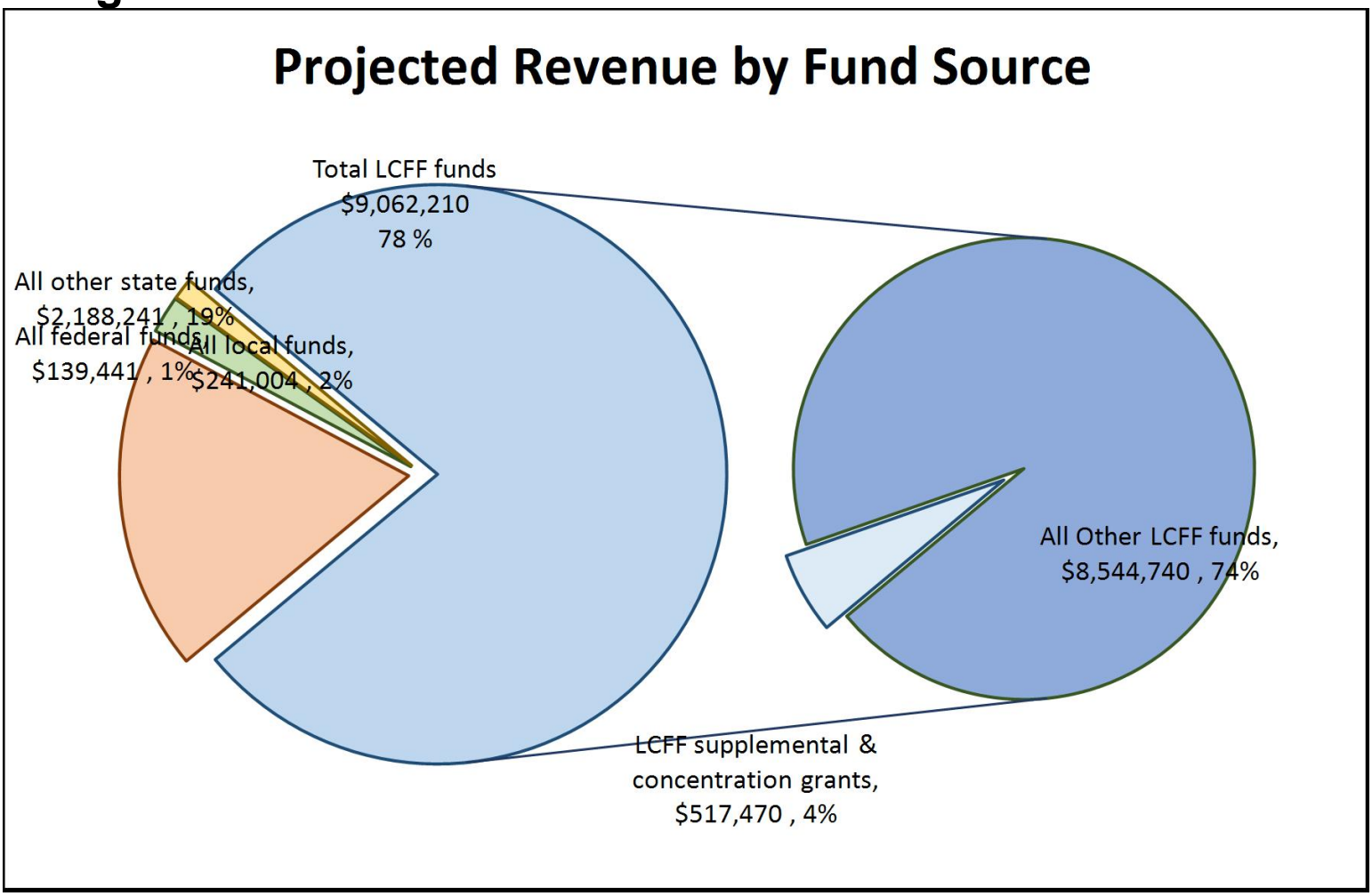
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Academy Charter
CDS Code: 43 10439 0113431
School Year: 2025-26
LEA contact information:
David Porter
Executive Director
dporter@upatoday.com
408-759-5726

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

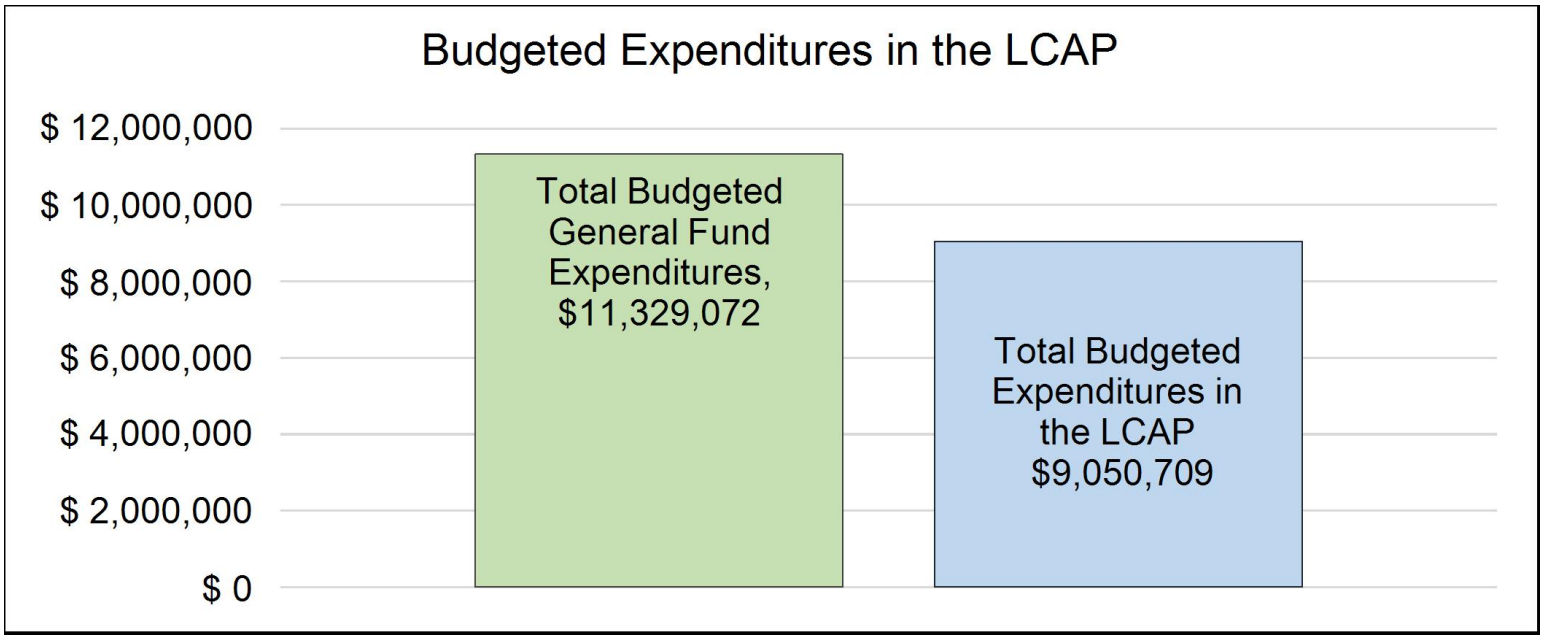


This chart shows the total general purpose revenue University Preparatory Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory Academy Charter is $11,630,896, of which $9062210 is Local Control Funding Formula (LCFF), $2188241 is other state funds, $241004 is local funds, and $139441 is federal funds. Of the $9062210 in LCFF Funds, $517470 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 Academy Charter 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 Academy Charter plans to spend $11329072 for the 2025-26 school year. Of that amount, $9050709 is tied to actions/services in the LCAP and $2,150,951 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

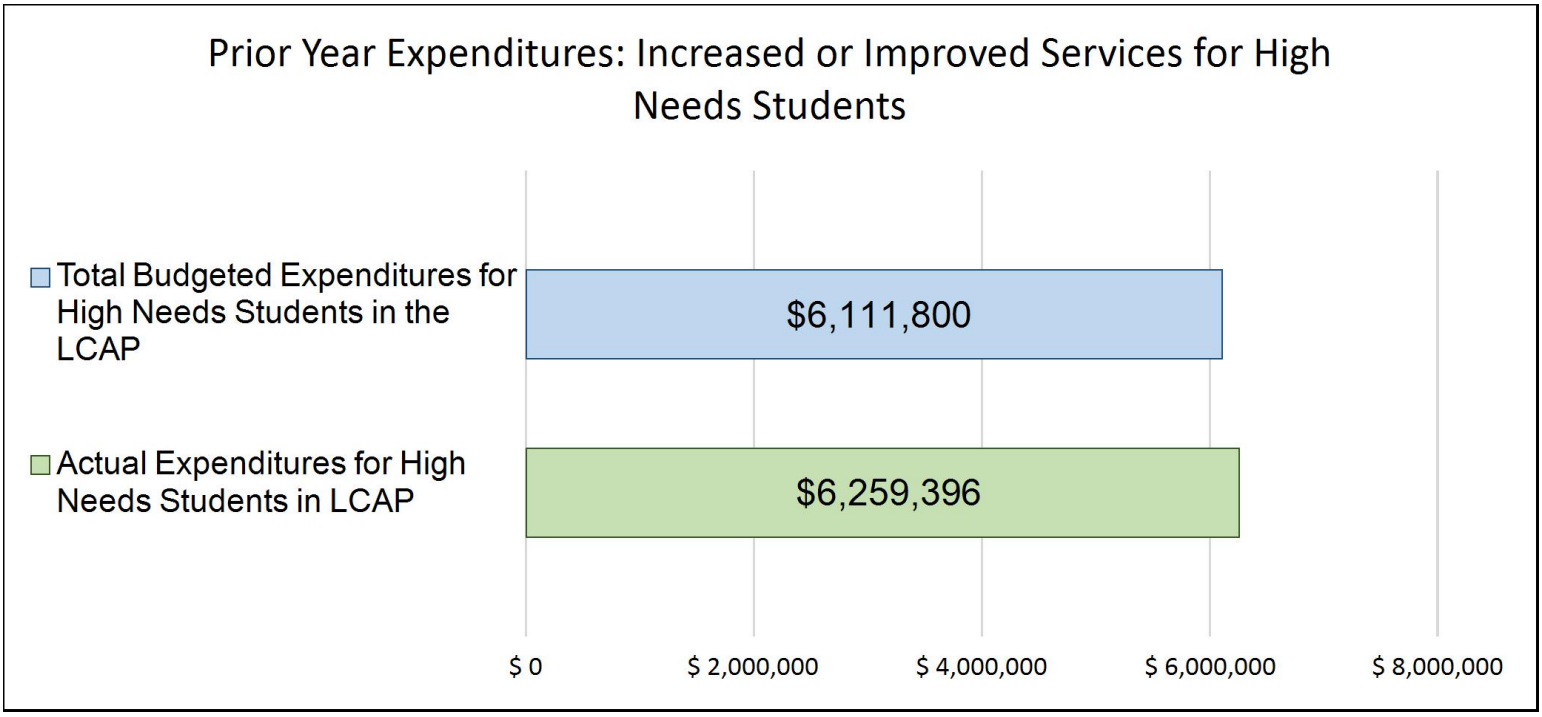
Expenditures that were not in the LCAP include the lease payments for the campus, campus renovations including new offices and classrooms, classroom upgrades for current classrooms, technology costs for maintaining the internet infrastructure including personnel to maintain the 1:1 laptop ratio, digital projectors, student information systems, data analysis systems, finally accounting costs such as EdTec and third party accountants and payroll specialists.

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

In 2025-26, University Preparatory Academy Charter is projecting it will receive $517470 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Academy Charter plans to spend $6,154,419.53 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 Academy Charter 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 Academy Charter 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 Academy Charter's LCAP budgeted $6,111,800.00 for planned actions to increase or improve services for high needs students. University Preparatory Academy Charter actually spent $6,259,396.23 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 Academy Charter	David Porter Executive Director	dporter@upatoday.com 408-759-5726

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 Academy (UPA) was founded on the belief that all students can succeed in college when provided with rigorous academic expectations, a supportive environment, and dedicated educators. UPA is a diverse learning community where the dream of college success becomes a reality for students from all backgrounds, religions, orientations, and life experiences.

Granted a countywide charter by the Santa Clara County Office of Education (SCCOE) in August 2006, UPA serves students from East and Central San Jose and South County areas. UPA offers a college-preparatory environment for students who may not thrive in larger, traditional school settings.

The school's success is supported by a caring and creative staff, highly engaged families, and a culture that promotes academic achievement and personal growth. UPA emphasizes not only strong academic performance but also the development of the critical thinking and life skills students need to succeed at top universities.

UPA's outcomes on state assessments (CAASPP) and college readiness benchmarks (SAT) reflect its commitment to excellence. Parents play an active role in supporting the school's mission, and multiple levels of academic and socio-emotional support are in place to help students reach their potential. The UPA community remains united in the belief that every student can flourish and achieve their college aspirations.

The school has no unexpended LREBG funds.

Reflections: Annual Performance

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

For the past three years, 83% of all students have passed every class every semester. This includes challenging Advanced Placement courses which are found in every department. The average SAT score is 1023, and over 70% of testing seniors passed with an average score of 1303. With a 76% met or exceeded rate on the CAASPP in English, UPA outperforms the county and the state by over 30 points. In Math, UPA students met the exceeded rate of 63% and demonstrated a 5% increase. Not only does this math score outpace the state and county, but UPA also improved while the state regressed.

Currently, our unduplicated, at-risk, Black/African-American, and Hispanic/LatinX students are demonstrating growth in the SAT and CAASPP. However, we are not seeing the same performance rates as their peers regarding comparative scores or passing rates.

Highlighted below are three key successful actions defined in the 2020-2023 LCAP.

First is Professional Development (PD) focused on culturally responsive pedagogy and student grade success data. This granular evaluation, tied to curricular improvements demonstrated increases in our CAASPP, graduation rates, and more.

Second, the expansion of mental health supports has contributed to a general decrease in school-related anxiety, dropping from the number one student concern to number five.

Third has been our credit recovery program for unduplicated and at-risk students. Run by our Director of Student Support and Alumni Outreach, this program ensures that all struggling students can recover coursework and stay graduation-eligible and college-bound.

Strengths:

- A low rate of 1.2% of UPA students were chronically absent.
- 98.3% of seniors graduated in 2023 (all sub-groups in the highest blue CA Dashboard band).
- 81.9% of seniors were prepared for College/Career based on the CA Dashboard.
- 100% of students were enrolled in A-G courses.
- UPA tested 62.9 points above standard on the ELA CAASPP.
- UPA tested 31.3 points above standard on the Math CAASPP, an increase of 5.8 points.

Challenges:

- 5.2% chronic absenteeism rate for Socioeconomically Disadvantaged (SED) students (ORANGE on State Dashboard - excellent compared to 29.9% Statewide).
- Suspension rate increased by 2.8% to a total of 3.44%.
- 11.8% of EL students were suspended (RED on State Dashboard - 34 EL students total = 4 students suspended).

- 6.8% of SED students were suspended (RED on State Dashboard - 219 SED students total = 15 students suspended).
- 12.9% of EL students (5 students) with decreased scores on the ELPAC.
- EL students tested 46.5 points below standard on the ELA CAASPP.
- EL students tested 91.4 points below standard on the Math CAASPP, a decrease of 11.8 points.

The 2020-2023 LCAP focus on targeted support, intervention, and advancement for UPA's unduplicated students is not fully realized. The 2024-2027 LCAP is being revised while UPA is concurrently participating in the WASC (Western Association of Schools and Colleges) accreditation process and aligning these two evaluation and planning processes.

The alignment of these two reflective processes sharpens our LCAP goals by focusing on struggling students while continuing our best practices for all students.

This document will exhibit the lessons learned from the last LCAP cycle. For example, the previous LCAP had five goals and 81 action items. That wide focus required us to be all things to all people which was not sustainable. This LCAP will still have five goals but only 21 action items with one of the action items serving three goals and another serving two goals. UPA remains proud of our general academic results, but the excellent results must apply to all students. UPA is up to the task.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers have monthly staff meetings, professional development, and department chairperson meetings. In these meetings, the administration brings goals and action items from the LCAP and WASC for review and feedback. UPA is in the middle of the WASC process and we have had twice monthly staff meetings to get feedback on the LCAP and the WASC. In addition to these conversations, we sent out a teacher survey. The Executive Director also holds a 1:1 with each teacher to gain feedback.
Principals	Administrators, called Directors and Dean, participate in all staff meetings and give feedback or guide small group conversations. The Directors and Dean participate in the annual staff survey.
Staff	Staff have monthly staff meetings, professional development, and department chairperson meetings. In these meetings, the administration brings goals and action items from the LCAP and WASC for review and feedback. UPA is in the middle of the WASC process and we have had twice monthly staff meetings to get feedback on the LCAP and the WASC. In addition to these conversations, we sent out a staff survey. The Executive Director also holds a 1:1 with each staff member to gain feedback.
Parents and Community	UPA holds three annual parent meetings which were administered over Zoom. These have been scheduled for the second week of December, January, and February. Starting in 2023, UPA added a Coffee Talk with the Executive Director which allowed parents to share feedback on school events and discuss the goals of the LCAP from their perspective. In addition to these conversations, we send out

Educational Partner(s)	Process for Engagement
	a parent/community survey. UPA believes that parent and community engagement is important and has a dedicated person on campus who provides outreach and support to our parent groups. As we prepare for LCAP or WASC meetings, our parent engagement person identifies potential families to specifically reach out to and then provides a more general response. Our targeted outreach includes marginalized groups, families of unduplicated students, and community members (like school founders).
Students	The Executive Director holds monthly meetings with students to get feedback and perspective. The Director of Student Support and Alumni Outreach has held a series of student interview panels that give us context to the classroom and campus environment. In addition to these conversations, we send out a student survey.
LCAP Engagement and Approval	Parent LCAP Meeting Dates: January 23, 2025, February 13, 2025, March 4, 2025, March 13, 2025. LCAP Public Hearing: May 21, 2025. LCAP and Local Indicators approval: June 12, 2025

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

UPA is successful because all stakeholders believe in the mission and their valuable feedback has been included in our LCAP and WASC processes. The WASC is included this year because it has been a companion in our LCAP work which includes data analysis, reflection on practice, reflection on previous goals, and planning for new goals. In the 2023-2024 LCAP, the following areas were influenced by our stakeholders:

- Goal 1: Provide targeted support, intervention, and advancement for UPA's unduplicated students.

--Teachers - Pushed for EL, IEP, and 504-specific professional development.
--Principals - Pushed for data days and in-service to guide teachers in student success analysis.
--Staff - Counselors pushed for SST/ILP (student study teams and individual learning plans) for students.
--Parents and Community - Asked for summer school, summer bridge, and enrichment courses like community college.
--Students - Wanted to see more enrichment courses to allow for variation in our world language courses or to advance in mathematics.

- Goal 2: Provide a safe and caring environment where students feel their mental, physical, and emotional needs are met.

--Teachers - Pushed for expanded mental health services, more communication (like the newsletter), and more emergency training/drills.
--Principals - Wanted to see expanded mental health services and yearly surveys.
--Staff - Wants to see expanded mental health services and increased communication.
--Parents and Community - Increased communication (weekly) and schoolwide celebrations.
--Students - Increased ASB schoolwide activities, more mental health services, and awareness.

- Goal 3: Ensuring students receive the counseling and academic support needed to make their college dream a reality.

--Teachers - Streamline the Senior project and tie it to our mission.
--Principals - Continue with credit recovery options.
--Staff - Bring back all the college tours to 100%.
--Parents and Community - Continue prioritizing college drives, FAFSA support, and college essay assistance.
--Students - Need credit recovery options like Edgenuity.

- Goal 4: Continue student academic growth as demonstrated in the CAASPP through developing, implementing, and monitoring course-level growth assessments.

--Teachers - Staff wanted to move away from culturally responsive pedagogy and focus on EL, IEP, and 504 strategies.
--Principals - Wanted to see course-level assessments to help track student success.
--Staff - Liked the goal and action items.
--Parents and Community - Wanted to continue to see the middle and high school support courses for English and Mathematics.
--Students - Wanted more courses to prepare them for the next level of courses.

- Goal 5: Create and provide enrichment for students to challenge themselves through opportunities to take on rigorous courses either on-site, digitally, or through a local college.

--Teachers - Teachers wanted the Edgenuity action item to have more controls around it so that the student does not drop a course and then turn around and take it online.
--Principals - Support the Edgenuity and grade recovery options.
--Staff - Wanted to see more summer school courses.
--Parents and Community - Wanted to see more enrichment opportunities in the summer.
--Students - Want to have access to more enrichment courses on campus during summer or after school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ELA (English Language Arts) Increase the number and percentage of under-represented students in higher-level courses. Update educational program and course content in terms of literacy (reading, writing, speaking, and listening) to improve overall student proficiency. Actions will focus on decreasing the academic gap for underrepresented (Black/African American and Hispanic/LatinX) students as measured by performance results on CAASPP and NWEA assessments and increasing access to higher-level courses for these student groups which will be reflected in AP course enrollment by subgroup. State measures used to assess progress: 1.1 CAASPP ELA scores from State Dashboard 1.2 CAASPP Summative ELPAC scores 1.3 ELPI level scores for EL progress 1.4 English Learner Reclassification Rate University Preparatory Academy ensures that every pupil has sufficient access to standards-aligned instructional materials in all core subject areas, as confirmed through the annual Williams Act instructional materials survey. In addition, UPA maintains its school facilities in good repair through regular inspections and the Facilities Inspection Tool (FIT) process, addressing identified repairs promptly to ensure a safe and clean learning environment for all students	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The philosophy of UPA is to provide an equitable playing field. School leadership evaluated grade data and results from GPAs, SAT, CAASPP, and NWEA demonstrating that while UPA's unduplicated and underrepresented students exceed county-wide and state averages, they continue to lag behind their peer groups at UPA in English Language Arts.

After reviewing the data and our current educational program, we have identified the following areas of action that we believe will have a substantial impact on the subgroup's performance. These include:
1) Clear and positive expectations for learning;
2) Developing skills and habits of persistence and sustained effort;
3) Varied language and images for context and understanding;
4) Voice and choice for learning;
5) Course/class-specific executive functioning; and
6) Multiple methods for student demonstration of learning.

Reviewing the literature on best practices and concepts, we resolve to create pathways for higher-level courses. These additional actions are intended to address specific gaps in learning considered for the target subgroups. Non-English departments will realign their vertical integration of content and skills and add literacy skills throughout. Our English Department will do the same but with an intended focus on building the skills for students to excel in AP English Literature and AP English Language.

So that UPA can target new practices for addressing the identified subgroups, the Director of Academic Support and Alumni Outreach will create a list of unduplicated, At-Risk, and underrepresented (Black/African American and Hispanic/LatinX) students who historically struggled in their core courses and create learning plans for those students. Staff will also help counsel our students.

In support of the literacy initiative that will cover all subject areas and the five key action items that will positively impact our focus students, UPA will implement Universal Design for Learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores	CAASPP ELA Scores - 2023: Black/African American - 5.9 points above standard. EL - 46.5 points below standard Hispanic/LatinX - 3.9 points above standard. IEP - less than 11 students, data not available.	CAASPP ELA Scores - 2024: Black/African American - 16.9 points above standard. EL - 22 points below standard Hispanic/LatinX - 27 points above standard.		CAASPP ELA Scores: Black/African American (+) 23 points EL (-) 25 points (increased) Hispanic/LatinX (+) 33 points IEP (-) TBD SED (+) 33 points	CAASPP ELA Scores : Black/African American - 11 points improvement EL - 24 points improvement Hispanic/LatinX - 23.1 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 21.9 points above standard.	IEP - less than 11 students, data not available. SED - 27 points above standard			IEP - less than 11 students, data not available. SED - 5.1 points improvement
1.2	NWEA Reading and Language Use Scores	NWEA Reading Scores (% of students at average or above) 7 - TBD 8 - TBD 9 - TBD 10 - TBD NWEA Language Scores (% of students at average or above) 7 - 85% 8 - 84% 9 - 83% 10 - 79%	NWEA Reading Scores (% of students at average or above) 7 - TBD 8 - TBD 9 - TBD 10 - TBD NWEA Language Scores (% of students at average or above) 7 - 87% 8 - 90% 9 - 86% 10 - 88%		NWEA Reading Scores (% of students at average or above) 7 / 8 - 94% 9 - 83% 10 - 84% NWEA Language Scores (% of students at average or above) 7 - 90% 8 - 93% 9 - 89% 10 - 91%	NWEA Reading Scores (% of students at average or above) 7 / 8 - TBD 9 - TBD 10 - TBD NWEA Language Scores (% of students at average or above) 7 -+2 8 - +6 9 - +3 10 - +8
1.3	ELPAC ELPI Levels	Summative ELPAC ELPI Levels ELs who decreased at least 1 level - 12.9%. ELs who maintained level 1-3 - 25.8%. ELs who maintained level 4 - 0%. ELs who progressed at least one level - 61.3%.	Summative ELPAC ELPI Levels ELs who decreased at least 1 level - 8.7%. ELs who maintained level 1-3 - 21.7%. ELs who maintained level 4 - 0%.		Summative ELPAC ELPI Levels ELs decreased - 11.7%. ELs maintained level 1- 3 - 24.7%. ELs maintained level 4 - 15%. ELs progressed - 73%.	Summative ELPAC ELPI Levels ELs decreased - 4.2 improvement ELs maintained level 1- 3 - 4.1 improvement ELs maintained level 4 - 0% ELs progressed - 8.6 improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELs who progressed at least one level - 69.6%.			
1.4	English Language Learner Reclassification Rate	2022-2023 ELAS (English Language Acquisition Status) EO - 47% IFEP - TBD EL - TBD RFEP - TBD	Acquiring corrected data		ELAS (English Language Acquisition Status) EO - 47% IFEP - 11% EL - 3.3% RFEP - 39%	Acquiring corrected data
1.5	AP Course Enrollment	UPA students took 246 AP Exams in the 2023 season, 79% of all exams passed with a 3 or higher. (n/a) of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.4 Total Exams 83 Hispanic/LatinX Students: Mean Score 2.73 Total Exams 81 SED Students: Mean Score 2.67 Total Scores Taken 108	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.61 Total Exams 106 Hispanic/LatinX Students: Mean Score 3.51 Total Exams 72 SED Students: Mean Score 3.19 Total Scores Taken 185		UPA would like to continue to see a stead growth in participation and pass rates for all students, especially unduplicated students. Breakdown: African American Students: Mean Score 2.95 Total Exams 111 Hispanic/LatinX Students: Mean Score 3.75 Total Exams 85 SED Students: Mean Score 3.45 Total Scores Taken 195	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score +0.21 Total Exams +23 Hispanic/LatinX Students: Mean Score +0.82 Total Exams -9 SED Students: Mean Score +0.53 Total Scores Taken +77

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	AP Course Exam Results	2022-2023 Exam Results (3 or higher) 2-D Art - 55% Biology - 77% Calc AB - 69% Calc BC - 93% Chem - 82% Eng Lang Comp - 73% Eng Lit Comp - 88% Physics - 57% Psychology - 54% Span Lit - 50% US Gov - 56% US Hist - 45% World Hist - 81%	2023-2024 Exam Results (3 or higher) 2-D Art - 87% Biology - 68% Calc AB - 93% Calc BC - 77% Chem - 82% Eng Lang Comp - 59% Eng Lit Comp - 82% Physics - 65% Psychology - 68% Span Lang - 93% US Gov - 77% US Hist - 74% World Hist - 84%		Exam Results (3 or higher) 2-D Art - 90% Biology - 72% Calc AB - 95% Calc BC - 81% Chem - 85% Eng Lang Comp - 62% Eng Lit Comp - 85% Physics - 67% Psychology - 70% Span Lang - 96% US Gov - 79% US Hist - 77% World Hist - 86%	Exam Results (3 or higher) 2-D Art - +32 Biology - -8 Calc AB - +24 Calc BC - -15 Chem - 0 Eng Lang Comp - -14 Eng Lit Comp - -6 Physics - +8 Psychology - +14 Span Lit - N/A US Gov - +21 US Hist - +29 World Hist - +3
1.7	Semester Grades	Semester Grade Distribution of D/F grades by unduplicated EL - 15% IEP - 20% SED - 11% All Students - 6%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 15% SED - 6% All Students - 4%		Semester Grade Distribution of D/F grades by unduplicated EL - 10% IEP - 12% SED - 4% All Students - 3%	Semester Grade Distribution of D/F grades by unduplicated EL - 3 improvement IEP - 5 improvement SED - 5 improvement All Students - 2 improvement
1.8	Teacher Credentials	In the 2021-2022 SARC, UPA had a staff of 34.7 teachers, 83.4% were appropriately	In the 2022-23 SARC, UPA had a staff of 38.2 teachers, 89.38%		UPA has 95% of the staff appropriately assigned and fully	UPA has 87% of the staff appropriately assigned and fully

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assigned and fully credentialed and 13.9% had emergency credentials.	were appropriately assigned and fully credentialed and 9.2% had emergency or intern credentials credentials.		credentialed. 5% have emergency credentials.	credentialed. Improvement of 4% 10% have emergency credentials. an improvement of 4%

Goal Analysis [2024-25]

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

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

This goal was all about increasing the number and percentage of underrepresented students in higher-level courses by strengthening how we teach literacy—reading, writing, speaking, and listening. We approached it with a focus on access, consistency, and meaningful support.

One of our biggest foci was implementing Universal Design for Learning (UDL) across classrooms. UDL is a teaching framework that helps ensure all students can engage with content in a way that works for them. It encourages flexibility in how we present information, how students show what they know, and how we keep them engaged. We rolled it out early in the year and stayed consistent with it through ongoing PD and coaching. It helped create more inclusive classrooms where students had more ways to participate and succeed.

We also launched Professional Learning Communities (PLCs) so that teachers could work together on setting clear learning targets, designing common assessments, and digging into student work and data. These regular meetings created a deeper cycle of reflection and adjustment—what's working, what's not, and what we need to do next. It helped us stay focused and move forward as a team.

Substantive Differences Between Planned and Actual Implementation:

Our implementation of this goal was on target and has continued to stay that way. The work around UDL and PLCs ended up being stronger and more embedded than we first expected. What started as a strategy to meet this goal has started to shift how we approach teaching more broadly.

Challenges and Successes:

Time was probably the biggest challenge—making sure we had the space to really do the PLC work well and apply UDL across the board. But staff leaned into it, and the commitment was definitely there.

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.

We did not spend:

$5,000 budgeted for an outside PD consultant

$20,000 budgeted for the WestEd Apprenticeship

$15,000 budgeted for English Learner support curriculum (not needed in 2023–24)

These changes resulted in $40,000 in unspent funds.

We increased spending on Tier 2 academic support by $25,000, which qualifies as a contributing expenditure. These funds were used to expand targeted instructional support for students not yet meeting grade-level literacy standards, with a focus on unduplicated students.

The EL curriculum funds are expected to be needed in 2025–26.

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

The actions we've implemented so far have been largely effective in moving us toward this goal.

Universal Design for Learning (UDL) has made a noticeable impact—not just in lesson design, but also in teacher collaboration, student support, and how we approach cycles of inquiry. It's helped us build more flexible, inclusive learning experiences across ELA and other content areas.

While we didn't fully implement the WestEd Reading Apprenticeship as planned, we were able to train a team of teachers, and it's now being used in their classrooms. This has created a foundation we can expand on next year.

Departments have also made progress by embedding written assessments across all subject areas, reinforcing our literacy literacy goals

Our Tier 2 support has been especially effective. As a result, only 18 students required summer school this year, and we reached a 100% graduation rate—a major success in supporting students most at risk of falling behind.

One area that still needs attention is better integration of the EL Individual Learning Plans (ILPs) into professional development. We need to make sure teachers have structured time to review and use ILPs to guide their planning and instruction for English learners.

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.

While the core goal remains the same, we've made some key updates to metrics and actions based on reflection and student progress:

African American student performance on CAASPP ELA exceeded projections, so we've raised the Year 3 target from 20 points to 23 points above the standard.

Similarly, Hispanic/Latinx student scores improved, leading us to raise their Year 3 target from 30 points to 33 points above the standard.

English Learner progress on the English Learner Progress Indicator (ELPI) increased from 68% to 73% of students moving at least one level—prompting us to raise the performance target accordingly.

In terms of actions:

We're building dedicated PD time for teachers to review EL Individual Learning Plans (ILPs) to better meet the needs of English Learners.

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	Universal Design for Learning	University Preparatory Academy's needs assessment, including disaggregated CAASPP and NWEA data, identified that Black/African American students, Hispanic/LatinX students, English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with exceptional needs have lower academic performance in ELA and Math compared to the overall student population. These students face barriers related to inconsistent access to differentiated instruction, executive functioning supports, and accessible academic content, impacting both their academic growth and long-term college readiness. To address these needs, UPA will implement Action 1.1 by providing all certificated staff with professional development in Universal Design for Learning (UDL) strategies. Staff will be trained in the use of clear and	$275,168.00	No

Action #	Title	Description	Total Funds	Contributing
		positive expectations for learning, developing student persistence and sustained effort, using varied language and images to build context and understanding, incorporating voice and choice into learning, building course-specific executive functioning skills, and providing multiple methods for students to demonstrate their learning. Integrating UDL principles into instruction and English Learner (EL) professional development ensures that educators are equipped to systematically remove barriers, promote equitable access to content, and support both the language acquisition and academic achievement of English learners and other historically underserved groups. Although all students will benefit from improved instructional practices, this action is principally directed toward improving academic outcomes for Black/African American students, Hispanic/LatinX students, English Learners, students with exceptional needs, and socioeconomically disadvantaged students, who were specifically identified through the needs assessment as requiring targeted support. Progress will be measured by monitoring growth in student performance on the CAASPP (targeting a 5% increase for the identified student groups) and the NWEA assessments (targeting a 3% increase for the same groups). Additional evidence of effectiveness will include teacher observation data, feedback surveys following UDL training, and student engagement data collected throughout the year.		
1.2	Literacy Skill Development in ELA Courses	Students in grades 7-10 will improve by 3% in both the reading and language use portions of the NWEA assessment. Students will improve their literacy (reading, writing, speaking, and listening) in their ELA courses to prepare students for the rigor of AP English Literature, AP English Language, and/or English 12. Teachers across all subject areas will be recruited to participate in the Reading Apprenticeship by WestEd. To advance English learner achievement and facilitate timely reclassification, the implementation of both designated and integrated English Language Development (ELD) instruction, alongside the	$62,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structured use of scaffolded academic discourse strategies, is essential to build linguistic proficiency and academic content knowledge. Action Item 1.2 addresses metrics: 1.2		
1.3	Literacy across the curriculum	Implementing action item 1.3 will increase underrepresented students in AP and advanced courses, and we will see increases in exam results by an average of 3% (see the attachment titled: 2022-2023 AP Course Enrollment by Ethnicity with 2023-2024 Growth). Students will improve their literacy (reading, writing, speaking, and listening) across all subject areas to prepare students for the rigor of their AP and advanced courses. Teachers across all subject areas will be recruited to participate in the Reading Apprenticeship by WestEd. All teachers, regardless of content area, should integrate English Language Development (ELD) strategies into daily instruction, explicitly supporting language objectives alongside content objectives. Designated ELD time should also be protected and focused on advancing English proficiency. For example, during integrated ELD, a science teacher might model and scaffold the use of cause-and-effect language structures (e.g., “as a result,” “therefore”) when discussing experiments, while a history teacher might guide students in using academic sentence frames to explain the significance of historical events. During designated ELD, students might engage in targeted language instruction focusing on complex grammatical structures, academic vocabulary development, and structured speaking and writing tasks aligned to their English proficiency levels. Action item 1.3 addresses metrics: 1.5 and 1.6.	$91,357.00	Yes
1.4	Student Support Tier 2	In addition, the Director of Academic Support and Alumni Outreach, in collaboration with academic counselors and other designated staff, will ensure that English Learners (ELs), Long-Term English Learners (LTELs), African American students, Latinx students, and socioeconomically disadvantaged (SED) students identified within the at-risk and	$181,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		underrepresented populations receive coordinated, targeted academic and linguistic interventions. These supports will include integrated and designated English Language Development (ELD) instruction, culturally responsive tutoring, structured academic support sessions, and individualized action plans through the Student Study Team (SST) process. Progress will be regularly monitored to ensure improvements in course completion rates, English language proficiency, and overall academic achievement, contributing to a decrease in course failure rates and advancement toward college and career readiness for all identified student groups. Action Item 1.4 addresses metrics: 1.7		
1.5	High Quality Teachers	UPA will ensure that all staff at UPA have the background and certifications to teach their subject and EL students by providing professional development opportunities. Merit pay incentives will encourage teachers to complete their credentials and continue advancing their education. UPA will see an increase of 4% in the number of teachers fully qualified to teach. Action Item 1.5 addresses metrics: 1.8	$4,538,507.00	No
1.6	English Language Learner Support	Action 1.6 will improve English Language Learner progress as measured by the ELPI (an increase of 15% of students measuring level 4 or above), and an increase of reclassification rates by 6%. To accomplish this action item, UPA will support a 0.2 EL Coordinator who will develop an ILP (individual learning plan) for each student and provide in-class EL support. In addition, the UDL training teachers are taking will be focused on serving EL, IEP, and SED students. The EL Coordinator and the PD Coordinator will work together to provide EL strategies to all staff throughout the year. Action 1.6 addresses metrics 1.3 and 1.4.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Math Reduce the performance gap between under-represented student subgroups and the general student population in Mathematics. Measurements of GPA and SAT data, CAASP, and NWEA results will be used to determine the success of actions taken. A special focus will be on teaching critical math skills in mathematics and numeracy skills across the curriculum. Numeracy is defined as “the ability to access, use, interpret and communicate mathematical information and ideas to engage in and manage the mathematical demands of a range of situations in adult life,” (Institute of Education Sciences, US Department of Education, 2020). State measures used to assess progress: 2.1 CAASPP Math scores from State Dashboard 2.2 CAASPP Summative ELPAC scores 2.3 ELPI level scores for EL progress University Preparatory Academy ensures that every pupil has sufficient access to standards-aligned instructional materials in all core subject areas, as confirmed through the annual Williams Act instructional materials survey. In addition, UPA maintains its school facilities in good repair through regular inspections and the Facilities Inspection Tool (FIT) process, addressing identified repairs promptly to ensure a safe and clean learning environment for all students	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The evaluation of grade data, GPA, SAT, CAASPP, and NWEA results demonstrate that while UPA's unduplicated and underrepresented students are exceeding county-wide and state averages, they continue to lag behind their peer groups at UPA in Math.

After reviewing the data and our current educational program, we have identified the following areas of action that we believe will have a substantial impact on the subgroup's performance. These include:

1) Clear and positive expectations for learning;
2) Developing skills and habits of persistence and sustained effort;
3) Varied language and images for context and understanding;
4) Voice and choice for learning;
5) Course/class-specific executive functioning; and
6) Multiple methods for student demonstration of learning.

In support of the literacy initiative that will cover all subject areas and the five key action items that will positively impact our focus students, UPA will implement Universal Design for Learning.

Non-mathematics departments will realign their vertical integration of content and skills and will add numeracy skills throughout. Our Mathematics Department will do the same but with the intended focus on building the skills for students to excel in AP Calculus AB and AP Calculus BC. Finally, our Director of Academic Support and Alumni Outreach will create a list of unduplicated, At-Risk, and underrepresented (Black/African American and Hispanic/LatinX) students who historically struggled in their core courses and create learning plans. Staff will also help counsel our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Scores	CAASPP Math Scores - 2023: Black/African American – 44.1 points above standard. EL – 91.4 points below standard Hispanic/LatinX – 40.2 points below standard. IEP - less than 11 students, data not available. SED – 37.1 points below standard.	CAASPP Math Scores - 2024: Black/African American – 42.5 points above standard. EL – 55 points below standard Hispanic/LatinX – 21.3 points below standard. IEP - less than 11 students, data not available. SED – 26.6 points below standard.		CAASPP Math Scores: Black/African American – 45 points above standard. EL – 58 points below standard Hispanic/LatinX – 24 points below standard. IEP - less than 15 students, data not available. SED – 30 points below standard.	CAASPP Math Scores: Black/African American – 1.6 decrease. EL – 36.4 increase Hispanic/LatinX – 18.7 increase IEP - less than 11 students, data not available. SED – 11.1 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	NWEA Math Scores	Math 7 demonstrated an 85% average or above score. Math 8 demonstrated an 82% average or above score. NWEA scores were not taken for Math 1 and 2 in the 2022-2023 school year.	Math 7 demonstrated an 88% average or above score. Math 8 demonstrated an 90% average or above score. Math 9 demonstrated an 93% average or above score Math 10 demonstrated an 92% average or above score		Math 7 -avg / above score of 90%. Math 8 avg / above score of 95%. Math 1 avg / above score of 96%. Math 2 avg / above score of 95%.	Math 7 demonstrated a 3% increase Math 8 demonstrated a 8% increase Math 9 and 10 growth from baseline will be established next year
2.3	Semester Grades	Semester Grade Distribution of D/F grades by unduplicated groups EL - 15% IEP - 20% SED - 11% All Students - 6%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 15% SED - 6% All Students - 4%		Semester Grade Distribution of D/F grades by unduplicated EL - 10% IEP - 12% SED - 4% All Students - 3%	Semester Grade Distribution of D/F grades by unduplicated EL - 3 improvement IEP - 5 improvement SED - 5 improvement All Students - 2 improvement
2.4	AP Course Enrollment	2022-2023 Exam Results (3 or higher) 2-D Art - 55% Biology - 77% Calc AB - 69% Calc BC - 93% Chem - 82%	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest		UPA would like to continue to see a stead growth in participation and pass rates for all students, especially	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Eng Lang Comp - 73% Eng Lit Comp - 88% Physics - 57% Psychology - 54% Span Lit - 50% US Gov - 56% US Hist - 45% World Hist - 81%	since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.61 Total Exams 106 Hispanic/LatinX Students: Mean Score 3.51 Total Exams 72 SED Students: Mean Score 3.19 Total Scores Taken 185		unduplicated students. Exam Results (3 or higher) 2-D Art - 90% Biology - 72% Calc AB - 95% Calc BC - 81% Chem - 85% Eng Lang Comp - 62% Eng Lit Comp - 85% Physics - 67% Psychology - 70% Span Lang - 96% US Gov - 79% US Hist - 77% World Hist - 86%	since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score +0.21 Total Exams +23 Hispanic/LatinX Students: Mean Score +0.82 Total Exams -9 SED Students: Mean Score +0.53 Total Scores Taken +77

Goal Analysis [2024-25]

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

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

This goal was all about improving the mathematical outcomes for our unduplicated and math averse students by finding and implementing diverse methodologies to teach math and to find real world connections of math in our other core and elective courses.

Like in Goal 1, one of our biggest foci was implementing Universal Design for Learning (UDL) across classrooms. UDL is a teaching framework that helps ensure all students can engage with content in a way that works for them. It encourages flexibility in how we present information, how students show what they know, and how we keep them engaged. We rolled it out early in the year and stayed consistent with it through ongoing PD and coaching. It helped create more inclusive classrooms where students had more ways to participate and succeed.

We also launched Professional Learning Communities (PLCs) so that teachers could work together on setting clear learning targets, designing common assessments, and digging into student work and data. These regular meetings created a deeper cycle of reflection and adjustment—what's working, what's not, and what we need to do next. It helped us stay focused and move forward as a team.

Substantive Differences Between Planned and Actual Implementation:

The mathematics goal includes two actions focused on numeracy (the inclusion of mathematical thinking, principles, or equations) in non-mathematics based courses). Our focus on UDL and implementing PLCs have not left enough time or attention to implement the numeracy action items.

Challenges and Successes:

Time was probably the biggest challenge for both implementing UDL and for trying to include numeracy—making sure we had the space to really do the PLC work well and apply UDL across the board. But staff leaned into it, and the commitment was definitely there.

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.

We did not spend:

$40,000 for numeracy skill development

$20,000 for numeracy across the curriculum

These changes resulted in $60,000 in unspent funds.

We increased spending on Tier 1 and 2 academic support by $60,000 for an expanded after school tutoring program, which qualifies as a contributing expenditure. These funds were used to expand targeted instructional support for students not yet meeting grade-level literacy standards, with a focus on unduplicated students.

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

The actions we've implemented so far have been largely effective in moving us toward this goal.

Universal Design for Learning (UDL) has made a noticeable impact—not just in lesson design, but also in teacher collaboration, student support, and how we approach cycles of inquiry. It's helped us build more flexible, inclusive learning experiences across ELA and other content areas.

Departments have also made progress by embedding written assessments across all subject areas, reinforcing our literacy literacy goals. Specifically the math department has been able to spend more outside UPA PD time working on vertical alignment and teaching/learning.

Our Tier 2 support has been especially effective. As a result, only 18 students required summer school this year, and we reached a 100% graduation rate—a major success in supporting students most at risk of falling behind.

The key area that needs to be addressed is how we will include numeracy in the upcoming school year.

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

We have not made any changes to the metrics or the action items, but there could be a pause in numeracy for the 2025-2026 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	Universal Design for Learning	CAASPP scores for Black/African American, EL, Hispanic/LatinX, IEP, and SED will increase by 5%. UDL (Universal Design for Learning) helps all learners by providing educators with the tools to implement instruction with fidelity. Action 2.1 - Staff will be trained and then implement prioritized UDL strategies which include clear and positive expectations for learning, development of persistence and sustained effort, varied language and images for context and understanding, voice and choice for learning, course/class-specific executive functioning, and multiple methods for student demonstration of learning. Action 2.1 addresses metrics: 2.1	$0.00	No
2.2	Numeracy Skill Development in	Students in grades 7-9 will improve by 5% on the math portion of the NWEA assessment.	$145,047.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Mathematics Courses	Students will improve their numeracy skills (ability to understand and use numbers by employing mathematical concepts and thinking) with a focus on preparing students for success in Statistics, AP Calculus AB, or AP Calculus BC. Action Item 2.2 addresses metrics: 2.2.		
2.3	Numeracy across the curriculum	Implementing action item 2.3 will increase underrepresented students in AP and advanced courses and we will see an increase in exam results by 3% (see the attachment titled: 2022-2023 AP Course Enrollment by Ethnicity with 2023-2024 Growth). Students will improve their numeracy skills (knowledge of numbers, calculation skills, trends, interpreting data, logical and sequential thinking) across all subject areas to prepare students for the rigor of AP and advanced courses. Each course will continue developing and implementing course-level assessments (pre-mid-post) unless NWEA is being utilized (English 7, 9, Math 7, 8, and IM1). Action item 2.3 addresses metrics: 2.4	$76,001.00	No
2.4	Student Support Tier 2 - Shared with Goal 1 and Goal 3	At the start of each year, the Director of Academic Support and Alumni Outreach will create a list of unduplicated, At-Risk, and underrepresented (Black/African American and Hispanic/LatinX) students who historically struggled in their core courses. The academic counselors and the Director of Academic Support and Alumni Outreach will then coordinate support, student study teams, and tutoring. As a result of these supports, unduplicated students will show a decrease in the number of students failing 2 or more courses by 5%. The whole school population will see a decrease of 3%. Action Item 2.4 addresses metrics: 2.3	$779.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Advancement and Enrichment Increase the number of under-represented students enrolled in higher-level courses. A focus is to provide outreach through enhanced tracking to ensure the development of executive functioning skills, gradual release of responsibility, and development of student agency. State measures used to assess progress: 3.1 Chronic Absenteeism from State Dashboard 3.2 CAASPP Math scores from State Dashboard 3.3 CAASPP ELA scores from State Dashboard University Preparatory Academy ensures that students with exceptional needs have full access to standards-aligned core academic courses and opportunities for academic advancement. Through the collaborative efforts of general education teachers, academic counselors, and the Special Education team, students with IEPs receive the supports and services outlined in their individualized plans, including specialized academic instruction, accommodations, and modifications. Course scheduling is designed to allow students with exceptional needs to participate fully in A–G coursework and other college preparatory pathways. The school's commitment to inclusion ensures that all students, regardless of disability status, are supported in developing the skills, confidence, and agency necessary to succeed in rigorous academic settings.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

UPA chose this goal because we compared the population of our Black/African American, Hispanic, IEP, and SED students with their representative populations in our advanced courses. The current student demographics for Black/African American and Hispanic/LatinX students are:

- Black/African American – 17.50%
- Hispanic/LatinX – 19.10%

In an attachment to this document (2022-2023 AP Course Enrollment by Ethnicity with 2023-2024 Growth), it is clear that our underrepresented students are accessing our advanced courses, however, these students are not enrolling in the courses equal to the

population in the school. This goal is designed to address this disparity by building student confidence through skill development in all classes that lead to our advanced courses. UPA's EL and SED students continue to struggle compared to their peers and are most impacted by previous student behavior responses. The data shows that there is a direct link between student behavior and how the student feels about the school they attend - "Do I belong?". The result of this mindset is increased absences. We then see a negative feedback loop: Sense of belonging --> decreasing grades --> increased negative behavior --> increased chronic absence. Another unfortunate result of this cycle is decreased CAASPP scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Math and ELA Scores	CAASPP ELA Scores - 2023: Black/African American - 5.9 points above standard EL - 46.5 points below standard Hispanic/LatinX - 3.9 points below standard IEP - less than 11 students, data not available SED - 21.9 points below standard CAASPP Math Scores - 2023: Black/African American – 44.1 points above standard EL – 91.4 points below standard Hispanic/LatinX – 40.2 points below standard IEP - less than 11 students, data not available	CAASPP ELA Scores - 2024: Black/African American - 16.9 points above standard. EL - 22 points below standard Hispanic/LatinX - 27 points above standard. IEP - less than 11 students, data not available. SED - 27 points above standard CAASPP Math Scores - 2024: Black/African American – 42.5 points above standard. EL – 55 points below standard		CAASPP ELA Scores: Black/African American (+) 23 points EL (-) 25 points (increased) Hispanic/LatinX (+) 33 points IEP (-) TBD SED (+) 33 points CAASPP Math Scores: Black/African American – 45 points above standard. EL – 58 points below standard Hispanic/LatinX – 24 points below standard. IEP - less than 15 students, data not available.	CAASPP ELA Scores : Black/African American - 11 points improvement EL - 24 points improvement Hispanic/LatinX - 23.1 points improvement IEP - less than 11 students, data not available. SED - 5.1 points improvement CAASPP Math Scores: Black/African American – 1.6 decrease. EL – 36.4 increase Hispanic/LatinX – 18.7 increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED – 37.1 points below standard	Hispanic/LatinX – 21.3 points below standard. IEP - less than 11 students, data not available. SED – 26.6 points below standard.		SED – 30 points below standard.	IEP - less than 11 students, data not available. SED – 11.1 increase
3.2	Semester Grades	% of semester grades by key demographic Black African American A - 39% B - 33% C - 20% D - 4% F - 4% Hispanic A - 33% B - 31% C - 25% D - 5% F - 7% IEP A - 27% B - 32% C - 24% D - 11% F - 6% EL A - 54% B - 26% C - 14%	% of semester grades by key demographic Black African American A - 43% B - 31% C - 21% D - 2% F - 4% Hispanic A - 40% B - 29% C - 23% D - 3% F - 5% IEP A - 20% B - 30% C - 33% D - 3% F - 15% EL A - 60%		% of semester grades by key demographic Black African American A - 45% B - 37% C - 16% D - 1% F - 1% Hispanic A - 45% B - 36% C - 17% D - 1% F - 1% IEP A - 35% B - 30% C - 30% D - 2% F - 3% EL A - 65%	% of semester grades by key demographic Black African American A - +4% B - -2% C - +1% D - -2% F - 0% Hispanic A - +7% B - -2% C - -2% D - -2% F - -2% IEP A - -7% B - -2% C - +9% D - -8% F - +9% EL A - +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		D - 2% F - 4% SED A - 45% B - 27% C - 19% D - 5% F - 5%	B - 23% C - 13% D - 2% F - 3% SED A - 49% B - 28% C - 17% D - 2% F - 4%		B - 25% C - 10% D - 1% F - 2% SED A - 50% B - 30% C - 15% D - 2% F - 3%	B - -3% C - -1% D - 0% F - -1% SED A - +4% B - +1% C - -2% D - -3% F - -1%
3.3	AP Course Enrollment	UPA students took 246 AP Exams in the 2023 season, 79% of all exams passed with a 3 or higher. (n/a) of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.4 Total Exams 83 Hispanic/LatinX Students: Mean Score 2.73 Total Exams 81 SED Students: Mean Score 2.67 Total Scores Taken 108	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.61 Total Exams 106 Hispanic/LatinX Students: Mean Score 3.51 Total Exams 72 SED Students: Mean Score 3.19		UPA would like to continue to see a stead growth in participation and pass rates for all students, especially unduplicated students. UPA would like to continue to see a stead growth in participation and pass rates for all students, especially unduplicated students. Breakdown: African American Students: Mean Score 2.95	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score +0.21 Total Exams +23 Hispanic/LatinX Students: Mean Score +0.82 Total Exams -9 SED Students: Mean Score +0.53

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Scores Taken 185		Total Exams 111 Hispanic/LatinX Students: Mean Score 3.75 Total Exams 85 SED Students: Mean Score 3.45 Total Scores Taken 195	Total Scores Taken +77
3.4	AP Bootcamp Enrollment	0 Students have participated before 2023-2024 school year.	30 students participated in the 2024 AP Bootcamp taught by 2 teachers and lasted 5 days.		40 students will participate in AP Bootcamp annually.	+30 students
3.5	Counseling Contacts	Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 100% 10th - 100% 11th - 100% 12th - 100% Average number of student to counselor contacts: 7th - 2.59 8th - 2.98 9th - 2.36 10th - 3.04 11th - 1.00 12th - 4.06	Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 57% 10th - 96% 11th - 96% 12th - 98% Average number of student to counselor contacts: 7th - 12.70 8th - 4.14 9th - 7.90 10th - 6.44		Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 100% 10th - 100% 11th - 100% 12th - 100% Average number of student to counselor contacts: 7th - 8.00 (12.7 is an anomaly) 8th - 7.00 9th - 8.00	Percent of students at each grade level with at least one counseling contact: 7th - 0% 8th - 0% 9th - -43% 10th - -4% 11th - -4% 12th - -2% Average number of student to counselor contacts: 7th - +10.11 8th - +1.16 9th - +5.54 10th - +3.40

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11th - 4.57 12th - 4.21		10th - 7.00 11th - 6.00 12th - 7.00	11th - 3.57 12th - 0.15

Goal Analysis [2024-25]

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

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

This goal was all about increasing the number of under-represented students enrolled in higher-level courses. A focus is to provide outreach through enhanced tracking to ensure the development of executive functioning skills, gradual release of responsibility, and development of student agency.

As with our previous goals, our biggest foci was implementing Universal Design for Learning (UDL) across classrooms. UDL is a teaching framework that helps ensure all students can engage with content in a way that works for them. It encourages flexibility in how we present information, how students show what they know, and how we keep them engaged. We rolled it out early in the year and stayed consistent with it through ongoing PD and coaching. It helped create more inclusive classrooms where students had more ways to participate and succeed.

We also launched important programs like AP Bootcamp and increased our student access to academic counseling.

Substantive Differences Between Planned and Actual Implementation:

Our implementation of this goal was on target and has continued to stay that way. The work around UDL and PLCs ended up being stronger and more embedded than we first expected.

Challenges and Successes:

One of the challenges this past year was a pocket of 60 students who were did not see their academic counselor this year and some students seeing their counselor over 20 times. The success of academic counselor access is celebrated as is the academic growth of our students at the past semester mark.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The actions we've implemented so far have been largely effective in moving us toward this goal.

Universal Design for Learning (UDL) has made a noticeable impact—not just in lesson design, but also in teacher collaboration, student support, and how we approach cycles of inquiry. It's helped us build more flexible, inclusive learning experiences across ELA and other content areas.

The action of Counseling Support for Academic Success has been a very effective use of funds. The sheer volume of counseling contacts made this year, regardless of particular students, was mind-blowing. A vast majority of those visits happened in person.
Departments have also made progress by embedding written assessments across all subject areas, reinforcing our literacy literacy goals

The AP Bootcamp has also been very effective and at the semester mark of 2024-2025 all bootcamp students were passing their AP courses.

One area of growth is to prioritize more time and attention on EL students and academic counseling. The counseling data shows a discrepancy between unduplicated students and all others.

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.

While the core goal remains the same, we've made some key updates to one metric based on reflection and student progress:

We adjusted the Semester Grades metric to be more of a measurement of overall grade outcomes and not by specific student. The overall growth targets and student populations have not changed.

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	Universal Design For Learning	UPA will improve Black/African American, EL, Hispanic/LatinX, IEP, and SED student performance on the CAASPP by 5%. UDL (Universal Design for Learning) helps all learners by providing educators with the tools to implement instruction with fidelity. Action 3.1 - Staff will be trained and then implement prioritized UDL strategies which include clear and positive expectations for learning, development of persistence and sustained effort, varied language and images for context and understanding, voice and choice for learning, course/class-specific executive functioning, and multiple methods for student demonstration of learning. Action 3.1 addresses metrics: 3.1 Shared with Action Goals 1 and 2.	$0.00	No
3.2	Vertical Alignment for AP Access	Departments will realign their vertical integration of standards for grade levels 7-12, with a focus on preparing students for the department's advanced and AP course(s). Each course will continue developing and implementing course-level assessments (pre-mid-post) unless NWEA is being utilized (English 7, 9, Math 7, 8, and IM1). The goal will be to increase participation in Advanced Band, AP Calculus AB/BC, AP Chemistry, AP Computer Science, AP Biology, AP English Language, AP English Literature, AP Physics 1, AP U.S. History, AP World History, and Integrated Math 3+ by an average of 3%. Action 3.2 addresses metrics: 3.3 and 3.4. Shared with Action Goals 1 and 2.	$97,415.00	No
3.3	Counseling Support for AP Access	Teachers and counselors will work with students in January and February to help them identify which AP courses would challenge them and match their interests. They will provide targeted support for unduplicated and At-Risk students.	$398,618.00	No

Action #	Title	Description	Total Funds	Contributing
		Action item 3.3 will result in an average of 2.5 student-counselor contacts per year with the least being 2.0 counts per grade level. Action 3.3 addresses metrics: 3.5		
3.4	From PSAT to AP Bootcamp	Counselors will receive the October PSAT results in mid-November. The counseling department will review the list and identify any unduplicated and underrepresented (Black/African American and Hispanic/LatinX) students who scored well enough to take an advanced or AP course. The counselors will meet with those students to encourage them to sign up for the course and AP Bootcamp. Action 3.4 will result in at least 30 students participating in AP Bootcamp per year and increases in AP course participation (see action item 3.3). Action 3.3 addresses metrics: 3.3 and 3.4	$49,356.21	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	School Community Increase the level of family engagement with UPA and provide a safe and caring environment in which students feel that their mental, physical, and emotional needs are met in order to engage with a rigorous curriculum. Through conversations with stakeholder UPA has developed student engagement actions structured to help reduce absenteeism and suspension rates. State measures used to assess progress: 3.1 Chronic Absenteeism from State Dashboard 3.2 Suspension Rates from the State Dashboard University Preparatory Academy ensures that every pupil has sufficient access to standards-aligned instructional materials in all core subject areas, as confirmed through the annual Williams Act instructional materials survey. In addition, UPA maintains its school facilities in good repair through regular inspections and the Facilities Inspection Tool (FIT) process, addressing identified repairs promptly to ensure a safe and clean learning environment for all students To promote parental participation for unduplicated pupils, University Preparatory Academy holds targeted parent meetings, including Coffee Talks, and conducts specific outreach to families of low-income, foster youth, and English Learner students to ensure engagement in academic programs and support services. Additionally, to promote participation for parents of students with exceptional needs, the school hosts informational workshops on Individualized Education Programs (IEPs), facilitates parent involvement through the SST process, and provides regular opportunities for feedback and collaboration with the Special Education team. University Preparatory Academy demonstrates strong pupil engagement outcomes. For the 2023–24 academic year, the high school dropout rate was 0 percent, the middle school dropout rate was 1 percent, and the high school graduation rate was 98 percent. The LEA's target is to maintain or improve these outcomes annually to ensure continued student engagement and successful transitions through the K–12 educational pipeline.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

UPA conducts student, staff, and parent/community surveys, and one metric that is an opportunity for improvement is parent and family outreach. Only 38% of students have a positive connection between school and their families. The data is similar for parents with the school staff and administration. UPA has a tremendous opportunity for improvement in the area of staff and community engagement. A positive effect of the work that will be done for this goal will allow us greater contact with our underrepresented and unduplicated families.

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 Panorama Annual Survey	2022-2023 Survey Data School Fit - 83% School Climate - 63% Educating All Students - 77% Resources - 65% Student Mindset - 62% Family Engagement - 32%	2023-2024 Survey Data School Fit - 67% School Climate - 39% Educating All Students - 67% Resources - 60% Student Mindset - 50% Family Engagement - 29%		Survey Goals: School Fit - 88% School Climate - 73% Educating All Students - 82% Resources - 70% Student Mindset - 67% Family Engagement - 52%	School Fit - -16 % School Climate - -24% Educating All Students - -10% Resources - -5% Student Mindset - -12% Family Engagement - -3%
4.2	Suspension /Expulsion Rates	2022-2023 Suspension Rates Black/African American - 7.1% EL - 11.8% Hispanic/LatinX - 6.3% SED - 6.8% 2022-2023 Expulsion Rates Black/African American - 0%	2023-2024 Suspension Rates Black/African American - 1.4% EL - 3.4% Hispanic/LatinX - 3.5% SED - 2.1% 2023-2024 Expulsion Rates		Suspension Rates Black/African American - 1.0% EL - 3.0% Hispanic/LatinX - 2.5% SED - 1.0% Expulsion Rates Black/African American - 0% EL - 0%	Black/African American - -5.7% EL - -8.4% Hispanic/LatinX - -2.8% SED - -4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 0% Hispanic/LatinX - 0% SED - 0%	Black/African American - 0% EL - 0% Hispanic/LatinX - 0% SED - 0%		Hispanic/LatinX - 0% SED - 0%	
4.3	Attendance Rates	2022-2023 Absenteeism Rates Black/African American - 2.3% EL - TBD % Hispanic/LatinX - 2.6% SED - 5.7%	2023-2024 Absenteeism Rates Black/African American - 2.4% EL - 0 % Hispanic/LatinX - 1.9% SED - 2.8%		Absenteeism Rates Black/African American - 2.0% EL - 0 % Hispanic/LatinX - 1.0% SED - 2.0%	Black/African American - +0.1% EL - 0 % Hispanic/LatinX - -0.7% SED - -2.8%

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.

Our school has made meaningful progress across several key indicators: attendance is up, suspensions and expulsions are down, academic performance is improving, and more students are accessing advanced coursework. These outcomes reflect the intentional efforts we've made to create a more inclusive and supportive learning environment. At the same time, recent stakeholder survey data highlights important areas for growth. Declines in School Fit (-16%), School Climate (-24%), and Student Mindset (-12%) suggest that not all students and families are experiencing these improvements in a way that feels personal or affirming. This feedback indicates a need to strengthen belonging, emotional safety, and voice across our community. Moving forward, we are deepening our efforts to engage students, families, and staff in dialogue, analyze feedback across subgroups, and ensure that everyone feels valued and connected as we build on the progress we've made.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

We've made strong progress in reducing chronic absenteeism through early interventions and consistent support, and our restorative justice practices are taking root, with lower suspension rates and improved student feedback around conflict resolution.

However, we are still struggling to build a strong sense of student community. While advisory, events, and leadership roles exist, many students report feeling disconnected. Our current strategies haven't yet created the inclusive, student-led culture we're aiming for.

Going forward, we'll revisit our approach to community-building, focusing on relevance, authenticity, and student voice.

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.

Following reflection on stakeholder feedback and a review of our most recent School Fit data, we are making adjustments to our planned actions in order to more directly address concerns around school climate and student connection.

The overall goal—to increase family engagement and ensure students' mental, physical, and emotional needs are met—remains the same. However, our School Fit survey results indicate declines in several key areas:

School Climate: -24%

School Fit: -16%

Student Mindset: -12%

Educating All Students: -10%

Family Engagement: -3%

These results suggest that students are not consistently experiencing a strong sense of belonging or connection to the school community. In response, we are refining our actions to place greater emphasis on school culture and student engagement. Planned changes include:

Increasing opportunities for student leadership and involvement

Improving structures that support peer connection and advisory

Adjusting family engagement strategies to strengthen relationships

Supporting staff with tools for building inclusive classroom environments

We also plan to revise some of our metrics to better capture student and family connection to the school. These changes are intended to support our broader effort to reduce absenteeism and suspension rates by addressing root causes related to school climate and connectedness.

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	Student Community	University Preparatory Academy's needs assessment, including student achievement data, chronic absenteeism rates, and family engagement surveys, shows that English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with exceptional needs face barriers to accessing rigorous coursework and building strong connections to school. These students are underrepresented in advanced courses, show higher rates of chronic absenteeism, and report lower levels of belonging. Addressing these gaps is critical to ensuring that all students are prepared for college and career pathways. The Director of Student Services, working with the ASB and Seminar Coordinators, will lead a year-long plan to provide seminar lessons, student-led activities, structured breaks, lunchtime events, and after-school experiences that build positive peer relationships, strengthen adult-to-student connections, and create a greater sense of belonging on campus. The plan will intentionally support unduplicated students, English Learners, socioeconomically disadvantaged students, and students with exceptional needs. In partnership with academic counselors and the Special Education team, scheduling and counseling services will ensure that students with exceptional needs have full access to A–G aligned courses and are supported through specialized instruction, accommodations, and interventions. These actions are implemented schoolwide to promote academic access, social-emotional wellness, and inclusive opportunities for all students; however, they are principally directed toward unduplicated pupils, English Learners, socioeconomically disadvantaged students, and	$119,304.01	No

Action #	Title	Description	Total Funds	Contributing
		students with exceptional needs, who face greater barriers to academic success and school engagement. University Preparatory Academy will monitor the effectiveness of these actions by tracking the results of the Family Engagement Survey (Panorama), disaggregated for families of students with exceptional needs, English Learners, and socioeconomically disadvantaged students. Progress will also be monitored by reviewing chronic absenteeism rates, disaggregated for these student groups, and by measuring the percentage of students with exceptional needs, English Learners, and socioeconomically disadvantaged students enrolled in and completing A–G aligned coursework. Additional monitoring will include participation in Student Study Teams (SSTs), IEP compliance rates, and engagement in academic and extracurricular activities. Action Item 4.1 will result in positive increases in school fit by 5% and school climate by 5%. Action Item 4.1 is associated with metrics: 4.1		
4.2	Restorative Justice	The Director of Student Services will implement a restorative justice PBIS program. The goal of the program is to positively intervene with students before an incident becomes more serious. The reflective process helps students improve their actions. Action Item 4.2 will reduce suspensions for all students, but specifically Black/African American students by 3.9%, Hispanic/LatinX students by 3.15%, EL students by 5.3%, and SED students by 3.4%. Action Item 4.2 is associated with metrics: 4.2	$150,000.00	No Yes
4.3	Absenteeism	The Dean of Student Services and the Student Support Specialist will work together to identify chronically absent students and conduct outreach	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(including home visits) along with evening parent classes to help families understand the importance of daily attendance. Action Item 4.3 will result in a general decrease in absenteeism for all students, but specifically Black/African American students by 0.8%, Hispanic/LatinX students by 0.7%, and SED students by 3.2%.		
4.4	Parent Outreach	University Preparatory Academy's needs assessment, including family engagement surveys and student input, identified that English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with exceptional needs report lower levels of family-school connection compared to their peers. Strengthening the relationship between families and the school is critical to building a sense of belonging, improving academic outcomes, and fostering engagement for all students, particularly for those student groups historically underserved. To address these needs, UPA will extend the sense of belonging to all parents and families through consistent and intentional outreach efforts. The Student Support Specialist will maintain a calendar of events such as Back to School Night, the Parent BBQ, Spring Mixer, Coffee Talks, and family volunteering opportunities. The Executive Assistant will develop a calendar of monthly Coffee Talks with families and will distribute weekly newsletters to provide consistent communication. Outreach activities will prioritize building authentic relationships with families of unduplicated pupils, English Learners, socioeconomically disadvantaged students, and students with exceptional needs, ensuring they are welcomed, informed, and connected to school life. These actions are implemented schoolwide to promote inclusive family engagement for all students but are principally directed toward increasing participation and connection for families of unduplicated pupils. Increasing family engagement among these groups is a key strategy to improve student belonging, attendance, and academic success.	$100,206.31	No

Action #	Title	Description	Total Funds	Contributing
		Progress will be monitored through the Family Engagement Survey (Panorama) disaggregated by student group, with a target of a 20% increase in positive family engagement responses as reported by students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	School Policies and Procedures Increase the level of student, family, and staff participation in school governance. UPA will implement consistent and transparent processes for the creation and update of schoolwide policies and procedures to support UPA staff and students. We will measure the progress of this goal using local indicators with staff and student surveys.	Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A significant learning that was revealed in the recent WASC accreditation process highlighted policies, processes, and transparency. This need for improvement was reiterated by our students and parents in other engagement activities. UPA stakeholders want to have greater input in the running of the school when it comes to bigger picture items including the master calendar, professional development, student activities, student rules and discipline, parent clarity for absences, behavior, and grading policies. This goal intends to bring more stakeholders into the process of decision-making through the implementation of several engagement processes.

University Preparatory Academy maintains a high level of academic achievement, as evidenced by 98 percent of graduates in the 2023–24 academic year successfully completing coursework that satisfies the UC/CSU A–G admission requirements. The LEA's target is to maintain or exceed this rate annually. University Preparatory Academy does not currently offer a formal Career Technical Education (CTE) sequence or program of study aligned to State Board-adopted CTE standards and frameworks; accordingly, metrics related to CTE course sequence completion and dual completion of A–G requirements and CTE sequences are not applicable at this time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Staff/Teacher Panorama Annual Survey	2023 Data: Staff Satisfaction - 58% Teacher Satisfaction - 52%	2024 Data: Staff Satisfaction - 57% Teacher Satisfaction - 65%		Survey Data: Staff Satisfaction - 68% (10)	Staff Satisfaction - -1% Teacher Satisfaction - +13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff: School Climate - 42% Teacher: School Climate - 70% Staff Feedback and Coaching - 42% Teacher Feedback and Coaching - 31% Staff Resources - 36% Teacher Resources - 54% Staff School Leadership - 36% Teacher School Leadership - 55%	Staff: School Climate - 57% Teacher: School Climate - 69% Staff Feedback and Coaching - 69% Teacher Feedback and Coaching - 59% Staff Resources - 40% Teacher Resources - 50% Staff School Leadership - 67% Teacher School Leadership - 61%		Teacher Satisfaction - 70% (13) Staff: School Climate - 60% (18) Teacher: School Climate - 75% (5) Staff Feedback and Coaching - 75% (15) Teacher Feedback and Coaching - 60% (29) Staff Resources - 60% (14) Teacher Resources - 70% (16) Staff School Leadership - 65% (19) Teacher School Leadership - 75% (20)	Staff: School Climate - +15% Teacher: School Climate - -1% Staff Feedback and Coaching - 27% Teacher Feedback and Coaching - +28% Staff Resources - +4% Teacher Resources - -4% Staff School Leadership - +34% Teacher School Leadership - 6%
5.2	Student Panorama Annual Survey	2023 Data Family Engagement - 29%	2024 Data: Family Response to Family Engagement - 56% Student Family Engagement 32%		Survey Data: Family Engagement - 52% (20)	Family Response to Family Engagement - --% Student Family Engagement +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.

Most of the planned actions related to school policies and procedures were implemented as designed. We successfully launched a consistent feedback and coaching cycle for teachers and support staff, which included multiple observations and written evaluations from school leaders. We also made progress in increasing staff input through committee participation and opportunities to influence key policies such as the handbooks and safety plans.

While we met our targets for formal implementation, staff feedback suggests that some actions felt more top-down than collaborative, especially in the early stages of the year. As a result, some staff reported lower satisfaction in certain areas, even as the climate scores improved. Opportunities for staff bonding and culture-building were offered, but attendance and engagement varied, and leaders noted the need for more personalized approaches. Student involvement in school governance began with some progress, but opportunities for deeper participation will need to be strengthened next year.

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

There were no significant material differences between budgeted and actual expenditures for this goal. Funds allocated for coaching, staff development, and governance-related structures were utilized as planned. The cost of supporting coaching cycles and staff leadership structures aligned closely with projections. In terms of improved services for unduplicated students, the planned percentage was consistent with the estimated actuals, as student participation in governance and culture-building was a targeted support area.

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

The actions under this goal have been moderately effective in moving toward greater transparency and participation in school governance. Staff and teacher satisfaction varied, but feedback and coaching metrics improved significantly (+27% staff, +28% teachers), suggesting that our implementation in this area is having a positive impact on instructional support and professional growth.

Perception of school leadership also improved among staff (+34%), indicating a stronger sense of direction and responsiveness from administration. However, while staff school climate improved (+15%), teacher school climate remained flat (-1%), which suggests that implementation felt uneven across roles or departments.

Student and family engagement improved slightly (+3%), but there is still more to be done to involve students meaningfully in governance. Initial efforts to inform students of policies and procedures were helpful, but opportunities for student voice need to be expanded in both frequency and depth.

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.

Based on reflection and survey data, we plan to adjust our actions to better support staff culture, student voice, and inclusive decision-making. While the coaching cycle and leadership feedback processes are in place and will continue, we will expand the range of participation options available to staff—particularly in committee work—to ensure these opportunities feel more accessible and inclusive.

In response to flat teacher school climate scores and lower teacher leadership ratings (+6%, compared to +34% for staff), we will examine how leadership decisions are communicated and how feedback is followed up on. We will also review meeting structures to ensure they allow for both input and follow-through.

To support students, we will strengthen structures for student participation in policy review and governance. This includes clearer opportunities for feedback through student councils and surveys, as well as integration of student input into schoolwide policy decisions.

Finally, we will work on simplifying and communicating internal procedures and wage transparency in ways that are easier for all employees to access and understand.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Feedback Cycles	University Preparatory Academy's needs assessment, including staff surveys, student achievement data, and classroom observation data, identified that improving the quality and consistency of instructional practice is essential to closing achievement gaps for English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with exceptional needs. Variability in classroom instruction impacts student engagement, access to rigorous content, and academic success, particularly for students who require more intentional scaffolding and support. To address this need, UPA will implement a consistent, annual, high-quality feedback and coaching cycle for all certificated and support staff. Leadership will provide multiple teacher observations, coaching sessions, and written feedback each year to support implementation of professional development strategies, strengthen instructional practice, and improve outcomes for all students. Through this system, each staff member will	$125,104.00	No

Action #	Title	Description	Total Funds	Contributing
		receive personalized coaching aligned to their professional growth goals, with an emphasis on building capacity to support unduplicated pupils and students with exceptional needs. This action is implemented schoolwide to raise the quality of instruction for all students but is principally directed toward improving the educational experience and achievement outcomes of unduplicated students, English Learners, socioeconomically disadvantaged students, and students with exceptional needs, who benefit most from high-quality, differentiated instruction. Progress will be monitored using results from the annual Staff Feedback and Coaching Survey, with a target of a 29% increase in positive feedback and coaching effectiveness ratings. Improvement will also be assessed through leadership monitoring of coaching logs, teacher reflection tools, and student outcome data.		
5.2	Staff Input	Administrators will intentionally create more opportunities for staff input to influence schoolwide policies and decision-making through the development of instructional and leadership committees, staff input at meetings, and participation in the school safety, staff, and student handbooks. Action 5.2 will show an increase of at least 10% in Staff Satisfaction and at least 20% in School Leadership. Action 5.2 is associated with metrics: 5.1	$131,041.26	No
5.3	Staff Morale	School leaders will create more opportunities for the staff to bond and improve the work culture for all UPA employees. They will also focus on building strong, respectful relationships with all staff members. Action 5.3 will show an increase of at least 10% in Staff Satisfaction and at least 20% in School Leadership,	$148,711.83	No

Action #	Title	Description	Total Funds	Contributing
		Action 5.3 is associated with metrics: 5.1		
5.4	Transparent Policies and Procedures	Establish and implement clear, specific, transparent, and efficient internal procedures and policies so that every employee agrees with these procedures, all employees have access to what they need, and wage scales are transparent. Action 5.4 will show an increase of at least 10% in Staff Satisfaction and at least 20% in School Leadership. Action 5.4 is associated with metrics: 5.1	$2,049,678.00	No
5.5	Student Engagement	Students need to be active participants in the school community. Students need to learn the school rules, policies, and procedures for all aspects of teaching, learning, and counseling. Furthermore, students need to have an active voice in school governance. Action 5.5 will show an increase of 10% in School Climate - increasing to 73%. Action Item 5.5 is associated with metrics: 5.2	$188,491.02	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$517470	$77,620

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
5.717%	0.000%	$0.00	5.717%

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:** Universal Design for Learning **Need:** Goal 1 focuses on ELA growth for our unduplicated and at-risk (Black/African American, Hispanic/LatinX) students. EL and SED students are significantly below the standard average on the CAASPP, courses and and are not corollary represented in AP	UDL is a teaching methodology that addresses the specific needs of unduplicated and at-risk students and provides unilateral support for all students. The teaching strategies that are helpful for EL students are also helpful for all students.	The metrics we will be closely monitoring are CAASP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.

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
	courses. This goal and action item specifically address this disparity. **Scope:**		
1.2	**Action:** Literacy Skill Development in ELA Courses **Need:** SED students are currently 21.9 points below the standard on the CAASPP, 16% below the school pass rate for all classes, and are not represented in AP courses equivalent to their population within the school. **Scope:** Schoolwide	The focus of Goal 1, action item 1.2 is to realign the English Language Arts department's curriculum and skills. The department will incorporate more reading skills, language attainment, and usage, and make ELA standards and skills more transparent to students, families, and support systems. The impact of this work will benefit students and families. Teachers will know what standards to incorporate so that their students are prepared for the next level of study. Students will have a clear understanding of the standards and skills they need to meet, and the community will have access to the standards and skills progression.	The metrics we will be closely monitoring are CAASPP distance from standard, NWEA scores (reading and language), and participation of SED students in AP courses – specifically AP English Language and AP English Literature.
1.3	**Action:** Literacy across the curriculum **Need:** Goal 1 focuses on ELA growth for our unduplicated and at-risk (Black/African American, Hispanic/LatinX) students. EL and SED students are significantly below the standard average on the CAASPP, are behind in passing all courses, and are not corollary represented in AP courses. This goal and action items address this disparity by bringing more Reading, writing, listening, and speaking to all courses. EL students will greatly benefit from literacy skills being provided in every course. SED students will find clarity in	Each department at UPA will go through a process of evaluating its current curriculum and skillsets. Departments will then realign to adjust to the needs of each sequential course. Teachers will identify key literacy skills that they can employ and practice with their students to improve their ability to explain, describe, defend, and demonstrate understanding.	The metrics we will be closely monitoring are CAASPP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.

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
	standards and skills in all classes which will help them navigate courses. **Scope:** Schoolwide		
1.4	**Action:** Student Support Tier 2 **Need:** Unduplicated students are disproportionately falling behind in credits as compared to the core groups **Scope:** Schoolwide	Students are identified based on marking period data and Mr. Yau monitors the students, provides tutoring support, and daily check ins to make sure that they are passing their classes.	The metrics we will be closely monitoring are CAASP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.
1.5	**Action:** High Quality Teachers **Need:** 83.4% of UPA teachers are fully credentialed in their subject area with the correct EL training. **Scope:**	UPA is providing support for staff to convert their emergency or intern credential into a clear credential.	We will continue to measure the percentage of staff that are fully credentialed, are interns, and have an emergency credential.
2.1	**Action:** Universal Design for Learning **Need:** SED students are currently 37.1 points below the standard on the CAASPP, 16% below the school pass rate for all classes, and are not	The focus of Goal 2 - Action Item 2.1 is to realign the mathematics department's curriculum and skills. The department will incorporate more mathematics skills and reasoning and make both more transparent to students, families, and support systems. The impact of this work will benefit students and families. Teachers will know	The metrics we will be closely monitoring are CAASPP distance from standard, NWEA scores (mathematics), and participation of SED students in AP courses –

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
	represented in AP courses equivalent to their population within the school. **Scope:**	what standards to incorporate so that their students are prepared for the next level of study. Students will have a clear understanding of the standards and skills they need to meet, and the community will have access to the standards and skills progression.	specifically Statistics, AP Calculus AB, or AP Calculus BC.
2.2	**Action:** Numeracy Skill Development in Mathematics Courses **Need:** SED students are currently 37.1 points below the standard on the CAASPP, 16% below the school pass rate for all classes, and are not represented in AP courses equivalent to their population within the school. **Scope:** Schoolwide	The focus of Goal 2 - Action item 2.2 is to realign the mathematics department's curriculum and skills. The department will incorporate more mathematical skills and reasoning and make both more transparent to students, families, and support systems. The impact of this work will benefit students and families. Teachers will know what standards to incorporate so that their students are prepared for the next level of study. Students will have a clear understanding of the standards and skills they need to meet, and the community will have access to the standards and skills progression.	The metrics we will be closely monitoring are NWEA scores (mathematics) and participation of SED students in AP courses – specifically Statistics, AP Calculus AB, or AP Calculus BC.
2.3	**Action:** Numeracy across the curriculum **Need:** Goal 2 focuses on Mathematics growth for our unduplicated and at-risk (Black/African American, Hispanic/LatinX) students. EL and SED students are significantly below the standard average on the CAASPP, are behind in passing all courses, and are not corollary represented in AP courses. This goal and action items address this disparity by bringing more numeracy strategies to all courses. EL students will greatly benefit from numeracy skills being provided in every course. SED	Each department at UPA will go through a process of evaluating its current curriculum and skillsets. Departments will then realign to adjust to the needs of each sequential course. Teachers will identify key numeracy skills that they can employ and practice with their students to improve their ability to explain, describe, defend, and demonstrate understanding.	The metrics we will be closely monitoring are CAASPP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.

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 will find clarity in standards and skills in all classes which will help them navigate courses. **Scope:**		
3.2	**Action:** Vertical Alignment for AP Access **Need:** derrepresented students (Black/African American and Hispanic/LatinX), as well as unduplicated students (IEP, EL, SED), are not enrolling in AP courses compared to the representative population. The following list shows the percentage of advanced courses that are underrepresented (for example: Black/African American students are not fully represented in 47% of all advanced courses): Black/African American - 47% Hispanic/LatinX – 58% EL – 33% IEP – 26% SED – 54% **Scope:**	UDL is a teaching methodology that addresses the specific needs of unduplicated and at-risk students and provides unilateral support for all students. The teaching strategies that are helpful for EL students are helpful for all students.	The metrics we will be closely monitoring are CAASP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.
3.3	**Action:** Counseling Support for AP Access **Need:** Unduplicated students do not have equal access to advanced courses compared to the representative population and their preliminary	Action 3.3 is designed to build a bridge between unduplicated students and their teachers, counselors, and support staff. These supportive relationships will help foster student awareness of potential advanced courses, the pathway to reach those courses, and the confidence to take them.	UPA will measure the percentage of unduplicated students who are passing their classes and those who are taking advanced courses.

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
	course success is a barrier to AP courses due to prerequisites. **Scope:**		
3.4	**Action:** From PSAT to AP Bootcamp **Need:** Underrepresented students (Black/African American and Hispanic/LatinX), as well as unduplicated students (IEP, EL, SED), are not populating AP courses compared to the representative population. The following list shows the percentage of advanced courses that are underrepresented (for example: Black/African American students are not fully represented in 47% of all advanced courses): Black/African American - 47% Hispanic/LatinX – 58% EL – 33% IEP – 26% SED – 54% **Scope:** Schoolwide	The PSAT is given to all 8 through 11th-grade students and is administered in October of each year. There has been a significant amount of research correlating PSAT results and AP potential. Counselors and teachers can collaborate on the PSAT results to find students who performed well but have not signed up for a matching AP course. Students who need an extra conversation or encouragement might be more willing to take a challenging course. By pairing this with AP Bootcamp, we can build a pathway for students to enter and do well in that AP course.	The metrics we will be closely monitoring are CAASPP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.
4.2	**Action:** Restorative Justice **Need:** In the 2022-2023 school year: • 6.8% of SED students were suspended for at least one day.	PBIS and restorative justice will short-circuit the traditional behavior incident-to-suspension process by allowing students to reflect on their actions, reconcile their impact on the community, and work to repair any damage. This process will result in not only lower suspension rates, but will give	The Director and Dean of Student Services will report the number of incidents and the resolved actions at each marking period.

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
	• 7.1% of Black/African American students were suspended for at least one day. -11.8% of EL students were suspended for at least one day. **Scope:** Schoolwide	marginalized students the support they need to succeed behaviorally and academically.	
4.3	**Action:** Absenteeism **Need:** In the 2022-2023 school year: • 5.7% of SED students were absent for at least one day. • 2.3% of Black/African American students were absent for at least one day. • 6.8% of EL students were absent for at least one day. **Scope:** Schoolwide	The collaboration of the Attendance Clerk, Student Support Specialist, and Dean of Students in conjunction with the academic and mental health counselors, will work with students and families to ensure we are properly supporting students and keeping them at school where they can be most successful.	• The Dean will supply a monthly list of identified students and what measures have been taken to intervene. • The Student Support Specialist will provide a log of home visits and the dates of evening parent courses.

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
1.1	**Action:** Universal Design for Learning **Need:** **Scope:**	UDL is a teaching methodology that addresses the specific needs of unduplicated and at-risk students and provides unilateral support for all students. The teaching strategies that are helpful for EL students are also helpful for all students.	The metrics we will be closely monitoring are CAASP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.
1.6	**Action:** English Language Learner Support **Need:** ELAS data shows that our IFEP (16%) and our EL (4.3%) can become RFEPS (33%) at a higher rate. **Scope:** Limited to Unduplicated Student Group(s)	UPA will provide an ILP (individual learner plan) for each EL student which will be developed by our EL coordinator and shared with our teaching staff. UDL PD will assist in providing more support for EL students across all subject areas.	UPA will continue to measure the ELAS data for growth in our redesignation rates.
3.1	**Action:** Universal Design For Learning **Need:** Underrepresented students (Black/African American and Hispanic/LatinX), as well as unduplicated students (IEP, EL, SED), are not enrolling in AP courses compared to the representative population. The following list shows the percentage of advanced courses that are underrepresented (for example:	UDL is a teaching methodology that addresses the specific needs of unduplicated and at-risk students and provides unilateral support for all students. The teaching strategies that are helpful for EL students are helpful for all students.	The metrics we will be closely monitoring are CAASP distance from standard, NWEA scores (reading and language), ELPAC level movement, and participation of EL and SED students in AP courses.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Black/African American students are not fully represented in 47% of all advanced courses): Black/African American - 47% Hispanic/LatinX – 58% EL – 33% IEP – 26% SED – 54% **Scope:**		

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	1:142	
Staff-to-student ratio of certificated staff providing direct services to students	1:15	

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	9050709	517470	5.717%	0.000%	5.717%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,673,120.64	$350,000.00	$25,000.00	$130,000.00	$9,178,120.64	$8,892,497.64	$285,623.00

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	Universal Design for Learning	All	No			All Schools	August 2024 - June 2027	$273,643.00	$1,525.00	$145,168.00	$0.00	$0.00	$130,000.00	$275,168.00	0%
1	1.2	Literacy Skill Development in ELA Courses	Low Income	Yes	School wide	Low Income	All Schools	August 2024 - June 2027	$62,081.00	$0.00	$62,081.00	$0.00	$0.00	$0.00	$62,081.00	0%
1	1.3	Literacy across the curriculum	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	August 2024 - June 2027	$75,330.00	$16,027.00	$91,357.00	$0.00	$0.00	$0.00	$91,357.00	0%
1	1.4	Student Support Tier 2	English Learners Low Income	Yes	School wide	English Learners Low Income		August 2024 - June 2027	$181,255.00	$0.00	$181,255.00	$0.00	$0.00	$0.00	$181,255.00	0%
1	1.5	High Quality Teachers	All	No			All Schools	August 2024 - June 2025	$4,538,507.00	$0.00	$4,538,507.00	$0.00	$0.00	$0.00	$4,538,507.00	0%
1	1.6	English Language Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	August 2024 - June 2027	$125,000.00	$25,000.00	$25,000.00	$125,000.00			$150,000.00	0%
2	2.1	Universal Design for Learning	All	No				August 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.2	Numeracy Skill Development in Mathematics Courses	Low Income	Yes	School wide	Low Income	All Schools	August 2024 - June 2027	$145,047.00	$0.00	$145,047.00	$0.00	$0.00	$0.00	$145,047.00	0%
2	2.3	Numeracy across the curriculum	All	No			All Schools	August 2024 - June 2027	$0.00	$76,001.00	$1,001.00	$75,000.00	$0.00	$0.00	$76,001.00	0%
2	2.4	Student Support Tier 2 - Shared with Goal 1 and Goal 3	All Students with Disabilities	No				August 2024 - June 2027	$0.00	$779.00	$779.00	$0.00	$0.00	$0.00	$779.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Universal Design For Learning	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
3	3.2	Vertical Alignment for AP Access	All	No				August 2024 - June 2027	$97,415.00	$0.00	$97,415.00	$0.00	$0.00	$0.00	$97,415.00	0%
3	3.3	Counseling Support for AP Access	All IEP (mild/moderate) and 504 students	No			All Schools	August 2024 - June 2027	$369,668.00	$28,950.00	$398,618.00	$0.00	$0.00	$0.00	$398,618.00	0%
3	3.4	From PSAT to AP Bootcamp	All	No Yes	School wide		All Schools	August 2024 - June 2027	$49,356.21	$0.00	$49,356.21	$0.00	$0.00	$0.00	$49,356.21	0%
4	4.1	Student Community	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$119,304.01	$0.00	$119,304.01	$0.00	$0.00	$0.00	$119,304.01	0%
4	4.2	Restorative Justice	All	No Yes	School wide		All Schools	August 2024 - June 2027	$125,000.00	$25,000.00	$50,000.00	$100,000.00	$0.00	$0.00	$150,000.00	0%
4	4.3	Absenteeism	English Learners Low Income	Yes	School wide	English Learners Low Income		August 2024 - June 2027	$75,000.00	$25,000.00	$50,000.00	$25,000.00	$25,000.00	$0.00	$100,000.00	0%
4	4.4	Parent Outreach	All Students with Disabilities	No			All Schools	August 2024 - June 2027	$75,206.31	$25,000.00	$75,206.31	$25,000.00	$0.00	$0.00	$100,206.31	0%
5	5.1	Feedback Cycles	All	No				August 2024 - June 2027	$113,906.00	$11,198.00	$125,104.00	$0.00	$0.00	$0.00	$125,104.00	0%
5	5.2	Staff Input	All	No			All Schools	August 2024 - June 2027	$131,041.26	$0.00	$131,041.26	$0.00	$0.00	$0.00	$131,041.26	6%
5	5.3	Staff Morale	All	No			All Schools	August 2024 - June 2027	$147,711.83	$1,000.00	$148,711.83	$0.00	$0.00	$0.00	$148,711.83	6%
5	5.4	Transparent Policies and Procedures	All	No			All Schools	August 2024 - June 2027	$1,999,535.00	$50,143.00	$2,049,678.00	$0.00	$0.00	$0.00	$2,049,678.00	6%
5	5.5	Student Engagement	All	No			All Schools	August 2024 - June 2027	$188,491.02	$0.00	$188,491.02	$0.00	$0.00	$0.00	$188,491.02	6%

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
9050709	517470	5.717%	0.000%	5.717%	$654,096.21	24.000%	31.227 %	**Total:**	$654,096.21
								LEA-wide Total:	$0.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$629,096.21

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**	Universal Design for Learning				All Schools	$145,168.00	0%
1	**1.2**	Literacy Skill Development in ELA Courses	Yes	Schoolwide	Low Income	All Schools	$62,081.00	0%
1	**1.3**	Literacy across the curriculum	Yes	Schoolwide	English Learners Low Income	All Schools	$91,357.00	0%
1	**1.4**	Student Support Tier 2	Yes	Schoolwide	English Learners Low Income		$181,255.00	0%
1	**1.5**	High Quality Teachers				All Schools	$4,538,507.00	0%
1	**1.6**	English Language Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,000.00	0%
2	**2.2**	Numeracy Skill Development in Mathematics Courses	Yes	Schoolwide	Low Income	All Schools	$145,047.00	0%
2	**2.3**	Numeracy across the curriculum				All Schools	$1,001.00	0%
3	**3.1**	Universal Design For Learning				All Schools	$0.00	0%

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 (%)
3	3.3	Counseling Support for AP Access				All Schools	$398,618.00	0%
3	3.4	From PSAT to AP Bootcamp	Yes	Schoolwide		All Schools	$49,356.21	0%
4	4.2	Restorative Justice	Yes	Schoolwide		All Schools	$50,000.00	0%
4	4.3	Absenteeism	Yes	Schoolwide	English Learners Low Income		$50,000.00	0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,863,429.00	$8,868,764.26

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**	Universal Design for Learning		$150,000.00	$145,168.07
1	**1.2**	Literacy Skill Development in ELA Courses	Yes	$95,500.00	$91,427
1	**1.3**	Literacy across the curriculum	Yes	$95,000.00	$91,356.72
1	**1.4**	Student Support Tier 2	Yes	$145,000.00	$181,255.36
1	**1.5**	High Quality Teachers		$7,372,929.00	$4,538,507.36
1	**1.6**	English Language Learner Support	Yes	$110,000.00	$121,244
2	**2.1**	Universal Design for Learning		$0.00	$10.44
2	**2.2**	Numeracy Skill Development in Mathematics Courses	Yes	$117,500.00	$145,047.03
2	**2.3**	Numeracy across the curriculum		$85,000.00	$1,001.00
2	**2.4**	Student Support Tier 2 - Shared with Goal 1 and Goal 3	No	$0.00	$779.03
3	**3.1**	Universal Design For Learning		$0.00	$0.00
3	**3.2**	Vertical Alignment for AP Access		$45,000.00	$97,414.81
3	**3.3**	Counseling Support for AP Access	No	$240,000.00	$398,618.15
3	**3.4**	From PSAT to AP Bootcamp		$60,000.00	$49,356.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Access to Standards-Aligned and Rigorous instructional Curriculum and Experiences		0.00	$119,304.01
4	4.1	Student Community	No	$12,500.00	$119,304.01
4	4.2	Restorative Justice		$50,000.00	$32,050.61
4	4.3	Absenteeism	Yes	$32,500.00	$19,686.62
4	4.4	Parent Outreach	No	$90,000.00	$75,206.31
5	5.1	Feedback Cycles		$42,500.00	$125,104.83
5	5.2	Staff Input	No	$30,000.00	$131,041.26
5	5.3	Staff Morale	No	$10,000.00	$147,711.83
5	5.4	Transparent Policies and Procedures	No	$40,000.00	$2,049,678.58
5	5.5	Student Engagement	No	$40,000.00	$188,491.02

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)
514944	$440,500.00	$620,670.50	($180,170.50)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Skill Development in ELA Courses	Yes	$55,500.00	$62,080.77	0%	0%
1	1.3	Literacy across the curriculum	Yes	$55,000.00	$91,356.72	0%	0%
1	1.4	Student Support Tier 2	Yes	$122,500.00	$181,255.36	0%	0%
1	1.6	English Language Learner Support	Yes	$75,000.00	$121,244	0%	0%
2	2.2	Numeracy Skill Development in Mathematics Courses	Yes	$100,000.00	$145,047.03	0%	0%
4	4.3	Absenteeism	Yes	$32,500.00	$19,686.62	0%	0%

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)
8007364	514944	0	6.431%	$620,670.50	0.000%	7.751%	$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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