LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

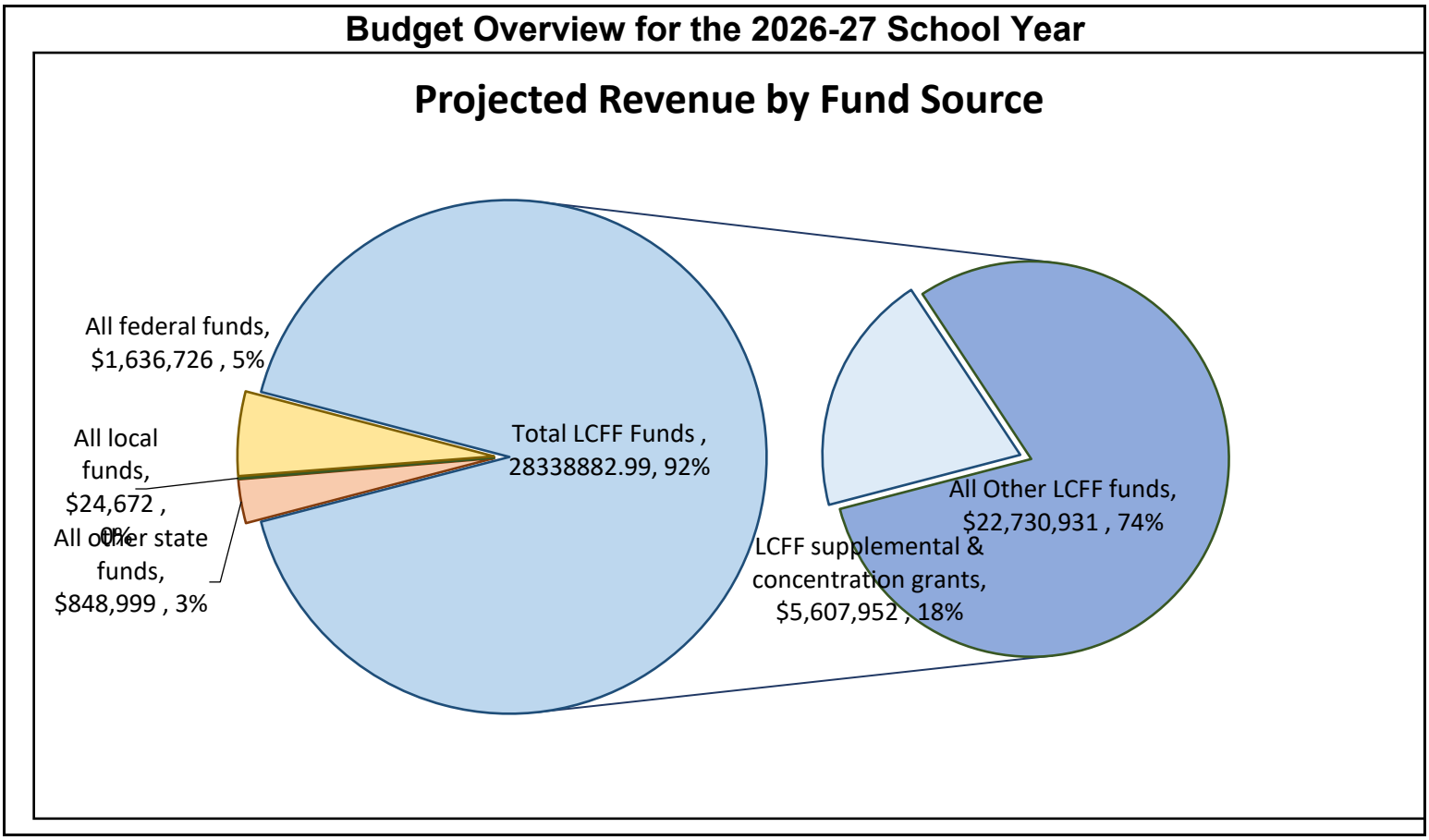
Local Educational Agency (LEA) Name: University High School Charter

CDS Code: 19 64733 1938885

School Year: 2026-27

LEA contact information: Claudia Middleton, Principal; cvr6481@lausd.net

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).

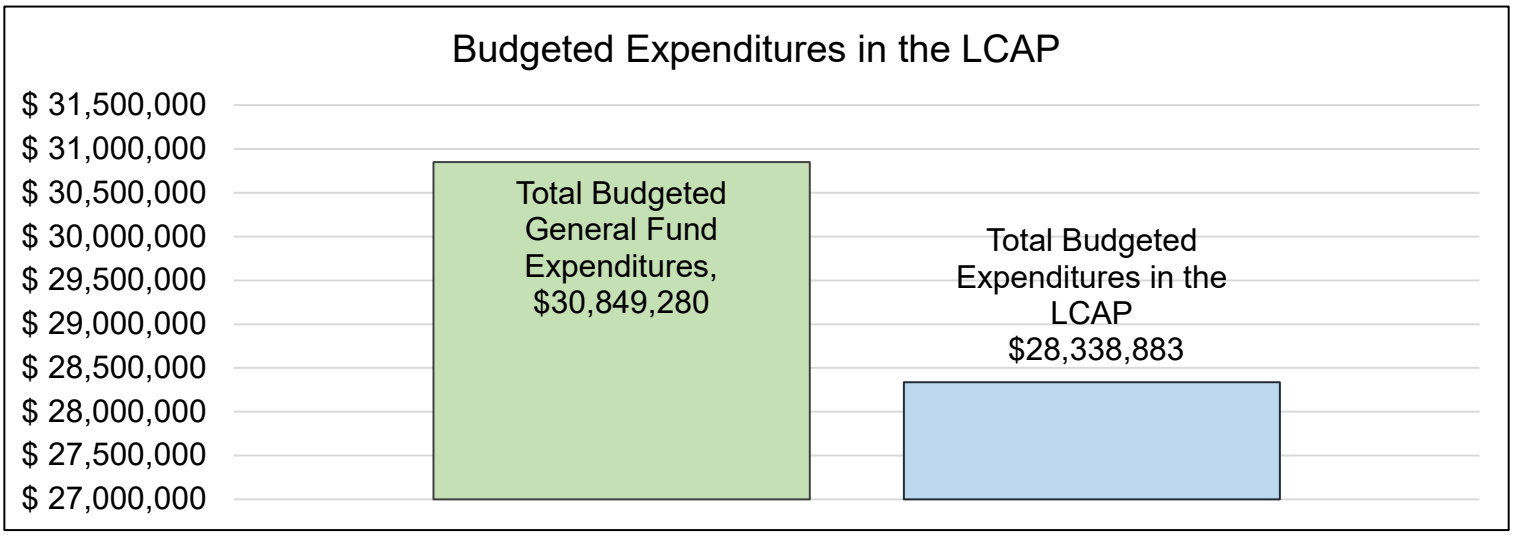


This chart shows the total general purpose revenue University High School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University High School Charter is $30,849,279.99, of which $28,338,882.99 is Local Control Funding Formula (LCFF), $848,999.00 is other state funds, $24,672.00 is local funds, and $1,636,726.00 is federal funds. Of the $28,338,882.99 in LCFF Funds, $5,607,951.76 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 High School Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University High School Charter plans to spend $30,849,279.99 for the 2026-27 school year. Of that amount, $28,338,882.99 is tied to actions/services in the LCAP and $2,510,397.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

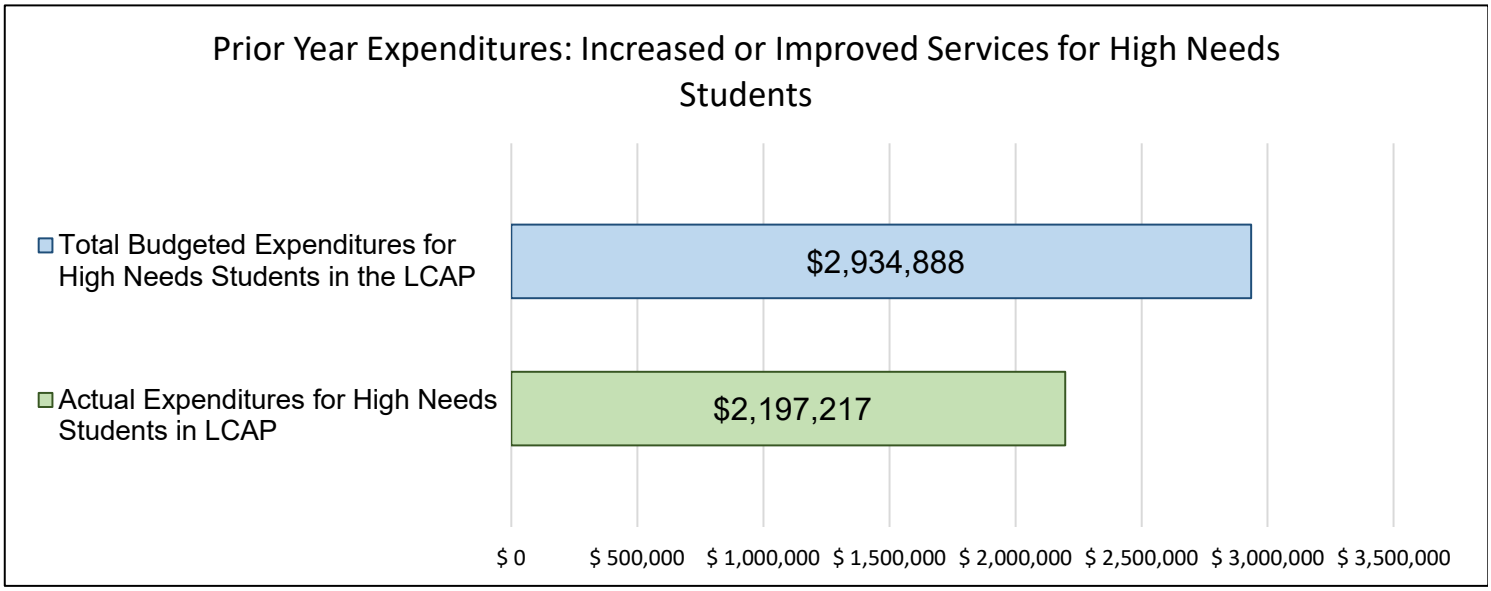
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, University High School Charter is projecting it will receive $5,607,951.76 based on the enrollment of foster youth, English learner, and low-income students. University High School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. University High School Charter plans to spend $5,607,951.76 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what University High School 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 High School 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 2025-26, University High School Charter's LCAP budgeted $2,934,888.00 for planned actions to increase or improve services for high needs students. University High School Charter actually spent $2,197,217.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $737,671.00 had the following impact on University High School Charter's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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 High School Charter	Claudia Middleton, Principal	cvr6481@lausd.net; (310) 914-3503

Plan Summary [2026-27]

General Information

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

Established in 1924, **University High School Charter** (UHSC) is located in West Los Angeles, south of the Santa Monica Mountains. As a comprehensive high school (grades 9-12) the school site was originally named Warren G. Harding after the 29th President Warren G. Harding but renamed to University High School in 1929. The rename was prompted by the opening of University of California at Los Angeles (UCLA) in the westside of Los Angeles in close proximity to our school.

The original building designed by the firm Russell & Alpaugh is reminiscent of the Romanesque and Spanish Mission style architecture. A portion of the 24-acre site, with the discovery of the remains from Native American village has been designated as a California State Historical Site. For thousands of years, the Gabrielino/Tongva people have utilized the freshwater springs running through UHSC. In 2017, in collaboration with parents, staff, and community, University High School began the process of becoming an affiliated charter. Since becoming a charter, UHSC has stabilized its declining enrollment.UHSC serves the community and residents of the West Los Angeles, Brentwood, Bel-air, and Westwood area. Approximately 30% of our students reside within our residential area. The other 70% come to UHSC through two distinct enrollment patterns:

Charter Enrollment:
This program affords students and families to enroll through the Unified Enrollment process.. 72% of UHSC families qualify under the Title I program.

Math Arts Science and Technology (MAST) Magnet School:
This program began in the fall of 2010 and it currently makes up a third of our student population at a capacity of 440.

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023, 2024 and 2025 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
College/Career	N/A	Students with Disabilities	N/A
English Language Arts	Students with Disabilities	N/A	N/A
Mathematics	Students with Disabilities	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	English Learners and Long-Term English Learners	N/A

The 2025CA Dashboard indicated progress for English Learner Progress, with a 15.7% increase and College/Career by 7.6%. Several indicators maintain progress - Graduation Rate at 92.1%, Suspension Rate of 0.2%. Suspension Rate, English Leander Progress indicators performed higher than the state's progress. English Language Arts and Mathematics declined by 5.5 points and 4.7 respectively.

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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
Students	The start of each academic year presented opportunities for student engagement and involvement through the establishment of these councils. Additionally, student information assemblies were held by grade level to inform students of academic and behavioral expectations and pathways to success. University High School Charter students extended their influence beyond the school community by participating in student advisory councils, including Board Member Nick Melvoin's Advisory Council, Region Superintendent Dr. Collier's Advisory Council, and Superintendent Carvalho's Student Advisory Council. Membership in these councils afforded additional leadership opportunities for students to engage in decision-making on a broader scale.
Parents	Parents and guardians were engaged in multiple ways throughout the year. They had opportunities to participate in meetings even before the start of the academic year, including Parent Orientation sessions held two weeks prior to the beginning of the school year. Thereafter, Coffee with the Principal meetings were held monthly. Parents also had opportunities to participate as members of the Local School Leadership Council, School Site Council, and the English Learner Advisory Committee. As members of these committees, parents held leadership roles such as Chair, Vice Chair, Secretary, and Parliamentarian. In these roles, they contributed to budgetary and operational school decisions and shared input on academic and schoolwide goals. Their contributions were reflected in key planning documents such as the LCAP, Single Plan for Student Achievement, and Targeted Student Population plan. Additionally, parents and guardians had the opportunity to become official volunteers on campus. Each academic year, one parent was also invited to serve as a member of the LAUSD ELAC Delegation Committee, further extending family involvement at the district level.

Staff (Certificated and Classified)	Certificated and classified staff also had opportunities to participate as members of the Local School Leadership Council, School Site Council, and the English Learner Advisory Committee. As members of these committees, faculty and staff held leadership roles such as Chair, Vice Chair, Secretary, and Parliamentarian. In these roles, faculty and staff were directly responsible for making budgetary and operational school decisions and contributed their ideas and suggestions throughout the year related to student learning, performance, and achievement. These contributions were reflected in key planning documents, including the LCAP, Single Plan for Student Achievement, and Targeted Student Population plan.
Community	Community members played an important role as educational partners and were engaged in multiple ways throughout the year. Quarterly meetings were held with the YMCA team to coordinate sports and after-school events, and YMCA team members also participated in school events throughout the year. University High School maintained strong partnerships with the Rotary Club and the University High School Education Foundation. Meetings were held throughout the year with members of these organizations to discuss leadership and enrichment opportunities for students, including scholarships and other supports. Through the school's partnership with UCLA, a full-time Early Academic Outreach Program (EAOP) College Advisor was assigned each year to work alongside the school's college counseling team. UCLA interns also served on campus, providing classroom academic support. The school also partnered with the EduCare after-school program to provide additional support for students. As part of this collaboration, school data and goals were reviewed to determine academic and extracurricular programs that supported pathways to student success.

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

Educational partners engaged in multiple ways throughout the year in discussions and reflections on academic performance and achievement. They participated as members of the Local School Leadership Council (LSLC), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). As members of these committees, educational partners held leadership roles such as Chair, Vice Chair, Secretary, and Parliamentarian.

In these roles, members were directly responsible for making budgetary and operational school decisions and contributed ideas and suggestions throughout the year related to student learning, performance, and achievement. These contributions were reflected in key planning documents, including the LCAP, Single Plan for Student Achievement, and Targeted Student Population plan..

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

University High School Charter is committed to providing high-quality instruction and supports to achieve our goal of Academic Excellence by preparing students for success in high school.

To ensure students are prepared to graduate, they must be nurtured as scholars from the beginning of their high school careers. University High School Charter, provides a personalized educational experience that supports student needs and aspirations. This early support sets the ground for success and builds the foundation for continued growth towards proficiency and ultimate achievement in life after high school.

At University High School Charter, we engage students before the academic year begins via 9th grade orientation meetings and campus tours, the Summer Bridge program, registration week activities, and 9th grade parent orientation meetings to prepare incoming 9th grade students and their families for their high school journey. A new program began last year called the Rising Freshman Success program for incoming 9th grade students which afforded the opportunity for students to earn 5 A-G elective credit courses toward their high school diploma.

The faculty and staff continue to engage students in and out of the classroom throughout the year. Teachers engage students through the lessons and activities they plan each day. Out of classroom staff composed of academic counselors, Black Student Achievement Plan Counselor, College Counselor, Psychiatric Social Workers, Psychologists, School Climate Advocates, coordinators, clerical staff and administrators work diligently each day to guarantee an environment conducive to learning for all.

Comparable to the general education students, students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality

Instruction aligned with students' Individualized Education Program is guaranteed for all students with clear pathways of supports and performance expectations. Student choice and access to visual and performing arts , honors and advanced placement courses, are all part of the well-rounded education program offered at University High School Charter.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Four-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 90.3% **African American/Black:** 92.4% **Hispanic/Latino:** 89.7% **English Learner:** 60.9% **RFEP:** 96.7% **Standard English Learner:** 90.0% **Students with Disabilities:** 72.2% **Low Income:** 88.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 92.1% **African American/Black:** 93.3% **Hispanic/Latino:** 94.3% **English Learner:** 66.7% **RFEP:** 95.7% **Standard English Learner:** 94.0% **Students with Disabilities:** 76.8% **Low Income:** 93.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 92.1% **African American/Black:** 97.1% **Hispanic/Latino:** 92.0% **English Learner:** 71.8% **RFEP:** 98.1% **Standard English Learner:** 95.7% **Students with Disabilities:** 83.8% **Low Income:** 92.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 94.0% **African American/Black:** 96.0% **Hispanic/Latino:** 93.0% **English Learner:** 65.0% **RFEP:** 98.0% **Standard English Learner:** 94.0% **Students with Disabilities:** 80.0% **Low Income:** 92.0%	**All Students:** +1.8% **African American/Black:** +4.7% **Hispanic/Latino:** +2.3% **English Learner:** +10.9% **RFEP:** +1.4% **Standard English Learner:** +5.7% **Students with Disabilities:** +11.6% **Low Income:** +4.0%
2	**Five-Year Cohort Graduation Rate**	**2022-2023** **All Students:** 92.3% **African American/Black:** 94.0% **Hispanic/Latino:** 93.2% **English Learner:** 66.7% **Students with Disabilities:** 73.2%	**2023-2024** **All Students:** 92.1% **African American/Black:** 93.3% **Hispanic/Latino:** 94.3% **English Learner:** 66.7% **Students with Disabilities:** 76.8%	**2024-2025** **All Students:** 92.7% **African American/Black:** 93.3% **Hispanic/Latino:** 94.9% **English Learner:** 76.2% **Students with Disabilities:** 80.4%	**2025-2026** **All Students:** 94.3% **African American/Black:** 96.0% **Hispanic/Latino:** 95.2% **English Learner:** 68.7% **Students with Disabilities:** 77.2%	**All Students:** +0.4% **African American/Black:** -0.7% **Hispanic/Latino:** +1.7% **English Learner:** +9.5% **Students with Disabilities:** +7.2%

		Low Income: 94.6% *Source: Open Data Dashboard*	**Low Income:** 93.5% *Source: Open Data Dashboard*	**Low Income:** 93.9% *Source: Open Data Dashboard*	**Low Income:** 96.6%	**Low Income:** -0.7%
3	**Four-Year Cohort Dropout Rate**	**2022-2023** **All Students:** 4.4% **African American/Black:** 6.1% **Hispanic/Latino:** 5.1% **English Learner:** 8.7% **RFEP:** 2.2% **Standard English Learner:** 6.4% **Students with Disabilities:** 3.7% **Low Income:** 5.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 2.7% **African American/Black:** 1.3% **Hispanic/Latino:** 1.7% **English Learner:** 14.3% **RFEP:** 2.1% **Standard English Learner:** 1.3% **Students with Disabilities:** 5.4% **Low Income:** 2.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 4.0% **African American/Black:** 2.9% **Hispanic/Latino:** 3.5% **English Learner:** 17.9% **RFEP:** 0.0% **Standard English Learner:** 1.4% **Students with Disabilities:** 10.3% **Low Income:** 2.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 2.0% **African American/Black:** 0.0% **Hispanic/Latino:** 1.0% **English Learner:** 4.0% **RFEP:** 0.0% **Standard English Learner:** 1.0% **Students with Disabilities:** 2.0% **Low Income:** 1.0%	**All Students:** -0.4% **African American/Black:** -3.2% **Hispanic/Latino:** -1.6% **English Learner:** +9.2% **RFEP:** -2.2% **Standard English Learner:** -5.0% **Students with Disabilities:** +6.6% **Low Income:** -2.7%
4	**A-G Completion Rate (Meeting UC-CSU Entrance Requirements)**	**2022-2023** **All Students:** 57.1% **African American/Black:** 56.1% **Hispanic/Latino:** 54.3% **English Learner:** 34.8% **RFEP:** 53.8% **Standard English Learner:** 58.6%	**2023-2024** **All Students:** 60.2% **African American/Black:** 60.0% **Hispanic/Latino:** 60.0% **English Learner:** 19.0% **RFEP:** 67.0% **Standard English Learner:** 61.1%	**2024-2025** **All Students:** 58.1% **African American/Black:** 64.3% **Hispanic/Latino:** 56.5% **English Learner:** 28.2% **RFEP:** 59.3% **Standard English Learner:** 66.4%	**2025-2026** **All Students:** 80.0% **African American/Black:** 75.0% **Hispanic/Latino:** 75.0% **English Learner:** 75.0% **RFEP:** 75.0% **Standard English Learner:** 75.0%	**All Students:** +1.0% **African American/Black:** +8.2% **Hispanic/Latino:** +2.2% **English Learner:** -6.6% **RFEP:** +5.5% **Standard English Learner:** +7.8%

		Students with Disabilities: 20.4% **Low Income:** 52.1% *Source: Open Data Dashboard*	**Students with Disabilities:** 26.8% **Low Income:** 59.5% *Source: Open Data Dashboard*	**Students with Disabilities:** 27.9% **Low Income:** 57.5% *Source: Open Data Dashboard*	**Students with Disabilities:** 60.0% **Low Income:** 70.0%	**Students with Disabilities:** +7.5% **Low Income:** +5.4%
5	**Career Technical Education (CTE) Completion Rate**	**2022-2023** **All Students:** 2.2% **African American/Black:** 0.0% **Hispanic/Latino:** 4.0% **English Learner:** 0.0% **RFEP:** 2.2% **Standard English Learner:** 3.5% **Students with Disabilities:** 3.7% **Low Income:** 2.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 4.6% **African American/Black:** 5.3% **Hispanic/Latino:** 4.0% **English Learner:** 0.0% **RFEP:** 5.3% **Standard English Learner:** 3.8% **Students with Disabilities:** 0.0% **Low Income:** 4.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 5.4% **African American/Black:** 5.7% **Hispanic/Latino:** 6.0% **English Learner:** 0.0% **RFEP:** 8.3% **Standard English Learner:** 5.5% **Students with Disabilities:** 2.9% **Low Income:** 5.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 30.0% **African American/Black:** 30.0% **Hispanic/Latino:** 30.0% **English Learner:** 30.0% **RFEP:** 30.0% **Standard English Learner:** 30.0% **Students with Disabilities:** 30.0% **Low Income:** 30.0%	**All Students:** +3.2% **African American/Black:** +5.7% **Hispanic/Latino:** +2.0% **English Learner:** 0.0% **RFEP:** +6.1% **Standard English Learner:** +2.0% **Students with Disabilities:** -0.8% **Low Income:** +3.0%
6	**Combined A-G and CTE Completion Rate**	**2022-2023** **All Students:** 1.3% **African American/Black:** 0.0% **Hispanic/Latino:** 2.3% **English Learner:** 0.0% **RFEP:** 1.1%	**2023-2024** **All Students:** 4.6% **African American/Black:** 5.3% **Hispanic/Latino:** 4.0% **English Learner:** 0.0% **RFEP:** 5.3%	**2024-2025** **All Students:** 3.7% **African American/Black:** 4.3% **Hispanic/Latino:** 4.0% **English Learner:** 0.0% **RFEP:** 5.6%	**2025-2026** **All Students:** 30.0% **African American/Black:** 30.0% **Hispanic/Latino:** 30.0% **English Learner:** 30.0% **RFEP:** 30.0%	**All Students:** +2.4% **African American/Black:** +4.3% **Hispanic/Latino:** +1.7% **English Learner:** 0.0% **RFEP:** +4.5%

		Standard English Learner: 2.1% **Students with Disabilities:** 1.9% **Low Income:** 1.2% *Source: Open Data Dashboard*	**Standard English Learner:** 3.8% **Students with Disabilities:** 0.0% **Low Income:** 4.6% *Source: Open Data Dashboard*	**Standard English Learner:** 3.4% **Students with Disabilities:** 1.5% **Low Income:** 4.1% *Source: Open Data Dashboard*	**Standard English Learner:** 30.0% **Students with Disabilities:** 30.0% **Low Income:** 30.0%	**Standard English Learner:** +1.3% **Students with Disabilities:** -0.4% **Low Income:** +2.9%
7	**Advanced Placement (AP) Exams with a Score of 3 or Higher**	**2022-2023** **All Students:** 54.6% **African American/Black:** 37.5% **Hispanic/Latino:** 48.8% **RFEP:** 45.0% **Standard English Learner:** 47.6% **Students with Disabilities:** 33.3% **Low Income:** 47.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 47.4% **African American/Black:** 50.3% **Hispanic/Latino:** 36.6% **RFEP:** 38.0% **Standard English Learner:** 44.2% **Students with Disabilities:** 26.7% **Low Income:** 42.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.0% **African American/Black:** 43.2% **Hispanic/Latino:** 41.5% **RFEP:** 39.9% **Standard English Learner:** 44.3% **Students with Disabilities:** 33.3% **Low Income:** 44.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 65.0% **African American/Black:** 60.0% **Hispanic/Latino:** 60.0% **RFEP:** 55.0% **Standard English Learner:** 60.0% **Students with Disabilities:** 29.7% **Low Income:** 60.0%	**All Students:** -3.6% **African American/Black:** +5.7% **Hispanic/Latino:** -7.3% **RFEP:** -5.1% **Standard English Learner:** -3.3% **Students with Disabilities:** 0.0% **Low Income:** -3.5%
8	**11th Graders Prepared for College-Level English**	**2022-2023** **All Students:** 20.8% **African American/Black:** 19.0% **Hispanic/Latino:** 14.5% **RFEP:** 8.8%	**2023-2024** **All Students:** 24.0% **African American/Black:** 14.1% **Hispanic/Latino:** 21.5% **RFEP:** 20.2%	**2024-2025** **All Students:** 24.7% **African American/Black:** 20.3% **Hispanic/Latino:** 19.4% **RFEP:** 20.8%	**2025-2026** **All Students:** 35.0% **African American/Black:** 35.0% **Hispanic/Latino:** 40.0% **RFEP:** 35.0%	**All Students:** +3.9% **African American/Black:** +1.3% **Hispanic/Latino:** +4.9% **RFEP:** +12.0%

		Standard English Learner: 20.7% **Students with Disabilities:** 0.0% **Low Income:** 18.3% *Source: Open Data Dashboard*	**Standard English Learner:** 20.9% **Students with Disabilities:** 4.4% **Low Income:** 19.3% *Source: Open Data Dashboard*	**Standard English Learner:** 20.9% **Students with Disabilities:** 7.7% **Low Income:** 20.3% *Source: Open Data Dashboard*	**Standard English Learner:** 35.0% **Students with Disabilities:** 35.0% **Low Income:** 35.0%	**Standard English Learner:** +0.2% **Students with Disabilities:** +7.7% **Low Income:** +2.0%
9	**11th Graders Prepared for College-Level Mathematics**	**2022-2023 All Students:** 5.8% **African American/Black:** 4.7% **Hispanic/Latino:** 2.4% **RFEP:** 2.2% **Standard English Learner:** 4.3% **Students with Disabilities:** 0.0% **Low Income:** 5.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** 10.2% **African American/Black:** 6.3% **Hispanic/Latino:** 7.0% **RFEP:** 4.2% **Standard English Learner:** 9.6% **Students with Disabilities:** 0.0% **Low Income:** 8.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 9.7% **African American/Black:** 5.0% **Hispanic/Latino:** 7.5% **RFEP:** 5.2% **Standard English Learner:** 8.7% **Students with Disabilities:** 2.5% **Low Income:** 6.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 25.0% **African American/Black:** 25.0% **Hispanic/Latino:** 25.0% **RFEP:** 25.0% **Standard English Learner:** 25.0% **Students with Disabilities:** 25.0% **Low Income:** 25.0%	**All Students:** +3.9% **African American/Black:** +0.3% **Hispanic/Latino:** +5.1% **RFEP:** +3.0% **Standard English Learner:** +4.4% **Students with Disabilities:** +2.5% **Low Income:** +1.1%
10	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11**	**2022-2023 All Students:** -12.4 **African American/Black:** -15.5 **Hispanic/Latino:** -34.5 **English Learner:** -185.3	**2023-2024 All Students:** 1.7 **African American/Black:** -22.5 **Hispanic/Latino:** -3.0 **English Learner:** -168.2	**2024-2025 All Students:** -6.7 **African American/Black:** -36.0 **Hispanic/Latino:** -19.7 **English Learner:** -150.8	**2025-2026 All Students:** 5.0 **African American/Black:** -2.0 **Hispanic/Latino:** -2.0 **English Learner:** -148	**All Students:** +5.7 **African American/Black:** -20.5 **Hispanic/Latino:** +14.8 **English Learner:** +34.5 **RFEP:** +20.1

		RFEP: -29.4 **Standard English Learner:** -21.8 **Students with Disabilities:** -145.8 **Low Income:** -17.6 *Source: Open Data Dashboard*	**RFEP:** -2.4 **Standard English Learner:** -2.3 **Students with Disabilities:** -123.6 **Low Income:** -6.4 *Source: Open Data Dashboard*	**RFEP:** -9.3 **Standard English Learner:** -22.5 **Students with Disabilities:** -121.4 **Low Income:** -25.8 *Source: Open Data Dashboard*	**RFEP:** -2.0 **Standard English Learner:** -1.3 **Students with Disabilities:** -80.0 **Low Income:** 2.5	**Standard English Learner:** -0.7 **Students with Disabilities:** +24.4 **Low Income:** -8.2
11	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11**	**2022-2023 All Students:** -100.1 **African American/Black:** -120.8 **Hispanic/Latino:** -117.6 **RFEP:** -101.2 **Standard English Learner:** -124.2 **Students with Disabilities:** -207.0 **Low Income:** -104.1 *Source: Open Data Dashboard*	**2023-2024 All Students:** -68.5 **African American/Black:** -86.8 **Hispanic/Latino:** -81.7 **RFEP:** -83.2 **Standard English Learner:** -72.6 **Students with Disabilities:** -174.2 **Low Income:** -73.6 *Source: Open Data Dashboard*	**2024-2025 All Students:** -74.1 **African American/Black:** -99.4 **Hispanic/Latino:** -86.9 **RFEP:** -78.4 **Standard English Learner:** -90.1 **Students with Disabilities:** -180.7 **Low Income:** -89.9 *Source: Open Data Dashboard*	**2025-2026 All Students:** -50.0 **African American/Black:** -20.0 **Hispanic/Latino:** -30.0 **RFEP:** -33.0 **Standard English Learner:** -40.0 **Students with Disabilities:** -130.0 **Low Income:** -50.0	**All Students:** +26.0 **African American/Black:** +21.4 **Hispanic/Latino:** +30.7 **RFEP:** +22.8 **Standard English Learner:** +34.1 **Students with Disabilities:** +26.3 **Low Income:** +14.2
12	**Percent Met/Exceed Standard on California Science Test - Grade 11**	**2022-2023 All Students:** 6.9% **African American/Black:** 3.7% **Hispanic/Latino:** 6.1%	**2023-2024 All Students:** 28.8% **African American/Black:** 23.4% **Hispanic/Latino:** 24.2%	**2024-2025 All Students:** 27.2% **African American/Black:** 24,2% **Hispanic/Latino:** 20.8%	**2025-2026 All Students:** 30.0% **African American/Black:** 30.0% **Hispanic/Latino:** 30.0%	**All Students:** +20.3% **African American/Black:** +20.5% **Hispanic/Latino:** +14.7%

		RFEP: 2.9% **Standard English Learner:** 7.0% **Students with Disabilities:** 0.0% **Low Income:** 7.1% *Source: Open Data Dashboard*	**RFEP:** 26% **Standard English Learner:** 25.4% **Students with Disabilities:** 12.8% **Low Income:** 25.5% *Source: Open Data Dashboard*	**RFEP:** 20.0% **Standard English Learner:** 24.4% **Students with Disabilities:** 12.5% **Low Income:** 21.2% *Source: Open Data Dashboard*	**RFEP:** 30.0% **Standard English Learner:** 30.0% **Students with Disabilities:** 30.0% **Low Income:** 30.0%	**RFEP:** +17.1% **Standard English Learner:** +17.4% **Students with Disabilities:** +12.5% **Low Income:** +14.1%
13	**English Learner Reclassification Rate**	**2022-2023 All Students:** 18.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 9.5% *Source: Open Data Dashboard*	**2024-2025 All Students:** 23.2% *Source: Open Data Dashboard*	**2025-2026 All Students:** 22.0%	**All Students:** +4.7%
14	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023 All Students:** 52.6% *Source: Open Data Dashboard*	**2023-2024 All Students:** 37.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** N/A *Source: Open Data Dashboard*	**2025-2026 All Students:** 65.0%	**All Students:** ±0
15	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023 All Students:** 10.3% **Hispanic/Latino:** 10.1% **Students with Disability:** 5.3% **Low Income:** 10.3% *Source: Open Data Dashboard*	**2023-2024 All Students:** 10.3% **Hispanic/Latino:** 8.5% **Students with Disability:** 10.0% **Low Income:** 8.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 18.8% **Hispanic/Latino:** 19.7% **Students with Disabilities:** 81.0% **Low Income:** 18.8% *Source: Open Data Dashboard*	**2025-2026 All Students:** 15.0% **Hispanic/Latino:** 15.0% **Students with Disabilities:** 15.0% **Low Income:** 15.0%	**All Students:** +8.5% **Hispanic/Latino:** +9.6% **Students with Disabilities:** +75.7% **Low Income:** +8.5%
16	**Percent of Students with Disabilities Who Are in the General Education**	**2022-2023 All Students:** 45.0%	**2023-2024 All Students:** 49.5%	**2024-2025 All Students:** 58.7%	**2025-2026 All Students:** 55.0%	**All Students:** +13.7%

	Program at Least 80% of the School Day	**African American/Black:** 54.9% **Hispanic/Latino:** 45.2% **English Learner:** 15.8% **RFEP:** 51.9% **Standard English Learner:** 50.0% **Low Income:** 42.9% *Source: Open Data Dashboard*	**African American/Black:** 58.1% **Hispanic/Latino:** 48% **English Learner:** 45.5% **RFEP:** 52.2% **Standard English Learner:** 50.0% **Low Income:** 53.2% *Source: Open Data Dashboard*	**African American/Black:** 66.7% **Hispanic/Latino:** 58.6% **English Learner:** N/A% **RFEP:** 53.2% **Standard English Learner:** 63.6% **Low Income:** 61.7% *Source: Open Data Dashboard*	**African American/Black:** 60.0% **Hispanic/Latino:** 55.0% **English Learner:** 66.0% **RFEP:** 61.0% **Standard English Learner:** 60.0% **Low Income:** 70.0%	**African American/Black:** +11.8% **Hispanic/Latino:** +13.4% **English Learner:** ±0 **RFEP:** +1.3% **Standard English Learner:** +13.6% **Low Income:** +18.8%
17	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** 33.3% *Source: Open Data Dashboard*	**2023-2024 All Students:** N/A *Source: Open Data Dashboard*	**2024-2025 All Students:** N/A *Source: Open Data Dashboard*	**2025-2026 All Students:** 35.0%	**All Students:** ±0
18	**Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 53.8% **African American/Black:** 53.8% **Hispanic/Latino:** 60.3% **RFEP:** 54.3% **Standard English Learner:** 55.2% **Low Income:** 58.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 75.2% **African American/Black:** 76.5% **Hispanic/Latino:** 76.6% **RFEP:** 77.1% **Standard English Learner:** 74.6% **Low Income:** 78.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 60.8% **African American/Black:** 72.7% **Hispanic/Latino:** 54.0% **RFEP:** 57.9% **Standard English Learner:** 61.2% **Low Income:** 62.4% *Source: Open Data Dashboard*	**2025-2026 All Students:** 85.0% **African American/Black:** 85.0% **Hispanic/Latino:** 85.0% **RFEP:** 85.0% **Standard English Learner:** 85.0% **Low Income:** 85.0%	**All Students:** +7.0% **African American/Black:** +18.9% **Hispanic/Latino:** -6.3% **RFEP:** +3.6% **Standard English Learner:** +6.0% **Low Income:** +4.0%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **Career Technical Education**	The principal and APSCS (administrator responsible for developing the master schedule) monitored enrollment, course completion of required courses, and student interest in the CTE pathways offered at the school. These pathways included Patient Care and Graphic Design. The Animation CTE pathway was closed at the end of the 2024–2025 academic year due to a lack of student interest. In its place, the school offered the Patient Care pathway in Kinesiology as part of the dual enrollment program and the College and Career Access Pathways Grant.
Action 2 **Transition Services**	University High School Charter continued to support students with disabilities, particularly English Learners with disabilities and students with disabilities in foster care, in transitioning from Los Angeles Unified to college and career after graduation.
Action 3 **General Fund School Program**	University High School Charter implemented several support systems to ensure that students received the academic and social assistance they needed. During the 2025–2026 school year, the Targeted Student Population (TSP) program expanded services by adding an academic counselor, a TSP Program Advisor, and an Intervention/Prevention Support Coordinator to monitor student progress and coordinate targeted interventions. The school also strengthened attendance improvement efforts by maintaining the same Pupil Services and Attendance (PSA) Counselor for a second consecutive year and implementing positive attendance incentives. As a result, University High School Charter ranked as the second high school with the lowest chronic absenteeism and the second highest rate of excellent attendance in Region West. In addition, UCLA interns were strategically placed in mathematics and ELA classrooms to provide small-group and individualized academic support.
Action 4	University High School Charter will continue to implement the M.A.S.T. (Math, Art, Science, and Technology) Magnet Program to support students. The program offered three pathways:

Magnet Program	A. Computer Science 3-course pathway with TEALS partnership B. Digital Imaging 3-course pathway C. AVID 4-year pathway University High School Charter's MAST Magnet Program, in its tenth year, continued to implement specialized academic programming and targeted student supports to promote achievement and engagement in Math, Art, Science, and Technology. A key component of implementation included strengthening the computer science pathway by offering a three-course elective sequence, including two Advanced Placement computer science courses. The program also maintained a partnership with West Los Angeles Community College to expand learning opportunities through after-school dual enrollment courses aligned with the MAST theme, including Robotics, Introduction to Engineering, Python Coding, and Cinema courses. These opportunities provided students with access to advanced coursework and real-world technical skills that supported college and career readiness. In addition to academic coursework, the program provided targeted extracurricular supports to extend STEM learning beyond the classroom. For the third consecutive year, the school partnered with First Tech Challenge to operate an after-school robotics team that met three times per week and was supported by a computer science teacher and a volunteer parent. While open to all students, the robotics program provided MAST magnet students with meaningful hands-on learning aligned with the program theme. The program also continued its annual participation in UCLA's Explore Tech LA event, where approximately 100 computer science students attended interactive STEM workshops, connected with technology professionals, and explored engineering and technology career pathways. These combined efforts strengthened students' exposure to STEM fields and supported the program's goal of preparing students for future academic and career opportunities in technology-related fields.
Action 5 **Special Education Supports**	Los Angeles Unified continued to provide centralized funding to support Special Education programs at affiliated charter schools such as University High School Charter, ensuring that students received high-quality instruction to support academic success. During the past year, the school strengthened implementation by including the Special Education Coordinator as an active member of the Student Success and Progress Team, allowing for more coordinated monitoring of student needs and academic progress. This collaboration improved communication among general education teachers, special education staff, counselors, and administrators when developing intervention strategies. In addition, an extra Special

	Education teacher was assigned to support the after-school credit recovery program. In this role, the teacher served as a liaison between the roster-carrying teacher and students, ensuring that students received consistent academic support and guidance. The liaison also worked closely with the academic counselor and maintained regular communication with families to monitor students' progress toward meeting graduation requirements. These coordinated efforts strengthened support systems for students with disabilities who were working to recover credits. Through these targeted supports and collaborative practices, the University High School Charter team continued to work diligently to increase the number of students graduating each year.
Action 6 **Class Size Reduction and School Level Supports for Personalized Learning Interventions**	Los Angeles Unified continued to support smaller class sizes and provide targeted supports for English Learners, students in foster care, and low-income students at University High School Charter.
Action 7 **Black Student Achievement Plan (BSAP)**	University High School Charter leveraged Black Student Achievement Plan (BSAP) to support students through targeted programming focused on curriculum, school climate, wellness, and community partnerships. BSAP services positively impact all students, as its interventions are made available to every student. The BSAP counselor collaborated closely with academic and attendance counselors to monitor student progress and ensure that BSAP students demonstrated both academic and personal growth. The BSAP team also included a School Climate Advocate and a parent representative who supported social-emotional development and parent involvement. This team served as an additional support system that enhanced schoolwide efforts for all students. The BSAP team strengthened program implementation by expanding community partnerships from one-semester engagements to year-long collaborations, providing more consistent and sustained support. These partnerships included Play Black Wall Street, The Village Nation, College Girls Inc., and Stepping in the Right Direction. Play Black Wall Street provided seniors with career panels featuring professionals from various fields, along with financial education and literacy workshops. The Village Nation supported students in exploring identity and purpose while learning about the history of the Divine 9 organizations and Historically Black Colleges and Universities (HBCUs). College Girls Inc. offered mentorship for female students, focusing on identity development, relationship-building, study skills, digital citizenship, and social-emotional learning. Similarly, the Stepping in the Right Direction boys group provided mentorship centered on identity,

	leadership, responsible social media use, study skills, and social-emotional development. Through these expanded partnerships and collaborative support systems, the BSAP program continued to strengthen opportunities and outcomes for Black students at University High School Charter.
Action 8 **Supplemental A-G Interventions**	University High School Charter supported English Learners, students from low-income families, and students in foster care in graduating from high school and completing the A–G course requirements for admission to the University of California and California State University systems. The Targeted Student Population (TSP) Program Advisor was an active member of the Student Success Team, which met regularly to monitor student progress in academics, attendance, and social-emotional development. The advisor also collaborated with the Intervention and Support Team, including academic counselors, the A–G counselor, BSAP counselor, attendance counselor, administrators, and other support staff. Together, the team identified students who were off track with graduation requirements and developed individualized action plans to address their needs. Students requiring credit recovery were enrolled in programs such as the after-school Edgenuity Credit Recovery Program, ACE credit recovery programs during Winter and Spring Academies, and the summer school program. Through this coordinated approach, the TSP advisor helped ensure that students received targeted support to remain on track toward graduation.
Action 9 **SENI Investments towards Academic Excellence**	University High School Charter continued to provide various positions, including coordinators, an instructional coach, a PSA counselor, an assistant principal, and Career and Technical Education teachers. Additionally, the school supported credit recovery programs, teacher X-time for tutoring and professional development, staff conference attendance, curricular field trips, and admission tickets. The Intervention and Support Team, which included academic counselors, the A–G counselor, BSAP counselor, attendance counselor, administrators, and other support staff, collaborated to identify students who were off track with graduation requirements. The team regularly reviewed student data to monitor progress in academics, attendance, and credit completion. Based on this review, the team developed and implemented individualized action plans to support each student's path toward graduation. Students identified as needing additional credits were enrolled in credit recovery programs such as after-school Edgenuity, the ACE program during Winter and Spring Academies, and the Summer School Program. These coordinated efforts provided targeted academic support to help

	students make progress toward meeting graduation requirements.

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.

No material differences.

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

Action	Effectiveness
Action 1 **Career Technical Education** The A-G & CTE Completion Rate for all students is 15 which equates to overall 4.5% of students	University High School Charter offered 22 different Advanced Placement (AP) courses and two Career Technical Education (CTE) pathways. Students engaged more in AP courses throughout their four years than in CTE pathways, as reflected in overall student data. The CTE pathways required students to commit to a full two-year sequence, including concentrator and capstone courses, which often limited flexibility in scheduling and reduced opportunities to enroll in AP courses. AP courses provided rigorous, college-level instruction and offered students the opportunity to earn both high school and college credit. Students who completed AP courses and scored a 3 or higher on the AP exams in May qualified to earn college credit, helping to reduce future tuition costs. During the academic year, University High School Charter also introduced a Dual Enrollment course of study aligned with the Patient Care pathway, which became the more popular of the two CTE options. Within this pathway, a 50% increase in student completion was observed from Spring 2024 to Spring 2025. However, a challenge during the academic year was a vacancy in the teaching position for this pathway.
Action 2 **Transition Services** Based on the Whole Child platform, 66% of identified students with disabilities are in the General Education	The school continued to strive to increase this number to ensure that students with disabilities experienced comparable academic and social engagement as their peers in the general education program.

Program at least 80% of the school day	
Action 3 **General Fund School Program** 11th Grade ELA SBA Distance from standard as of the end of the 2024-2025 academic year was -14.2 DFS in ELA and - 73.6 in math 11th Grade math SBA distance from standard as of 2025 is reported as -74DFS (-68 in 2024) As of 2025, LAUSD math DFS for 2025 is reported in Power BI as -85.14 DFS	According to 2025 California Dashboard data, no student groups were in the red band for English Language Arts. African American, Hispanic, socioeconomically disadvantaged students, and students with disabilities were in the orange band, while the White student group was in the blue band. Performance trends showed that the African American student group declined by 10.6 points, the Hispanic student group declined by 13.9 points, and the socioeconomically disadvantaged group declined by 13.1 points, while students with disabilities increased by 21.9 points. Assessment data showed mixed but informative results. SBAC results indicated a slight increase in students exceeding standards in ELA (from 24% to 25%) and a modest increase in students meeting standards in math (from 17% to 19%). Fall 2025 i-Ready data showed a small increase in students performing at or above grade level in reading (from 9% to 10.31%) and a decrease in students performing one or more grade levels below. However, math results showed a slight decline in students performing at or above grade level, indicating the need for continued targeted math interventions. During the academic year, schoolwide testing logistics were supported by administrators and faculty due to a vacancy in the testing coordinator position. i-Ready data comparing Beginning-of-Year (BOY) and Middle-of-Year (MOY) results showed significant growth in the Mid or Above Grade Level and Early On Grade Level bands, along with a reduction in the number of students performing two or more grade levels below.

Overall Placement in Reading	BOY	MOY
Mid or Above Grade Level	9%	23%
Early On Grade Level	16%	18%
One Grade Level Below	19%	19%
Two Grade Levels Below	9%	6%
Three or More Grade Levels below	48%	34%

Overall Placement in Math	BOY	MOY
Mid or Above Grade Level	4%	12%
Early On Grade Level	18%	25%
One Grade Level Below	12%	12%
Two Grade Levels Below	12%	10%
Three or More Grade Levels below	54%	40%

The TSP program provided additional staffing, including an academic counselor, a TSP Program Advisor, and an Intervention/Prevention Support Coordinator.

Attendance Improvement: The school improved student attendance rates through positive incentives and by maintaining a consistent Pupil Services and Attendance (PSA) Counselor for the second consecutive year. Earlier in the academic year, University High School Charter ranked as the second high school with the lowest chronic absenteeism and the second highest rate of excellent attendance in Region West.

UCLA interns were strategically placed in math and ELA classes to provide additional academic support through small-group and individualized instruction.

SBAC Results Reported in Whole Child	2023-2024 ELA	Fall 2025 ELA	2023-2024 Math	Fall 2025 Math
Standard Exceeded	24%	25%	10%	10%
Standard Met	31%	27%	17%	19%
Standard Nearly	22%	20%	27%	23%
Standard Not Met	23%	28%	46%	48%

Action 4

Magnet Program

iReady ELA & Math BOY vs MOY

This marked the 10th year of the MAST Magnet Program at University High School Charter. Several key factors contributed to the positive academic performance trend, including a focused and specialized curriculum, strong student support programs, and college and career readiness initiatives.

Specialized Curriculum:
The program strengthened its computer science elective offerings by implementing a three-course sequence that included two Advanced Placement courses. The school also continued its partnership with West Los Angeles Community College to supplement the curriculum with courses aligned to the MAST theme and student interests. These courses, offered after school on campus, included Robotics, Introduction to Engineering, Python Coding, and Cinema I and II.

Targeted Student Support:
University High School Charter's MAST Magnet continued to support student interest in Math, Art, Science, and Technology by maintaining existing community partnerships and forming new ones. For the third consecutive year, the school partnered with First Tech Challenge to operate an after-school robotics program that met three times per week. The team was supported by a computer science teacher and a volunteer parent. Although open to all students, the robotics program provided magnet students with an extracurricular opportunity aligned with the MAST theme.

Another key activity supporting the program was the annual field trip to UCLA's Explore Tech LA event. Each year, approximately 100 computer science students attended interactive STEM workshops, connected with professionals from various technology fields, engaged with UCLA engineers, participated in panel discussions, and explored a wide range of career pathways in engineering and technology.

READING	3 or More Below	2 Below	1 Below	Early On	Mid or Above
BOY	48%	9%	18%	16%	10%
University HS Charter	53%	9%	15%	13%	10%
University HS Magnet	37%	7%	23%	21%	12%
MOY	34%	7%	19%	18%	22%
University HS Charter	39%	6%	17%	17%	21%

University HS Magnet	26%	8%	21`%	20%	25%

MATH	3 or More Below	2 Below	1 Below	Early On	Mid or Above
BOY	54%	12%	11%%	16%	7%
University HS Charter	59%	10%	9%	14%	7%
University HS Magnet	44%	15%	15%	20%	6%
MOY	41%	10%	12%	25%	12%
University HS Charter	45%	9%	11%	23%	12%
University HS Magnet	33%	13%	13%	29%	12%

Action 5

Special Education Supports

84.3% of Special Education students graduated in June of 2024 as reported in the CA Dashboard. This was an increase of 6.3% from the prior year Indicating an upward trajectory from previous years.

Los Angeles Unified School District continued to provide centralized funding to support Special Education programs at affiliated charter schools such as University High School Charter, ensuring high-quality first instruction for all students in pursuit of academic excellence.

A strategy that proved effective during the past year was the inclusion of the Special Education Coordinator in the Student Success and Progress Team, as well as the addition of a Special Education teacher to the after-school credit recovery program. In this role, the teacher served as a liaison between the roster-carrying teacher and students, helping ensure consistent academic support. The liaison also collaborated with the academic counselor and maintained ongoing communication with families regarding students' progress toward meeting graduation requirements.

The University High School Charter team continued to work diligently to increase the number of students graduating each year.

Action 6 **Class Size Reduction and School Level Supports for Personalized Learning Interventions** 11th Grade ELA SBA Distance from standard as of the end of the 2024-2025 academic year was reported as -14.27 DFS in ELA and -73.6 in math (+2 in 2024). As of the 2025, LAUSD ELA DFS for 2025 is reported in PowerBI	University High School Charter leveraged TSP supplemental funds to support an itinerant Psychiatric Social Worker (PSW) and a teacher/librarian. The PSW implemented evidence-based interventions for individuals, groups, and families to address clinical symptoms such as trauma, depression, anxiety, and other mental health needs. This support targeted students at risk due to social, behavioral, and emotional challenges. The PSW also collaborated with teachers and staff by providing mental health consultation, supporting classroom management strategies, developing and monitoring behavior contracts, and implementing positive behavior support plans. Additionally, the PSW facilitated community referrals and coordinated with district and community resources to address student and family needs. The PSW also planned, coordinated, and participated in multidisciplinary teams, including Student Success Progress Teams (SSPT), the Resource Coordinating Council, and Positive Behavior Interventions and Supports (PBIS). The CSR Teacher Librarian position was also funded through this program and was utilized to help reduce class size in English Language Arts, supporting more targeted instruction and improved student learning outcomes.
Action 7 **Black Student Achievement Plan (BSAP)** Based on the 2026 Focus Dashboard platform, 91% of BSAP students are on track to graduate in June 2026. 46% of BSAP students are in the proficient/advanced attendance band, with 25% of students in the basic band and 29% in the chronic band.	University High School Charter leveraged BSAP funds to close equity gaps for Black students through targeted efforts in curriculum, school climate, wellness, and community partnerships. The BSAP counselor collaborated with academic and attendance counselors to ensure that BSAP students continued to demonstrate academic and personal growth. The BSAP team strengthened implementation by expanding partnerships from one-semester engagements to year-long collaborations. These partnerships included Play Black Wall Street, The Village Nation, College Girls Inc., and Stepping in the Right Direction, each providing focused support. ● Play Black Wall Street: Provided career panels for seniors featuring professionals from various fields and educational pathways, along with financial education and literacy. ● The Village Nation: Supported students in exploring identity and purpose, including learning about the history of the Divine 9 organizations and Historically Black Colleges and Universities (HBCUs). ● College Girls Inc.: Offered a mentorship program for female students focusing on identity, friendship, study skills, digital citizenship, and social-emotional development. ● Stepping in the Right Direction: Provided a mentorship program for male students centered on identity, leadership, responsible social media use, study skills, and social-emotional development.

	As a result of these efforts, 91% of BSAP students were on track to graduate in June 2026. Additionally, 46% of BSAP students were in the proficient/advanced attendance band, with 25% in the basic band and 29% in the chronic absenteeism band, highlighting both areas of success and opportunities for continued growth.
Action 8 **Supplemental A-G Interventions** LAUSD Focus Dashboard shows that 94% of the Class of 2026 are on track with their A-G D or better graduation requirements and 64% and 67% respectively, are on track with A-G UC and CSU C or better graduation requirements.	The Targeted Student Population (TSP) Program Advisor was a member of the Student Success Team, which met regularly to monitor student progress in academics, attendance, and social-emotional development. In addition, the TSP Advisor collaborated with the Intervention and Support Team, which included academic counselors, the A–G counselor, BSAP counselor, attendance counselor, administrators, and other support staff. This team identified students who were off track with graduation requirements and developed and implemented individualized action plans to support their success. Students identified as off track were enrolled in credit recovery programs such as the after-school Edgenuity program and Winter and Spring Academies. Additionally, students participated in the Summer School program to support progress toward graduation requirements.
Action 9 **SENI Investments towards Academic Excellence** LAUSD Focus Dashboard shows that 94% of the Class of 2026 are on track with their A-G D or better graduation requirements and 64% and 67% respectively, are on track with A-G UC and /CSU C or better graduation requirements	The Intervention and Support Team, identified and implemented individualized action plans for students who were off track with graduation requirements. Students identified as off track were enrolled in credit recovery programs such as the after-school Edgenuity program and Winter and Spring Academies. Additionally, students participated in the Summer School program to support progress toward meeting graduation requirements.

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 Supplemental/Concentration funded Districtwide A-G supports, will no longer be funded through the LCAP, the District and University Charter continues to prioritize ensuring these student groups meet grade-level standards in English Language Arts and math and remain on track to graduate A–G compliant.

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	Career Technical Education	University High School Charter will continue to provide Career Technical Education programs to support all students in graduating college and career ready.	District Cost: $181,946	N
2	Transition Services	University High School Charter will continue to support students with disabilities, especially English Learners with disabilities and students with disabilities in foster care, in transitioning from LAUSD to college and career after graduation.	District Cost: $166,518	N
3	General Fund School Program	University High School Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $6,153,376 **School Discretionary Fund: $1,223,236**	N
4	Magnet Program	University High School Charter will continue to implement the following magnet program to support our students: Math, Art, Science, and Technology, or M.A.S.T. magnet offers three pathways for students. A. Computer Science 3-Course Pathway and TEALS Partnership. B. Digital Imaging 3-Course Pathway C. AVID 4-Year Pathway	District Cost: $183,374	N
5	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like University High School Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $8,334,945	N
6	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes in support for English Learners, students in foster care, and low income students at University High School Charter.	District Cost: $4,002,043	Y
7	Black Student Achievement Plan	University High School Charter will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $491,051	N

	Supplemental A-G Interventions	University Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at University Charter.		
8	SENI Investments towards Academic Excellence	University High School Charter will leverage SENI investments to drive District and school priorities. This includes offering students a wide array of courses and experiences that support a well-rounded education. Part of strategies include, increasing access to visual and performing arts programs, target high impact intervention and instructional programs to accelerate learning, such as summer school, Acceleration Days, and tutoring for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.	**School Discretionary Fund Cost: $1,059,485**	Y

Goal

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. University High School Charter, prioritizes having a safe and orderly environment conducive to learning, where all students and staff are safe and supported. University created data-based attendance plans that incorporated strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 40.3% **African American:** 34.7% **Hispanic/Latino:** 39.4% **English Learner:** 34.6% **RFEP:** 50.6% **Standard English Learner:** 31.5% **Students with Disabilities:** 38.0% **Low Income:** 39.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 44.2% **African American:** 38.2% **Hispanic/Latino:** 42.4% **English Learner:** 40.2% **RFEP:** 52.7% **Standard English Learner:** 35.8% **Students with Disabilities:** 40.3% **Low Income:** 42.9% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 37.7% **African American/Black:** 30.4% **Hispanic/Latino:** 37.3% **English Learner:** 28.1% **RFEP:** 46.9% **Standard English Learner:** 30.0% **Students with Disabilities:** 35.4% **Low Income:** 38.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.0% **African American/Black:** 45.0% **Hispanic/Latino:** 50.0% **English Learner:** 45.0% **RFEP:** 60.0% **Standard English Learner:** 42.0% **Students with Disabilities:** 48.0% **Low Income:** 50.0%	**All Students:** -2.6% **African American/Black:** -4.3% **Hispanic/Latino:** -2.1% **English Learner:** -6.5% **RFEP:** -3.7% **Standard English Learner:** -1.5% **Students with Disabilities:** -2.6% **Low Income:** -1.0%
2	**Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation)**	**2022-2023** **All Students:** 32.3% **African American:** 35.0% **Hispanic/Latino:** 32.8% **English Learner:** 42.3% **RFEP:** 24.2%	**2023-2024** **All Students:** 32.5% **African American:** 34.2% **Hispanic/Latino:** 34.3% **English Learner:** 41.2% **RFEP:** 26.7%	**2024-2025** **All Students:** 34.8% **African American/Black:** 40.5% **Hispanic/Latino:** 34.1% **English Learner:** 52.8% **RFEP:** 26.5%	**2025-2026** **All Students:** 20.0% **African American/Black:** 20.0% **Hispanic/Latino:** 20.0% **English Learner:** 20.0% **RFEP:** 10.0%	**All Students:** +2.5% **African American/Black:** +5.5% **Hispanic/Latino:** +1.3% **English Learner:** +10.5% **RFEP:** +2.3%

		Standard English Learner: 38.1% **Students with Disabilities:** 37.0% **Low Income:** 33.5% *Source: Open Data Dashboard*	**Standard English Learner:** 37.4% **Students with Disabilities:** 41.9% **Low Income:** 33.0% *Source: Open Data Dashboard*	**Standard English Learner:** 39.9% **Students with Disabilities:** 36.3% **Low Income:** 35.4% *Source: Open Data Dashboard*	**Standard English Learner:** 20.0% **Students with Disabilities:** 20.0% **Low Income:** 20.0%	**Standard English Learner:** +1.8% **Students with Disabilities:** -0.7% **Low Income:** +1.9%
3	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023 All Staff:** 86.1% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 64.5% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 66.9% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 96.0%	**All Staff:** -19.2%
4	**Single Student Suspension Rate**	**2022-2023 All Students:** 0.07% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.13% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.20% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.0%	**All Students:** +0.13%
5	**Instructional Days Lost to Suspension**	**2022-2023 All Students:** 0 *Source: Open Data Dashboard*	**2023-2024 All Students:** 0 *Source: Open Data Dashboard*	**2024-2025 All Students:** 0 *Source: Open Data Dashboard*	**2025-2026 All Students:** 0	**All Students:** 0
6	**Expulsion Rate**	**2022-2023 All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024 All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025 All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026 All Students:** 0.01%	**All Students:** 0.0%
7	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Students:** 65.7% **African American/Black:** 64.2% **Hispanic/Latino:** 66.3% **RFEP:** 68.6%	**2023-2024 All Students:** 52.9% **African American/Black:** 45.7% **Hispanic/Latino:** 52.3% **RFEP:** 56.9%	**2024-2025 All Students:** 59.3% **African American/Black:** 49.5% **Hispanic/Latino:** 60.0% **RFEP:** 60.1%	**2025-2026 All Students:** 80.0% **African American/Black:** 80.0% **Hispanic/Latino:** 80.0% **RFEP:** 80.0%	**All Students:** -6.4% **African American/Black:** -14.7% **Hispanic/Latino:** -6.3% **RFEP:** -8.5%

		Standard English Learner: 64.2% **Students with Disabilities:** 65.0% **Low Income:** 65.6% *Source: Open Data Dashboard*	**Standard English Learner:** 45.7% **Students with Disabilities:** 56.4% **Low Income:** 53.0% *Source: Open Data Dashboard*	**Standard English Learner:** 54.2% **Students with Disabilities:** 59.9% **Low Income:** 58.3% *Source: Open Data Dashboard*	**Standard English Learner:** 80.0% **Students with Disabilities:** 80.0% **Low Income:** 80.0%	**Standard English Learner:** -10.0% **Students with Disabilities:** -5.1% **Low Income:** -7.3%
8	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023 All Parents:** 73.0% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 73.8% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 79.5% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 85.0%	**All Parents:** +6.5%
9	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023 All Staff:** 93.9% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 98.0% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 97.0% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 100.0%	**All Staff:** +3.1%
10	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023 All Students:** 57.7% **African American/Black:** 58.6% **Hispanic/Latino:** 58.7% **RFEP:** 60.1% **Standard English Learners:** 58.2% **Students with Disabilities:** 59.8% **Low Income:** 56.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 46.8% **African American/Black:** 36.8% **Hispanic/Latino:** 46.2% **RFEP:** 47.4% **Standard English Learners:** 39.8% **Students with Disabilities:** 53.4% **Low Income:** 45.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 48.4% **African American/Black:** 40.8% **Hispanic/Latino:** 47.7% **RFEP:** 47.4% **Standard English Learner:** 44.1% **Students with Disabilities:** 52.3% **Low Income:** 46.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 75.0% **African American/Black:** 75.0% **Hispanic/Latino:** 75.0% **RFEP:** 75.0% **Standard English Learner:** 75.0% **Students with Disabilities:** 75.0% **Low Income:** 75.0%	**All Students:** -9.3% **African American/Black:** -17.8% **Hispanic/Latino:** -11.0% **RFEP:** -12.7% **Standard English Learner:** -14.1% **Students with Disabilities:** -7.5% **Low Income:** -9.6%

11	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023 All Parents:** 83.5% *Source: Open Data Dashboard*	**2023-2024 All Parents:** 82.2% *Source: Open Data Dashboard*	**2024-2025 All Parents:** 86.5% *Source: Open Data Dashboard*	**2025-2026 All Parents:** 95.0%	**All Parents:** +3.0%
12	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023 All Staff:** 85.1% *Source: Open Data Dashboard*	**2023-2024 All Staff:** 79.4% *Source: Open Data Dashboard*	**2024-2025 All Staff:** 75.2% *Source: Open Data Dashboard*	**2025-2026 All Staff:** 95.0%	**All Staff:** -9.9%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **Base-Funded Health Supports**	University High School Charter implemented expanded health services by maintaining a full-time nurse on campus and adding a Licensed Vocational Nurse (LVN) who provided additional support three days per week. This additional staffing helped address the needs of a large Special Education population and supported the completion of private and annual IEP-related health requirements. The health team coordinated closely with staff, students, and families to ensure that students received appropriate medical support during the school day. These services helped facilitate the completion of approximately 300 IEPs each year and ensured compliance with required health documentation. Through these efforts, the school strengthened its capacity to support students' health needs and maintain a safe and supportive learning environment.
Action 2 **Base-Funded School Climate Support Staff**	During the academic year, the roles of the School Climate Advocates (SCAs) were redefined to strengthen student mentoring and intervention efforts. SCAs served as mentors to specific cohorts of students, including BSAP students and members of the Class of 2026 who were off track to graduate. They regularly monitored student academic progress using grading data reviewed every five weeks to identify students not meeting expectations. SCAs also participated as members of the intervention team, supporting students in the monitoring and completion of credit recovery courses, particularly for Class of 2026 students working to meet graduation benchmarks. In addition, School Climate Advocates supported the peer mediation program, helping students develop conflict resolution skills and positive social interactions.
Action 3 **Supplemental School Climate Support Staff**	School Climate Advocates served as mentors and visited classrooms to provide direct support to English Learners, foster youth, and socioeconomically disadvantaged students. They monitored student grades at each five-week grading period and met with students who were not meeting academic, attendance, or behavior expectations. When more individualized support was needed, SCAs referred Tier 3 students to the Student Success and Progress Team for further intervention. In addition to academic monitoring, SCAs promoted a safe and supportive learning environment through campus supervision before school, during nutrition and lunch, and after school. Through these responsibilities, School Climate Advocates helped strengthen student support systems and school climate.
Action 4	University High School Charter maintained consistent attendance support by having the same attendance counselor serve the school for the second consecutive year. The attendance counselor increased outreach efforts by conducting more home visits and strengthening communication with students and their families.

SENI Investments towards Joy and Wellness	The counselor also expanded monitoring of student attendance and implemented strategies to encourage improved attendance habits. In addition, the attendance counselor strengthened the student incentive program by reaching out to local businesses for donations to support attendance recognition activities. Students were recognized through school events held every 25th day of attendance, as well as through Schoology announcements and campus posters, while also participating in Attendance Matters campaigns.

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.

No material differences.

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

Action	Effectiveness
Action 1 **Base-Funded Health Supports** LAUSD Whole Child 2.0 Dashboard comparison of chronic absenteeism: December 2025 = 26% *2026 = 25.22% *: At the time of writing the LCAP	In addition to a full-time nurse on campus five days per week, University High School Charter had an LVN who provided additional support three times per week. This additional staffing was necessary to support the school's large population of students with disabilities. Health staff were also active participants in the IEP team decision-making process. Approximately 300 IEPs were completed each year, with about 26% representing private school IEPs. Nursing staff worked closely with school personnel and families of students experiencing chronic absences due to illness or injury, helping to address health-related barriers to attendance. As a result of these coordinated efforts, University High School Charter ranked as the high school with the second lowest chronic absenteeism and the second highest proficient/advanced attendance rate in Region West.
Action 2 **Base-Funded School Climate Support Staff**	The roles of the School Climate Advocates (SCAs) were redefined during the academic year. SCAs served as mentors to various student cohorts, including but not limited to BSAP students and members of the Class of 2026 who were off track to graduate. School Climate Advocates monitored students who were not meeting academic

2024-2025 School Experience Survey data shows that 80% of students “feel safe in this school.” This is an increase of 21% from the previous year. 2024-2025 School Experience Data shows that 75% of students “feel like they are part of this school.” This was an increase of 27%	expectations based on grading marks issued every five weeks. They were also integral members of the intervention team, tracking the completion of credit recovery courses—particularly for Class of 2026 students—to ensure that benchmark requirements were met. Additionally, School Climate Advocates participated in the peer mediation program, promoting conflict resolution, strengthening social skills, and contributing to a positive school climate.
Action 3 **Supplemental School Climate Support Staff** 2024-2025 School Experience Survey data shows the following results for “feel safe in this school.” English Learners: 80% strongly agreed, compared to 65% LAUSD (entire district data) Socioeconomically disadvantaged students: 80% strongly agreed, compared to 60% LAUSD (entire district data) No results reported for foster youth. 2024-2025 School Experience Survey Data shows the following results for “feel like they are part of this school.” English Learners: 75% strongly agree, compared to 61% LAUSD (entire district data)	The School Climate Advocates worked as mentors and visited classrooms to provide direct support to English Learners, foster youth, and socioeconomically disadvantaged students. SCAs monitored grades at each five-week marking period and met with students who were not meeting academic, attendance, and/or behavior expectations. They also referred Tier 3 students to the Student Support Progress Team when more individualized support was needed. Additionally, School Climate Advocates promoted a safe learning environment by participating in campus supervision before school, during nutrition and lunch, and after school.

Socioeconomically disadvantaged students: 75%, compared to 54% LAUSD (entire district data). No results reported for foster youth.	
Action 4 **SENI Investments towards Joy and Wellness** 2024-2025 School Experience Survey data shows the following results for "feel safe in this school." English Learners: 80% strongly agreed, compared to 65% LAUSD (entire district data) Socioeconomically disadvantaged students: 80% strongly agreed, compared to 60% LAUSD (entire district data) No results reported for foster youth. 2024-2025 School Experience Survey Data shows the following results for "feel like they are part of this school." English Learners: 75% strongly agree, compared to 61% LAUSD (entire district data) Socioeconomically disadvantaged students: 75%, compared to 54% LAUSD (entire district data). No results reported for foster youth.	This marked the second consecutive year that University High School Charter benefited from having a consistent attendance counselor throughout the year. The attendance counselor increased the number of home visits and strengthened monitoring and engagement with individual students and their families. The attendance counselor also expanded the student incentive program by conducting outreach to community businesses for donations. Students received recognition through events held every 25th day of attendance, as well as through highlights on Schoology and posters displayed around campus. Additionally, the attendance counselor engaged students in Attendance Matters campaigns to promote consistent attendance.

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.

No significantly planned changes.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students, University High School Charter will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	University High School Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $145,072	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, University High School Charter will also provide supplemental school climate support staffing.	District Cost: $48,362	Y
4	SENI Investments towards Joy and Wellness	In order to continue to provide a school climate where students feel safe and supported to thrive in, University High School will fund positions such as dean, campus aides, school supervision aides and school climate advocates. These additional supports enhance the positive behavior support program on our campus.	**School Discretionary Fund Cost: $489,696**	Y

Goal

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Working closely with families and community partners, the District will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including University High School Charter, will leverage resources and programs within the larger community in order to provide services that support the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 78.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 74.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 76.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -3.80%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 74.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 75.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.3% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** +1.10%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 76.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 77.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 81.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.0%	**All Parents:** -2.0%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 89.2% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 89.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +5.0%

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **SENI Investments towards Engagement and Collaboration**	University High School Charter implemented multiple strategies to increase parent engagement and improve access to school information. The school encouraged families to register for the Parent Portal and established a Parent Portal Task Force composed of support staff, including the Categorical Program Advisor, School Climate Advocates, Magnet Coordinator, A–G counselor, and other team members. This group facilitated parent workshops and provided ongoing support during Coffee with the Principal meetings and major school events such as Back to School Night and Parent–Teacher Conferences. The school also ensured that most verbal and written communications were provided in both English and Spanish, including weekly principal “Sunday messages” shared via email, voicemail, and text. Additionally, Spanish-speaking staff were available in school offices, and Community Representatives in the Parent Center provided further assistance to support families as needed.

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.

No material differences.

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

Action	Effectiveness
Action 1 **SENI Investments towards Engagement and Collaboration** 2024-2025 School Experience	Most verbal and written communication was delivered in both English and Spanish during all meetings, including Coffee with the Principal, advisory committee meetings, parent workshops, and informational sessions. Additionally, all written communication was provided in both languages through the weekly principal’s

Survey parent data shows the following results for the following statements: “This school includes me in important decisions about my child’s education” 76% School Results - Strongly agree 54% Strongly agrees (LAUSD) 2% Increase from the prior year “I can easily find information about workshops or other programs offered at the school” 79% School Results - Strongly agree 82% LAUSD 4% Increase from prior year “This school provides instructional resources to help me support my child’s education” 82% School Results - Strongly agree 84% LAUSD 5% Increase from prior year “This school provides me with information (verbal & written) I can understand” 90% School Results - Strongly Agree 89% LAUSD 1% Increase from prior year.	“Sunday message,” which included a detailed email with highlights, updates, and reminders. The Sunday message also included voicemail and text messages in both English and Spanish to emphasize the most important information for the week. Because Latino families comprised 55% of the student population, all school offices included at least one Spanish-speaking staff member. Two Community Representatives were available in the Parent Center and offices to support families as needed. Additionally, two Senior Office Technicians were certified translators and participated in parent conferences, IEP meetings, and 504 meetings when translation support was required.

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.

No significantly planned changes.

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	SENI Investments towards Engagement and Collaboration	In order to continue to engage parents as equal partners, University High School Charter allocates overtime and x time for clerical and community representative staff. These additional funds allow the community representatives to communicate with and engage parents by offering information about school events and learning opportunities that bridge home and school.	**School Discretionary Fund Cost: $8,366**	Y

Goal

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students will be taught rigorous instruction by highly qualified teachers in clean learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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

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

Action	Implementation
Action 1 **LAUSD Support for Affiliated Charter Operations** • The 2024-2025 School Experience Survey student participation rate was 84% (decrease of 5% from last academic year) • The percentage rates of high school students reporting being happy at school was 56% (increase of 4% from last academic year). LAUSD's percentage for the 2024-2025 academic year is 59%. • 48% of high school students also reported feeling they were a part of their school (increase of 1% from last academic year). LAUSD's percentage for 2024-2025 is 55%. •The percentage rates of high school students reporting feeling safe at school or in online sessions is 59% (increase of 6% from last academic year). LAUSD's percentage for the 2024-2025 academic year is 61%. • When students were asked if adults treated them with respect, 47% of high school students replied in the affirmative (decrease of 2% from previous academic year). LAUSD's percentage for the 2024-2025 academic year is 57%.	University High School Charter appropriately assigned teachers. University HS Charter continued to utilize District provided platforms such as iReady. This platform was used to monitor student progress towards grade level proficiency in Reading and math. Instructional resources for teachers and administrators were shared and made available. LAUSD administered the 2024-25 School Experience Survey. As an Affiliated Charter in Los Angeles Unified, University High School Charter is included in these school climate policies and processes. Areas of growth are identified in the survey results, the University High School Charter team continues to make a welcoming, respectful and safe environment a priority in the daily functions of the school.

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.

No material differences.

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

Action	Effectiveness
Action 1 **LAUSD Support for Affiliated Charter Operations** As per the SARC 2024-2025 Report, University HS Charter overall rating is exemplary As per the SARC 2024-2025 Report, University HS Charter provides 100% of students with standards based instructional materials.	The administrative team and Buildings and Grounds staff worked diligently to ensure that facilities were maintained in exemplary condition. Service calls were submitted promptly when issues were identified or reported. University High School Charter followed LAUSD and state policies in the hiring of teachers. Misassignment reports were carefully reviewed and addressed with the affected teachers, and support from LAUSD was requested when needed by administrators and staff. Each year, University High School Charter adhered to Williams Sufficiency guidelines and deadlines to ensure that every student had access to standards-based instructional materials in all core content areas.

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.

No significantly planned changes.

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, University High School Charter will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $5,674,531	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,557,547.00 (School Discretionary Funds- new S/C revenues) $5,607,951.76 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
127.33%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	127.33%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.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 #(s)	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
Goal 1 Action 6	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at University High Charter High. Scope: School-wide	Los Angeles Unified School District, including University High Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 11
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly	Schools will work with the adopted textbook implementation specialists and ELA teachers by grade-level to develop a pacing plan for student learning working that supports district initiatives around Plan-Do-Study-Act cycles of improvement and targeted small group instruction	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 11 ● Smarter Balanced Distance from Standard (DFS) Met in

	the high-need student groups of English Learners, students from low income families, and students in foster care. University High Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Each of the district's textbooks have embedded learning strategies that address the instructional needs of Emergent Bilingual students. In addition, teacher data-driven analysis and planning around data-driven instruction will develop teacher collective efficacy in supporting students not specifically called out in textbook instructional programs but addressed in the district's strategic plan, such as foster youth and low-income students Evidence that supports textbook curriculum effectiveness: Study Sync 2021 - Meets Standards - Ed Reports myPerspectives 2017 Meets Standards - Ed Reports SpringBoard 2018 -Least Popular Textbook - Ed Reports Explicit academic vocabulary instruction has a strong impact on student learning outcomes for all students, especially Emergent Bilingual Students, according to this report from What Works Clearinghouse. Close reading instruction can support mastery of the Common Core State Standards, according to this study conducted by WestEd. While academic vocabulary instruction incorporates a structured literacy approach to improve student comprehension of texts, close reading can improve students' analysis of the text and deeper understanding of the texts in a way that demonstrates mastery of the CCSS. Embracing both strategies can provide the background knowledge, scaffolding and support	Math - Grade 11 ● A-G Completion Rate (Meeting UC-CSU Entrance Requirements) ● Four-Year Cohort Graduation Rate

		needed to support the District's struggling readers. The report includes these key recommendations: 1: Build students' decoding skills so they can read complex multisyllabic words 2: Provide purposeful fluency-building activities to help students read effortlessly 3: Routinely use a set of comprehension-building practices to help students make sense of the text 3, Part A: Build students' world and word knowledge so they can make sense of the text 3, Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read 3, Part C: Teach students a routine for determining the gist of a short section of text 3, Part D: Teach students to monitor their comprehension as they read 3, Summary: Putting together the comprehension-building practices in Parts 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information Additional references: The New Instructional Leadership - Creating Data Driven Instructional Systems in School PDSA- Tool to give students more control over their learning	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: English Learners, students from low	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students

	income families, and students in foster care traditionally have high rates of suspension in comparison with all students. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	Unified will provide supplemental funding for Affiliated Charter Schools such as University Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning.	Implement Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leveraging a trauma/resilience-informed multi-tiered system of support (MTSS) framework. Prioritize wellness and nurture the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. Support district/school staff with developing a sense of community in the school and each classroom. Provide training and support in preventing and responding to escalating behavior in a restorative manner. Positive Behavior Interventions and Supports improve student outcomes:	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● Percent of All Students Chronically Absent (91% or Lower) - Grades 9-12 (District Calculation) ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey)

	Scope: School-wide	Improved academic performance Increased social emotional competence Increased attendance Reduced exclusionary discipline (suspension and expulsion) References: References for the evidence base of PBIS https://www.pbis.org/pbis/why-implement-pbis Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., et al. (2002). Positive behavior support. Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4–16 Our team will target culturally sustaining and responsive pedagogy with specific groups of students: ELs, foster and low income students who exhibit chronic absenteeism and who may benefit from learning conflict resolution techniques. The personnel under this program will also work collaboratively with other school-site personnel to implement the systems of support and safety policies.	● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between	To promote collaboration and inclusion of all school stakeholders, schools will create and/or improve decision-making. Schools will provide opportunities to share different data sets to develop systems, routines and procedures that promote a shared data culture. Data informed decision-making is part of the District's Strategic Plan and is an essential process for understanding our students' needs during cycles of improvement (PDSA).	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the

	schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	Using Student Achievement Data to Support Instructional Decision Making (September 2009) Tier 4 - Has Rationale https://ies.ed.gov/ncee/WWC/Search/Products?searchTerm=data%20driven%20decision%20making The above guide offers some ideas on how parents can be included as part of a data culture at a school and district. A practical framework for building a data driven district or school https://www.publicconsultinggroup.com/media/1573/edu_data-driven-district_practical-ideas_white_paper.pdf Parental Programs are likely to have a positive impact with a weighted mean effect size of .39 according to John Hattie. –Visible Learning Meta, version 1.2, retrieved on 10/18/23 https://www.visiblelVisible Learning - Influencesearningmetax.com/influences	School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

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
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

University Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. University Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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	*Not applicable*	44.85 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,300 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	98.97 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,300 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

University High School Charter 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
University High School Charter 2026-2027	$ 1,223,236	$ 1,557,547	127.33%	0.000%	127.33%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,780,783	$ -	$ -	$ -	$ 2,780,783.00	$ 2,598,576	$ 182,207

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	3	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,133,907	$ 89,329	$ 1,223,236	$ -	$ -	$ -	$ 1,223,236	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 966,607	$ 92,878	$ 1,059,485	$ -	$ -	$ -	$ 1,059,485	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 489,696	$ -	$ 489,696	$ -	$ -	$ -	$ 489,696	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 8,366	$ -	$ 8,366	$ -	$ -	$ -	$ 8,366	0.000%

University High School Charter 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,223,236	$ 1,557,547	127.33%	0.000%	127.33%	$ 1,557,547	0.000%	127.33%	**Total:**	$ 1,557,547
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,557,547

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	3	General Fund School Program	No	Schoolwide		Schoolwide		0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 1,059,485	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 489,696	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 8,366	0.000%

University High School Charter 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,934,888.00	$ 2,197,217.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	3	General Fund School Program	No	$ 1,238,537	$ 868,294
1	9	SENI Investments towards Academic Excellence	Yes	$ 1,084,552	$ 765,486
2	4	SENI Investments towards Joy and Wellness	Yes	$ 595,799	$ 538,617
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 16,000	$ 24,820

University High School Charter 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,744,393	$ 1,696,351	$ 1,328,923	$ 367,428	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	9	SENI Investments towards Academic Excellence	Yes	$ 1,084,55	$ 765,486	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 595,79	$ 538,617	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 16,00	$ 24,820	0.000%	0.000%

University High School Charter 2025-2026 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)
$ 1,238,537	$ 1,744,393	0.000%	140.843%	$ 1,328,923	0.000%	107.298%	$0.00 - No Carryover	0.00% - No Carryover

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

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.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o 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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