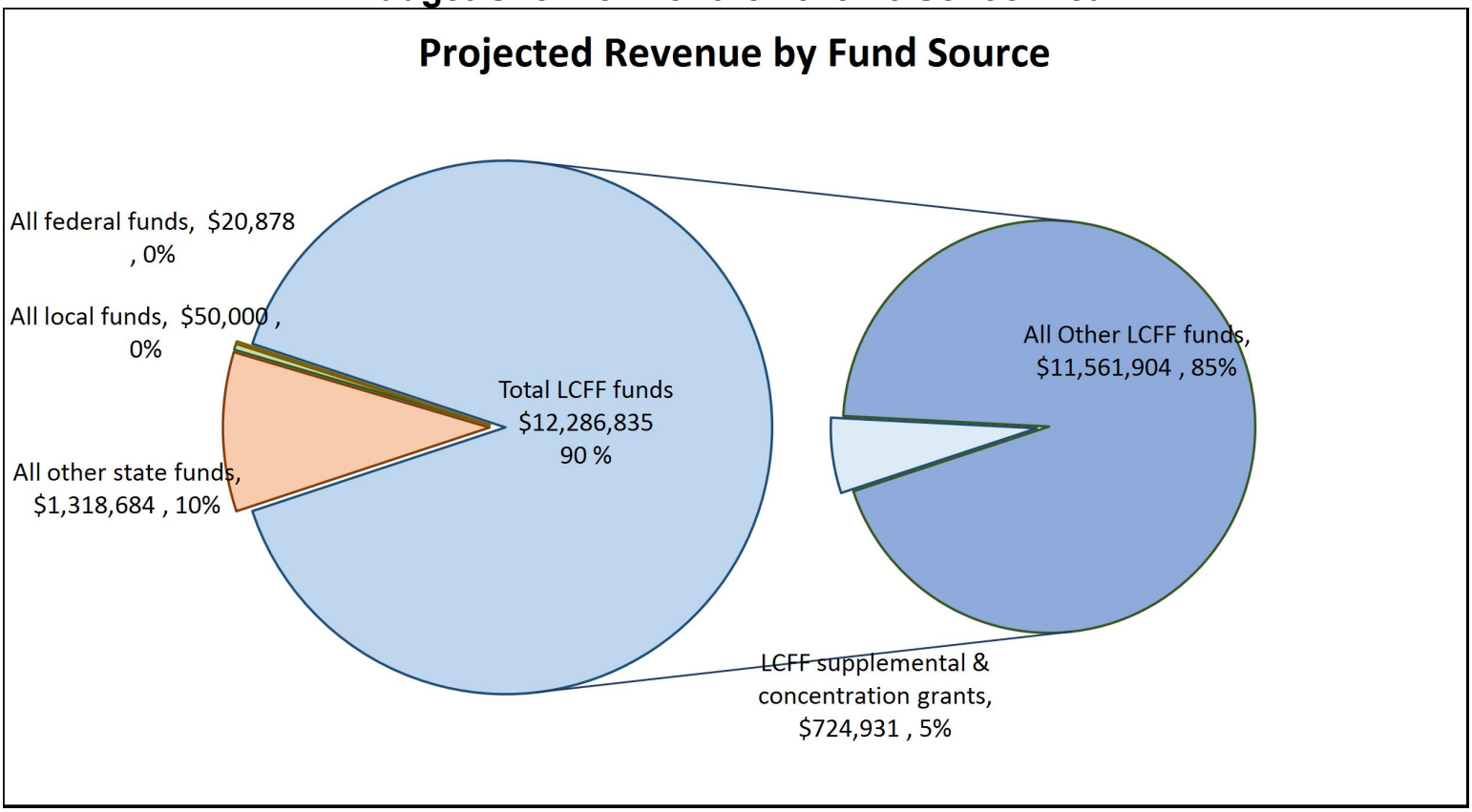
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory School
CDS Code: 45-70136-0106013
School Year: 2025-26
LEA contact information:
Rochelle Angley
Superintendent/Principal
rangley@suhsd.net
530-245-2790 Ext. 16501

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

Budget Overview for the 2025-26 School Year

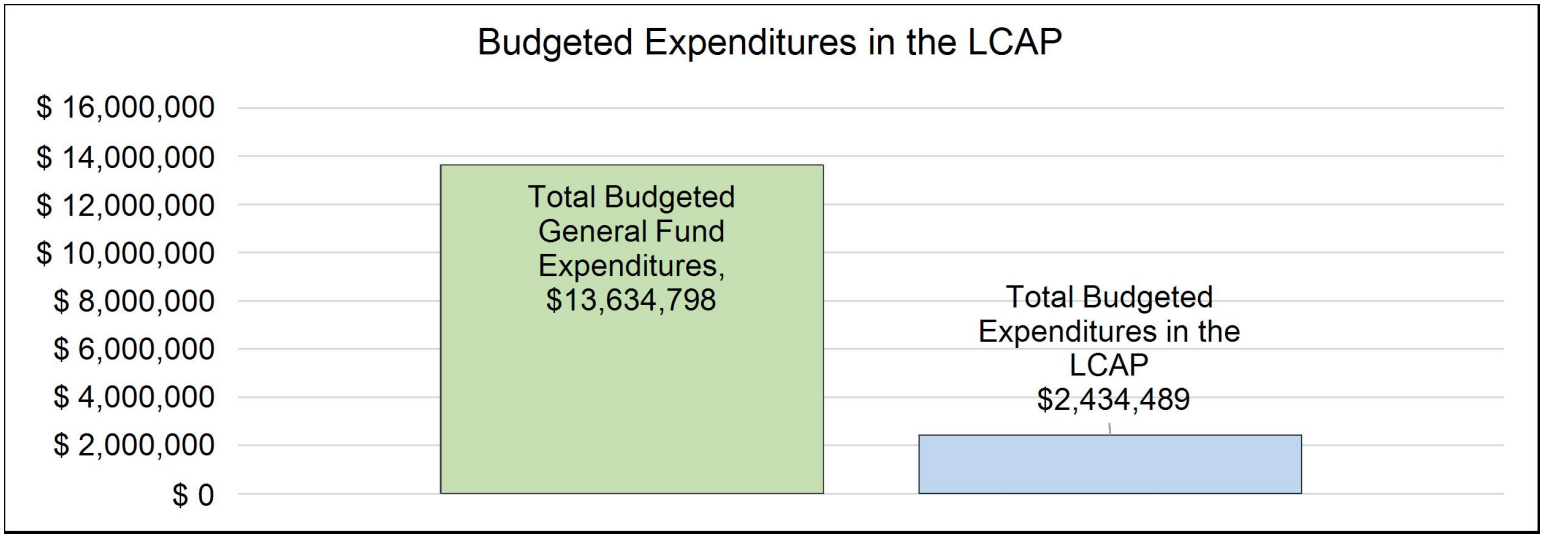


This chart shows the total general purpose revenue University Preparatory School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory School is $13,676,397, of which $12,286,835 is Local Control Funding Formula (LCFF), $1,318,684 is other state funds, $50,000 is local funds, and $20,878 is federal funds. Of the $12,286,835 in LCFF Funds, $724,931 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 Preparatory School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparatory School plans to spend $13,634,798 for the 2025-26 school year. Of that amount, $2,434,489 is tied to actions/services in the LCAP and $11,200,309 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

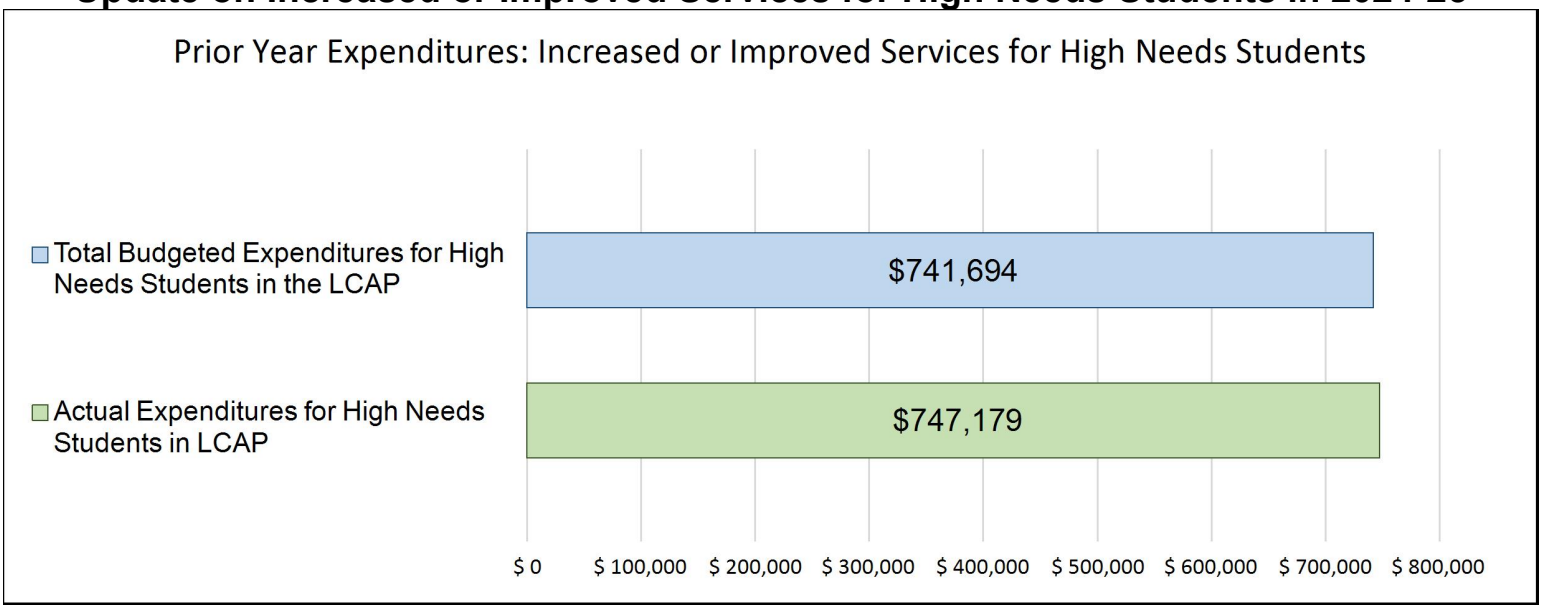
The majority of the general fund budget expenditures not included in the LCAP are for staff offering core and elective course instruction, predominantly salaries and benefits as well as Visual and Performing Arts programs and athletics. Other expenditures include generaloperating expenses (utilities, contracts for services, etc.), facility lease and oversight, and administrative costs.

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

In 2025-26, University Preparatory School is projecting it will receive $724,931 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory School plans to spend $741,694 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, University Preparatory School's LCAP budgeted $741,694 for planned actions to increase or improve services for high needs students. University Preparatory School actually spent $747179 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory School	Rochelle Angley Superintendent/Principal	rangley@suhsd.net 530-245-2790 Ext. 16501

Plan Summary [2025-26]

General Information

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

University Preparatory School is proudly entering its 22nd year (2025-2026) as a thriving public charter school. Recognized for high academic achievement, U-Prep is dedicated to immersing students in rigorous academics and meaningful extracurricular activities. This commitment is bolstered by a collaborative and close-knit community of staff, students, and parents. Our practices are grounded in educational research and professional experience, ensuring that students receive the highest quality education.

At U-Prep, our staff works together to provide numerous opportunities for students to excel academically and develop their potential as educated leaders and citizens in the 21st century. We offer a rich and varied extracurricular program that allows students to grow comprehensively. Central to our vision is a seven-period day for grades 6 through 12, enabling students to pursue diverse academic interests. This includes studying multiple world languages and advancing their skills in the arts, such as dance, drama, visual art, and music.

Reflections: Annual Performance

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

In 2021, University Preparatory School was honored by the Western Association of Schools and Colleges (WASC) with the highest possible accreditation, a 6-year clear. All 20 areas of examination conducted by the WASC Visiting Team received the highest individual scores possible. This recognition underscores the effectiveness of our embedded continuous improvement model, which has significantly benefited our students and community.

Additionally, U-Prep was recognized as a California Distinguished School for two consecutive years, 2022-2023 and 2023-2024. This prestigious designation further highlights our commitment to excellence in education and our success in fostering an outstanding academic environment.

Trend data from various assessments and performance metrics illustrate our success. State achievement tests, College Board AP exams (both participation and scores), PSAT data (administered at no cost to all 8th, 10th, and 11th grade students), SAT/ACT data, enrollment and pass rates for seven dual-enrolled courses, and UC/CSU A-G admission rates all reflect our dedication to academic excellence.

The most recent California School Dashboard indicators for 2024 are all Blue and Green, and all standards have been met. This data validates our continuous efforts to maintain and improve our educational standards and student outcomes.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Administration Teachers/Staff Students Parents School Board Other Educational Partners (Educational Foundation and Booster Organizations)	The following outlines the steps we took to engage various stakeholders: Formation of Stakeholder Groups: Committees include; teachers, administrators, other school personnel, community members, parents, and students. School-wide Collaboration Calendar/Meetings: Scheduled regular meetings for each stakeholder group to discuss the LCAP development process, gather input, and review progress. Meetings for parents were held in the evenings to maximize participation and ensure all voices could be heard. Surveys: Issued surveys to gather broad input from parents, students, and staff. Surveys were designed to be comprehensive, covering various aspects of school performance, priorities, and areas for improvement. School Community Meeting: Hosted public forums to provide a platform for open discussion and feedback from our school community. Review:

Educational Partner(s)	Process for Engagement
	Shared draft versions of the LCAP with all stakeholders for their review and solicited their feedback for final adjustments. Final Review and Approval: Submitted the final LCAP for approval by the governing board, incorporating all feedback and ensuring it reflects the collective input of our educational partners.

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

The feedback from our educational partners significantly shaped our adopted Local Control and Accountability Plan (LCAP). Teachers and school personnel highlighted the need for enhanced professional development, leading to targeted funding for training programs. Parents and students emphasized mental health support, resulting in increased resources for counseling and wellness programs.

All stakeholders emphasized the importance of a positive and safe school environment, leading to increased security, and anti-bullying programs. Administrators and school personnel highlighted the need for data-driven decision-making, resulting in clear metrics for program evaluation.

The adopted LCAP reflects the collaborative efforts and shared commitment of our educational partners, ensuring it addresses the various needs of our school community and strives toward our goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance teaching and learning through the systematic use of interim and summative performance data within a continuous improvement framework. Provide high-quality academic support services tailored to meet the needs of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is designed to establish a systematic process for monitoring the academic progress of all junior high and high school students. By consistently tracking student performance relative to teaching and learning objectives, we aim to identify potential academic challenges early on. Through this proactive approach, we seek to preemptively identify students who may require additional support services to thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Benchmark Assessment Data	100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students. All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.	100% of ELA and Math teachers in grades 6-8 utilized interim benchmark assessments throughout the 2024-2025 school year. All 8th grade science teachers also utilized interim benchmark assessments.		100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students. All academic departments (grades 9-12) continue progress	U-Prep has maintained use of benchmark assessments in ELA and Math within the junior high. Science continues to work towards utilizing standardized benchmark assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The world languages department (grades 9-12) is working towards standardizing assessments in each subject within the department All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.		monitoring all students through various forms of assessments.	All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments with some departments looking to standardize assessments within the department.
1.2	PSAT for 8, 10, 11	In grades 8, 10, 11 80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 60% in Math.	PSAT data reflects ongoing efforts to prepare students for college readiness. The PSAT data for 8th grade students shows 82% have met or exceeded PSAT benchmarks in ELA and 55% in math. For 10th and 11th graders, 82% have met or exceeded PSAT benchmarks in ELA, while 62% have done so in		In grades 8, 10, 11 85% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 65% in Math.	In grades 8, 10, and 11 students have exceeded baseline in ELA. In math our students in grade 10 and 11 have exceeded baseline. Our students in grade 8 are making progress towards baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			math. These assessments provide valuable insights into student performance and help guide instructional support. Moving forward, we will continue to use PSAT data to enhance academic preparation			
1.3	Academic Grade Reports, State Testing, ELPAC, PSAT Scores	On average 60% of unduplicated students will show progress in one or more of the metric areas	CAASPP Results: 6th Grade ELA: 94% of students were proficient 6th Grade Math: 74% of students were proficient 6th Grade Science: 68% of students were proficient 7th Grade ELA: 50% of students were proficient 7th Grade Math: 54% of students were proficient		On average 65% of unduplicated students will show progress in one or more of the metric areas	These results show that the majority of grade levels met or exceeded the 60% baseline goal, with particularly strong performance in 6th and 11th grade ELA and 6th grade Math. While 7th grade scores came in slightly below target, the overall data reflect solid academic growth and help identify focus areas for additional support.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th Grade ELA: 79% of students were proficient 8th Grade Math: 63% of students were proficient 11th Grade ELA: 80% of students were proficient 11th Grade Math: 60% of students were proficient 11th Grade Science: 66% of students were proficient ELPAC Results: Two English Learners were assessed with the ELPAC, and both earned an overall score of 4, indicating a high level of English proficiency. These students will be reclassified in the fall, reflecting strong progress in language			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			development and contributing positively toward our reclassification goals.			
1.4	Department Release Day Calendar and Agenda	50% of our departments or grade levels will take one full day in either fall or spring semester for academic planning outside of our collaboration calendar.	6 of our 7 departments held at least one full day of collaboration and academic planning. In addition, junior high CORE also met. Of the 6 departments, both Social Science and English met twice.		100% of our departments or grade levels will take two full days one in the fall semester and one in the spring semester for academic planning outside of our collaboration calendar.	Progress was made in the implementation of department academic planning and collaboration with over 85% of our departments meeting at least one time in the 2024-2025 school year.
1.5	Student Participation Rates in Academic Support Programs	70% of identified students who are below a 2.00 or not on track to graduate will participate in Academic Support Programs	100% of identified students who were below a 2.00 participated in Academic Support Programs such as Academic Saturday School, Office Hours, weekly meetings for progress monitoring		75% of identified students who are below a 2.00 or not on track to graduate will participate in Academic Support Programs	Student participation rates of 100% in Academic Support Programs in 2024-2025 exceeded baseline and the 3 year target.

Goal Analysis [2024-25]

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

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

The implementation of Goal 1 actions was carried out largely as planned, with all major strategies executed to support access to standards-aligned instruction. There were no substantive differences between the planned and actual implementation of actions. The alignment between planning and execution contributed directly to measurable progress in student achievement and engagement.

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

There were no major material differences reported between the budgeted expenditures and actuals for Year 1, nor were there changes in planned versus actual percentages of improved services. All services were implemented on either a schoolwide or LEA-wide basis as indicated, with appropriate justifications for unduplicated pupil groups

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

he Year 1 outcome data reflects significant growth for unduplicated students across the school. The majority of students demonstrated academic progress in one or more key areas, affirming that we have exceeded our baseline goal. This data will inform and guide instruction, intervention, and resource allocation for Year 2 to ensure continued academic success for all student groups.

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.

In 2025-2026 Math Lab offerings will be offered in grades 6, 7, 8, and 9 bringing the total number of Math Labs to four.

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	Department Release Time	Department Release Calendar: Provide department release time to: (1) create and analyze data to help inform instruction. and (2) align current assessments and assignments with core standards. Utilize assessments to inform and improve instructional services and learning.	$24,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Assessments	Assessments: Purchase and administer various students assessments (for example: National Latin Exams, PSAT for all students in grades 8, 10, and 11) for all students to help evaluate and measure instruction.	$8,000.00	Yes
1.3	Leadership Team Collaboration	Leadership Team Collaboration: Hold an annual summer leadership team retreat to outline action steps and plans for the upcoming school year. This will involve the development of school year priorities and collaboration focusing on data analysis, curriculum instruction & assessment, and academic & social emotional supports.	$17,321.00	Yes
1.4	Professional Development	Professional Development: Professional Development focused on the analysis of performance data and academic supports for all students.	$5,000.00	No
1.5	Student Support Services - EL	Student Support Services (EL): Provide resources and training for staff on ELPAC administration. Assign an administrator to monitor and assess EL program throughout the year to ensure students receive the appropriate support.	$1,500.00	Yes
1.6	Literacy/Academic Skills	Literacy/Academic Skills (BRIDGE): Allocate sections in the Master Schedule or dedicated time before and/or after school to address literacy intervention needs.	$43,728.00	Yes
1.7	Math Lab	Math Lab: Allocate sections in the Master Schedule or dedicated time before and/or after school to address math intervention needs.	$20,765.00	Yes
1.8	Study Hall	Study Hall: Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students.	$210,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Unduplicated Student(s) Support and Resources	Unduplicated Student(s) Support & Resources: Provide support and resources for unduplicated students such as instructional supplies, transportation, food, and other essential needs. Designate staff to coordinate services.	$1,500.00	Yes
1.10	Academic Saturday School	Academic Saturday School: Offer Academic Saturday School to students grades 6-12 as needed to address learning loss.	$3,664.00	Yes
1.11	Site Literacy Coach	Site Literacy Coach to Support Staff & Students: Supports will address both Math and Literacy remediation needs for students. Assist staff in development and assessment of curriculum.	$46,001.00	Yes
1.12	Remedial Summer School	Summer School: Offer Remedial Math Summer School.	$4,833.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and reinforce a growth mindset within the school-community, aiming to support student success and achievement in a challenging academic environment that prepares them for University-level coursework. Equip students with the skills needed to sustain their efforts beyond graduation, enabling them to thrive in their chosen postsecondary endeavors.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal emphasizes the importance of ongoing training for staff which is essential to ensure that educators are equipped with the necessary skills and strategies to effectively support students in developing the SLO's. Ultimately, by prioritizing student social-emotional well-being and providing avenues for leadership development, the goal promotes student success in achieving their post secondary goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Survey (Climate/ Growth Mindset)	75% of students report knowledge of a growth mindset when responding to challenging work	79.07% of students report knowledge of a growth mindset when responding to challenging work		80% of students report knowledge of a growth mindset when responding to challenging work	Student climate survey data showed that students continue to embrace the culture of using a growth mindset when responding to challenging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						work. Students are making progress toward the target outcome with an increase in those reporting a knowledge of a growth mindset.
2.2	Parent Survey	60% of the parent participants report their students experienced a supportive learning environment as a result of programs.	95.4% of the parent participants report their students experienced a supportive learning environment as a result of programs.		70% of the parent participants report their students experienced a supportive learning environment as a result of programs.	Parent survey data shows that we have exceeded our target and greatly increased from baseline the number of parents reporting that their students have experienced a supportive learning environment.
2.3	Student Survey (Career)	75% of students engage with CCGI, a career-related activity, and/or other event to increase career and college readiness	Students in all grade levels were introduced to CCGI a career and college readiness resource in 2023-2024. The counseling department continues to work with students at all grade levels on utilization of the program and the tools and resources specific		80% of students engage with CCGI, a career-related activity, and/or other event to increase career and college readiness	Individual usage data was not gathered in 2024-2025 as students and counselors continued to familiarize themselves and families with the resources. CCGI data will be included on the 2025-2026 student survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to students in each grade level.			
2.4	UC A-G Data	80% of graduates meet UC a-g admissions requirements	87% of 2025 graduates meet UC a-g admissions requirements		85% of graduates meet UC a-g admissions requirements	We continue to have a high percentage of students who meet the UC a-g admissions requirements exceeding our target of 85%.

Goal Analysis [2024-25]

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

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

The significant positive gains across all metrics indicate that the actions outlined in the LCAP—particularly those related to social-emotional learning, student engagement, and college readiness—are proving effective.

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

There were no major material differences reported between the budgeted expenditures and actuals for Year 1, nor were there changes in planned versus actual percentages of improved services. All services were implemented on either a schoolwide or LEA-wide basis as indicated, with appropriate justifications for unduplicated pupil groups

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

The school met or exceeded all Year 1 targets, with gains ranging from 8% to 14%. The strongest area of growth is in student awareness and application of growth mindset strategies.

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.

There are no planned changes for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Professional Development: Attend conferences that support facilitating a growth mindset for teachers and their students and create opportunities for teachers to observe one another.	$15,000.00	No
2.2	College and Career Activities	College and Career Activities & Events: Participate in college and career activities and events both on and off campus (College Trips, STEM Day, Career Fairs, Career Week, etc.).	$15,000.00	Yes
2.3	College and Career Exploration	College and Career Exploration: Utilize CCGI or other similar software tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions.	$1,500.00	Yes
2.4	Student Study Skills and Organization	Student Study Skills and Organization: Provide Academic tools and resources to help support student time management and organization.	$5,000.00	Yes
2.5	Technology	Technology: Enhance learning opportunities through new and replacement technology.	$150,000.00	No
2.6	Instructional Resources	Instructional Resources: Provide all students with sufficient instructional materials including textbooks, support materials, lab materials, equipment, instruments, software, and other program specific needs. Includes only those items not included in other Actions/Services.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Involve students in cultivating critical thinking abilities by immersing them in challenging academic pursuits, as well as meaningful extra-curricular and co-curricular activities spanning grades 6 through 12.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through engaging in intellectually stimulating academic coursework, students are encouraged to analyze, evaluate, and synthesize information, honing their ability to think critically and solve complex problems. Additionally, participation in extra-curricular and co-curricular activities offers students opportunities to apply and extend their critical thinking skills in real-world contexts. Our underclassman (grades 9 & 10) actively participate in AP exams whereas our upperclassman (grades 11 & 12) pursue dual enrollment over AP exam participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of Dual Enrolled Courses	8 DE courses at 100% pass rate.	U-Prep offered 9 Dual Enrollment courses in 2024-2025. Mandarin II was added as the		9 DE courses at 100% pass rate.	U-Prep continues to increase Dual Enrollment offerings with a planned increase to 10 courses in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			newly offered Dual Enrollment course.			2025-2026. Modern World History the equivalency of History II at Shasta College will be added in 2025-2026
3.2	AP Test Scores	45% participation rate amongst grades 9-12 students; 60% pass rate	47.51% of AP Students participated in AP testing. A total of 405 tests were administered in 2025. The pass rate will be available mid-summer.		Maintain 45% participation rate amongst grades 9-12 students; 62% pass rate	47.51% of AP students participated in AP testing taking at least one AP test. This exceeds our baseline of 45% in participation. Data related to the pass rate will be available in mid-summer.
3.4	State Test Scores (ELA, Math, Science)	Varies at each grade level and content area (based on students met or exceeded).	ELA and Science test scores showed an increased in those who met or exceeded standards from 2023-2024 in all grade levels tested; grades 6-8, and 11.2025 State testing showed that students who met or exceeded standard in math increased by 2% or more in grades		2% increase from baseline score	2025 state test scores showed a significant increase in students who met or exceeded standard in ELA. Math test scores for students in grades 7 and 11 increased by 2% meeting the year 3 target and 8th grade scores showed an increase by 1% making progress towards target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7 and 11. Students in grade 8 showed an increase of 1% and students in grade 6 showed a decrease of 2%.			Test scores in 6th grade showed a decrease in baseline by 2%. Science scores in 8th, 11th grades also increased by over 2%.
3.5	Participation Rates in Co-Curricular and Extra-Curricular Programs	75% of students in each grade level reported participation in either extra or co-curricular activities	Unduplicated student participation shows that over 50% of students participated in a co-curricular Visual and Performing Arts program and over 59% of students participated in an athletic sport. School-wide activities such as Club participation was not surveyed in 2024-2025.		85% of students in each grade level reported participation in either extra or co-curricular activities	Student engagement in extra and co-curricular activities continues to be strong with multiple students participating in more than one activity. Total participation has declined from baseline which is a reflection of an unduplicated count. Data will be measured through surveys and enrollment in 2025-2026.

Goal Analysis [2024-25]

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

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

The analysis of Goal 3 demonstrates a strong commitment to expanding student opportunities through dual enrollment, AP programs, state testing outcomes, and participation in enrichment activities. This goal focuses on fostering improved student learning and engagement by increasing access to advanced academic and extracurricular experiences.

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

There were no major material differences reported between the budgeted expenditures and actuals for Year 1, nor were there changes in planned versus actual percentages of improved services. All services were implemented on either a schoolwide or LEA-wide basis as indicated, with appropriate justifications for unduplicated pupil groups

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

During the first year of implementation, several metrics showed clear progress. Performance on state tests met or exceeded the targeted growth. While English Language Arts scores remained steady at 35%, math and science scores increased by 2% each, which aligns with the planned growth objectives. Overall, the year one analysis reflects positive momentum across most key indicators. The improvements in academic performance and program participation suggest that the school's strategies are yielding results.

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.

Continued investment and refinement of these programs, particularly in expanding access and encouraging broader student engagement, will be crucial in meeting long-term LCAP objectives.

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	Professional Development	Professional Development: Professional Development focused on academic content area, technology & Artificial Intelligence (AI), and student social-emotional well-being	$25,000.00	Yes
3.2	AP and Pre-AP Programs	AP and Pre-AP Programs: Provide resources for students to prepare for the AP Test through test prep materials, software, and the AP Retreat. Provide resources including textbooks and supplemental materials for the AP and Pre-AP Program.	$30,000.00	

Action #	Title	Description	Total Funds	Contributing
3.3	Dual Enrollment	Dual Enrollment: Continue to expand partnership with Shasta College to provide dual enrollment course offerings. Support the dual enrollment program through materials, section allocation, and stipends.	$537,195.00	No
3.4	Summer School for Advanced Math	Summer School for Advance Math: Provide a summer school program that offers an advanced math course.	$4,274.00	No
3.5	Co-Curricular and Extra-Curricular Activities	Co-Curricular & Extra-Curricular Activities: Continue to support and encourage student participation in co-curricular and extra-curricular activities by providing access to high quality programs.	$610,172.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate a positive school climate and culture that fosters academic success and healthy relationships, supported by a close-knit community of teachers, advisors, and staff. Deliver high-quality social-emotional support services to all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cultivating a positive school climate and culture by providing comprehensive social-emotional support services, the goal aims to create a comprehensive learning environment where students feel valued, supported, and empowered to reach their full potential academically, socially, and emotionally. By fostering a sense of belonging and inclusivity, supported by close relationships among teachers, advisors, and staff, the goal seeks to create an atmosphere conducive to learning and personal growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Climate Survey	80% of students report feeling safe on campus. 80% of students report feeling welcome at school. 80% of students report that there is at least one	94% of students report feeling safe on campus. 9-12 90% of students report feeling welcome at school.		85% of students report feeling safe on campus. 85% of students report feeling welcome at school.	Our Climate Survey indicates that our year 1 outcomes related to student safety and the Advisory/Tutorial resource have increased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		adult on campus they can trust with a problem. Promote and encourage the use of the Resource Center for grades 9-12 75% of students in grades 6-8 report Advisory and Tutorial time as a helpful resource.	89% of students report that there is at least one adult on campus they can trust with a problem. Currently 24.6% of high school students utilize the Resource Center 83.67% of students in grades 6-8 report Advisory and Tutorial time as a helpful resource.		85% of students report that there is at least one person on staff they can go to. Increased use of the Resource Center for grades 9-12 80% of students in grades 6-8 report Advisory and Tutorial time as a helpful resource.	baseline and have exceeded our target for Year 3. Utilization of the Resource Center by high school students is 24.6% however utilization by junior and senior high school students is 49.25%
4.2	Staff Survey	85% of staff report that they are well informed and prepared to keep students safe during an emergency.	95.60% of staff report that they are well informed and prepared to keep students safe during an emergency.		90% of staff report that they are well informed and prepared to keep students safe during an emergency.	Our Staff Survey indicates that our year 1 outcomes related to staff knowledge and preparedness for school safety has increased from baseline and has exceeded our target for year 3.
4.3	Parent Survey	80% of parent participants indicate U-Prep's campus is conducive for safe and effective learning.	95.4% of parent participants indicate U-Prep's campus is conducive for safe		85% of parent participants indicate U-Prep's campus is conducive for safe	Our Parent Survey indicates that our year 1 outcomes related to our overall school culture have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80% of parent participants indicate they feel well informed regarding school activities/events.	and effective learning. 96.2% of parent participants indicate they feel well informed regarding school activities/events.		and effective learning. 85% of parent participants indicate they feel well informed regarding school activities/events.	increased from baseline and have exceeded our target for Year 3.

Goal Analysis [2024-25]

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

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

Implementation of Goal 4 was highly effective in its first year. The actions outlined (Advisory Program, additional counseling, Resource Center access, safety staffing, and supports) were implemented as planned. No substantive deviations were noted. Survey and participation data show marked improvement in student, staff, and parent perceptions of safety, inclusion, and access to support. A significant success was the increase in students' feelings of connectedness to adults on campus and effective use of advisory and tutorial time. Challenges included increasing utilization of the Resource Center among high school students; however, a breakdown by grade level shows nearly 50% of junior and senior high school students are using it.

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

There were no major material differences reported between the budgeted expenditures and actuals for Year 1, nor were there changes in planned versus actual percentages of improved services. All services were implemented on either a schoolwide or LEA-wide basis as indicated, with appropriate justifications for unduplicated pupil groups

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

Metric 4.1: Student Climate Survey

- Year 1 results exceeded both baseline and Year 3 targets for student safety, welcoming environment, and trusted adult connections.
- Safety: 94% (vs. 80% baseline)
- Welcomed: 90% (vs. 80% baseline)
- Trusted adult: 89% (vs. 80% baseline)

- Advisory help (6–8): 83.67% (vs. 75% baseline)
- Resource Center (9–12): 24.6% overall, 49.25% (junior/senior breakdown)

Effective: Strong upward trend shows advisory, tutorial, and social-emotional supports are having a measurable positive impact.

Metric 4.2: Staff Survey
- Prepared for emergencies: 95.6% (vs. 85% baseline)

Effective: Surpassed Year 3 target. Staff training and safety protocols were clearly effective.

Metric 4.3: Parent Survey
- Safe learning environment: 95.4% (vs. 80% baseline)
- Well informed: 96.2% (vs. 80% baseline)

Effective: Family engagement tools and communications have significantly improved parent perceptions of school culture.

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.

Given the high level of success in Year 1, no major changes are proposed to the metrics or actions at this time. However, the following refinements will be considered:
- Resource Center: Increase student awareness and access to support at all high school levels to boost overall utilization.
- Sustain and deepen advisory support: Continue staff training and SEL curriculum development to maintain gains.
- Maintain safety readiness: Ongoing investment in staff development and safety infrastructure.
- Continue outreach: Leverage high parent satisfaction to increase turnout at events and feedback opportunities.

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	Advisory Program	Advisory Program: Junior High Advisory lessons/curriculum related to academic, social-emotional, and college/career. Compensation for assigned teachers. Continue to monitor advisory program needs.	$21,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	School Counselor	School Counselor: Maintain additional counselor position to provide support for those students who are struggling to achieve academic success and/or who are struggling with social-emotional challenges. This counselor is also designated to coordinate services for homeless, foster youth, low-income, EL, and 504 students.	$148,686.00	Yes
4.3	Resource Center	Resource Center: Provide a safe facility and staff for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring, and technology access.	$80,626.00	Yes
4.4	School Safety Supervisor	School Safety Superviser: Provide Student Safety Supervisor(s) to assist campus security and implement the School Safety Plan.	$75,053.00	No
4.5	School Wide Safety Program	School-wide Safety Program: Provide annual training and support of school safety program.	$5,000.00	No
4.6	Marketing	Marketing: Promote school programs and accomplishments.	$2,500.00	No
4.7	Professional Development	Professional Development: Provide opportunities for staff and student leaders to promote positive school culture.	$10,000.00	No
4.8	Social Emotional Support	Social Emotional Support: Provide opportunities for increased social-emotional support for students.	$115,901.00	Yes
4.9	Parent Engagment	Parent Engagement: Provide opportunities for parent engagement through Parent University Nights, Back to School Night and other events. Seek input through parent surveys and continue to improve home to school communications through Parent Square, the monthly newsletter, school app and school website. Increase awareness of parent participation opportunities within the school community.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.10	WEB/Link Crew Programs	WEB/LINK Crew Programs: add WEB and LINK Crew classes to our master schedule to strengthen student leadership, mentorship, and community-building initiatives. Empower upperclassmen to support and guide incoming students, fostering a positive and inclusive school culture, and enhancing the overall student experience at UPREP.	$39,024.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$724931.00	$

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
6.270%	0.000%	$0.00	6.270%

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:** Department Release Time **Need:** Students need more individualized attention and differentiated instruction to achieve academic success and stay on track with their peers. **Scope:**	Department Release Time is designed to address these needs by allowing teachers dedicated time to collaborate, plan, and develop strategies specifically aimed at supporting unduplicated student groups. During this time, teachers can engage in professional development focused on differentiated instruction, share best practices for addressing the needs of English Learners and low-income students, and create targeted interventions. Providing this action on an LEA or schoolwide basis ensures that all teachers are	Academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps. Attendance records to track improvements in

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
	Schoolwide	equipped with the skills and strategies needed to support these students, creating a cohesive and supportive learning environment. This approach fosters a unified effort to close achievement gaps and promote equity.	student engagement and participation. English Learner reclassification rates to evaluate language acquisition progress. Surveys and feedback from teachers to assess the impact of professional development and collaborative planning on instructional practices. Monitoring the implementation of targeted interventions and their outcomes.
1.2	**Action:** Assessments **Need:** Students require more frequent and targeted assessments to accurately monitor their academic progress and identify areas needing additional support. **Scope:** Schoolwide	These assessments will help identify the specific academic needs of unduplicated student groups, allowing for timely and effective interventions. By providing assessments, we ensure a standardized approach to measuring student progress, thereby promoting consistency and equity across the school. This allows all teachers to have access to reliable data, enabling them to tailor their instruction to better support the academic growth of unduplicated students.	Analysis of assessment data, including formative and summative assessments, to track academic progress and identify achievement gaps. For example, state assessments, PSAT, and AP. Progress monitoring reports to evaluate the effectiveness of interventions based on assessment results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			English Learner progress assessments to track language development and proficiency gains. Teacher and student feedback on the assessment process to improve implementation and effectiveness.
1.3	**Action:** Leadership Team Collaboration **Need:** Students need comprehensive and cohesive support systems that address their academic, social, and emotional needs. **Scope:** Schoolwide	Leadership Team Collaboration is designed to address these needs by fostering regular and structured collaboration among school leaders, including administrators, counselors, and department heads. This collaboration focuses on developing and implementing strategies that support unduplicated students holistically. By providing this action, we ensure a unified approach to identifying and addressing the needs of these students, promoting a culture of shared responsibility and continuous improvement. The leadership team will work together to analyze data, discuss best practices, and coordinate interventions that support academic achievement, social-emotional well-being, and family engagement for unduplicated students.	Student academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps. Attendance and engagement records to track improvements in student participation and school involvement. Behavior and discipline reports to assess the impact of support strategies on student conduct and social-emotional development. Surveys and feedback from students, parents, and staff to evaluate the

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
			effectiveness of leadership initiatives and collaboration efforts. Monitoring the implementation and outcomes of targeted interventions and programs designed for unduplicated students.
1.6	**Action:** Literacy/Academic Skills **Need:** These students often face challenges such as limited access to educational resources at home, language barriers, and frequent disruptions in their education. As a result, they require additional support to develop the foundational literacy and academic skills necessary for success in all subject areas. **Scope:** Schoolwide	The Literacy and Academic Skills action is designed to address these needs by implementing targeted interventions and instructional strategies that focus on enhancing literacy and overall academic skills. This includes differentiated instruction, small group tutoring, and the use of evidence-based literacy programs. Providing this action on an LEA or schoolwide basis ensures that all students, especially those in the unduplicated groups, receive the support they need to improve their reading, writing, and critical thinking skills. This comprehensive approach ensures consistency in instructional quality and equitable access to academic resources and interventions.	Reading and writing assessment scores to monitor improvements in literacy skills. Standardized test scores in language arts and other core subjects to evaluate overall academic progress. Progress reports and grades to track student performance in literacy and academic skills areas. English Learner reclassification rates to measure advancements in language proficiency. Surveys and feedback from students and teachers to assess the impact of literacy

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
			interventions and instructional strategies. Monitoring the participation and outcomes of tutoring and other targeted support programs.
1.7	**Action:** Math Lab **Need:** Students have limited access to supplemental educational resources, encounter language barriers that affect comprehension of mathematical concepts, and experience instability that disrupts their learning continuity. Consequently, they require targeted interventions to build and strengthen their math skills. **Scope:** Schoolwide	The Math Lab action is designed to address these needs by providing a dedicated space and resources for targeted math instruction and support. The Math Lab will offer individualized and small-group tutoring, focused on reinforcing fundamental math concepts and addressing specific areas of difficulty.	Math assessment scores to track improvements in students' mathematical skills and understanding. Standardized test scores in math to evaluate overall academic progress and proficiency. Progress reports and grades in math courses to monitor student performance and growth. Attendance and participation records for Math Lab sessions to ensure engagement and access.
1.8	**Action:** Study Hall **Need:**	The Study Hall action is designed to provide a structured and supportive environment where students can focus on their academic work, receive additional help, and develop effective study habits. Study Hall sessions will be staffed by teachers who can offer personalized assistance,	Academic performance data, including grades and progress reports, to monitor improvements in student achievement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students benefit significantly from structured and supportive study time to help bridge these gaps. **Scope:** Schoolwide	particularly in areas where students are struggling. By offering this action, we ensure that all students, especially those in unduplicated groups, have equitable access to a quiet and supportive study environment, fostering better academic outcomes and reducing achievement gaps.	Standardized test scores to evaluate overall academic progress and proficiency. Attendance and participation records for Study Hall sessions to ensure students are engaging with the support provided. Monitoring the completion rates of homework and assignments to gauge the impact of the additional study time on student productivity.
1.10	**Action:** Academic Saturday School **Need:** Students need additional instructional time and support to catch up and improve their studies. **Scope:** Schoolwide	The Academic Saturday School action is designed to provide supplemental instructional time on weekends, offering targeted academic support and enrichment opportunities. This program will focus on core subjects, providing personalized instruction and tutoring to help students improve their understanding and skills. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to additional learning opportunities that can help bridge achievement gaps and reinforce classroom learning.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Standardized test scores to evaluate overall academic progress and proficiency. Attendance records for Academic Saturday School sessions to track student participation and engagement.

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
1.11	**Action:** Site Literacy Coach **Need:** Students may struggle with reading comprehension, writing proficiency, and overall academic achievement. **Scope:** Schoolwide	The Site Literacy Coach action is designed to address these needs by providing specialized support to improve literacy instruction across the school. The Literacy Coach will work with teachers to develop and implement effective literacy strategies, provide targeted professional development, and offer direct support to students who need additional help. By providing this action, we ensure that all students, especially those in unduplicated groups, benefit from enhanced literacy instruction. This approach promotes consistency in teaching practices and ensures that all students have the opportunity to improve their literacy skills.	Reading and writing assessment scores to monitor improvements in literacy skills. Standardized test scores in language arts to evaluate overall academic progress and proficiency. Progress reports and grades in language arts courses to track student performance and growth. English Learner reclassification rates to measure advancements in language proficiency.
1.12	**Action:** Remedial Summer School **Need:** Students benefit significantly from remedial instruction to help them catch up and strengthen their foundational skills. **Scope:** Schoolwide	The Remedial Summer School action is designed to provide targeted instructional support during the summer months, focusing on core subjects where students need the most help. This program will offer intensive, small-group instruction and personalized tutoring to address specific learning gaps and reinforce essential academic skills. By offering this action, we ensure that all students, especially those in unduplicated groups, have the opportunity to improve their academic performance and prepare for the upcoming school year. This approach helps prevent summer learning loss and supports students in achieving grade-level proficiency.	Pre- and post-assessment scores to measure academic progress and improvement in core subjects. Standardized test scores to evaluate overall academic proficiency and growth. Attendance records for summer school sessions to ensure student engagement and participation.

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
			Progress reports and grades from the following school year to track the long-term impact of summer school interventions.
2.2	**Action:** College and Career Activities **Need:** Students may have limited exposure to higher education opportunities, lack guidance on application processes, and need more mentorship to help them navigate potential career paths. Consequently, they require targeted support to explore and prepare for future educational and career opportunities. **Scope:** Schoolwide	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college campus visits, attending STEM days, and facilitating career exploration activities. These initiatives provide students with firsthand experience of college environments, exposure to STEM fields, and opportunities to explore various careers through workshops, fairs, and mentorship programs. By offering this action, we ensure that all students, especially those in unduplicated groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.	College application and acceptance rates to monitor students' pursuit of higher education opportunities. Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs. Participation rates in college campus visits, STEM days, and career exploration activities to track student engagement and exposure.
2.3	**Action:** College and Career Exploration **Need:**	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college visits, career fairs, workshops	College application and acceptance rates to monitor students' pursuit of higher education opportunities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students require targeted support to explore and prepare for future educational and career opportunities. **Scope:** Schoolwide	on college applications and financial aid, mentorship programs, and access to career counseling services. Offering this action ensures that all students, especially those in unduplicated groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.	Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs. Completion rates of career interest inventories and participation in career exploration activities to track student engagement and planning. Tracking scholarships and financial aid awards received by students to evaluate support in the financial planning process.
2.4	**Action:** Student Study Skills and Organization **Need:** Students struggle with time management, note-taking, and task prioritization due to limited access to resources. As a result, they require targeted assistance to build these essential skills, which are critical for academic success and long-term educational attainment. **Scope:** Schoolwide	The Student Study Skills and Organization action is designed to provide structured support and resources to help students develop effective study habits and organizational skills. This includes tutorials, and one-on-one coaching focused on time management, effective note-taking, goal setting, and task prioritization. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the tools and strategies needed to enhance their academic performance and overall school experience. This comprehensive approach helps create a supportive learning environment where all students can thrive.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Standardized test scores to evaluate overall academic progress and proficiency. Tracking the completion and quality of assignments and projects to gauge the effectiveness of improved

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
			study and organizational skills.
3.1	**Action:** Professional Development **Need:** Students benefit greatly from teachers who are well-versed in differentiated instruction, technology integration, artificial intelligence tools, and social-emotional learning (SEL) techniques. To address these needs, it is crucial that staff receive ongoing professional development in these areas to enhance their ability to support and engage all students effectively. **Scope:** Schoolwide	The Staff Professional Development action is designed to provide comprehensive training for teachers and staff in key areas: academic content, technology, artificial intelligence, and student social-emotional well-being. This includes workshops, seminars, and training sessions focused on: Enhancing subject matter expertise to improve instructional quality and student outcomes. Integrating technology and artificial intelligence tools to personalize learning and increase student engagement. Implementing effective SEL practices to support the holistic development of students. Providing this professional development ensures that all teachers and staff have access to the training they need to address the diverse needs of our student population. This approach promotes a consistent, high-quality educational experience across the entire school and equips staff with the skills necessary to support unduplicated student groups effectively.	Student academic performance data, including standardized test scores and classroom assessments, to monitor the impact of improved instructional practices. Technology and AI usage reports to evaluate the integration and effectiveness of new tools in the classroom. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate. Teacher and staff feedback on professional development sessions to assess their relevance, quality, and impact on instructional practices. Monitoring the implementation of new strategies and tools in classrooms and their

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
			outcomes on student engagement and learning.
4.1	**Action:** Advisory Program **Need:** Students often face challenges that can impact their academic performance, social-emotional well-being, and post-secondary readiness. These students may need additional guidance and support to navigate academic expectations, manage social-emotional challenges, and explore college and career opportunities. An effective advisory program is crucial to address these diverse needs comprehensively. **Scope:** Schoolwide	Academic support: Advisors will help students develop effective study habits, manage their coursework, and access tutoring or other academic resources as needed. Social-emotional learning: Advisors will implement SEL activities and provide a safe space for students to discuss and manage their emotions, build resilience, and develop interpersonal skills. College and career readiness: Advisors will guide students through the process of exploring college and career options, completing applications, and preparing for life after high school.	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Attendance and engagement records for advisory sessions to ensure student participation and benefit from the program. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate. Participation rates in college and career exploration activities to evaluate student engagement and readiness.
4.2	**Action:** School Counselor **Need:**	The Additional Counselor action is designed to provide dedicated support to students who are struggling academically and/or with social-emotional challenges. The additional counselor will:	Academic performance data, including grades and progress reports, to monitor improvements in student achievement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students require targeted support to address their unique needs and to help them overcome these challenges. **Scope:** Schoolwide	Offer individualized and group counseling sessions to support students' social-emotional well-being and help them develop coping strategies. Provide academic counseling and intervention strategies to help students improve their performance and achieve academic success. Coordinate services and resources for homeless students, foster youth, low-income students, and English Learners, ensuring they receive the necessary support to address their specific needs. By offering this action, we ensure that all students, especially those in unduplicated groups, have access to comprehensive counseling services. This approach promotes equity by addressing the specific barriers faced by these students and providing them with the support needed to succeed academically and socially.	Attendance and engagement records to track student participation in counseling sessions and other support services. SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate. Monitoring the academic progress and graduation rates of homeless students, foster youth, low-income students, and English Learners to evaluate the impact of coordinated services. Tracking referrals and access to external resources and services coordinated by the counselor.
4.3	**Action:** Resource Center **Need:** Students benefit greatly from additional instructional help, peer mentoring, and access to technology resources to complete their assignments and enhance their learning.	The Resource Center action is designed to provide a safe and supportive facility where students can access instructional help, peer mentoring, and technology resources before school, during school, and after school. The Resource Center will:	Academic performance data, including grades and progress reports, to monitor improvements in student achievement. Attendance and participation records for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Offer a safe space for students to study, complete assignments, and access technology such as computers and internet. Provide peer mentoring programs where students can receive academic support and tutoring from their peers. Facilitate a supportive environment where students can seek help from staff and mentors to address their academic and personal challenges. By offering this action, we ensure that all students, particularly those in unduplicated groups, have equitable access to the resources they need to succeed academically. This approach promotes a comprehensive support system that addresses the diverse needs of our students and enhances their overall learning experience.	the Resource Center to track student engagement and utilization of the facility. Tracking the use of technology resources and access to peer mentoring programs to evaluate their effectiveness in supporting student learning.
4.8	**Action:** Social Emotional Support **Need:** Students experience stress, anxiety, trauma, and other mental health issues that require targeted support. Addressing their social-emotional needs is crucial for their academic success and personal development. **Scope:** Schoolwide	The Social Emotional Support action is designed to provide comprehensive social-emotional support to students, including the services of a Licensed Marriage and Family Therapist (LMFT). This program will: Offer individual and group counseling sessions to help students manage their emotions, develop coping strategies, and build resilience. Provide access to an LMFT who can offer specialized mental health support and therapy for students experiencing significant social-emotional challenges.	Attendance and participation records for counseling sessions and SEL programs to track student engagement and utilization of services. Monitoring the incidence of behavior issues and disciplinary actions to evaluate the impact of social-emotional interventions. Tracking referrals and access to the LMFT to

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
		Implement social-emotional learning (SEL) activities and programs to foster a supportive and positive school environment. Facilitate opportunities and training for students, parents, and staff to increase awareness and understanding of social-emotional well-being. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the social-emotional support they need. This approach promotes a holistic support system that addresses the mental health and well-being of our students, enhancing their ability to succeed academically and personally.	measure the effectiveness of mental health support services. Academic performance data, including grades and progress reports, to assess the correlation between social-emotional support and academic success.
4.10	**Action:** WEB/Link Crew Programs **Need:** Students struggle with social integration, lack of mentorship, and limited access to supportive peer networks. Strengthening student leadership, mentorship, and community-building initiatives is essential to fostering a positive and inclusive school culture that supports the success of all students. **Scope:** Schoolwide	The WEB and LINK Crew programs are designed to address these needs by adding dedicated classes to our master schedule that focus on student leadership, mentorship, and community building. These programs will: Empower upperclassmen to take on leadership roles, providing guidance and support to incoming students through structured mentorship activities. Facilitate community-building initiatives that promote inclusivity, positive relationships, and a supportive school environment. Offer training and development opportunities for student leaders to enhance their skills in mentoring, communication, and community engagement.	Participation rates in WEB and LINK Crew programs to track student engagement and involvement in leadership and mentorship activities. Surveys and feedback from students, parents, and staff to assess the impact of these programs on school culture, inclusivity, and student relationships. Attendance records to monitor improvements in student engagement and sense of belonging.

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
		By offering this action, we ensure that all students, especially those in unduplicated groups, benefit from a strengthened support system and a more inclusive school culture. This comprehensive approach helps create a cohesive and supportive learning environment where all students can thrive and feel a sense of belonging.	Behavioral and disciplinary records to evaluate the impact of mentorship and community-building initiatives on student conduct. Academic performance data, including grades and progress reports, to assess the correlation between participation in these programs and academic success. Monitoring the retention rates of incoming students to measure the effectiveness of mentorship support in helping them acclimate to the school environment.

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
1.5	**Action:** Student Support Services - EL		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: **Scope:** Limited to Unduplicated Student Group(s)		
1.9	**Action:** Unduplicated Student(s) Support and Resources **Need:** **Scope:** Limited to Unduplicated Student Group(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.

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.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11561904.00	724931.00	6.270%	0.000%	6.270%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,340,888.00	$75,901.00	$0.00	$17,700.00	$2,434,489.00	$1,700,088.00	$734,401.00

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	Department Release Time	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$24,416.00	$0.00	$24,416.00				$24,416.00	
1	1.2	Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.3	Leadership Team Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$12,821.00	$4,500.00	$17,321.00				$17,321.00	
1	1.4	Professional Development	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Student Support Services - EL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.6	Literacy/Academic Skills	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$43,728.00	$0.00	$43,728.00				$43,728.00	
1	1.7	Math Lab	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$20,765.00	$0.00	$20,765.00				$20,765.00	
1	1.8	Study Hall	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools		$210,855.00	$0.00	$210,855.00				$210,855.00	

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
						Low Income										
1	1.9	Unduplicated Student(s) Support and Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.10	Academic Saturday School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$3,664.00	$0.00	$3,664.00				$3,664.00	
1	1.11	Site Literacy Coach	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$46,001.00	$0.00	$46,001.00				$46,001.00	
1	1.12	Remedial Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$1,833.00	$3,000.00	$4,833.00				$4,833.00	
2	2.1	Professional Development	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.2	College and Career Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	College and Career Exploration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.4	Student Study Skills and Organization	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Technology	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.6	Instructional Resources	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$7,300.00			$17,700.00	$25,000.00	

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	3.2	AP and Pre-AP Programs							$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.3	Dual Enrollment	All	No			All Schools		$537,195.00	$0.00	$537,195.00				$537,195.00	
3	3.4	Summer School for Advanced Math	All	No			All Schools		$4,274.00	$0.00	$4,274.00				$4,274.00	
3	3.5	Co-Curricular and Extra-Curricular Activities	All	No			All Schools		$429,172.00	$181,000.00	$610,172.00				$610,172.00	
4	4.1	Advisory Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$21,975.00	$0.00	$21,975.00				$21,975.00	
4	4.2	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$148,686.00	$0.00	$148,686.00				$148,686.00	
4	4.3	Resource Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$80,626.00	$0.00	$80,626.00				$80,626.00	
4	4.4	School Safety Supervisor	All	No			All Schools		$75,053.00	$0.00	$75,053.00				$75,053.00	
4	4.5	School Wide Safety Program	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.6	Marketing	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.7	Professional Development	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.8	Social Emotional Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$115,901.00	$40,000.00	$75,901.00			$115,901.00	
4	4.9	Parent Engagment	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.10	WEB/Link Crew Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$39,024.00	$0.00	$39,024.00				$39,024.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11561904.00	724931.00	6.270%	0.000%	6.270%	$741,694.00	0.000%	6.415 %	**Total:**	$741,694.00
								LEA-wide Total:	$0.00
								Limited Total:	$3,000.00
								Schoolwide Total:	$738,694.00

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**	Department Release Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,416.00	
1	**1.2**	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.3**	Leadership Team Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,321.00	
1	**1.5**	Student Support Services - EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
1	**1.6**	Literacy/Academic Skills	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$43,728.00	
1	**1.7**	Math Lab	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,765.00	
1	**1.8**	Study Hall	Yes	Schoolwide	English Learners Foster Youth	All Schools	$210,855.00	

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 (%)
					Low Income			
1	1.9	Unduplicated Student(s) Support and Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,500.00	
1	1.10	Academic Saturday School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,664.00	
1	1.11	Site Literacy Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$46,001.00	
1	1.12	Remedial Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,833.00	
2	2.2	College and Career Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.3	College and Career Exploration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	2.4	Student Study Skills and Organization	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,300.00	
4	4.1	Advisory Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$21,975.00	
4	4.2	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$148,686.00	
4	4.3	Resource Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,626.00	
4	4.8	Social Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
4	4.10	WEB/Link Crew Programs	Yes	Schoolwide	English Learners Foster Youth	All Schools	$39,024.00	

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 (%)
					Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,434,489.00	$1,961,993.24

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**	Department Release Time	Yes	$24,416.00	$3,543.95
1	**1.2**	Assessments	Yes	$8,000.00	$8,859.74
1	**1.3**	Leadership Team Collaboration	Yes	$17,321.00	$8,695.40
1	**1.4**	Professional Development	No	$5,000.00	$3,837.53
1	**1.5**	Student Support Services - EL	Yes	$1,500.00	0
1	**1.6**	Literacy/Academic Skills	Yes	$43,728.00	$44,519.69
1	**1.7**	Math Lab	Yes	$20,765.00	$21,373.68
1	**1.8**	Study Hall	Yes	$210,855.00	$250,975.48
1	**1.9**	Unduplicated Student(s) Support and Resources	Yes	$1,500.00	$500.00
1	**1.10**	Academic Saturday School	Yes	$3,664.00	$1,223.68
1	**1.11**	Site Literacy Coach	Yes	$46,001.00	$46,736.46

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	1.12	Remedial Summer School	Yes	$4,833.00	0
2	2.1	Professional Development	No	$15,000.00	0
2	2.2	College and Career Activities	Yes	$15,000.00	$94.00
2	2.3	College and Career Exploration	Yes	$1,500.00	$650.00
2	2.4	Student Study Skills and Organization	Yes	$5,000.00	$2,818.61
2	2.5	Technology	No	$150,000.00	$73,289.14
2	2.6	Instructional Resources	No	$150,000.00	$243,664.32
3	3.1	Professional Development	Yes	$25,000.00	$9,626.63
3	3.2	AP and Pre-AP Programs		$30,000.00	$13,330.64
3	3.3	Dual Enrollment	No	$537,195.00	$550,444.97
3	3.4	Summer School for Advanced Math	No	$4,274.00	0
3	3.5	Co-Curricular and Extra-Curricular Activities	No	$610,172.00	$223,407.43
4	4.1	Advisory Program	Yes	$21,975.00	$20,828.40
4	4.2	School Counselor	Yes	$148,686.00	$151,800.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	Resource Center	Yes	$80,626.00	$85,486.69
4	**4.4**	School Safety Supervisor	No	$75,053.00	$83,197.37
4	**4.5**	School Wide Safety Program	No	$5,000.00	$11,312.33
4	**4.6**	Marketing	No	$2,500.00	0
4	**4.7**	Professional Development	No	$10,000.00	$8,161.57
4	**4.8**	Social Emotional Support	Yes	$115,901.00	$68,366.00
4	**4.9**	Parent Engagment	No	$5,000.00	0
4	**4.10**	WEB/Link Crew Programs	Yes	$39,024.00	$25,249.14

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
695559.00	$741,694.00	$747,178.74	($5,484.74)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Department Release Time	Yes	$24,416.00	3543.95		
1	1.2	Assessments	Yes	$8,000.00	8859.74		
1	1.3	Leadership Team Collaboration	Yes	$17,321.00	8695.40		
1	1.5	Student Support Services - EL	Yes	$1,500.00	0		
1	1.6	Literacy/Academic Skills	Yes	$43,728.00	44519.69		
1	1.7	Math Lab	Yes	$20,765.00	21373.68		
1	1.8	Study Hall	Yes	$210,855.00	250975.48		
1	1.9	Unduplicated Student(s) Support and Resources	Yes	$1,500.00	500.00		
1	1.10	Academic Saturday School	Yes	$3,664.00	1223.68		
1	1.11	Site Literacy Coach	Yes	$46,001.00	46736.46		
1	1.12	Remedial Summer School	Yes	$4,833.00	0		
2	2.2	College and Career Activities	Yes	$15,000.00	6294.00		
2	2.3	College and Career Exploration	Yes	$1,500.00	650.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Student Study Skills and Organization	Yes	$5,000.00	2818.61		
3	**3.1**	Professional Development	Yes	$7,300.00	9626.63		
4	**4.1**	Advisory Program	Yes	$21,975.00	10414.20		
4	**4.2**	School Counselor	Yes	$148,686.00	151800.39		
4	**4.3**	Resource Center	Yes	$80,626.00	85486.69		
4	**4.8**	Social Emotional Support	Yes	$40,000.00	68366.00		
4	**4.10**	WEB/Link Crew Programs	Yes	$39,024.00	25294.14		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11211450.00	695559.00	0.00%	6.204%	$747,178.74	0.000%	6.664%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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