reduced.	% closer to decreasing the number of students considered in the low range English Language Arts 2 - -8% 3 - +9% 4 - -10% 5 - +7% 6 - MET% 7 - MET% 8 - MET% Spanish Language Arts (dual students only) 2 - -28% 3 - -22% 4 - +7% 5 - -2% 6 - -14% 7 - -22% 8 - +10% Math 2 - -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 - 14% 6 - 22% 7 - 20% 8- 16%	6 - 17% 7 - 14% 8- 14%	6 - 6% 7 - 8% 8- 9%		3 - MET% 4 - MET% 5 - +1% 6 - MET% 7 - MET% 8- MET%
1.9	Instructional Materials: Students have access to standards aligned instructional materials and instruction	No complaints Met Local Indicator, Priority 1 Spring 2024	No complaints Met Local Indicator, Priority 1 Spring 2025	No complaints Met Local Indicator, Priority 1 Spring 2026	Met Local Indicator Priority 1	Equal
1.10	Implementation of CA State Standards, including how ELs access CCSS and ELD Standards	Met Local Indicator Priority 2 - Spring 2024	Met Local Indicator, Priority 2 - Spring 2025	Met Local Indicator, Priority 2 - Spring 2026	Met Local Indicator Priority 2	Equal
1.11	Facilities FIT report	Met Local Indicator Priority 1 - Spring 2024 Facilities in Good Repair on FIT, fall 2023	Met Local Indicator, Priority 1 Spring 2025 Facilities in Good Repair on FIT, August 2024	Met Local Indicator, Priority 1 Spring 2026 Facilities in Good Repair on FIT, August 2025	Met Local Indicator Priority 1	Equal
1.12	Review of Teacher Quality and Appropriately Assigned Teachers	Met Local Indicator Priority 1 - Spring 2024 The Local Indicator reports the most recent state data which is currently two years behind. Our local data collection is below: We have a total of 40 full time equivalent teachers.	CalSaas 23-24 Data Local Assignment Option: 30 Core Setting: 18 Missassigned: 3 1 teacher that falls under the Charter exception.	Met Local Indicator Priority 1 CalSaas 24-25 Data Local Assignment Option: 9 Core Setting: 22 Missassigned: 3	Met Local Indicator Priority 1 All charter expections cleared and 100% of our teachers to be properly assigned with either a multiple subject, single subject, local authorization, core methodology,	1 charter exception

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31 TK-8 Classroom Teachers all appropriately assigned. 2 special education resource teachers. One is appropriately assigned and the other is on a TPSL. 7 Fulltime Intervention/Support Teachers 1.64 FTE Enrichment Teachers (10 teachers total but very part time) 1 of the enrichment teachers does not have an English Learner Authorizaiton but falls under the Charter exception this teacher also comes up as a mis-assignment for the same reason. This teacher has until 2025 to complete a teacher credentialing program.	2 teachers who needed to complete their English Learner Authorization. They both completed it this school year.	these are all for the 1 teacher that falls under the Charter exception	and all teachers have English Learner authorizations.	

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.

Action 1.1 was implemented as planned and strengthened by several notable additions and refinements. UPCS maintained its robust MTSS framework across grade spans, with certificated intervention teachers assigned to K/1, 2/3, 4/5, and 6–8, providing targeted pull-out small-group instruction during the school day. A significant addition this year was the hiring of a Literacy Specialist in response to K–2 reading screener data from Amira, administered three times per year. The Literacy Specialist provided small-group and one-on-one Tier 2 and Tier 3 reading interventions for K–2 students and also served a small group of grades 3–8 students who demonstrated Tier 3 needs but did not qualify for an IEP. Her work represented a meaningful expansion of the school's early literacy intervention capacity. Staffing changes and ongoing curriculum refinement across the intervention program have begun to yield positive results; however, developing the skill level of some intervention teachers to match the effectiveness observed with the Literacy Specialist remains a continued focus. Extended learning continued through intersession programs during Fall Break, Spring Break, and Summer School, as well as after-school intervention. A notable refinement to the after-school Math intervention for grades 4–8 was the introduction of gamification, including attendance and engagement incentives, which increased motivation and participation. The MTSS process remained central to guiding instructional decisions and progress monitoring, and the addition of the Literacy Specialist and curriculum refinements reflects the school's commitment to strengthening its tiered support system. Building the instructional capacity of intervention teachers schoolwide will remain a priority.

Action 1.2 was implemented with targeted supports for English Learners, including those identified as Long-Term English Learners (LTELs) or at risk of that status, and notable improvements were made in the quality and focus of Designated ELD instruction. For grades 4–8, Designated ELD instruction improved meaningfully as a result of targeted professional learning that aligned instruction with Part 2 of the California ELD Standards and connected it to grade-level content. This shift represented a more focused and standards-aligned approach to language development for older students. LTEL Designated ELD was further refined by using interim assessment data to guide instruction, with a specific focus on the domains of reading and writing. GLAD strategies continued to be used schoolwide to support Integrated ELD across content areas, and EL intersession academic camps provided structured small-group language and literacy support during scheduled breaks. After-school extended learning opportunities continued to be offered for LTELs, though attendance remained a persistent challenge even with the introduction of incentives. A specific tension emerged between the after-school LTEL session and students' need for homework support, and while efforts were made to balance both, this conflict affected consistent participation. Transportation barriers and family obligations continued to limit the reach of extended-hour programming for this population. Addressing attendance barriers and finding sustainable ways to meet LTELs' multiple after-school needs will remain priorities in the coming year.

Action 1.3 was implemented with continued access to a broad range of instructional programs and technology, along with several important additions and refinements. Core platforms, including Open Up Math, Desmos, Benchmark, UFLI, ST Math, and RAZ, remained in use, supporting differentiated instruction and standards-aligned learning across grade levels. One-to-one device access was maintained, and after-school connectivity support was expanded, providing more students without home internet access the opportunity to engage with digital tools and grade-level content outside of school hours. Amira was introduced as a new platform that offers individualized reading tutoring with AI-driven support. However, after observing that some teachers began substituting Amira and other computer-based tools for direct small-group instruction, the school made the deliberate decision to pause or discontinue the use of certain platforms. This initiated a broader

process of evaluating and refining the school's technology resources according to their intended instructional purpose, distinguishing tools that supplement teacher instruction from those that risk replacing it. This refinement process will continue into the next school year. Additionally, Classlink was purchased to streamline teacher and student access to digital platforms; full rollout is planned for the coming year. The variation in platform utilization across classrooms noted in prior years persisted, reinforced in part by questions raised about appropriate technology use. The intentional pause on certain tools, while disruptive in the short term, reflects a commitment to ensuring that technology supports high-quality instruction rather than replaces it. Clear guidelines and shared expectations regarding the purpose of technology will be essential as the refinement process moves forward.

Action 1.4 Professional development was structured around the specific instructional needs identified through schoolwide and classroom data, with distinct focuses for different grade bands. K–3 PD centered on foundational literacy skills, including refining UFLI implementation and strengthening small group instructional practices. For grades 4–8, professional development focused on writing strategies, beginning at the sentence level and building through extended compositions, with an emphasis on organizing thinking, revision, and connecting writing to content areas. Schoolwide PD also included follow-up on Designated and Integrated ELD practices, as well as GLAD strategies. Some teachers participated in external professional development opportunities, including CABE and ATDLE conferences. An additional focus this year was placed on expanding teacher-led professional development. Cross-collaborative learning sessions allowed teachers to present on topics of their choice. At the same time, colleagues self-selected sessions of interest, distributing facilitation beyond the small number of teachers who typically take on leadership roles. Building on this, staff engaged with the 7 Mindsets framework, with each teacher choosing one mindset to facilitate and design meaningful learning activities for the full staff, an intentional effort to foster a positive growth culture while stretching every teacher's capacity as a facilitator. Coaching and mentorship continued through professional growth partner cycles, individualized PGPs, and more intensive coaching cycles for teachers identified as needing additional support. This year also included PD and coaching from a behaviorist and a consultant focused on SEL and behavior systems, provided both as whole-staff professional development and through one-on-one coaching. The intentional investment in teacher-led PD, through cross-collaborative sessions and the 7 Mindsets framework, reflects a deliberate effort to build teacher leaders, expand facilitation confidence across the entire staff, and foster a positive culture of professional growth. These efforts signal a maturing professional learning culture at UPCS. Teacher collaboration time has become more structured and productive than in prior years; however, it continues to drift toward task completion rather than remaining focused on instructional goals, and strengthening the structure and purpose of collaborative time remains a priority.

Action 1.5 was implemented as planned, with all teachers new to the profession supported by a mentor and all new 2nd- and 3rd-year teachers supported through a formal induction program that included mentor pairing, coaching, goal-setting, and reflective practice aligned with the California Standards for the Teaching Profession. Teachers working toward clearing preliminary or provisional credentials completed the required coursework, observations, and documentation to progress toward full credential status. Support was also extended to teachers pursuing additional authorizations aligned to their assignments and the school's programmatic needs, including English Learner authorizations, BCLAD for our Dual Language program, and Special Education credentials. As a refinement of this action, all teachers new to UPCS participated in monthly support meetings that provided targeted professional development designed to supplement their pedagogical strategies and content knowledge, with the explicit goal of actively accelerating their growth and integration into the school's instructional culture, not simply fulfilling state requirements. This intentional investment in early-career teachers reflects the school's commitment to building a strong, credentialed, and pedagogically skilled staff capable of fully meeting the diverse needs of UPCS students.

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

1.1 We experienced a material increase in spending for this action due to adding .75 teacher, and we gave a retroactive raise.
1.2 We did not spend all of our Title III funds this year due to only securing one teacher to do before/after school English Learner services.
1.3 We experienced a material increase due to purchasing some technology and adding some additional resources for classroom teachers

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

Action 1.1 The effectiveness of Action 1.1 reflects the cumulative impact of MTSS systems and intervention structures intentionally built, expanded, and refined over four years. On the 24-25 CAASPP, schoolwide ELA proficiency reached 56.12%, and Math proficiency reached 47.16%. January 2026 NWEA data show that 53% of students are proficient or above in English and 43% in Math, with growth targets met by a majority of students in grades 3–8. Fall-to-fall local assessment data shows meaningful reductions in the percentage of students in the low range, particularly in Math grades 3 (28%?6%), 6 (22%?6%), 7 (20%?8%), and 8 (16%?9%), and ELA grades 3 (30%?21%), 5 (19%?12%), and 6 (20%?8%). Spanish Language Arts data in the early Dual Language grades reflect patterns consistent with the expected trajectory of biliteracy development and do not indicate a program concern. The addition of the Literacy Specialist this year represents a targeted strengthening of early literacy intervention whose impact will be more fully visible in future data cycles. Continued gaps for Students with Disabilities (14.90% CAASPP) and English Learners (22.22% CAASPP) underscore the need to intensify tiered supports for these populations.

Action 1.2 demonstrated meaningful effectiveness, with outcomes reflecting the cumulative impact of ELD and GLAD work established in prior years and refined this year. ELPAC/ELPI data show that 89.4% of EL students maintained or advanced their proficiency level, with 55.3% making progress toward English language proficiency. Reclassification rates of 23% for grades 3-8 EL students and 24% for Long-Term English Learners reflect particularly significant movement in a historically difficult-to-move population. On the 24-25 CAASPP, English Learners reached 22.22% meeting or exceeding standards, indicating that while progress in language development is evident, academic proficiency for this subgroup requires continued focus. After-school extended learning participation remained limited by attendance barriers, and in-school and intersession supports continue to be the most effective delivery models for this population.

Action 1.3 supports Tier 1 universal access through a deliberate and evolving model of instructional resource use. Teachers use Benchmark Advance strategically as a foundation, supplementing it with integrated units, GLAD, UFLI, Achieve 3000, and CommonLit, based on student needs and instructional purposes. Teachers with developing confidence use Benchmark as a consistent scaffold while more experienced teachers strategically integrate higher-leverage materials. UFLI, in its second and stronger year in K-2 and used as a Tier 2 tool in grades 3-5, is providing more consistent foundational literacy instruction. Open Up Math is in its second year in K-5, Desmos in its fourth and well-established year in grades 6-8, and ST Math continues as an established supplemental tool in grades 2-8. On the 24-25 CAASPP, schoolwide ELA proficiency reached 56.12%, and Math proficiency reached 47.16%. January 2026 NWEA data shows 53% proficient or above in English and 43% in Math. Fall-to-fall data shows meaningful reductions in students in the low range in Math grades 3 (28%?6%), 6 (22%?6%), 7 (20%?8%), and 8 (16%?9%), and ELA grades 3 (30%?21%), 5 (19%?12%), and 6 (20%?8%). Where grade-level dips appear, they reflect instructional inconsistency at the classroom level, which is being addressed through coaching and staffing decisions. The process

of aligning instructional and technology resources with their appropriate purpose continues, including the deliberate pause of Amira after it was observed to replace rather than supplement teacher-led instruction. Full rollout of Classlink next year is expected to improve platform access and consistency schoolwide.

Action 1.4 Current data reflects the cumulative impact of PD investments made over the prior two to three years, most notably a sustained Math instructional focus and foundational ELD and GLAD work, now visible in schoolwide Math proficiency of 47.16% on CAASPP, fall-to-fall Math reductions in grades 3 (28%?6%), 6 (22%?6%), 7 (20%?8%), and 8 (16%?9%), and EL outcomes including 89.4% of students maintaining or growing a proficiency level and a 24% LTEL reclassification rate. Grade-level data chats, established and refined over multiple years, have deepened this year through more frequent Tier 2 collaboration with intervention teachers and an expansion into SEL and behavior, using SWIS and SEL screener data to match students to Tier 2 supports, including CICO and social skills groups.
This year's PD, K-3 foundational literacy and UFLI refinement, 4-8 writing strategies, ELD and GLAD continuation, behaviorist coaching, SEL and behavior systems work, and teacher-led PD through cross-collaborative sessions and the 7 Mindsets framework, represents the current cycle of investment whose full impact will be visible in future data. January 2026 NWEA growth target attainment across grades 3-8, ranging from 42% to 62% in English and 33% to 48% in Math, provides an early mid-year indicator of positive momentum. The distribution of facilitation capacity through teacher-led PD signals a maturing professional learning culture, with continued focus needed on keeping collaboration time anchored to instructional goals.

Action 1.5 was effectively implemented, with all first-year teachers supported by a mentor, all second and third year teachers participating in formal induction, including mentor pairing, coaching, goal-setting, and reflective practice aligned to the California Standards for the Teaching Profession, and all teachers new to UPCS participating in monthly support meetings designed to accelerate pedagogical growth and integration into the school's instructional culture. Credentialing support was provided for teachers pursuing EL authorizations, BCLAD for the Dual Language program, and Special Education credentials, directly strengthening programmatic capacity and instructional quality. The effectiveness of this action is reflected in teacher retention and instructional stability, which are foundational to the continuity of student learning across all other actions. The 24-25 CAASPP schoolwide ELA proficiency of 56.12% and Math proficiency of 47.16%, alongside consistent fall-to-fall reductions in low-range students across multiple grades, reflect the compounding effect of a staff that has grown in skill, stability, and collective efficacy over time.

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.

Action 1.1 The core MTSS structure, intervention staffing, and intersession model will remain consistent in the coming year, reflecting the effectiveness of these systems in supporting student growth. Refinements have been made to the intersession model, which will now use science and STEAM as the content thread across all sessions, including summer. Students will engage in hands-on, content-rich learning while working on foundational skills and grade-level standards, with science serving as the vehicle for building background knowledge and academic language. This shift moves intersession programming toward a more integrated and engaging instructional model while maintaining its academic focus.
In response to data reflecting persistent gaps for Students with Disabilities, the coming year will include exploration of more intentional and collaborative models for supporting SWD within the general education setting, informed by the UDL framework being introduced schoolwide. Concurrently, the SPED team will explore new curriculum options to better align IEP goal instruction with student needs, with the intent to

adopt for the coming year. The Dual Language program will benefit from internally developed scope and sequence and pacing guides for K-3 foundational literacy skills and K-5 Spanish Language Development for students not receiving ELD services, providing greater consistency and coherence across the early biliteracy development strand. Continued investment in the skill development of intervention teachers remains a priority to ensure consistent instructional quality across all grade spans.

Action 1.2 Reflection on after-school attendance data and persistent access barriers has informed a deliberate shift in emphasis toward strengthening in-school and intersession supports for English Learners and Long-Term English Learners rather than continuing to invest heavily in extended-day models with documented participation barriers. Intersession programming for ELs and LTELs will be reimagined around a STEAM and science content thread, using hands-on, content-rich learning to build background knowledge and academic language while addressing foundational skills and grade-level standards. Academic writing instruction will be embedded throughout, with a specific focus on using writing to deepen language processing through sentence expansion, sentence combining, revision work, evidence-based explanations, structured summarization, collaborative writing, and quick writes tied to content. Academic discourse will also be intentionally woven throughout intersession programming, providing ELs and LTELs with structured opportunities to develop oral language alongside literacy. These shifts reflect a commitment to reaching students through structures with demonstrated effectiveness while providing a more engaging and content-rich instructional experience.

Action 1.3 The most significant change to Action 1.3 in the coming year is the development of a schoolwide framework for intentional and developmentally appropriate technology use, grounded in brain research and instructional best practices. This process will be developed collaboratively with teachers. It will establish a continuum of technology use from limited exposure in Kindergarten to approximately one hour in middle school, with clear parameters defining the purpose of each platform, distinguishing tools used for practice and instructional support from those that risk replacing direct teacher instruction. This framework will guide decisions about the continuation, refinement, or discontinuation of the platform on an ongoing basis. Platforms such as Amira will be retained within clearly defined parameters, used for practice and instructional support, not as a substitute for teacher-led instruction. The full rollout of Classlink will improve platform access and consistency schoolwide, reducing the friction that has contributed to uneven utilization across classrooms. The intentional process of aligning all instructional resources, both print and digital, with their appropriate instructional purpose will continue as an ongoing, evolving practice. Additionally, an intentional shift toward hands-on science investigations and experiments as a Tier 1 instructional strategy will be implemented schoolwide, moving away from video-based science content toward active phenomena-based learning as the vehicle for vocabulary development, background knowledge building, and content-rich language experiences. Core instructional programs will continue, with UFLI entering its third year in K-2 and its second year as a Tier 2 tool in grades 3-5, Open Up Math in its third year in K-5, and Desmos continuing as the established math tool in grades 6-8. Additionally, a Math Curriculum Committee will evaluate the state-approved Math Curriculum to determine whether we should adopt it.

Action 1.4 Professional development for the coming year reflects a broadened and deepened focus informed by both current data and the school's continued trajectory of growth. Writing will continue as a schoolwide priority using a two-cohort model, grades 4-8 advancing to the next level of the work while grades K-3 begin the foundational writing sequence. Rubrics and calibration will be introduced as new components, providing shared expectations and greater consistency of feedback and assessment across classrooms and grade levels. UDL will be introduced as a new PD focus for both general education and SPED teachers, providing a shared instructional framework for making core learning more accessible, particularly for English Learners and Students with Disabilities. GLAD strategies will continue schoolwide, deepening the integration of language development into content instruction across grade levels. Professional development will also include

building teacher confidence and capacity with hands-on, phenomena-based science investigations, framed not as a separate science initiative but as the content vehicle through which existing GLAD, writing, ELD, and UDL frameworks come to life in the classroom. Culturally responsive practices will be introduced as a separate and intentional thread, beginning with structured staff reflection designed to examine cultural lens and how it shows up in practice, followed by a book study to build shared language and framework connected to existing GLAD, UDL, and ELD work. Designated and Integrated ELD professional development will continue, building on prior years of foundational work. Behaviorist coaching, SEL, and behavior systems consultation will continue, with the schoolwide data chat practice expanding to include more consistent use of SEL screener and SWIS data to inform Tier 2 behavior and social-emotional supports. The collaborative development of a schoolwide technology use framework will also be embedded in the professional learning process, ensuring that decisions about platform purpose and appropriate use are grounded in a shared understanding of brain research and instructional best practices.

Action 1.5 The structure of Action 1.5 will remain consistent in the coming year, with all first-year teachers supported by a mentor, all second and third-year teachers participating in formal induction aligned to the California Standards for the Teaching Profession, and all teachers new to UPCS participating in monthly support meetings designed to accelerate pedagogical growth and integration into the school's instructional culture. An additional teacher will pursue an ELA authorization in the coming year, expanding credentialed flexibility in instructional rotations and strengthening the school's capacity to serve students across program strands. Credentialing support will continue for teachers pursuing BCLAD, Special Education, and EL authorizations as needed. The monthly new teacher support meetings will continue to provide targeted professional development aligned to the schoolwide instructional focuses of the coming year, ensuring that teachers new to UPCS are not only meeting state requirements but actively developing as contributors to the school's instructional culture and student outcomes.

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	Differentiated Instruction	Differentiated Instruction provides students with Tier 2 or Tier 3 intervention OR small group extension opportunities. These services will be monitored through a MTSS process and provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth. These services can be provided in the regular classroom, in pull-out programs within the school day, during intersession, and/or over the summer.	$955,481.00	Yes
1.2	Supplemental English Learner Services/Programs	Supplemental materials and services for English Learners targeting, but not limited to, Long Term or At-Risk Of Long Term status	$19,625.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Materials and Technology to Support Tier I instruction	Programs, materials, and technology to support classroom instruction, Tier I, universal design and differentiation. Students will have access to a wide-range of materials that can best fit their learning needs and provide opportunities for growth.	$223,649.00	Yes
1.4	Professional Development	Teachers and staff will participate in professional development to meet the needs identified through schoolwide and classroom data. Professional development may be delivered in many ways, including but not limited to: conferences, coaching, consultants, job-embedded experiences, and supporting teacher individual professional development/planning time. There will be a focus on Tier 1 and Tier 2 instruction to support differentiation in the classroom.	$173,250.00	Yes
1.5	Teacher Quality	Supporting teachers to complete induction programs and programs to qualify for additional credentialing required for the assigned teaching position.	$23,843.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance the social-emotional well-being of students and reduce negative student behaviors through comprehensive support systems and proactive interventions. State Priority 1, 3, 5, 6, 8	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed based on data and feedback from educational partners. Our community has noticed an increase in students struggling with social-emotional and behavioral challenges since the onset of the COVID crisis. These challenges impact not only the student but the teacher, class, and family. Investing in the social emotional development and well being of our students fosters their capacity for empathy and respect; understanding and sharing the feelings of another is crucial for valuing diverse perspectives, effective collaboration, problem solving and leading change. We have learned that behavior is often a product of a student struggling emotionally and the two can't be addressed in isolation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Annual Climate Survey - Student	3-5 grade Culture: Do students behave in class? 13% positive Do students treat their teacher with respect? 35% positive	3-5 grade Culture: Do students behave in class? 9% positive Do students treat their teacher with respect? 28% positive	3-5 grade Culture: Do students behave in class? 12% positive Do students treat their teacher with respect? 35% positive	3-5 grade Culture: Do students behave in class? 50% positive Do students treat their teacher with respect? 50% positive	3-5 grade Culture: Do students behave in class? -1% positive Do students treat their teacher with respect? 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Emotional and Mental Health- 35th % - ile When I'm feeling upset, there is an adult from school I can talk to. 55% positive When I'm feeling upset, I know some ways to make myself feel better. 57% positive 6-8 grade Culture: Discipline in this school is fair 27% positive Do students treat their teacher with respect? 23% positive Emotional and Mental Health- 58th % - ile When I'm feeling upset, there is an adult from school I can talk to. 47% positive When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. 42% positive	Emotional and Mental Health- 50th % - ile When I'm feeling upset, there is an adult from school I can talk to. 52% positive When I'm feeling upset, I know some ways to make myself feel better. 60% positive 6-8 grade Culture: Discipline in this school is fair 28% positive Do students treat their teacher with respect? 24% positive Emotional and Mental Health- Youth Truth did not include this section this year When I'm feeling upset, there is an adult from school I can talk to.Youth	Emotional and Mental Health- 64th% - ile When I'm feeling upset, there is an adult from school I can talk to. 55% positive When I'm feeling upset, I know some ways to make myself feel better. 54% positive 6-8 grade Culture: Discipline in this school is fair 28% positive Do students treat their teacher with respect? 31% positive Emotional and Mental Health- 68th % - ile When I'm feeling upset, there is an adult from school I can talk to. This	Emotional and Mental Health- 50th % - ile When I'm feeling upset, there is an adult from school I can talk to. 75% positive When I'm feeling upset, I know some ways to make myself feel better. 75% positive 6-8 grade Culture: Discipline in this school is fair 40% positive Do students treat their teacher with respect? 40% positive Emotional and Mental Health- 65th % - ile When I'm feeling upset, there is an adult from school I can talk to. 75% positive	Emotional and Mental Health- +47% When I'm feeling upset, there is an adult from school I can talk to. 0% When I'm feeling upset, I know some ways to make myself feel better. -3% 6-8 grade Culture: Discipline in this school is fair +1% Do students treat their teacher with respect? +8% Emotional and Mental Health- +10% When I'm feeling upset, there is an adult from school I can talk to. unable to rate When I'm feeling upset, stressed, or having problems,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		When I'm feeling upset, I know some ways to make myself feel better. 69% positive	Truth did not include this question this year When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. Youth Truth did not include this question this year When I'm feeling upset, I know some ways to make myself feel better. Youth Truth did not include this question this year	question wasn't include this year When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. 40% positive When I'm feeling upset, I know some ways to make myself feel better. 69% positive	When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. 75% positive When I'm feeling upset, I know some ways to make myself feel better. 75% positive	my school has programs or services that can help me. -2% When I'm feeling upset, I know some ways to make myself feel better. 0%
2.2	Behavior Data	This data is from the 23/24 school year Behavior Data Suspensions - 25 total Dashboard was red for 22-23 and local data was 46% of suspensions were Low Socio-Economic Students For 23/24 it is 31%. Expulsions - 0	This data is from the 24/25 school year Data was pulled on 5/26/2025 Behavior Data Suspensions - 13 total (Unduplicated count) The 23-24 Dashboard was green.	This data is from 25/26 school year. Data was pulled 6/7/2026 Behavior Data Suspensions - 13 total (Unduplicated count) The 24-25 Dashboard was green.	Reduction in Suspensions - by 10% For Low Socio-economic students reduction - by 5% Expulsions - maintain Office referrals - reduce average per month by 25%	Behavior Data Suspensions - Improved by 12 (Unduplicated count) Reduction of 52% Dashboard comparison from 23-24 green to 24-25 green Local data increased by 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Office referrals - average of 112 per month Teachers administered the Relationship Inventory 2 times	Local data for 24-25 is 46% of suspensions were Low Socio-Economic Students Expulsions - 0 Office referrals - 85 SWIS per month Teachers administered the Relationship Inventory 3 times	Local data for 25-26 is 54% of suspensions were Low Socio-Economic Students Expulsions - 0 Office referrals - 73 SWIS per month Teachers administered the Relationship Inventory 3 times per year	Give Relationship Inventory 3 times per year	for suspensions of students who are Low Socio-Economic. Expulsions - NONE Office referrals decrease by 35% monthly from the baseline Teachers administered the Relationship Inventory 3 times
2.3	Social emotional Learning Screener	Baseline data collected Fall of 2024 with a new screening tool	We gave the screener in the fall and 102 students were assessed to be “high risk”. HR in 1 area - 65 HR in 2 area - 13 HR in 3 area - 17 HR in 4 area- 7	We gave the screener in the fall and 77 students were assessed to be “high risk”. HR in 1 area - 16 HR in 2 area - 22 HR in 3 area - 45 HR in 4 area - 34	Reduction in the number of students referred to Tier 2 and Tier 3 SEL interventions	There was a reduction in the number of students who were assessed to be "high risk". There was a decrease of 25% from Fall 2024 to Fall 2025

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.

Action 2.1 UPCS implemented a layered system of supports to enhance students' social-emotional well-being and reduce negative behaviors. All students had access to a school counselor and a psychologist, with a formalized referral process that connected students to external mental health services when needed. Social skills groups, coaching, mentoring, restorative practices, and SEL instruction were provided based on student needs, supported by Staff professional development and by administering the Relationship Inventory three times during the year to monitor school climate and student relationships. To promote consistency in behavior support, monthly meetings were held with campus supervisors to review celebrations, challenges, and effective strategies for supporting students during recess and lunch. Additionally, an administrator or designee was present during every lunch period to reinforce expectations and provide proactive support.
Implementation was strong overall, although social skills groups and counseling services were more limited than anticipated due to staffing and scheduling constraints, and further integration of restorative practices and positive behavior interventions remains an area for growth.
Outcome data demonstrated positive progress toward Goal 2. The number of students suspended decreased by 52% (12 fewer students); the California School Dashboard indicator remained Green; monthly office referrals declined by 35%; and students identified as "high risk" on the Relationship Inventory decreased by 25% between Fall 2024 and Fall 2025. No expulsions occurred during the school year. While suspension rates for students identified as having low socioeconomic status increased by 8%, overall behavioral indicators reflect improved student well-being and school climate, and reductions in negative behaviors.

Action 2.2: UPCS implemented a professional development initiative focused on Social-Emotional Learning (SEL) and behavior support, aimed at equipping educators, counselors, Staff, and administrators with the knowledge and strategies necessary to nurture students' emotional well-being and encourage positive behavior. Implementation included schoolwide professional development on trauma-informed practices, SEL frameworks, and behavioral interventions. Students participated in engagement sessions that introduced foundational restorative concepts, such as community circles and repairing harm. Staff were also provided collaborative opportunities to reflect on and align strategies to improve classroom culture and strengthen student relationships.
There were no major deviations from the planned action. However, ongoing coaching and follow-up support varied by grade level, resulting in inconsistent implementation across classrooms.
Despite this challenge, teachers reported greater confidence in proactively and empathetically addressing student behavior. Staff increasingly utilized restorative conversations and community circles, particularly in upper elementary and middle school grades.
Implementing the Relationship Inventory three times throughout the year provided valuable data on student-teacher relationships and informed timely interventions. Positive behavioral outcomes, including a 35% reduction in office referrals and a 52% reduction in suspensions, suggest that professional learning efforts contributed to improved school climate and student behavior.

Action 2.3 UPCS implemented behavior tracking software as part of a broader effort to strengthen its Multi-Tiered System of Support (MTSS) for social-emotional learning and behavior. The software provided teachers, administrators, and support staff with a consistent system for documenting student behavior, identifying trends, and coordinating interventions across support tiers.
The behavior tracking system was piloted schoolwide. Staff received initial training on data entry and review processes. Office referrals and major behavior incidents were entered into the system, creating centralized documentation and improving communication between classroom staff and administrators. Behavior data were utilized during MTSS meetings to identify students requiring Tier 2 and Tier 3

interventions, while referral trends informed the deployment of counseling and SEL supports. The system improved documentation and communication regarding student behavior. Clearer behavioral records supported more targeted interventions for students experiencing repeated challenges and strengthened coordination between general education and support staff. The observed reduction in office referrals and suspensions suggests that the use of behavior data contributed to more effective and timely student supports.

Action 2.4 In alignment with Goal 2, UPCS implemented a comprehensive strategy to engage parents through targeted education on social-emotional learning and behavioral development. All planned activities were successfully implemented through workshops, newsletters, website resources, and informal coffee chat events. Workshops addressed topics including emotional regulation, positive discipline, trauma awareness, and establishing routines at home. The school website was regularly updated with SEL resources and community mental health supports. Coffee chats created opportunities for school leaders and counselors to engage families, answer questions, and share strategies in a more informal setting. Challenges included inconsistent attendance at workshops and coffee chats, making it difficult to reach all families. Families expressed differing preferences for virtual and in-person participation, highlighting the need for hybrid options and recorded sessions. Some parents reported that while the information was valuable, they still desired additional support in addressing more significant behavioral concerns at home.
Successes included strong participation and positive feedback from attending families. Increased communication between school staff and families strengthened relationships and fostered greater collaboration. Teachers also reported improved consistency between home and school expectations among students whose families actively participated in SEL-related opportunities. These partnerships likely contributed to the overall reduction in office referrals and suspensions observed during the school year.

Action 2.5 Although this action was included in the LCAP to support Goal 2 by enhancing students' social-emotional well-being and reducing negative behaviors through proactive interventions, the planned professional development focused on poverty-informed practices was not implemented during the school year. The intended training was designed to help educators better understand how poverty-related trauma and adversity may influence student behavior and learning. Planned topics included relationship-building, de-escalation strategies, and trauma-informed responses tailored to students experiencing economic hardship. Implementation did not occur due to competing professional development priorities, including required academic and compliance-related trainings. While Staff participated in other SEL- and behavior-focused professional learning opportunities throughout the year and reported positive impacts from those training sessions, the specific focus on poverty-informed strategies was not addressed. Given that local data showed an 8% increase in suspension rates among students identified as low socioeconomic status, implementation of this action remains an important area for future focus. Additional training may help staff better understand and respond to the unique challenges faced by economically disadvantaged students while supporting continued reductions in overall suspension and referral rates.

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.

2.1 We experienced a material decrease in spending due to a change in staffing.
2.2 This looks like a material increase, but it was noted that an incorrect amount was entered last year for this action. The budgeted amount was $40,000 not $26,000.
2.3 We did not spend any money on this because we paid for this program in last year's budget.
2.5 We were unable to find a professional development opportunity with such a tight focus.

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

Action 2.1 This action was effective in advancing Goal 2 by improving student behavior, school climate, and social-emotional well-being. The availability of counseling services, psychological support, mentoring, restorative practices, and referrals to outside mental health services provided students with access to tiered supports. In addition, monthly meetings with campus supervisors focused on reviewing celebrations, challenges, and successful behavior-support strategies during recess and lunch, and an administrator or designee was present during every lunch period to reinforce expectations and provide proactive support. These efforts helped promote consistency in behavior interventions across the school. Evidence of effectiveness includes a 52% reduction in suspensions (12 fewer students), a 35% decrease in monthly office referrals, no expulsions, and the maintenance of Green status on the California Dashboard. Relationship Inventory results also showed a 25% reduction in the number of students identified as "high risk," indicating stronger student-adult relationships and improved social-emotional well-being. While overall outcomes were positive, social skills groups and counseling services were more limited than anticipated due to staffing and scheduling constraints. In addition, suspension rates for students identified as low socioeconomic status increased by 8%, indicating a need for more targeted interventions and supports for specific student groups. Continued efforts to strengthen restorative practices and positive behavior supports in daily classroom routines will further improve outcomes.

Action 2.2 This action was moderately effective in advancing Goal 2 by increasing staff capacity to support student social-emotional development and positive behavior. Professional development on trauma-informed practices, SEL frameworks, and behavioral interventions helped build staff confidence and increased the use of restorative conversations and community-building strategies across the school. The implementation of the Relationship Inventory provided staff with valuable data to monitor students' connections and identify students who require additional support. Evidence of effectiveness is evident in the overall reduction in negative behavioral outcomes, including a 52% decrease in suspensions and a 35% decrease in office referrals. Staff reported greater confidence in addressing behavior actively and empathetically, and many teachers incorporated SEL language and restorative approaches into their daily interactions with students. Despite these successes, implementation was not fully consistent across grade levels. Ongoing coaching and follow-up support varied, and restorative practices training was less extensive than originally planned. As a result, some staff expressed a need for additional modeling, coaching, and grade-specific support to ensure consistent implementation. Continued professional learning focused on restorative practices and classroom behavior management will help strengthen the impact of this action.

Action 2.3 The implementation of behavior tracking software was in support of progress toward Goal 2. The system successfully provided a centralized method for documenting behavior incidents, improved communication among staff, and supported more structured MTSS discussions regarding students requiring Tier 2 and Tier 3 interventions. Behavior data collected through the system helped identify students needing additional support and informed the deployment of counseling and SEL resources. Improved documentation contributed to more targeted interventions and stronger follow-through on behavior plans. The reduction in office referrals and suspensions suggests that increased access to behavioral data supported more effective decision-making. As implementation becomes more consistent and staff gain familiarity with the system, its effectiveness as an MTSS tool is expected to increase.

Action 2.4 This action was effective in supporting Goal 2 and strengthening partnerships between families and the school around social-emotional learning and behavior. Workshops, newsletters, website resources, and coffee chats provided families with practical strategies to support emotional regulation, positive behavior, and healthy routines at home.
Families who participated reported appreciation for the information and opportunities to engage with school staff. Increased communication between families and educators strengthened relationships and helped create greater consistency between home and school expectations

for students. Teachers noted improved alignment between home and school supports for students whose families actively engaged in SEL-related opportunities. Challenges included inconsistent attendance and participation across the school community. While some families engaged regularly, others were difficult to reach.
Additionally, varying preferences for virtual and in-person participation highlighted the need for more flexible delivery options. Some parents also expressed a desire for additional support in addressing more significant behavioral challenges at home. Despite these limitations, the action contributed positively to the school's overall efforts to improve student behavior and social-emotional well-being.

Action 2.5 Because this action was not implemented, it did not directly contribute to measurable progress toward Goal 2 during the school year. Although staff participated in other SEL, trauma-informed, and behavior-focused professional development opportunities, the specific focus on understanding and responding to the effects of poverty-related adversity was not provided.
The absence of this training represents a missed opportunity to strengthen staff capacity to address the unique behavioral and emotional challenges that may result from economic hardship. This need is reflected in local data showing an 8% increase in suspensions among students identified as low socioeconomic status, even as overall suspension rates decreased by 52% schoolwide. Given these findings, implementation of this action remains important. Future professional development focused on poverty-informed practices may help staff better understand underlying causes of student behavior, strengthen preventative interventions, and improve outcomes for economically disadvantaged students.

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

Action 2.1 Based on reflection and outcome data, no changes will be made to the goal or desired outcomes. Implementation will be strengthened by expanding Tier 1 SEL instruction across all grade levels through explicit lessons in emotional regulation, empathy, and conflict resolution; increasing opportunities for positive adult-student connections through regular check-ins and increased staff presence in classrooms and common areas; deepening restorative practices through additional training, coaching, and classroom modeling; and enhancing family education opportunities focused on SEL, behavior supports, and positive mental health. Additional measures of student connectedness and school climate will be incorporated to monitor progress better and inform interventions.

Action 2.2 Based on reflections and data, the goal and major outcomes remain unchanged. Still, action steps will be expanded to include: grade-span-specific PD focused on restorative practices and SEL integration; more consistent student-facing instruction and modeling of restorative language and processes; and consistent classroom practice observations and coaching to support fidelity of implementation. These refinements aim to sustain behavioral gains while deepening students' emotional and relational development, particularly in the elementary grades.

Action 2.3 Implementation strategies will be strengthened to ensure the system is used more consistently and effectively. Although the software improved documentation, communication, and MTSS decision-making, inconsistent use limited the school's ability to leverage behavioral data for preventive interventions fully. In response, all staff will receive comprehensive training at the beginning of the school year regarding expectations for data entry, progress monitoring, and data analysis. Monthly behavior data review protocols will be embedded into MTSS and staff meetings to ensure behavioral trends are identified and addressed proactively. Additional implementation metrics will be monitored, including staff participation rates in data entry, timeliness of interventions following student identification, and the relationship

between behavior data and access to SEL supports. These refinements are intended to strengthen the school's ability to use data proactively, resulting in earlier interventions and improved student outcomes.

Action 2.4 Based on reflections and educational partner feedback, no changes will be made to the goal, metrics, or target outcomes associated with this action. Family engagement efforts were well-received and contributed to stronger communication and collaboration between home and school. However, participation levels varied across family groups, highlighting opportunities to improve access and engagement. To increase effectiveness, the school will place greater emphasis on tracking family participation and monitoring equitable access to workshops and events. The counselor will play a larger role in planning and co-facilitating family education opportunities to align content with identified student needs better. The school will also explore partnerships with community organizations to broaden available resources and increase participation. Additional improvements include offering multi-session learning series on topics such as adolescent mental health, emotional regulation, and parenting strategies; collecting participant feedback through surveys; and developing family resource toolkits aligned to workshop content. These refinements are intended to strengthen the family's capacity to support students' social-emotional development and to reinforce positive behavior at home and at school.

Action 2.5 As a result of reflections on implementation and outcome data, this action will be carried forward into the coming year with increased priority. While the goal, metrics, and desired outcomes remain unchanged, implementation strategies will be modified to ensure the professional development is completed as originally intended.
Although overall suspension rates decreased significantly during the year, local data showed an 8% increase in suspensions among students identified as low socioeconomic status. This outcome highlights the continued need for staff training focused on understanding the impacts of poverty-related adversity and trauma on student behavior. To address this need, the training will be scheduled during dedicated professional development days early in the school year, allowing sufficient time for implementation and follow-up support. Consultants and trainers will be secured in advance to ensure availability and continuity. Additionally, the content will be integrated into the school's broader MTSS, SEL, and restorative practices framework to create a cohesive system of support for students. Implementing this action remains an important strategy for addressing equity gaps, strengthening staff capacity, and improving outcomes for students experiencing economic hardship.

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	Access to Social Emotional and Behvioral Supports	Ensure all students have access to a school counselor and additional supports from the psychologist. Implement a referral system for students needing external mental health services. Additionally, provide social skills groups, coaching, mentoring, and restorative practices. Provide teachers and staff with the necessary curriculum and materials to support positive SEL and behaviors.	$117,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development in SEL/Behavior	Professional development in Social Emotional Learning and behavior focusing on equipping educators, counselors, staff, and administration with the skills and knowledge needed to support students' emotional and social development and positive behaviors. Training of teachers, staff, and students in restorative practices.	$40,000.00	Yes
2.3	Behavior Tracking System	Implement a behavior tracking software for staff, teachers, and admin to track behaviors in an effort to better understand the types of student behaviors experienced across the campus and to inform the implementation of a MTSS system for SEL and Behavior.	$2,000.00	Yes
2.4	Parent Education to support students SEL and Behavior	Provide parent education through workshops, newsletters, website, and coffee chats focused on social emotional and behavioral development of children.	$4,000.00	No
2.5	Professional Development directed toward understanding challenging behviors in students in poverty	Professional Development directed toward understanding and addressing challenging behaviors in students in poverty.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a positive and inclusive school culture that motivates all students and staff, promoting a strong sense of belonging and community. State Priority 1, 3, 5, 6, 7, 8	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Reflective of the phrase "it takes a village," UPCS is committed to working as a collaborative community in partnership with students and their families. Through strong two-way communication and engagement that supports our families and students, we leverage our multiple perspectives and collective genius, deepen our shared commitment and develop better strategies and solutions that support the academic and social emotional success and wellbeing of every student. The importance of student motivation plays an integral part in their success. UPCS is committed to offering students a broad course of study where they can participate in activities beyond the core academics. Teachers, staff, and administrators must have collective efficacy and shared decision making to work as an effective team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Youth Truth - Staff, family, and student survey	2023 Data Engagement Staff 46%-ile Family 87%-ile 3-5 grade 26%-ile 6-8 grade 37 %-ile Relationships	2024 Data Engagement Staff 10%-ile (% misreported for baseline - 40%) Family 79%-ile Exceeded CA Median	2026 Data Engagement Family 80%-ile Exceeds CA Median 3-5 grade 87%-ile Exceeds CA Median Engagement Relationships Culture	Increase or maintain the percentile from the survey to meet or exceed the median of CA schools.	Engagement Family -7 % Exceeds CA Median 3-5 grade +15% Exceeds CA Median 6-8 grade -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff 75%-ile Family 90%-ile 3-5 grade 49%-ile 6-8 grade 40%-ile Culture Staff 32%-ile Family 87%-ile 3-5 grade 43%-ile 6-8 grade 37%-ile School Safety Staff 36%-ile Family 91%-ile 3-5 grade 66%-ile 6-8 grade 46%-ile Belonging 3-5 grade 35%-ile 6-8 grade 50%-ile Student Voice & Leadership 6-8 grade 30%-ile	3-5 grade 41%-ile Meets CA Median 6-8 grade 21 %-ile Relationships Staff 11%-ile Family 90%-ile Exceeded CA Median 3-5 grade 31%-ile 6-8 grade 30%-ile Culture Staff 5%-ile Family 87%-ile Exceeded CA Median 3-5 grade 24%-ile 6-8 grade 41%-ile School Safety - This section changed. Exact question measured. "I feel safe during school" Staff 21%-ile Family 79%-ile Exceeded CA Median 3-5 grade 41%-ile 6-8 grade 48%-ile Exceeds CA Median Belonging	6-8 grade 28 %-ile Relationships Family 89%-ile Exceeds CA Median 3-5 grade 85%-ile Exceeds CA Median 6-8 grade 47%-ile Meets CA Median Culture Family 78%-ile Exceeds CA Median 3-5 grade 60%-ile Exceeds CA Median 6-8 grade 51%-ile School Safety Family 86%-ile Exceeds CA Median The student questions changed again. 3-5 grade question: Do you feel safe at school 69%-ile Exceeds CA Median 6-8 grade question: I feel safe from harm during class 76%-	School Safety Belonging Student Voice & Leadership 6-8 grade	Relationships Family -1% Exceeds CA Median 3-5 grade +36% Exceeds CA Median 6-8 grade +7% Meets CA Median Culture Family -9% Exceeds CA Median 3-5 grade +17% Exceeds CA Median 6-8 grade +14% School Safety Family -5%-ile Exceed CA Median 3-5 grade Can't compare 6-8 grade Can't compare Belonging 3-5 grade +33% Exceeds CA Median 6-8 grade +31 Exceeds CA Median

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3-5 grade 51%-ile Meet CA Median 6-8 grade 57%-ile Exceeds CA Median Student Voice & Leadership 6-8 grade no longer a metric	ile Exceeds CA Median Belonging 3-5 grade 68%-ile Exceeds CA Median 6-8 grade 77%-ile Exceeds CA Median Student Voice & Leadership 6-8 grade 18%-ile Staff did not take Youth Truth this year. They participated in local surveys.		Student Voice & Leadership 6-8 -12% 6-8 grade %-ile
3.2	Parent Education Nights	5 Parent Education Nights	8 Parent Education Nights were held.	8 Parent Education Nights were held	Increase or maintain the number of parent education nights	Increased by 3
3.3	Shared Decision Making/Collective Efficacy	3 School-wide decisions went through the Leadership Team process. 5 Teacher Input Surveys	3 School-wide decisions went through the Leadership Team process. 8 Teacher Input Surveys	3 School-wide Decisions went through the Leadership Team Process 8 Teacher Input Surveys	Increase or maintain the number of opportunities for staff to participate in the shared decision making process.	Maintained school-wide decision making process Increased by 3 opportunities for teachers/staff to provide input
3.4	Fully Qualified Dual Immersion Staffing	100% of our dual immersion staff are fully qualified	Two new teachers are on provisional credentials.	100 % of dual immerion teachers are fully qualified	Maintain	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Met Local Indicator Priority 3, Spring 2024	Met Local Indicator, Priority 3, Spring 2025	Met Local Indicator, Priority 3, Spring 2026	Met on Local Indicator Priority 3	Equal
3.6	School Climate	Met Local Indicator Priority 6, Spring 2024	Met Local Indicator, Priority 6, Spring 2025	Met Local Indicator, Priority 6, Spring 2026	Met on Local Indicator Priority 6	Equal
3.7	Access to a Broad Course of Study	Met Local Indicator Priority 7, Spring 2024	Met Local Indicator, Priority 7, Spring 2025	Met Local Indicator, Priority 7, Spring 2026	Met on Local Indicator Priority 7	Equal

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.

Action 3.1 UPCS implemented eight parent education nights designed to build stronger home-school connections and equip families with strategies to support their children's academic and emotional development. These sessions aimed to increase parent knowledge, improve engagement, and foster a greater sense of community among families. All planned parent education events were successfully conducted, and outreach to families remained a focus throughout the year. No major deviations occurred in the implementation of this action. Sessions were offered in both English and Spanish, and topics included academic support at home, mental health awareness, digital literacy, and fostering student motivation. A key challenge was inconsistent attendance. While some sessions were well attended, others had limited participation, possibly due to scheduling conflicts, work obligations, or a lack of clarity on session relevance. Despite these challenges, family survey data remained strong, indicating that families who engaged with the school found the experiences meaningful and supportive.

Action 3.2 The UPCS schoolwide Leadership Team, composed of teacher leaders from each grade band or department, administrators, and support staff, continued to meet regularly. This team met to plan and implement schoolwide initiatives related to academic programs, student behavior and well-being, and school culture. The planned structure and implementation timeline were largely followed, and the Leadership Team played a role in guiding three key schoolwide decisions, affirming its influence on collaborative planning and shared leadership. The team also reviewed data, aligned with site goals, and established feedback loops with their colleagues. A key success was the creation of an inclusive space for staff voices, enabling more thoughtful planning and greater ownership of initiatives.

Action 3.3 UPCS successfully implemented stipends for dual language teachers to acknowledge the additional workload associated with teaching in two languages, developing dual-language materials, and maintaining academic rigor in both English and Spanish. Bilingual teachers also received an additional stipend for translating school documents, supporting communication with families, and ensuring Spanish-speaking households have access to schoolwide information. The planned implementation was carried out as intended, with

stipends distributed in accordance with policy and timelines. There were no major deviations from the original plan. The stipends provided were a tangible recognition of the extra responsibilities these educators carry, contributing to teacher morale and retention within the program. A notable success was the increased capacity for family communication and support; bilingual staff translated documents and served as essential bridges between school and home, especially in navigating school events, notices, and parent engagement nights.

Action 3.4 UPCS implemented enrichment learning opportunities for students in areas such as music, cultural studies, gardening, and Spanish enrichment through the MEG program for students in the language enrichment pathway. Credentialed teachers taught these enrichment classes, while classroom teachers used this time for collaborative planning, data analysis, and instructional refinement. The implementation generally aligned with the planned actions. Students were provided with consistent access to enrichment courses, contributing to a broader course of study and supporting the goal of nurturing a positive school culture. Language Enrichment students received targeted enrichment in Spanish, reinforcing biliteracy and cultural appreciation. A notable success was increased student engagement in enrichment activities, particularly in younger grades, where hands-on learning such as gardening and music boosted enthusiasm and participation. The time also proved valuable for teachers to engage in professional collaboration without needing to pull away from instructional time.

Action 3.5 UPCS offered a variety of after-school enrichment opportunities designed to increase student engagement and foster a stronger sense of belonging. These activities included sports, STEM, art, music, service clubs, and other interest-based programs. Students also had the opportunity to attend extended care at the Boys and Girls Club, with transportation provided to ensure access. The program was implemented largely as planned, with multiple after-school enrichment sessions held throughout the year. These offerings provided students with expanded learning and creative outlets beyond the traditional school day. The Boys and Girls Club partnership proved valuable for working families, providing students with a safe after-school environment. However, some challenges emerged in implementation: Student participation varied across grade levels, with stronger turnout in younger grades and fewer middle school students participating regularly, social-emotional and behavioral difficulties arose in the less structured Boys and Girls Club and carried over into the school environment, and staffing and scheduling after-school facilitators remained a challenge.

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

Action 3.1 was more than budgeted this year. We had very good attendance at the Parent Academy nights.
Action 3.4 was higher than budgeted due to increased staffing and programs.

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

Action 3.1 This action showed positive effectiveness, particularly in maintaining strong family-school relationships. The data show that family engagement and perceptions of school culture continued to exceed the California median, reflecting positively on the school's consistent outreach and support efforts. However, while our family "culture" rank exceeds the California Median, it decreased from 2024-2025 to 2025-2026, suggesting a need to expand and take a deeper dive into understanding the cultural needs of school families in the culture. Additionally, students' scores on cultural relationships indicate a disconnect between family perceptions and students' perceptions. Students' ranking improved significantly in both areas.

Action 3.2 This action demonstrated moderate effectiveness in contributing to the overall goal of fostering a positive and inclusive school culture. The Leadership Team's involvement in three schoolwide decisions reflected a continued commitment to shared decision-making and collective efficacy, both of which are important to staff culture. The student data showed mixed trends in comparison to baseline data: Upper grades (6–8) saw good gains in CultuCulture%-ile) and BelBelonging31%-ile), which may reflect early positive impacts of collaborative planning. In grades 3–5, we saw good increases in Relationships (+36%-ile) and Culture (+36%-ile), indicating uneven effectiveness across grade spans.

Action 3.3 This action has been effective in supporting the overall school culture goal, especially in strengthening the sense of belonging and inclusivity for Spanish-speaking families. The family engagement percentile data decreased slightly (7%), continuing to exceed the California median, indicating that families feel connected and informed. The support for bilingual communication likely contributed to increased attendance at parent education nights and stronger two-way communication efforts. The student belonging scores, particularly for 3–5 grades (+33%-ile), may partially reflect the impact of more culturally and linguistically responsive communication and instruction.

Action 3.4 This action has shown moderate to strong effectiveness in contributing to Goal 3 by enhancing students' sense of belonging and motivation, and cultural identity, especially evident in: Belonging data, where both 3–5 (+33%-ile) and 6–8 grade students (+31%-ile) showed positive percentile shifts, meeting or exceeding the California median. Engagement increases in 3–5 grade (+15%-ile) suggest that access to engaging and creative learning opportunities supported student motivation.

Action 3.5 This action had mixed effectiveness in advancing Goal 3. On the one hand, it contributed to increased student belonging (+33% in grades 3–5 and +31% in grades 6–8) and helped maintain strong family engagement metrics that exceeded the state median. These outcomes suggest that expanded opportunities for students to explore interests and access extended care supported some positive aspects of school culture. However, persistent issues in middle school engagement (-9%-ile a slight improvement from last year) indicate that the current programming did not fully address the needs of older students.

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

Action 3.1 No changes will be made to the overall goal, metrics, or target outcomes. However, based on reflection, parent education nights will be adjusted to include even more interactive, family-centered formats. These types of "exp"riences" ni"hts continued to be well attended with positive feedback. A continued focus on increasing participation from underrepresented family groups will guide planning. Strengthen two-way communication tools (such as feedback loops, short family surveys after events) to ensure relevance and improve planning. Short engagement surveys after each session will be used to track effectiveness and inform responsive adjustments throughout the year. An area we hoped to implement last year that we weren't able to implement was diversifying modes of delivery for parent engagement (e.g., hybrid events, recorded sessions, or family podcast series) to improve accessibility and reach. We hope to work on that more this year. Additionally, in response to parent feedback, we will plan parent information sessions at various times of the day and evening to increase parent participation in opportunities to learn about school goals, visions, and outcomes, and to provide feedback, ask questions, and interact with school leadership.

Action 3.2 No changes will be made to the overall goal, metrics, or target outcomes, as they remain relevant and aligned with the school's. However, following reflection on this year's implementation, Leadership Team structures will be strengthened, with clearer agendas and documentation. The format we utilized this year lacked clarity upon review.

Action 3.3 No changes will be made to the goal, metrics, or primary action related to stipends, as the implementation was effective and aligned with UPCS's and community-building priorities. We will continue building the dual language program with aligned PD and planning time, so compensation is not the only support offered.

Action 3.4: As a result of reflections on implementation, no changes will be made to the goal or core action, as enrichment learning and collaborative planning time continue to align with fostering a positive and inclusive culture. Scheduling improvements and recruitment of additional enrichment specialists will be prioritized to ensure consistent delivery across all grade levels. Collaboration logs and team agendas may be used to capture how teacher planning time is being used and what instructional improvements result. These adjustments will help ensure that enrichment programs continue to support student motivation, teacher efficacy, and the overall sense of school community.

Action 3.5 No major changes will be made to the overall goal or structure of the action. Additional collaboration with the Boys and Girls Club will be prioritized to address behavioral concerns and improve student transitions between settings. Expanded middle school offerings and targeted outreach will be implemented to increase participation and motivation among older students. Based on family feedback at Coffee with the Directors and School Site Council, we will work on securing more 1-3 grade after-school clubs. Ongoing monitoring and feedback collection from students, families, and staff will guide continuous improvement of enrichment opportunities and their alignment with school culture goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Academy	Provide opportunities for parents to learn strategies to support their child's learning and to create a greater sense of school-connectedness for the entire family.	$9,000.00	Yes
3.2	School Leadership Team	Teacher representatives from each grade band or department, administrators, and other staff will form a team to collaborate on, plan for, and implement various initiatives for the school.	$7,000.00	No
3.3	Recruit and Retain Dual Teachers	Provide a stipend to all teachers in the dual language program to compensate for the extra work involved in teaching in this program.	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Bilingual teachers will receive an additional stipend for translating documents.		
3.4	Enrichment Classes/Programs	Credentialed teachers will provide learning opportunities for students in a variety of topics such as music, cultural studies, and gardening. Classroom teachers will be engaged in collaborative planning and data analysis during this time. Students in the language enrichment program will recieve enrichment classes in Spanish through the MEG program.	$284,697.00	Yes
3.5	After School Clubs	Provide opportunities for students to participate in a variety of enrichment activities after school. These activities will include a wide-range of topics including sports, STEM, art, music, service clubs, and more. Students will also have access to extended care at the Boys and Girls Club. Transportation will be provided to the extended care program.	$507,665.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Academic Growth for Students in Special Education in the areas of Math and ELA. Priority 2, 4, 5, 6	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

On the 2022-2023 SBAC students with disabilities scored 26.1% met/exceed in ELA and 13.15% met/exceed in math. This subgroup was the only subgroup to score in "RED" on the SBAC in math. The education of students with disabilities is the responsibility of the general education teacher and the special education staff. This goal will focus on increasing training and tools for both the general education classroom and the special education setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Scores in English Language Arts	22/23 ELA Scores 26.31% met/exceeded standard	23-24 CAASPP Data - ELA 27.27% Met or Exceeded	24-25 CAASPP Data - ELA 14.90% Met or Exceeded	Increase by 15%	11.41% Decrease
4.2	SBAC Scores in Math	22/23 Math Scores 13.15% met/exceeded standard	23-24 CAASPP Data - Math 13.64 Met or Exceeded	24-25 CAASPP Data - Math 14.90%	Increase by 15%	1.75% Increase
4.3	Youth Truth Data	December 2023 % below equal positive response Grades 6-8 Engagement 83%	March 2025 % below equal positive response Grades 6-8 Engagement 6%	March 2026 % below equal positive response Grades 6-8 Engagement 24%	Grades 6-8 Engagement =Maintain Academic Challenge 50% Culture 65%	March 2026 % below equal positive response Grades 6-8 Engagement -59%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Challenge 30% Culture 54% Belonging 25% Relationships 27% Emotional/Mental Health 58% School Safety 60% Student Voice/Leadership 27% Grades 3-5 Engagement 3% Academic Challenge 1% Instructional Methods 21% Culture 39% Belonging 4% Relationships 46%	Academic Challenge 12% Culture 43% Belonging 17% Relationships 4% Emotional/Mental Health NO SCORES School Safety NO SCORES Student Voice/Leadership NO SCORES Grades 3-5 Engagement 54% Academic Challenge 19% Instructional Methods 23% Culture 25% Belonging 13% Relationships 24%	Academic Challenge 55% Culture 30% Belonging 55% Relationships 37% Emotional/Mental Health NO SCORES School Safety 75% Student Voice/Leadership 29% Grades 3-5 Engagement 95% Academic Challenge 62% Instructional Methods 57% Culture 20% Belonging 40% Relationships 82%	Belonging 40% Relationships 40% Emotional/Mental Health 65% School Safety 70% Student Voice/Leadership 40% Grades 3-5 Engagment 25% Academic Challenge 30% Instructional Methods 40% Culture 50% Belonging 30% Relationships 60%	Academic Challenge +25% Exceeds CA Median Culture -24% Exceeds CA Median Belonging +30% Exceeds CA Median Relationships +10% Emotional/Mental Health NO SCORES School Safety +15% Student Voice/Leadership +2% Grades 3-5 Engagement +92% Academic Challenge +61% Instructional Methods +36% Culture -19% Belonging +36% Relationships +36%
4.4	Progress on IEP goals in ELA	68.9% of language arts goals were met on IEPs as of the time of this report	79.3% of language arts goals were met on IEPs as of the time of this report	70% of language arts goals were met on IEPs as of the time of this report	75% of language arts goals met on IEPs	+1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Progress on IEP goals in Math	67.6% of math goals were met on IEPs as of the time of this report	69.7% of math goals were met on IEPs as of the time of this report	70.7% of math goals were met on IEPs as of the time of this report	74% of math goals met on IEPs	+3.1%

Goal Analysis [2025-26]

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

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

Action 4.1 During the 2025–2026 school year, UPCS continued to implement a comprehensive system of specialized instruction and intervention services to support students with disabilities. A fully credentialed special education team provided direct instruction, case management, and progress monitoring services. Additional speech and language services remained available to support students with communication needs. At the same time, targeted reading interventions continued through the implementation of a research-based reading program delivered by trained staff. Mathematics instruction was supported through the continued use of evidence-based intervention strategies, including Building Fact Fluency, targeted skill practice, problem-solving activities, and collaborative learning opportunities aligned to students' IEP goals. Implementation occurred largely as planned, with staff continuing to utilize specialized instructional programs, progress-monitoring systems, and data-informed interventions. Professional development focused on ensuring fidelity of implementation, strengthening progress monitoring practices, and aligning instruction with student goals. Student outcome data reflected mixed results. Schoolwide CAASPP English Language Arts performance declined from 27.27% meeting or exceeding standards in 2023–2024 to 14.90% in 2025–2026, representing an 11.41 percentage point decrease and falling short of the targeted increase.
In contrast, mathematics performance increased from 13.64% to 14.90%, representing a 1.26 percentage point increase and demonstrating modest growth. Special education outcomes were more positive. Progress toward IEP goals in ELA increased from 68.9% at baseline to 70% of goals met, while progress toward math goals increased from 67.6% to 70.7% of goals met. These results suggest that targeted interventions and specialized supports contributed to growth for students with disabilities. However, continued efforts are needed to improve overall academic performance, particularly in English Language Arts.

Action 4.2 - During the 2025–2026 school year, UPCS continued its efforts to strengthen inclusive practices and improve support for students with disabilities in general education settings. Professional development was provided to general education teachers, instructional aides, and special education staff on differentiated instruction, disability awareness, classroom accommodations, behavior supports, and collaboration practices. Collaborative planning opportunities between general education and special education staff were maintained to support shared ownership of student outcomes and improve implementation of accommodations and modifications. Implementation occurred substantially as planned. Staff participation remained strong, and collaborative structures were maintained through PLCs, staff meetings, and case management discussions. While scheduling sufficient collaboration time remained challenging, leadership prioritized opportunities for communication and coordinated planning. YouthTruth data provided insight into students' perceptions of their educational experiences. Results showed mixed outcomes. In grades 6–8, students reported strengths in academic challenge, culture, belonging, and school safety

relative to California comparison groups, exceeding state medians in several areas. However, engagement, relationships, and student voice remained areas for continued improvement. For grades 3–5, student perceptions reflected significant concerns about engagement, academic challenge, instructional methods, belonging, and relationships, suggesting that younger students may require additional support to strengthen their connection to school and classroom learning. Despite these challenges, improvements in IEP goal attainment in both ELA and mathematics suggest that collaboration between general education and special education staff contributed positively to student outcomes. The implementation of inclusive practices supported students' access to grade-level instruction while promoting progress toward individualized learning goals.

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.

4.1 came in slightly under budget based on the materials that were acquired.
4.2 was not spent this year. The in-services that special education staff attended this year were free. Next year we will place an emphasis on training general education teachers to meet the needs of students with IEPs.

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

Actions 4.1 and 4.2 were moderately effective in supporting progress toward the goal of improving academic outcomes and educational experiences for students with disabilities. The continued investment in specialized instruction, intervention services, staff training, and inclusive practices strengthened support systems for students and contributed to growth in several key measures.

Results were mixed across academic indicators. Schoolwide CAASPP English Language Arts performance declined from 27.27% meeting or exceeding standards in 2023–2024 to 14.90% in 2024–2025, representing an 11.41 percentage point decrease and falling short of the targeted increase. In contrast, mathematics performance improved from 13.64% to 14.90%, representing a 1.26-percentage-point increase. While overall academic growth remains an area of concern, progress-monitoring data indicate positive outcomes for students receiving special education services. The percentage of language arts IEP goals met increased from 68.9% at baseline to 70%, and the percentage of math IEP goals met increased from 67.6% to 70.7%. These gains suggest that targeted interventions, specialized instruction, and increased collaboration between general education and special education staff positively impacted student progress toward individualized goals.

Implementation of professional development and inclusive practices also demonstrated effectiveness. Staff reported increased awareness of student needs, greater confidence in implementing accommodations and modifications, and stronger collaboration between general education and special education teams. Educators increasingly viewed student success as a shared responsibility, contributing to a more inclusive educational environment.

YouthTruth perception data revealed both strengths and areas for continued improvement. In grades 3–5, students reported positive growth in several areas compared to prior survey results, including engagement, academic challenge, belonging, and relationships, suggesting that efforts to strengthen instructional supports and student connections contributed to a more supportive learning environment. However, grades 6–8 reported significantly lower perceptions of engagement, academic challenge, and relationships. While middle school students exceeded California comparison groups in areas such as academic challenge, belonging, culture, and school safety, the overall perception data indicate a continued need to strengthen student engagement, connectedness, and relationships at the secondary level.

Overall, these actions established stronger systems of support for students with disabilities and improved progress toward IEP goals. While schoolwide academic performance and middle school perception data indicate ongoing challenges, the improvements in IEP goal attainment, staff capacity, collaboration, and elementary student perceptions demonstrate that the actions have been effective in moving the school toward its goal and provide a foundation for continued growth and improvement.

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.

Actions 4.1 and 4.2 - Based on reflections from the 2025–2026 implementation and analysis of student outcome data, the overall goal, metrics, and desired outcomes for Actions 4.1 and 4.2 will remain unchanged. UPCS remains committed to increasing academic achievement for students with disabilities, improving progress toward IEP goals, and strengthening inclusive practices across all grade levels. While progress was observed in IEP goal attainment, particularly in mathematics, and staff successfully implemented specialized instructional supports and inclusive practices, the data indicate a need for further refinements to improve overall academic outcomes and student engagement.

CAASPP results showed a decline in English Language Arts performance, while mathematics demonstrated modest improvement. Additionally, YouthTruth survey data highlighted concerns related to student engagement, relationships, belonging, and academic challenge, particularly among students in grades 3–5 and in certain middle school indicators. Although IEP goal attainment improved in both ELA and mathematics, these results suggest the need for stronger implementation of inclusive instructional practices and more consistent monitoring of student progress.

As a result, professional development will be expanded to include inclusive classroom walkthroughs, peer observations, and model lessons that provide staff with opportunities to observe effective practices in action. Professional learning opportunities will also be differentiated through a tiered support system to address the varying needs of new and veteran teachers, instructional aides, and support staff.

To strengthen collaboration and shared responsibility for student outcomes, the school will increase the frequency and structure of collaboration time between general education and special education staff, with particular attention given to middle school implementation. Additional systems will be developed to track and analyze classroom-level implementation of accommodations and modifications, allowing leadership teams to identify strengths, monitor fidelity, and provide targeted support where needed.

Given student feedback regarding engagement, belonging, and relationships, the school will also explore additional resources and interventions to support student connectedness, particularly at the middle school level. Potential strategies include mentoring opportunities, peer support programs, and relationship-building initiatives designed to strengthen school engagement and improve student perceptions of support.

Finally, a more robust progress-monitoring system will be implemented to provide more timely and comprehensive data regarding both academic performance and IEP goal progression. These refinements are intended to strengthen instructional effectiveness, improve inclusive practices, increase student engagement, and accelerate academic growth for students with disabilities while maintaining the school's commitment to equitable access and meaningful participation in the general education environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Curriclum and Materials	Purchase curriculum to support targeted instruction in Mathematics in the resource program. Materials to support ELA in resource program. Materials to support teaching/learning in the general education classroom.	$5,000.00	No
4.2	Professional Development focused on meeting the needs of students with IEPs	Professional development to equip general education teachers and classroom aides to better meet the needs of students with disabilities in general education settings. The trainings will include, but not be limited to the following: Understanding disabilities, differentiated instruction, classroom management, collaboration with special education department, and legal/ethical guidelines. This will also include time for general education teachers to meet with the special education teachers. The goal will be to ensure that all students receive the support they need to succeed academically and socially.	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Student Attendance - good attendance is essential for students to succeed both academically and in social emotional growth and development. Priority 3, 6, 8	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

UPCS has struggled with attendance challenges since we reopened after COVID school closures. Our average daily attendance went from 96% prior to March 13, 2020 to 93.8% currently. In 19-20 we reported 65 students as chronically absent and currently we have 122. Research supports the connection between attendance and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the rate of Average Daily Attendance	ADA - 93.8%	ADA - 94.6%	ADA - 95.11.%	ADA - 95%	Increase of 1.3% MET GOAL
5.2	Reduce the number of students chronically absent	Number of students identified as Chronically Absent - 122 students	Number of students identified as Chronically Absent - 115 students or 15.17%	Number of students identified as Chronically Absent - 81 students 10.84%	Reduce the number of students chronically absent by 35% (80 students)	33.61% improvement. A difference of 41 fewer students identified as Chronically Absent

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.

Action 5.1 Parent Education - Successfully held a Coffee with the Directors focused on good attendance habits. We also incorporated attendance into many other parent education opportunities, focusing on various topics, and regularly included attendance articles in the weekly bulletin.
Action 5.2 MTSS development - Although we had a change in our school counselor toward the beginning of the year, we still made significant progress in implementing an MTSS process focused on attendance. This year, we were not able to attend the annual CASCWA conference, which focuses on school attendance. The executive director was able to attend sessions focused on attendance at the CCSA and CSDC charter conferences.

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

Action 5.2 - went unspent due to scheduling conflicts and a change in staffing

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

Our metrics indicate that we did experience some success toward our goal. The MTSS group met regularly to review student data, communicate with parents, and consult with students as needed. We included strategies for good attendance multiple times throughout the year through the parent portal and held a "Coffee with the Directors" session, specifically focused on attendance.
Metric 5.1 ADA 95.1%, we have met our 3-year goal
Metric 5.2 Chronic Absenteeism improved by 66%, we are only off by 1 student to meet the 3-year goal

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.

Action 5.2 We would like to start the year by having supportive goal-setting conversations with students and parents who struggled to maintain good attendance throughout the year. We hope that by establishing a relationship with a fresh slate, we will build trust. We will finalize our improved tiered approach for engagment and the intervention strategies list for teachers.

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
5.1	Parent Education focused on regular school attendance	Provide information to parents regarding the importance of attendance through regular newsletters and school events.	$400.00	No
5.2	MTSS Structure for Attendance	Create a tiered system to support attendance including incentives for good attendance and improvements in attendance, training, and supplies.	$3,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$736,270	$0.00

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
9.048%	0.000%	$0.00	9.048%

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:** Differentiated Instruction **Need:** Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproporionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks.	English learners and low income students are disproportionately represented among students scoring below grade level on state and local assessments. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). The data also shows that students, not included in these two targeted sub-groups, are equally in need of these additional resources and services.	Metric 1.1 - SBAC State Testing - ELA Metric 1.2 - Local Assessments - ELA Metric 1.3 - SBAC State Testing - Math Metric 1.4 - Local Assessments - Math Metric 1.9 - Local Assessments - ELA/Math

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: LEA-wide Schoolwide		
1.3	**Action:** Materials and Technology to Support Tier I instruction **Need:** Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproportionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks. **Scope:** LEA-wide Schoolwide	English learners and low income students are disproportionately represented among students scoring below grade level on state and local assessments. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). The data also shows that students, not included in these two targeted sub-groups, are equally in need of these additional resources and services.	Metric 1.1 - SBAC State Testing - ELA Metric 1.2 - Local Assessments - ELA Metric 1.3 - SBAC State Testing - Math Metric 1.4 - Local Assessments - Math Metric 1.9 - Local Assessments - ELA/Math
1.4	**Action:** Professional Development **Need:** Students working below grade level in reading and math. **Scope:** LEA-wide Schoolwide	The review of baseline data reveals that students across the school could benefit from teachers having access to research based, highly effective training in instructional strategies to meet students needs.	1.1 through 1.4 and 1.9 SBAC Math and ELA, Local ELA and Math Assessments.
2.1	**Action:** Access to Social Emotional and Behvioral Supports **Need:**	Although our unduplicated pupils have some unique challenges with mental and behavioral health we have seen a big increase, schoolwide, with all students since COVID.	2.1 Youth Truth Data 2.2 Behavioral Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated pupils are burdened with many unique mental and behavioral health challenges brought on by their individual situations. **Scope:** LEA-wide Schoolwide		
2.2	**Action:** Professional Development in SEL/Behavior **Need:** Our unduplicated pupils are burdened with many unique mental and behavioral health challenges brought on by their situations. Teachers need to have a solid understanding of the challenges and strategies to address them. **Scope:** LEA-wide Schoolwide	Teachers must address behavioral and mental health challenges across their classrooms. These challenges have become greater since COVID and teachers must continue to perfect their craft in this area.	2.1 Youth Truth Data 2.2 Behavioral Data
2.3	**Action:** Behavior Tracking System **Need:** Since COVID we have seen an increase in challenging behaviors with all students and in 22-23 we noted that our low-socioeconomic students had the highest occurrence of suspension.	A system of data collection will provide us with important data that can drive professional development, interventions, and a better understanding of the types of challenges faced by students.	2.2 Behavior Data

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: LEA-wide Schoolwide		
3.1	**Action:** Parent Education Academy **Need:** Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproportionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks. **Scope:** LEA-wide Schoolwide	Strengthening the home to school relationship and equipping families with the tools to support their child's learning, benefits all students. Parents are an essential piece in the improvement process. There are several parent education actions throughout our LCAP addressing various, specific areas.	Metric 3.2 will hold us accountable to providing mutliple opportunities for families to be engaged We may also see improvement in metrics: Metric 1.1 - SBAC State Testing - ELA Metric 1.2 - Local Assessments - ELA Metric 1.3 - SBAC State Testing - Math Metric 1.4 - Local Assessments - Math Metric 1.9 - Local Assessments - ELA/Math
3.4	**Action:** Enrichment Classes/Programs **Need:** Students from the groups identified as unduplicated often suffer from an opportunity gap from their peers. These students may come from families who have recently arrived in this country, who don't speak English, lack higher education, and/or who are struggling finacially and lack resources to provide their children with a wide array of experiences. **Scope:**	By providing a robust enrichment program for all students, our students identified as unduplicated pupils get equal opportunities to engage in a wide range of experiences thus helping to close the opportunity gap.	Metric 3.1 addresses students feelings about engagement, culture, and belonging Metric 3.7 Access to a Broad Course of Study

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

N/A

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.

N/A

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

Staff-to-student 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 certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,137,490	736,270	9.048%	0.000%	9.048%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$755,643.00	$1,463,929.00	$0.00	$187,848.00	$2,407,420.00	$1,592,300.00	$815,120.00

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	Differentiated Instruction		Yes	LEA-wide Schoolwide		All Schools		$936,221.00	$19,260.00	$347,413.00	$471,688.00		$136,380.00	$955,481.00	
1	1.2	Supplemental English Learner Services/Programs	English Learners	No			All Schools		$10,625.00	$9,000.00				$19,625.00	$19,625.00	
1	1.3	Materials and Technology to Support Tier I instruction		Yes	LEA-wide Schoolwide		All Schools		$0.00	$223,649.00	$87,237.00	$136,412.00			$223,649.00	
1	1.4	Professional Development		Yes	LEA-wide Schoolwide		All Schools		$163,679.00	$9,571.00	$107,885.00	$65,365.00			$173,250.00	
1	1.5	Teacher Quality	All	No			All Schools		$12,818.00	$11,025.00				$23,843.00	$23,843.00	
2	2.1	Access to Social Emotional and Behvioral Supports		Yes	LEA-wide Schoolwide		All Schools		$91,935.00	$25,875.00	$62,108.00	$55,702.00			$117,810.00	
2	2.2	Professional Development in SEL/Behavior		Yes	LEA-wide Schoolwide		All Schools		$0.00	$40,000.00	$20,000.00	$20,000.00			$40,000.00	
2	2.3	Behavior Tracking System		Yes	LEA-wide Schoolwide		All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.4	Parent Education to support students SEL and Behavior	All	No			All Schools		$0.00	$4,000.00		$4,000.00			$4,000.00	
2	2.5	Professional Development directed toward understanding challenging behviors in students in poverty	All Low Socio-Economic Students	No			All Schools		$0.00	$1,000.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Parent Education Academy		Yes	LEA-wide Schoolwide		All Schools		$1,000.00	$8,000.00	$9,000.00				$9,000.00	
3	3.2	School Leadership Team	All	No			All Schools		$0.00	$7,000.00		$7,000.00			$7,000.00	
3	3.3	Recruit and Retain Dual Teachers	All	No			All Schools		$27,000.00	$0.00		$27,000.00			$27,000.00	
3	3.4	Enrichment Classes/Programs		Yes	LEA-wide Schoolwide		All Schools		$228,625.00	$56,072.00	$120,000.00	$164,697.00			$284,697.00	
3	3.5	After School Clubs	All	No			All Schools		$120,397.00	$387,268.00		$507,665.00			$507,665.00	
4	4.1	Curriclum and Materials	Students with Disabilities	No			All Schools		$0.00	$5,000.00				$5,000.00	$5,000.00	
4	4.2	Professional Development focused on meeting the needs of students with IEPs	Students with Disabilities	No			All Schools	During 25-26 School Year	$0.00	$3,000.00				$3,000.00	$3,000.00	
5	5.1	Parent Education focused on regular school attendance	All	No			All Schools	During 2026-2027 School Year	$0.00	$400.00		$400.00			$400.00	
5	5.2	MTSS Structure for Attendance	All	No			All Schools	During 2026-2027 School Year	$0.00	$3,000.00		$3,000.00			$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,137,490	736,270	9.048%	0.000%	9.048%	$755,643.00	0.000%	9.286 %	**Total:**	$755,643.00
								LEA-wide Total:	$755,643.00
								Limited Total:	$0.00
								Schoolwide Total:	$755,643.00

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**	Differentiated Instruction	Yes	LEA-wide Schoolwide		All Schools	$347,413.00	
1	**1.3**	Materials and Technology to Support Tier I instruction	Yes	LEA-wide Schoolwide		All Schools	$87,237.00	
1	**1.4**	Professional Development	Yes	LEA-wide Schoolwide		All Schools	$107,885.00	
2	**2.1**	Access to Social Emotional and Behvioral Supports	Yes	LEA-wide Schoolwide		All Schools	$62,108.00	
2	**2.2**	Professional Development in SEL/Behavior	Yes	LEA-wide Schoolwide		All Schools	$20,000.00	
2	**2.3**	Behavior Tracking System	Yes	LEA-wide Schoolwide		All Schools	$2,000.00	
3	**3.1**	Parent Education Academy	Yes	LEA-wide Schoolwide		All Schools	$9,000.00	
3	**3.4**	Enrichment Classes/Programs	Yes	LEA-wide Schoolwide		All Schools	$120,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,065,024.00	$2,210,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Differentiated Instruction	Yes	736,021	857,000
1	**1.2**	Supplemental English Learner Services/Programs	No	18,540	11,855
1	**1.3**	Materials and Technology to Support Tier I instruction	Yes	171,105	206,448
1	**1.4**	Professional Development	Yes	170,000	170,000
1	**1.5**	Teacher Quality	No	20,500	20,500
2	**2.1**	Access to Social Emotional and Behvioral Supports	Yes	202,576	154,325
2	**2.2**	Professional Development in SEL/Behavior	Yes	26,000	42,213
2	**2.3**	Behavior Tracking System	Yes	2,000	0
2	**2.4**	Parent Education to support students SEL and Behavior	No	3,000	3,037
2	**2.5**	Professional Development directed toward understanding challenging behviors in students in poverty	No	1,000	0
3	**3.1**	Parent Education Academy	Yes	5,200	9,578

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	School Leadership Team	No	7,000	6,788
3	3.3	Recruit and Retain Dual Teachers	No	24,482	27,422
3	3.4	Enrichment Classes/Programs	Yes	206,200.00	233,066
3	3.5	After School Clubs	No	460,000	464,375
4	4.1	Curriclum and Materials	No	5,000	3,800
4	4.2	Professional Development focused on meeting the needs of students with IEPs	No	3,000	0
5	5.1	Parent Education focused on regular school attendance	No	400	368
5	5.2	MTSS Structure for Attendance	No	3,000	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$746,740	$707,308.00	$783,055.00	($75,747.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Differentiated Instruction	Yes	$305,502.00	$338,167		
1	1.3	Materials and Technology to Support Tier I instruction	Yes	$115,400.00	$91,248		
1	1.4	Professional Development	Yes	$92,000.00	$96,382		
2	2.1	Access to Social Emotional and Behvioral Supports	Yes	$107,206.00	$134,680		
2	2.2	Professional Development in SEL/Behavior	Yes	$26,000.00	$30,000		
2	2.3	Behavior Tracking System	Yes	$2,000.00	$0		
3	3.1	Parent Education Academy	Yes	$5,200.00	$9,035		
3	3.4	Enrichment Classes/Programs	Yes	$54,000.00	$83,543		

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)
7,433,224	$746,740	0	10.046%	$783,055.00	0.000%	10.535%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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