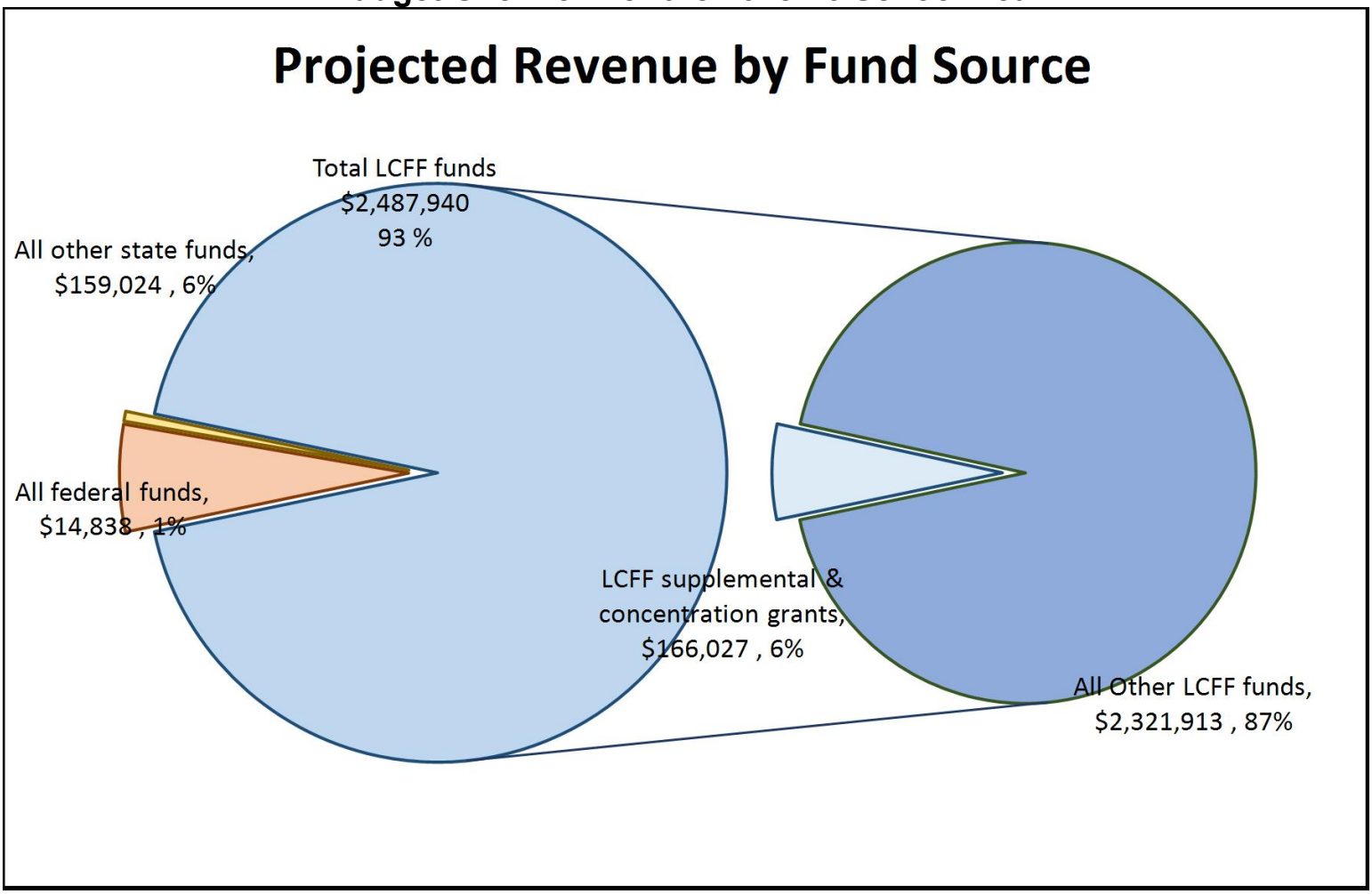
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory High School
CDS Code: 54105460119602
School Year: 2025-26
LEA contact information:
Helen Milliorn-Feller
Principal
helenmf@tcoe.org
559-737-5450

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

Budget Overview for the 2025-26 School Year



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

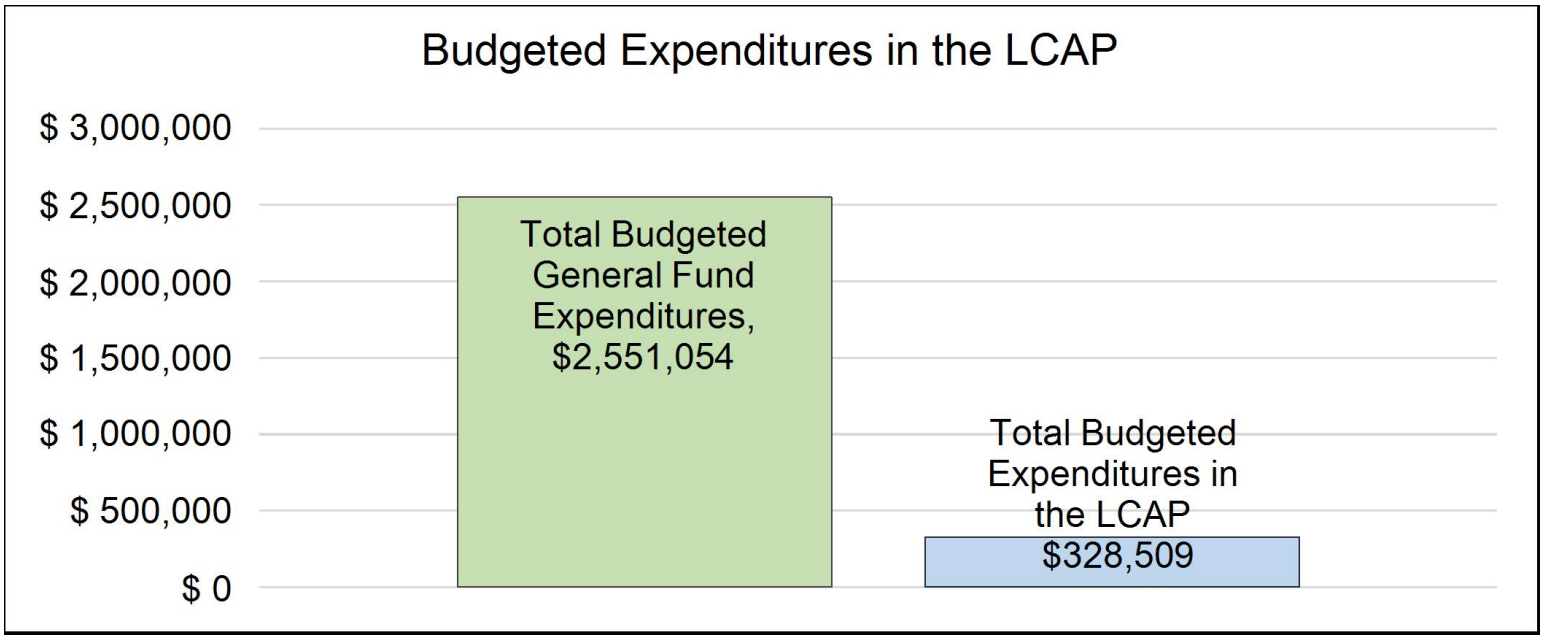
The text description for the above chart is as follows: The total revenue projected for University Preparatory High School is $2,661,802, of which $2,487,940.00 is Local Control Funding Formula (LCFF), $159,024.00 is other state funds, $0 is local funds, and $14,838.00 is federal funds. Of the $2,487,940.00 in LCFF Funds, $166,027.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much University Preparatory High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

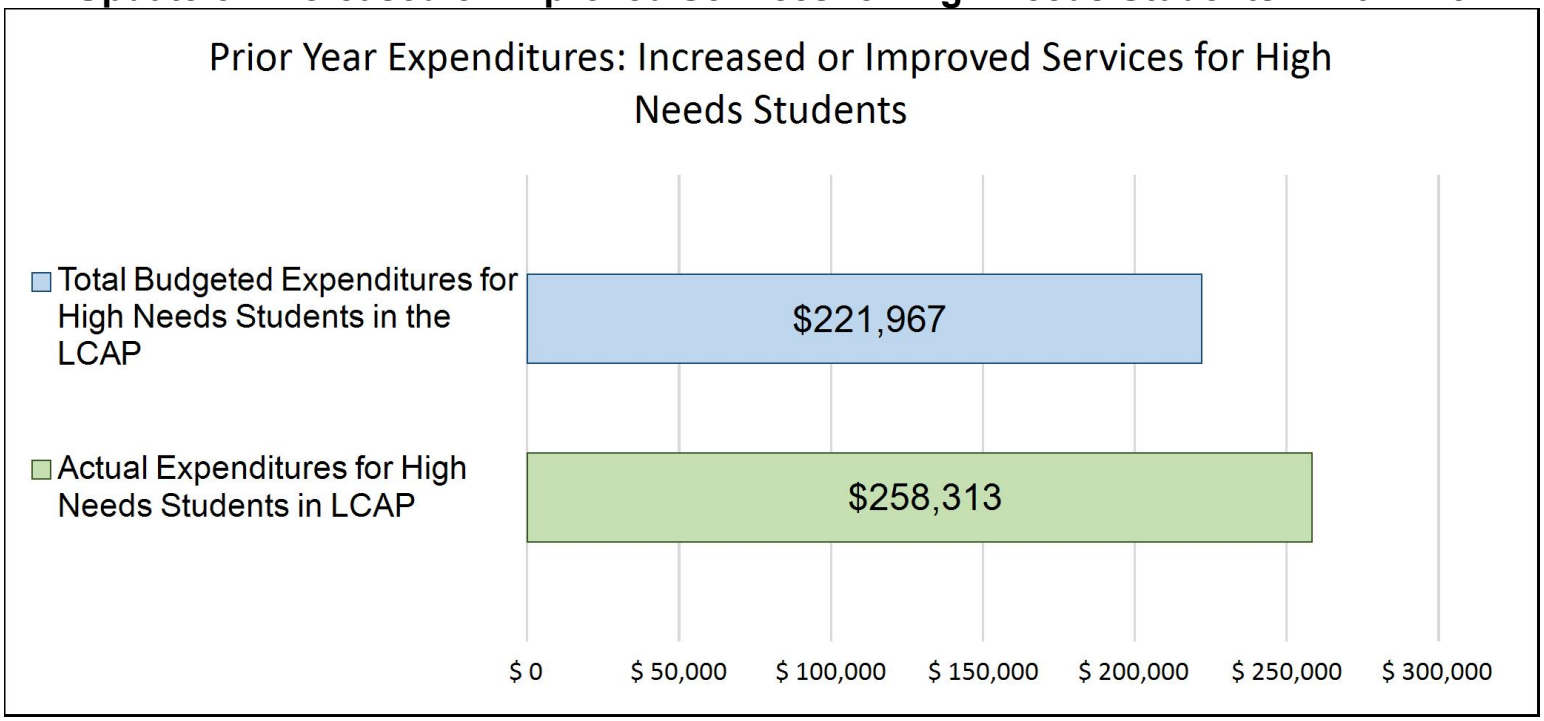
The text description of the above chart is as follows: University Preparatory High School plans to spend $2,551,053.50 for the 2025-26 school year. Of that amount, $328,509.00 is tied to actions/services in the LCAP and $2,222,544.5 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, University Preparatory High School is projecting it will receive $166,027.00 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory High School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory High School plans to spend $294,426.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, University Preparatory High School's LCAP budgeted $221,967.45 for planned actions to increase or improve services for high needs students. University Preparatory High School actually spent $258,312.63 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $36,345.17,999,999,999 had the following impact on University Preparatory High School’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory High School	Helen Milliorn-Feller Principal	helenmf@tcoe.org 559-737-5450

Plan Summary [2025-26]

General Information

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

University Preparatory High School (UPHS) is a small, innovative early-college WASC-accredited public high school serving students in grades 9 through 12. Located in Visalia, California, on the campus of the College of the Sequoias (COS), UPHS draws students from both Tulare and Kings counties. The school provides a unique educational environment in which students simultaneously complete high school and college coursework, gaining early exposure to the rigor and expectations of higher education.

UPHS enrolls approximately 240–250 students annually and maintains a low student-to-teacher ratio, supported by 13 credentialed teachers and 11 dedicated support staff. This small school model enables strong relationships, personalized instruction, and focused academic and emotional support for each student.

The student body represents the diversity of the Central Valley, including a growing proportion of first-generation college-bound students, English learners, and students from low-income households. UPHS is committed to providing equitable access to high-quality education and closing opportunity and achievement gaps through targeted interventions, academic supports, and a college-going culture.

One of the school's distinguishing features is its integration with the College of the Sequoias (COS). All students currently attend school on the college campus, and will continue to take classes on the COS campus after UPHS moves to its own campus on the TCOE Liberty School campus. Students at UPHS complete a minimum of 20 college units, with many students completing significantly more units. Students have access to the full COS course catalog (provided they meet prerequisites), and have the opportunity to complete an Associate of Arts or

Associate of Science Degree or fulfill the Intersegmental General Education Transfer Curriculum (IGETC) requirements for transfer to University of California (UC) and California State University (CSU) systems.

While UPHS students can meet all University of California/California State University (UC/CSU) “a–g” requirements through high school coursework, they also have the unique option of fulfilling these requirements through college courses at COS. The concurrent enrollment model UPHS follows allows students to earn high school credit, college credit, and meet UC/CSU eligibility standards at the same time. This accelerates their academic and professional pathways.

UPHS continues to adapt its approach to meet emerging challenges in the region, including economic hardship, post-pandemic recovery, and student wellness. In collaboration with Tulare County Office of Education (TCOE), COS, and community partners, UPHS students have access to mental health resources, academic interventions, and career-focused programs to ensure every student graduates prepared for lifelong success.

Strategic Plan & Vision
UPHS’s vision is to graduate highly motivated, self-directed students who are prepared for the academic and social demands of college and career. The school’s mission is rooted in providing a rigorous, supportive, and future-focused learning experience that blends high school and college-level coursework within a personalized learning environment.

The UPHS focuses on three core areas:

Equity & Access – Ensuring all students, regardless of background, have access to rigorous coursework, support services, and enrichment opportunities.

Academic Achievement & College Readiness – Maintaining an advanced, college-aligned curriculum that challenges students and prepares them to succeed in postsecondary education.

Whole-Child Development – Supporting social-emotional learning, leadership development, and artistic expression to nurture well-rounded, engaged learners.

Reflections: Annual Performance

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

Overall, University Preparatory High School (UPHS), located in Visalia, California, continues to demonstrate high academic performance, strong college and career readiness outcomes, and a commitment to student well-being and family engagement. The 2024–2025 California Dashboard and local data provide a comprehensive look at the school's strengths, areas for growth, and strategic initiatives.

In English Language Arts (ELA), 81.16% of UPHS students met or exceeded state standards, a slight decrease of 3.32 points from the previous year. In Mathematics, 57.97% of students met or exceeded standards, representing a 4.1-point decline. Despite these drops, UPHS

continues to outperform state averages, which stand at 47% for ELA and 33% for Math (kidsdata.org). To address the impact of these declines, the school has increased opportunities for targeted academic support, including structured tutoring sessions during and after the school day, and enhanced teacher collaboration to align lessons and assessments more closely with student needs. Finally, teachers started using the CAASPP preparation materials that give students experience with the types of questions and expected answers for each section of the CAASPP (English Language Arts, Mathematics, and Science).

College and career readiness remain a clear priority at UPHS. The school continues to perform at a “very high” level in this area, with a graduation rate of 98%, far above the statewide average of 87%. Through its partnership with the College of the Sequoias, students are able to participate in college classes, gaining access to college-level coursework and earning credits while still in high school. UPHS continues to pursue the ambitious goal of achieving 100% college and career readiness for all students.

Instruction at UPHS is provided by a team of highly qualified educators. Of the school’s 10 single-subject teachers, six hold master's degrees in either their content area or education. Teachers regularly collaborate within departments to plan and deliver a curriculum that aligns with the California Content Standards and the College and Career Readiness Standards, while also being responsive to the needs of UPHS’s unique student population. The 2024 Dashboard reports that UPHS meets all state requirements for teacher qualifications, instructional materials, facilities, and the implementation of standards.

Although specific data for English Learners (ELs) is not reported on the Dashboard due to the small cohort size, UPHS has taken proactive steps to support this group. Last year, the school launched UPHS Juntos, a parent engagement group focused on bilingual and biliterate families. Additionally, a Teacher on Special Assignment (TOSA) is dedicated to providing targeted English Language Development (ELD) support. In the most recent year, 63.6% of EL students demonstrated measurable progress toward English language proficiency. In the Class of 2023, eight students earned the California State Seal of Biliteracy in either Spanish or American Sign Language. UPHS remains committed to the success of its EL students, many of whom are first-generation college-bound.

Last year, UPHS learned there was an issue with data reporting. To correct this error, UPHS worked with PowerSchool, the school information system, to correct how data is inputted. The error in data entry temporarily impacted the accuracy of the school’s graduation statistics. The Dashboard had previously shown an 88.7% graduation rate due to misreported data, including records for foreign exchange students. After an internal review, the school confirmed that 100% of the 9th-grade cohort graduated in 2023. The data entry error no longer exists; thus, the Dashboard data now reflects accurate graduation rates.

Family and community engagement remain a core value at UPHS. In 2025, UPHS was award the Community Engagement Initiative Grant. Families have access to multiple opportunities to get involved, including the Parent Support Organization, School Site Council, School Site Advisory Board, UPHS Juntos, and extracurricular programs such as music, theater, and robotics. The school’s bilingual family group, UPHS Juntos, continues to foster inclusive relationships between staff and families. According to the most recent climate survey, 87% of families feel that UPHS is welcoming and inclusive, which reflects the strong trust the school has built with its community.

Lastly, UPHS continues to prioritize a safe and respectful school environment through the use of restorative practices. The school reported a suspension rate of just 0.4% placing it in the highest performance category—“blue”—on the California Dashboard. By focusing on conflict resolution and a whole-student approach, UPHS helps students and families work through behavioral challenges collaboratively, contributing to a safe and supportive campus culture.

In summary, the 2024–2025 California Dashboard reaffirms UPHS's strong academic standing, commitment to college readiness, and dedication to equity and engagement. While the school experienced minor declines in ELA and math proficiency, its proactive interventions and student-centered values ensure that it remains on a path of continuous growth and success.

Reflections: Technical Assistance

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

UPHS is not eligible for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers meet each month with all staff and as a group to discuss a range of issues and needs presented on the campus. In the fall, teachers reviewed the 2024-2025 LCAP to revisit the new three-year goals they were seeking to meet. In December and January, teachers met again to consider how well the new goals had been achieved in the fall semester of 2024, what needed more focus, and to redefine their subject-specific focus for the second semester of the 2024-2025 school year. After the 2025 LCAP Needs Assessment Survey was completed, teachers met with the support staff and as a group to determine what might be the next steps UPHS wanted to take to meet the current three-year goals. Teachers were specially consulted through the local survey (they were able to complete the survey too) to assess their vision, hopes, and suggestions for the school and its continued growth. Teachers also reviewed/discussed data from various sources (local survey, Dashboard, SARC, grades, CAASPP scores, etc..) to indicate areas of need, and to determine future goals for the upcoming LCAP.
Principals	The UPHS principal meets each week with the principal from its sister campus to look at district wide trends, potential areas of growth and ways to support all students, teachers, and staff in the fulfillment of the LCAP goals. These meetings also provide time to review needs assessment data to help determine areas of success and areas of growth for the respective schools.
Administrators	TCOE provides an administrator to oversee UPHS. This administrator meets at a minimum of twice a month with the principal of UPHS to

Educational Partner(s)	Process for Engagement
	visit classrooms, discuss plans to help students achieve their academic goals, and the school's work towards meeting the goals of the LCAP, WASC Plan, and the Charter. The oversight by the TCOE administrator helps UPHS have a process to talk through and work towards keeping the school on a solid path to meet all goals it has created. The process for determining the new LCAP goals was also reviewed by the TCOE administrator who looked at the needs assessment, considered the groups needing the most service (unduplicated) and the budget process to help UPHS work to determine the best course of action to work to meet the new LCAP three year goals established last year.
Other School Personnel	School Personnel were consulted through the local survey to assess their perceptions of the school and their desire for its growth. Then, they were consulted during various staff meetings to review the previous LCAP goals and to discuss data from the Dashboard, SARC, CAASPP, grades, and the local survey data. School personnel reviewed these areas and then worked to document steps UPHS took to meet the goals established in the 2023-2024 school year that are guiding UPHS for the next three years. The focus remains on how to best meet the needs of UPHS students and families, especially the unduplicated pupils.
Parents	Parents/Guardians were consulted during the Parent Support Organization, the School Site Council, UPHS Juntos, and the School Site Board of Advisory meetings as well as through the local survey the school administers yearly. Through the aforementioned meetings, family groups reviewed the disaggregated data from the needs assessment survey, data from the Dashboard and the SARC as well as the existing LCAP goals. The parents/guardians then gave input to help determine the progress UPHS is making towards achieving its objectives in the first year of the goals UPHS is tracking for three years through the LCAP. The emphasize or focus remains to meet the needs to the unduplicated pupils and all the students in general.
Students	Students were consulted through the needs assessment survey, the weekly well-being survey, and the twice-yearly surveys the school administers to assess students' progress towards achieving their own goals and their perception to how well the school is achieving the goals of the LCAP. The student representatives who sit on the School

Educational Partner(s)	Process for Engagement
	Site Council were also able to give input regarding the growth UPHS has made to meet the LCAP goals. The students want to make sure the school is considering the needs of students as they perceive them.

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

The educational partners for UPHS provided feedback that influenced the development of the LCAP through meetings to review the survey data gathered to determine the progress UPHS had made towards the LCAP goals over the past year. After reviewing the data from the 2025 needs assessment survey, the educational partners gave feedback to determine the progress for each goal. While each group stated UPHS continues to make strides towards its four LCAP goals, there are still places for growth and improvement. For example, more education to help understand the college classes available to students at COS, more help for students who start high school without a strong math background, and more help with how to manage and navigate both the world of high school and college simultaneously. They also gave feedback on ways they believed UPHS could take additional action in the upcoming year to meet the school's four goals, such as offering more parent education nights and more math tutoring hours. The goal remains keeping the focus on how to best help the unduplicated students continue to achieve, while not losing sight of how the goals also serve the needs of all the students. This LCAP reflects the input given by all the educational partners as they used the available data (CAASPP, Dashboard, SARC, and Needs Assessment Data) to determine how UPHS should move forward in year two of three to make more growth towards the goals of the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in 2024 by the LEA (UPHS) in response to the needs assessment survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and unduplicated UPHS students, those who are identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPAC Data	45% of EL students progressed to the next level 2% reclassified each year All reclassified EL students tracked according to the 4 year	27% of EL students progressed to the next level 0% reclassified each year All reclassified EL students were		50% of EL students progressed to the next level 5% reclassified each year All reclassified EL students tracked	-18% of EL students progressed to the next level -2% reclassified each year All reclassified EL students were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		requirement (2023 ELPAC Data)	tracked according to the 4-year requirement (2024 ELPAC Data) (The ELPAC data for spring 2025 is not yet available.)		according to the 4 year requirement (ELPAC Data)	tracked according to the 4-year requirement (2024 ELPAC Data)
1.2	CAASPP ELA & Math 11th grade Annual Data	ELA 84% Met or Exceeded Standard Mathematics 62% Met or Exceeded Standard (2023 CAASPP Data)	ELA 81% Met or Exceeded Standard Mathematics 58% Met or Exceeded Standard (2024 CAASPP Data) (The CAASPP data for spring 2025 is not yet available.)		90% Meet or Exceed Standard Mathematics 70% Meet or Exceed Standard	ELA -3% Met or Exceeded Standard Mathematics -6% Met or Exceeded Standard (2024 CAASPP Data)
1.3	Average GPA Per Semester	3.00 Average GPA Per Semester (includes both UPHS and COS grades)	3.66 Average GPA Per Semester (includes both UPHS and COS grades for fall semester 2024) (The data for spring 2025 is not yet available.)		3.20 Average GPA Per Semester (includes both UPHS and COS grades)	+0.66 Average GPA Per Semester (includes both UPHS and COS grades)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	LCAP Needs Assessment Survey	81 adult educational partners participated in survey 66% of students participated in survey	97 adult educational partners participated in the survey 70% of students participated in the survey		120 adult educational partners participate in survey 75% of students participate in survey	+16 of adult educational partners participated in the survey +4% of students participating in the survey
1.5	Career Field Exploration	10% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields	30% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields		50% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields	+20% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields
1.6	Teachers fully credentialed and appropriately assigned	UPHS has 11 teachers all are credentialed and are appropriately assigned (2023 TCOE HR Data)	UPHS has 11 teachers all are credentialed and assigned appropriately.(2024 TCOE HR Data)		UPHS will maintain having all teachers fully credentialed and appropriately assigned	No change. UPHS still has 11 teachers all are credentialed and assigned appropriately (2024 TCOE HR Data)
1.7	Standard aligned instructional materials	UPHS has fully implemented and sustains standards aligned materials in all academic areas (2024 Dashboard Data)	UPHS has fully implemented and sustains standards-aligned materials in all academic areas (2024 Dashboard Data)		UPHS will continue to use standards-aligned materials in all academic areas	UPHS has fully implemented and sustains standards-aligned materials in all academic areas (2024 Dashboard Data)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	High School Graduation Rates	88.7% of students graduated from UPHS (2023 Dashboard Data) 100% of students graduated from UPHS (UPHS internal graduation Data)	95.2% of students graduated from UPHS (2024 Dashboard Data) 98% of students graduated from UPHS (UPHS internal graduation Data)		100% of students will graduate from UPHS as measured by annual graduation rates	+6.5% of students graduated from UPHS (2024 Dashboard Data) -2% of students graduated from UPHS (UPHS internal graduation Data)
1.9	Broad Course of Study	100% of UPHS students have access to and are enrolled in a broad course of study.	100% of UPHS students still have access to and are enrolled in a broad course of study.		100% of UPHS students will continue to have access to and are enrolled in a broad course of study.	No change. 100% of UPHS students have access to and are enrolled in a broad course of study.

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, University Preparatory High School (UPHS) implemented Goal 1 through a series of coordinated efforts, including professional development, increased access to technology, academic lesson development, and college and career exploration. Nearly all planned actions were successfully implemented at some level.

1.1 Instructional Strategy Development - This action was fully implemented. The EL Teacher on Special Assignment (TOSA) participated in various trainings and webinars focused on supporting English Learners across subject areas and shared learned information with subject-specific teachers. Additionally, an EL specialist spent a day on campus working one-on-one with teachers to help them incorporate strategies to better support EL students.

1.2 Academic Technological Support - This action was fully implemented. UPHS purchased 40 new student computers to replace older models and provided hot spots for students who needed Internet access.

1.3 Student Academic Support - This action was fully implemented. UPHS teachers offered tutoring during lunch and after school in all subject areas.

1.4 LCAP Needs Assessment Survey - This action was fully implemented. All educational partners were sent the LCAP Needs assessment to complete in Spring 2025.

1.5 Career Field Exploration - This action was partially implemented. UPHS introduced a 9th-grade advisory course in which students spend eight weeks exploring career pathways and how their interests align with college majors.

While there were no major deviations from the planned implementation, some outcome metrics showed slower progress than expected—particularly in English Learner performance and CAASPP scores. Additionally, although strides have been made in improving access to technology, consistent use of online learning platforms remains a challenge, especially for students who receive less academic support at home. Despite these challenges, UPHS saw a notable success in student GPA growth. The average GPA rose from 3.00 to 3.66 during the fall 2024 semester, surpassing the target of 3.20. This improvement suggests that the school's academic support systems are having a positive impact on student performance.

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.

For Goal 1, University Preparatory High School (UPHS) had some material differences between the budgeted and estimated actual expenditures. While major investments—such as professional development, technology upgrades, staffing support for English Learners (ELs), subject-specific tutoring, and career exploration opportunities—were successfully implemented, three areas showed notable variances between planned and actual spending.

1.1 Instructional Strategy Development - UPHS budgeted $11,651 for EL trainings to enhance teachers' instructional strategies for supporting EL students but ultimately spent only $7,429.64. This was largely due to the availability of high-quality, low-cost training provided by the Tulare County Office of Education, with many sessions offered for free or for under $100.

1.2 Academic Technological Support - UPHS allocated $40,000 for student computer upgrades, but actual expenditures totaled $45,321.24. This increase was the result of a rise in the per-unit cost of student laptops.

1.5 Career Field Exploration - UPHS planned to spend $6,924 on career exploration materials but spent $9,023. The contract services we used through the TCOE ERS department cost more than we had originally estimated.

The changes in budgeted amounts remained aligned with the objectives of Goal 1, which focuses on ways to improve educational outcomes for English Learners/unduplicated students.

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

Based on the data reviewed for Goal 1, University Preparatory High School (UPHS) effectively implemented each planned action. However, the school also recognizes there is still room for growth and improvement in this area.

1.1 Instructional Strategy Development - This action was effective. UPHS offered all teachers professional development training focused on developing teachers' understanding of English Language Development (ELD) strategies. The EL Teacher on Special Assignment (TOSA) participated in trainings and webinars, which were shared with the teaching staff. Additionally, an EL specialist visited the campus to provide individualized support to teachers.

1.2 Academic Technological Support - This action was effective. To improve access to digital resources, UPHS purchased 40 new student computers, replacing older models. This investment aimed to support students, particularly those unable to afford personal devices, in accessing curriculum and assignments through learning management systems used by both UPHS and the College of the Sequoias.

1.3 Student Academic Support - This action was effective. UPHS offered tutoring sessions during lunch and after school to provide students with extra help in core subjects including mathematics, English, science, and history. These sessions were led by classroom teachers and intended to reinforce learning. The effectiveness of this action is reflected in the increase of the average student GPA, from 3.00 to 3.66, during the fall semester of 2024, surpassing the target of 3.20. This improvement suggests that the tutoring program positively impacted student academic performance.

1.4 LCAP Needs Assessment Survey - This action was effective. The LCAP Needs Assessment Survey was given to students through their Homeroom class. It was emailed to all families and community members.

1.5 Career Field Exploration - This action was effective. The new advisory class for 9th-grade students dedicated eight weeks to career exploration and connecting students' interests with potential college majors. According to the 2025 LCAP Needs Assessment, 87% of parents "agree" or "strongly agree" that students are receiving adequate information about colleges and careers. This suggests the implementation of the 9th-grade advisory class is supporting students in thinking about college and careers.

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

Based on the data gathered for Goal 1, University Preparatory High School (UPHS) has determined that no changes will be made to the goal itself, its associated metrics, target outcomes, or planned actions for the 2025-2026 school year.

1.1 Instructional Strategy Development - This action will continue with no changes.

1.2 Academic Technological Support - This action will continue with no changes.

1.3 Student Academic Support - This action will continue with no changes.

1.4 LCAP Needs Assessment Survey - This action will continue with no changes.

1.5 Career Field Exploration - This action will continue with no changes.

While areas for continued growth have been identified—particularly in English Learner performance—the school thinks the current actions are appropriate. UPHS will remain focused on refining implementation to strengthen its outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Strategy Development	Provide professional development training on integrated and designated ELD lesson planning, instructional strategies to improve lesson design, curriculum development, etc. 2025-2026 EL/ELD/ELPAC/LTEL Trainings/Webinars - $3,000 (S&C) CABE Conference (EL TOSA to attend) - $3,000 (S&C) Title IV Part A (Academic Subject Tutoring) - $4,886.00 (Title IV) Total = $10,886.00 2024-2025 EL/ELD/ELPAC/LTEL Trainings/Webinars - $6,000 (S&C) Title IV Part A (Academic Subject Tutoring) - $5,651.00 (Title IV) Total = $11,651.00	$10,886.00	Yes
1.2	Academic Technological Support	In order for students to continue to improve their CAASPP scores, they need access to the curriculum, which is entirely computer based. UPHS is a technology school and this means all students need access to a quality lap top and access to the Internet. In order to ensure equity among all students, especially the unduplicated students, UPHS commits to the continual upgrade of the student computers (approximately 1/3 of the stock each year) so all identified students have access to a computer to use at home and at school. Additionally, all identified students will have access to mobile hotspots to help ensure Internet access. 2025-2026	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Computers - $40,000 (S&C) Computer Shells (hard covers) - $5,000 (S&C) Hot Spots - $5,000 (S&C) Total = $50,000 2024-2025 Computers - $35,000 (S&C) Hot Spots - $5,000 (S&C) Total = $40,000		
1.3	Student Academic Support	UPHS will offer at lunch and after-school tutoring to be done by subject-specific teachers to support students so they can develop a deeper understanding and demonstrate mastery of the content material being taught. Also, UPHS will employ one part-time EL teacher on special assignment (TOSA) to work with EL students in all subject areas and provide community outreach to all bilingual families. Finally, UPHS will employ one part-time instructional aide to work with socio-economic disadvantaged students and students who need small-group help in their academic classes. 2025-2026: Academic Subject Tutoring - $18,297.53 (S&C) EL TOSA - $59,624.00 (50% S&C and GEN) Instructional Aide - $19,116.00 (50% S&C and GEN) Total = $57,667.53 (S&C) $39,370.00 (GEN) (Total S&C - GEN $97,037.00) 2024-2025: EL TOSA - $59,624.00 (50% S&C and GEN) Instructional Aide - $19,116.00 (50% S&C and GEN) Total = $78,740	$97,037.00	Yes
1.4	LCAP Needs Assessment Survey	Students, families, staff, and teachers participate in an annual survey to assess the needs of students at UPHS	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Career Field Exploration	All students participate in career exploration and career field exploration throughout their four years at UPHS. Activities will range from surveys, career assessments, internships, and/or taking Career Technical Education (CTE) classes at COS. 2025-2026 $8,697.00 Title II (training for teachers in the area of college/career lessons/curriculum) 2024-2025 Title II Part A - $6,924.00	$8,697.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide training for teachers and staff to utilize and develop Homeroom curriculum, lessons, and experiences aimed at helping students acquire the self-efficacy and self-advocacy skills necessary for a successful transition into college.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged to more directly help these students acquire skills that will improve their transition between high school and college level classes/work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Homeroom Self-Assessment Surveys (weekly and bi-annually)	80% of students completed weekly and bi-annual surveys assesses their use of the self-efficacy and self-advocacy information being	98% of students completed weekly and bi-annual surveys assesses their use of the self-efficacy and self-advocacy		100% of students will complete the weekly and bi-annual survey to assess their use of the self-efficacy and self-advocacy	+18% of students completed weekly and bi-annual surveys assess their use of the self-efficacy and self-advocacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learned during Homeroom	information being learned during Homeroom		information learned in Homeroom	information being learned during Homeroom
2.2	Teacher created Homeroom lessons. (each semester)	Each teacher creates 1 week of Homeroom Lessons a year using materials to support the learning of self-efficacy and self-advocacy	Each teacher creates 1 week of Homeroom Lessons a year using materials to support the learning of self-efficacy and self-advocacy		Each teacher creates 2 weeks of Homeroom lessons each semester	No change. Each teacher creates 1 week of Homeroom Lessons a year using materials to support the learning of self-efficacy and self-advocacy
2.3	Academic advising Appointments to discuss college class expectations and placement in classes	75% of students receive help in Homeroom and/or through academic advising meetings/presentations	95% of students receive help in Homeroom and/or through academic advising meetings/presentations		100% of students receive help in Homeroom and/or through academic advising meetings/presentations	+20% of students receive help in Homeroom and/or through academic advising meetings/presentations
2.4	College workshops and college field trips	50% of students attend a college workshop and/or a college field trip	47% of students attend a college workshop and/or a college field trip		75% of students attend a college workshop and college field trip	-3% of students attend a college workshop and college field trip
2.5	a-g course requirements for CSU/UC universities	88.7% of UPHS graduates will complete the a-g course requirements for CSU/UC universities as measured in the College and Career California Dashboard indicator.	93.7% of UPHS graduates will complete the a-g course requirements for CSU/UC universities as measured in the UPHS Graduation Requirements (UPHS Dashboard 2024)		Maintain having 100% of UPHS graduates will complete the a-g course requirements for CSU/UC universities as measured in the College and Career California	+5% of UPHS graduates will complete the a-g course requirements for CSU/UC universities as measured in the College and Career California Dashboard indicator.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard indicator.	
2.6	College preparedness based on the Early Assessment Program (EAP)	32.7% of UPHS students who demonstrated college preparedness in ELA based on the Early Assessment Program (EAP) (Data from 2023 CAASPP scores) 29.3% of UPHS students who demonstrated college preparedness in mathematics based on the Early Assessment Program (EAP) (Data from 2023 CAASPP scores)	44.9% of UPHS students who demonstrated college preparedness in ELA based on the Early Assessment Program (EAP) (Data from 2024 CAASPP scores) 27.5% of UPHS students who demonstrated college preparedness in mathematics based on the Early Assessment Program (EAP) (Data from 2024 CAASPP scores)		35% of UPHS students who demonstrated college preparedness in ELA based on the Early Assessment Program (EAP) (Data from annual CAASPP scores) 32% of UPHS students who demonstrated college preparedness in math based on the Early Assessment Program (EAP) (Data from 2023 CAASPP scores)	+12.2% of UPHS students who demonstrated college preparedness in ELA based on the Early Assessment Program (EAP) (Data from 2024 CAASPP scores) -1.8% of UPHS students who demonstrated college preparedness in mathematics based on the Early Assessment Program (EAP) (Data from 2024 CAASPP scores)

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, University Preparatory High School (UPHS) implemented Goal 2 through a series of coordinated efforts, including professional development, Homeroom lesson creation, self-efficacy and self-advocacy lesson development, and college and career exploration. Nearly all planned actions were successfully implemented at some level.

2.1 Homeroom Self-Assessment Surveys - This action was fully implemented. All nine Homeroom teachers gave the Homeroom Survey each week for all 18 weeks of Fall and Spring semesters.

2.2 Homeroom Lessons - This action was not implemented. The Brain Thrive by 25 curriculum will be purchased by June 30, 2025. Due to Mr. Brown being an independent contractor, the amount of paperwork he needed to complete impacted his ability to come to UPHS on the first Friday in August 2024, which was his scheduled date.

2.3 Academic Advising - This action was partially implemented. The advising staff attended both the UC and CSU conferences. Homeroom teachers received some training/professional development to understand how to help students pick college classes and how to help a student plan to complete the IGETC by the time they graduate.

2.4 College workshops, college field trips, and educational field trips. This action was partially implemented. UPHS 10th graders visited both Fresno Pacific and Fresno State.

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.

For Goal 2, University Preparatory High School (UPHS) had some material differences between the budgeted and estimated actual expenditures. While major investments, such as college and outdoor education/career field trips, were successfully implemented, two areas showed notable variances between planned and actual spending.

2.2 Homeroom Lessons - UPHS planned to spend $7,392.00 on Homeroom lessons, but due to the complexities of hiring an independent contractor, UPHS only spent $2,392.00 at the end of the school year.

2.3 Academic Advising - UPHS planned to spend $5,000 on academic advising training, but ended up only spending $1,528.16 on academic advising conferences. UPHS was able to send two staff members to both the CSU and UC conferences, which provided the latest information about how to help students prepare to apply and attend a California public university. UPHS anticipated paying for other conferences and trainings about helping to prepare high school students for college and careers, but the other trainings were free.

2.4 College workshops, college field trips, and educational field trips. - UPHS planned to spend $25,000 on field trips to college and career-related trips, but UPHS only spent $22,089.75. UPHS would have spent all the funds in this area, but the last college trip was cancelled because the college could not accommodate UPHS on the date the trip was scheduled.

The changes in budgeted amounts remained aligned with the objectives of Goal 2, which focuses on ways to train teachers and provide experiences for students, particularly English Learners/unduplicated students, to develop self-efficacy and self-advocacy skills needed to successfully transfer to college and/or a career field.

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

Based on the data reviewed for Goal 2, University Preparatory High School (UPHS) effectively implemented almost all of the planned actions. However, the school also recognizes that not every action was effective in meeting the intentions of Goal 2.

2.1 Homeroom Self-Assessment Surveys - This action was effective. Homeroom teachers had students complete the Homeroom Survey each week for both semesters.

2.2 Homeroom Lessons - This action was partially effective. UPHS successfully trained Homeroom teachers in the curriculum used for Homerooms. Also, UPHS developed and implemented a structured Homeroom curriculum that provided students with important college and career readiness experiences.

2.3 Academic Advising - This action was partially effective. Academic advising continues to improve at UPHS, and students are making academic progress to be better prepared for college. Advisors and Homeroom teachers are helping students select appropriate high school and college coursework, which has helped students complete both high school and college courses simultaneously.

2.4 College workshops, college field trips, and educational field trips - This action was effective. UPHS worked to offer more experiences (trips) to students that offer more exposure to information to support the learning in the classroom. For example, UPHS went to an outdoor education school on Catalina Island, and students visited the biology labs at California State University, Fresno to learn about research studies being done at CSUF in the field of biology.

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

Based on the data gathered for Goal 2, University Preparatory High School (UPHS) has determined that no changes will be made to the goal itself, its associated metrics, target outcomes, or planned actions for the 2025-2026 school year.

2.1 Homeroom Self-Assessment Surveys - This action will continue with no changes.

2.2 Homeroom Lessons - This action will continue, but UPHS is pursuing other curricula to use with all students next year.

2.3 Academic Advising - This action will continue with no changes.

2.4 College workshops, college field trips, and educational field trips - This action will continue with no changes.

While areas for continued growth have been identified, particularly how to make sure all students, especially EL and the unduplicated students, receive an equitable level of support so they have the skills needed to transition successfully to college, the school thinks the current actions are appropriate. UPHS will remain focused on refining implementation to strengthen its outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Homeroom Self-Assessment Surveys	Students take a self-assessment regarding their using and use of self-efficacy and self advocacy skills in a administered in Homeroom each semester. Additionally, using Kelvin students will take "pulses" to assess more frequently what they perceive to be learning in Homeroom. 2025-2026 Well Being Surveys (each week) - No cost Semester School Climate (2 a year) - No cost 2024-2025 Well being Surveys - Free (in house development) Kelvin Pulse surveys - Free	$0.00	No
2.2	Homeroom Lessons	Teachers will use purchased curricula and/or collaborate with student groups/clubs to develop two weeks (each teacher) of Homeroom lessons each semester. 2025-2026 SOAR Organization $4,725.00 (S&C) Overcoming Obstacles Curriculum ($0.00) 2024-2025 Brain Thrive by 25 Curriculum - $2,392.00 (S&C) Mr. Brown Motivational Curriculum - $5,000.00 (S&C)	$5,000.00	Yes
2.3	Academic Advising	Students will be supported academically through a three-prong approach to help them monitor their own progress so they know how to use the self-efficacy and self-advocacy skills they are learning	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Self-submission of their grades in both their UPHS and COS classes through their Homeroom survey 2. Homeroom activities that give students opportunities to learn about planning their IGETC classes, UPHS graduation, and class requirements 3. Self-scheduling of appointments to receive academic advising from both UPHS and COS All Teachers will need training/professional development to learn how to provide this support to all the students in their Homeroom class. 2025-2026 UC and CSU Conferences $2,000 (A-G - Access to Success) California Coalition of Early and Middle Colleges Conference (CCEMC) $3,500 (Educator Effectiveness) Sept 10-12, 2024 Irvine, CA 2024-2025 Academic Advising Staff Development/Training - $5,000.00		
2.4	College workshops, college field trips, and educational field trips.	Students will attend workshops to learn about colleges, and they will have the opportunity to go on college field trips to tour and hear presentations from admissions about how to successfully apply and be accepted to a college. Also, students will have various opportunities during the school year to attend educational field trips in a range of subject areas. Field Trips Transportation (outdoor/career education - Circle J Ranch, Robotics, Underground House, Fresno State/Fresno Pacific Universities, California University, Merced, California State University, San Luis Obispo, Catalina Island, Choir/Bells field trips, Drama Education Program @Fresno State, and Senior Trips) 2025-2026 $15,000 (S&C) $10,000 (A-G)	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase social-emotional support services provided to students and provide professional development to train teachers and staff about social-emotional learning and the impact of mental health on schooling.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data which all educational partners stated this is something they agree is happening about 60% of the time, UPHS determined this goal would help continue to improve the educational experience for all students and especially for English learners and students identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of teachers who attend an SEL training. 70% of students think their teachers have been adequately trained to support students who	0% of teachers who have attended an SEL Training 70% of students think their teachers have been adequately trained to support students who	36% of teachers who have attended an SEL Training 71% of students think their teachers have been adequately trained		100% of teachers attend at least one SEL training 90% of students think their teachers have been adequately trained	+36% of teachers who have attended an SEL Training +1% of students think their teachers have been adequately trained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are struggling with social emotional issues	to support students who are struggling with social-emotional issues		to support students who are struggling with social emotional issues	to support students who are struggling with social emotional issues
3.2	Percent of students state they have adequate access to social emotional services (LCAP Needs Assessment Survey)	69% of students state they have adequate access to social emotional services (reported in the 2024 LCAP Needs Assessment Survey)	70% of students state they have adequate access to social emotional services (reported in the 2025 LCAP Needs Assessment Survey)		90% of students state they have adequate access to social emotional services	+1% of students state they have adequate access to social-emotional services (reported in the 2025 LCAP Needs Assessment Survey)
3.3	Provide SEL and health support for students by having a Triage Social Worker (2 days), School Psychologist (1 day) at UPHS, 50% LVN, and 15 days for RN	20% of students state they have access to the Triage Social Worker, School Psychologist, and/or LVN.	70% of students state they have access to the Triage Social Worker, School Psychologist, and/or LVN.		30% of students access the Triage Social Worker, School Psychologist, and/or LVN.	+50% of students state they have access to the Triage Social Worker, School Psychologist, and/or LVN.
3.4	Number Care-Team Meetings and the number of times the Careteam Email is used to solicit social emotional support for students	The Care-Team met 2 times a month throughout the school year. Teachers regularly use the careteam email to communicate students who need assistance	The Care-Team met 1 time a month during fall 2024, and teachers used the careteam email 64 times.		Bi-Monthly meeting of Careteam and regular use of careteam email to communicate students who need assistance	1 meeting each month in Fall 2024 and +64 careteam emails sent in Fall 2024 (Spring 2025 data not available yet)
3.5	Attendance Rates	90% of UPHS students attended school consistently for the 2023-2024 school year (CALPADS Data)	96.4% of UPHS students attended school consistently for the 2024-2025 school year (CALPADS Data		95% of UPHS students attended school consistently for the school year (CALPADS Data)	+6.4% of UPHS students attended school consistently for the 2024-2025 school year (CALPADS Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as of April 11, 2025)			as of April 11, 2025)
3.6	UPHS Drop Out Rates	0% of students dropped out of school at UPHS for the 2022-2023 school year (California Dashboard)	4.8% school at UPHS for the 2023-2024 school year (California Dashboard)		UPHS will maintain a 0% drop out rate.	-4.8% of students dropped out of school at UPHS for the 2023-2024 school year (California Dashboard)

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, University Preparatory High School (UPHS) implemented Goal 3 through a series of coordinated efforts, including professional development, the use of well-being surveys, social emotional training and learning, and social emotional support services for students. Nearly all planned actions were successfully implemented at some level.

3.1. Professional Development (PD) for staff and faculty to support students' SEL. - This action was partially implemented. 8 of 22 staff members have attended training during the 24-25 school year, while the remaining staff will attend training over the next two years.

3.2. Well-Being Survey - This action was fully implemented. Students submit weekly surveys reflecting on their week and their mental, social, and emotional well-being.

3.3. SEL and Health Support - This action was fully implemented. UPHS has a triage social worker on campus 2 days a week, a school psychologist two days a week, an LVN 50% of the week, and an RN comes on campus 15 days for the school year.

3.4. Collaboration for Improved Student Support (CARE Team) - This action was partially implemented. The CARE Team was not able to meet twice a month due to the different schedules of the support personnel. For this past school year, they did not have any overlapping days. The team could not meet twice a month to review the needs of the students. The team did meet to kept track of students who had social-emotional needs, but there was always a team member missing.

Overall, UPHS implemented Goal 3 with strong alignment between the planned and actual actions, which helped to create a safe, inclusive, and supportive school environment where students felt valued, respected, and connected to their school community. That being said, UPHS recognizes their are still areas for growth in student engagement and staff training around restorative practices.

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.

For Goal 3, University Preparatory High School (UPHS) had some material differences between the budgeted and estimated actual expenditures. While major investments such as professional development, the Homeroom well-being surveys, and the implementation of the SEL staff to support students were successfully implemented, one area showed notable variances between planned and actual spending.

3.1. Professional Development (PD) for staff and faculty to support students' SEL - UPHS budgeted $5,000 for SEL professional training, but did not spend any money on training. UPHS had 35% of the staff and faculty attend at least one SEL training through the Tulare County Office of Education during the 2024-2025 school year, but all of the trainings attended were free.

The changes in budgeted amounts remained aligned with the objectives of Goal 3, which focuses on ways to improve social emotional support for students.

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

Based on the data reviewed for Goal 3, University Preparatory High School (UPHS) effectively implemented each planned action. However, the school also recognizes there is still room for growth and improvement in this area.

3.1. Professional Development (PD) for staff and faculty to support students' SEL. This action was partially effective. UPHS was able to provide SEL training for 8 staff members.

3.2. Well-Being Survey - This action was effective. All 9 Homeroom teachers asked their students to complete the wellness survey each week during the fall and spring semesters. The information gathered from these surveys was used by teachers and the SEL support staff to check in on students. Support staff reached out to students when they indicated through the survey that they were struggling.

3.3. SEL and Health Support - This action was effective. 70% of students stated they have access to social-emotional and health support staff.

3.4. Collaboration for Improved Student Support - This action was partially effective. The Care Team was able to follow students who needed help and support throughout the school year, but the team was able to meet twice a month due to the complexities of coordinating all the support staff part-time schedules.

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

Based on the data gathered for Goal 3, University Preparatory High School (UPHS) has determined that no changes will be made to the goal itself, its associated metrics, target outcomes, or planned actions for the 2025-2026 school year.

3.1. Professional Development (PD) for staff and faculty to support students' SEL - This action will continue with no changes.

3.2. Well-Being Survey - This action will continue with no changes.

3.3. SEL and Health Support - This action will continue with no changes.

3.4. Collaboration for Improved Student Support - This action will continue with no changes.

While areas for continued growth have been identified—particularly in providing all staff with at least one social emotional training—the school thinks the current actions are appropriate. UPHS will remain focused on refining implementation to strengthen its outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development (PD) for staff and faculty to support students SEL.	In response to feedback from educational partners and a review of data, faculty and staff will have the opportunity to participate in ongoing PD and targeted trainings to support improved implementation of research-based social-emotional learning supports for all students. 2025-2026 SEL Conferences and Professional Development Training TCOE ($1,000) Collaboration for Academic, Social, and Emotional Learning (CASEL) Conference ($4,000 Educator Effectiveness) - Minneapolis, MN November 4-6, 2025 2024-2025 SEL Conferences and Professional Development Training TCOE ($0.00)	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Well Being Survey	Each semester (2 times a year), staff will administer a mental health survey during Homeroom. Staff will discuss the results and plan ways to help students.	$0.00	No
3.3	SEL and Health Support	Provide SEL support for students by having a Triage Social Worker (2 days), School Psychologist (1 day) at UPHS, 50% time LVN, and RN (15 days) 2025-2026 Triage Social Worker - $67,044.00 School Psychologist - $0 LVN - $54,345 Total = $121,389.00 (S&C) 2024-2025 Triage Social Worker - $46,000.00 School Psychologist - $0 LVN - $56,345 Total = $102,345 (S&C)	$121,389.00	Yes
3.4	Collaboration for Improved Student Support	Care-Team (LVN, Triage Social Worker, Learning Director, and Principal) meets twice a month to determine the best way to support students who have SEL needs based on the site developed three tiered system. Teachers meet once a month to collaborate to review and analyze the social emotional data from various surveys. This will allow both support staff and teachers to review student data, share best practices, and plan strategies to better address student social-emotional needs. It also encourages consistent use of the "careteam" email to communicate systematically when a student needs assistance.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Use the Panda Path and maxims to create a school climate to increase engagement and involvement of students, parents/guardians, and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students who report wide ranges of activities for them to be involved with each semester	81% of students say UPHS offers a wide ranges of activities for them to be involved with each semester	74% of students say UPHS offers a wide ranges of activities for them to be involved with each semester.		85% of students say UPHS offers a wide ranges of activities for them to be involved with each semester..	-11% of students say UPHS offers a wide ranges of activities for them to be involved with each semester

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data from the LCAP Needs Assessment Survey)	(Data from the 2024 LCAP Needs Assessment Survey)	(Data from the 2025 LCAP Needs Assessment Survey)			(Data from the LCAP Needs Assessment Survey)
4.2	Percent of students who report they feel connected to UPHS (Data from the LCAP Needs Assessment Survey)	70% of students state they feel connected to UPHS (Data from the 2024 LCAP Needs Assessment Survey)	68% of students state they feel connected to UPHS (Data from the 2025 LCAP Needs Assessment Survey)		85% of students will state they feel directly connected to UPHS.	-2% of students state they feel connected to UPHS (Data from the LCAP Needs Assessment Survey)
4.3	Percent of parents/families who report feeling UPHS is welcoming and inclusive. (Data from the LCAP Needs Assessment Survey)	87% of families state UPHS is welcoming and inclusive (Data from the 2024 LCAP Needs Assessment Survey)	86% of families state UPHS is welcoming and inclusive (Data from the 2025 LCAP Needs Assessment Survey)		95% of families will state UPHS is welcoming and inclusive	-1% of families state UPHS is welcoming and inclusive (Data from the LCAP Needs Assessment Survey)
4.4	School Facilities in "Good Repair"	UPHS received a rating of "Good Repair" based on the annual Facility Inspection Tool (FIT) Report (Completed in Fall 2023)	UPHS received a rating of "Good Repair" based on the annual Facility Inspection Tool (FIT) Report (Completed in Fall 2024)		UPHS will maintain a rating of in "Good Repair" based on the annual Facility Inspection Tool (FIT)	No change. UPHS received a rating of "Good Repair" based on the annual Facility Inspection Tool (FIT) Report (Completed in Fall 2024)
4.5	Parent involvement/participation in decision making and	91% of parents feel the school involves parents and encourages	87% of parents feel the school involves parents		95% of parents will state they feel the school involves	-4% of parents feel the school involves parents and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in programs designed to serve the needs of unduplicated pupils. (Data from the LCAP Needs Assessment Survey)	participation in a range of programs/committees/activities (Data from the 2023 LCAP Needs Assessment Survey)	and encourages participation in a range of programs/committees/activities (Data from the 2025 LCAP Needs Assessment Survey)		parents and includes their participation in programs/ committees/activities	encourages participation in a range of programs/committees/activities (Data from the LCAP Needs Assessment Survey)
4.6	Suspension and Expulsion Rates	UPHS works with students and families using restorative justice practices to maintain low rates of suspension and expulsion 0.4% Suspension Rate 0% Expulsion Rate (2023 Dashboard Data)	UPHS works with students and families using restorative justice practices to maintain low rates of suspension and expulsion less than 1% Suspension Rate 0% Expulsion Rate (2024 Dashboard Data)		UPHS will work to maintain low rates of suspension and expulsion less than 1% Suspension Rate 0% Expulsion Rate	UPHS works with students and families using restorative justice practices to maintain low rates of suspension and expulsion No change. Suspension Rate No change. Expulsion Rate (2024 Dashboard Data)

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, University Preparatory High School (UPHS) implemented Goal 4 through a series of coordinated efforts, including offering school-wide events, developing clubs, academic teams, volunteer experiences, and offering various intermural sports tournaments.

4.1 School Events - This action was fully implemented. UPHS held a range of events throughout the school year for families and students to attend and/or be a part of, such as the fall carnival, school dances, assemblies, rallies, field trips, and performances. Additionally, UPHS worked to maintain an activities calendar and a weekly email to keep families informed of events happening on campus..

4.2 Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments - This action was fully implemented. UPHs has 28 active clubs, six academic teams, a full-play production, a volunteer club, and almost monthly intramural sports tournaments. These activities are advertised through word of mouth with the students and through the school-wide email system.

4.3. Family Involvement - This action was partially implemented. UPHS encourages family involvement and invites families to chaperone events and field trips. Families are invited to come on campus for award assemblies, the Fall Carnival, Friendsgiving, and Multicultural Days. But, the LCAP Needs Assessment shows that parents would also like to come on campus for education nights so they can better help their student by knowing more about the concurrent enrollment model.

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.

For Goal 4, University Preparatory High School (UPHS) had no material differences between the budgeted and estimated actual expenditures. All of the actions for this goal do not cost the school financially.

4.1 School Events - No financial cost.

4.2 Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments - No financial cost.

4.3. Family Involvement - No financial cost.

UPHS plans to continue with these actions and does not see the need to add any financial costs.

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

Based on the data reviewed for Goal 4, University Preparatory High School (UPHS) effectively implemented each planned action. However, the school also recognizes there is still room for growth and improvement in this area.

4.1 School Events - This action was effective. UPHS planned various activities during the 2024-2025 school year that were well attended by students and their families. 87% of families state they feel invited and welcomed to participate in school activities and events. 74% of students say UPHS offers a wide range of activities for them to participate in each year.

4.2 Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments - This action was effective. All of these student-driven activities help students feel connected to UPHS. 68% of students state they feel connected to UPHS.

4.3. Family Involvement -This action was partially effective. 87% of families state UPHS is welcoming and inclusive. UPHS was not able to offer parent education nights this year, which is important to helping families feel involved and connected to UPHS.

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

Based on the data gathered for Goal 4, University Preparatory High School (UPHS) has determined that no changes will be made to the goal itself, its associated metrics, target outcomes, or planned actions for the 2025-2026 school year.

4.1 School Events - This action will continue with no changes.

4.2 Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments - This action will continue with no changes.

4.3. Family Involvement - This action will continue with no changes.

While areas for continued growth have been identified, particularly in helping students feel connected and involved with the student body and all the activities offered, the school thinks the current actions are appropriate. UPHS will remain focused on refining implementation to strengthen its outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Events	Students have opportunities to attend a range of events through out the school year. The attendance at these events is tracked and UPHS can assess how many students are participating in activities outside of the school day.	$0.00	No
4.2	Clubs, Academic Team, Volunteer Experiences,	UPHS offers a wide range of clubs, academic teams, volunteer experiences, and intramural sports tournaments. However, not all students are involved in at least one of these activities. These are all experiences	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Intramural Sports Tournaments	students need during high school to grow and learn. Also, colleges want to see that students participating in said activities.		
4.3	Family Involvement	UPHS wants to continue to offer a wide range of ways parents can continue to be connected to their student's high school experience. From family events such as Fall Carnival, performances, parent groups, and education nights/workshops.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$166,027.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.633%	1.631%	$48,265.73	8.264%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Strategy Development **Need:** While 45.5% of EL students are moving up one ELPC Level, UPHS recognizes that 54.4% of EL students are not moving up one ELPI Level and may even be decreasing one ELPC Level.	This action addresses the needs of the UPHS EL students because it will provide professional development to train and support classroom teachers in the implementation of integrated and designated ELD instruction. Even though this action is principally directed at addressing the needs of the EL at UPHS, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	1.1 ELPAC Annual Assessment 1.2 CAASPP 11th Grade ELA and Math Annual Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, in the 2025 LCAP Needs Assessment, 64% of parents/guardians students think EL students receive the resources they need to succeed. This indicates more training for teachers in the area of integrated and designated ELD lesson planning/strategies would benefit UPHS EL learners. **Scope:** LEA-wide		
1.2	**Action:** Academic Technological Support **Need:** Based on input from students, parents/guardians, and classroom teachers, approximately one-third to one-half of UPHS students do not own or have access to a lap-top computer, which automatically places them at a disadvantage when they attempt to complete the required school work. Also, based on the input of students, parents/guardians, and classroom teachers, about 15-20 students do not have access to reliable wifi, which also puts them at a disadvantage academically. **Scope:**	This action addresses the needs of the UPHS Unduplicated students (low-income) because it will provide these students with access to a lap-top computer, and if needed, a hot spot that can be checked out for the school year. By having consistent access to the curriculum through technology, the Unduplicated students will have the opportunity to deeply learn the grade-level material, which will in turn give students the knowledge to demonstrate understanding of key ideas in ELA and math on the CAASPP annual assessments. Even though this action is principally directed at addressing the needs of the EL at UPHS, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	1.2 CAASPP ELA & Math 11th grade Annual Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Student Academic Support **Need:** While 45.5% of EL students are moving up one ELPI Level, UPHS recognizes that 54.4% of EL students are not moving up one ELPI Level and may even be decreasing one ELPI Level. While UPHS students overall score well on the ELA (81% met or exceeded standard) and mathematics (58% met or exceeded standard) sections of the CAASPP 11th grade assessment, the low-income students are not scoring as well as the other groups of students i.e. in ELA (72% met or exceeded standard) and in mathematics (56% met or exceeded standard). Hence, there is a need to offer tutoring to enhance students' understanding of English language arts, history, science, mathematics, and the academic areas related to these areas of study. **Scope:** LEA-wide	Based on the LCAP Needs Assessment Survey (2025), 81% of students and parents/guardians stated that UPHS offers opportunities for students to reach a mastery understanding of the material being taught in the academic classrooms. Also, based on student input is the request to receive help from their subject-specific teacher. This data has encouraged UPHS to continue offering both, at-lunch and after-school tutoring, for students. This tutoring time is provided by the classroom teachers. Even though this action is principally directed at addressing the needs of the EL and low-income students at UPHS, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs when attempting to master the material being taught.	1.2 CAASPP ELA & Math 11th grade Annual Data 1.3 Semester Grades/GPA
2.2	**Action:** Homeroom Lessons	The Homeroom lessons provide the unduplicated students with additional information to understand	2.1 Homeroom Self-Reflection Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the Needs Assessment, the UPHS English Learners, low-income, and foster youth population consists of about a third of students who are first-generation potential college students. These students lack the knowledge to successfully transition to a 4-year college. **Scope:** LEA-wide	the process of applying to a 4-year college through the learning of needed college skills, social-emotional awareness, and self-advocacy skills. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	2.2 Homeroom Lessons
2.4	**Action:** College workshops, college field trips, and educational field trips. **Need:** While 93.7% of students are demonstrating college preparedness, 6.3% of students are not college-ready (2024 Dashboard Data). Also, based on student and parent/guardian input, the EL and low-income students at UPHS state it is challenging to visit colleges or go to college-enriching locations (i.e. museums). Thus, the need for UPHS to offer field trips to colleges and a range of college-enriching locations. **Scope:** LEA-wide	By planning 2-3 field trips each semester for students, UPHS is providing opportunities to its EL and low-income students to visit college campuses and participate in experiences that research has shown to be college-enriching. By offering field trips (college and other places) LEA-wide, UPHS ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and helping to ensure all students have the opportunity to see a college campus and/or participate in a college enriching experience.	2.4 College workshops and college field trips 2.6 College preparedness based on the Early Assessment Program (EAP)
3.3	**Action:** SEL and Health Support	UPHS now has a social worker, LVN, or nurse on campus almost every day of the week. The social worker is on campus 2 days a week, the LVN is on	3.2 Percent of students who indicate the need for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 69% of students state they have adequate access to social emotional services (reported in the 2025 LCAP Needs Assessment Survey) **Scope:** LEA-wide	campus two days a week, and the nurse is on campus 17 times each school year. This allows UPHS to have some level of social-emotional support approximately four days a week. This increase in services has helped support the needs of students, as 70% of students believe they have adequate access to social-emotional services. UPHS is determined to continue having a social worker, nurse, and LVN on campus at this level in the next school year.	SEL support (Bi-Annual Well Being Survey)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable to UPHS

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.

UPHS does not receive this funding.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,503,212	166,027.00	6.633%	1.631%	8.264%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$294,426.00	$20,500.00	$0.00	$13,583.00	$328,509.00	$229,312.00	$99,197.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Strategy Development	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$10,886.00	$0.00	$6,000.00			$4,886.00	$10,886.00	
1	1.2	Academic Technological Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.3	Student Academic Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 years	$97,037.00	$0.00	$97,037.00				$97,037.00	
1	1.4	LCAP Needs Assessment Survey	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
1	1.5	Career Field Exploration	All	No			All Schools	3 years	$0.00	$8,697.00				$8,697.00	$8,697.00	
2	2.1	Homeroom Self-Assessment Surveys	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
2	2.2	Homeroom Lessons	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 years	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Academic Advising	All	No			All Schools	3 years	$0.00	$5,500.00		$5,500.00			$5,500.00	
2	2.4	College workshops, college field trips, and educational field trips.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 years	$0.00	$25,000.00	$15,000.00	$10,000.00			$25,000.00	
3	3.1	Professional Development (PD) for staff and faculty to support students SEL.	All	No			All Schools	3 years	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.2	Well Being Survey	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	SEL and Health Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		3 years	$121,389.00	$0.00	$121,389.00				$121,389.00	
3	3.4	Collaboration for Improved Student Support	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	4.1	School Events	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	4.2	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	4.3	Family Involvement	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,503,212	166,027.00	6.633%	1.631%	8.264%	$294,426.00	0.000%	11.762 %	**Total:**	$294,426.00
								LEA-wide Total:	$294,426.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Strategy Development	Yes	LEA-wide	English Learners	All Schools	$6,000.00	
1	**1.2**	Academic Technological Support	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
1	**1.3**	Student Academic Support	Yes	LEA-wide	English Learners Low Income	All Schools	$97,037.00	
2	**2.2**	Homeroom Lessons	Yes	LEA-wide	English Learners Low Income		$5,000.00	
2	**2.4**	College workshops, college field trips, and educational field trips.	Yes	LEA-wide	English Learners Low Income		$15,000.00	
3	**3.3**	SEL and Health Support	Yes	LEA-wide	English Learners Low Income		$121,389.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$282,047.00	$270,413.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Strategy Development	Yes	$11,651.00	$7,429.64
1	**1.2**	Academic Technological Support	Yes	$40,000.00	$45,321.24
1	**1.3**	Student Academic Support	Yes	$78,740.00	$78,740.00
1	**1.4**	LCAP Needs Assessment Survey	No	$0.00	$0.00
1	**1.5**	Career Field Exploration	No	$6,924.00	$9,023.00
2	**2.1**	Homeroom Self-Assessment Surveys	No	$0.00	$0.00
2	**2.2**	Homeroom Lessons	Yes	$7,392.00	$2,392.00
2	**2.3**	Academic Advising	No	$5,000.00	$3,078.16
2	**2.4**	College workshops, college field trips, and educational field trips	Yes	$25,000.00	$22,089.75
3	**3.1**	Professional Development (PD) for staff and faculty to support students SEL.	No	$5,000.00	$0.00
3	**3.2**	Well Being Survey	No	$0.00	$0.00

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)
3	**3.3**	SEL and Health Support	Yes	$102,340.00	$102,340.00
3	**3.4**	Collaboration for Improved Student Support	No	$0.00	$0.00
4	**4.1**	School Event	No	$0.00	$0.00
4	**4.2**	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	No	$0.00	$0.00
4	**4.3**	Family Involvement	No	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$196,731.00	$265,123.00	$258,312.63	$6,810.37	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Strategy Development	Yes	$11,651.00	$7,429.64		
1	1.2	Academic Technological Support	Yes	$40,000.00	$45,321.24		
1	1.3	Student Academic Support	Yes	$78,740.00	$78,740.00		
2	2.2	Homeroom Lessons	Yes	$7,392.00	$2,392.00		
2	2.4	College workshops, college field trips, and educational field trips	Yes	$25,000.00	$22,089.75		
3	3.3	SEL and Health Support	Yes	$102,340.00	$102,340.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,959,250.00	$196,731.00	3.712%	10.360%	$258,312.63	0.000%	8.729%	$48,265.73	1.631%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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