

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University High School

CDS Code: 10621660114553

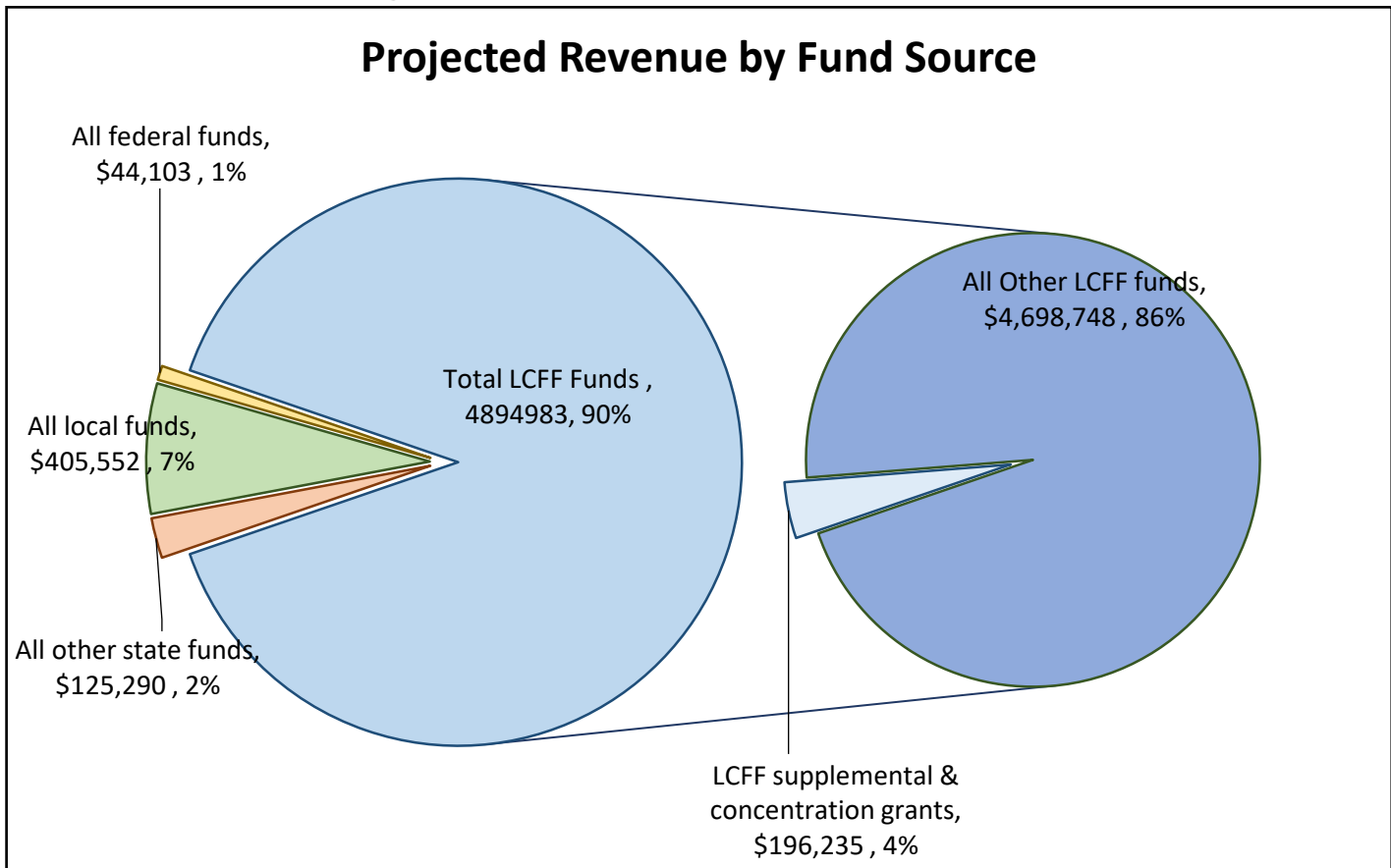
School Year: 2021 – 22

LEA contact information: Janelle Bryson

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 2021 – 22 School Year

### Projected Revenue by Fund Source

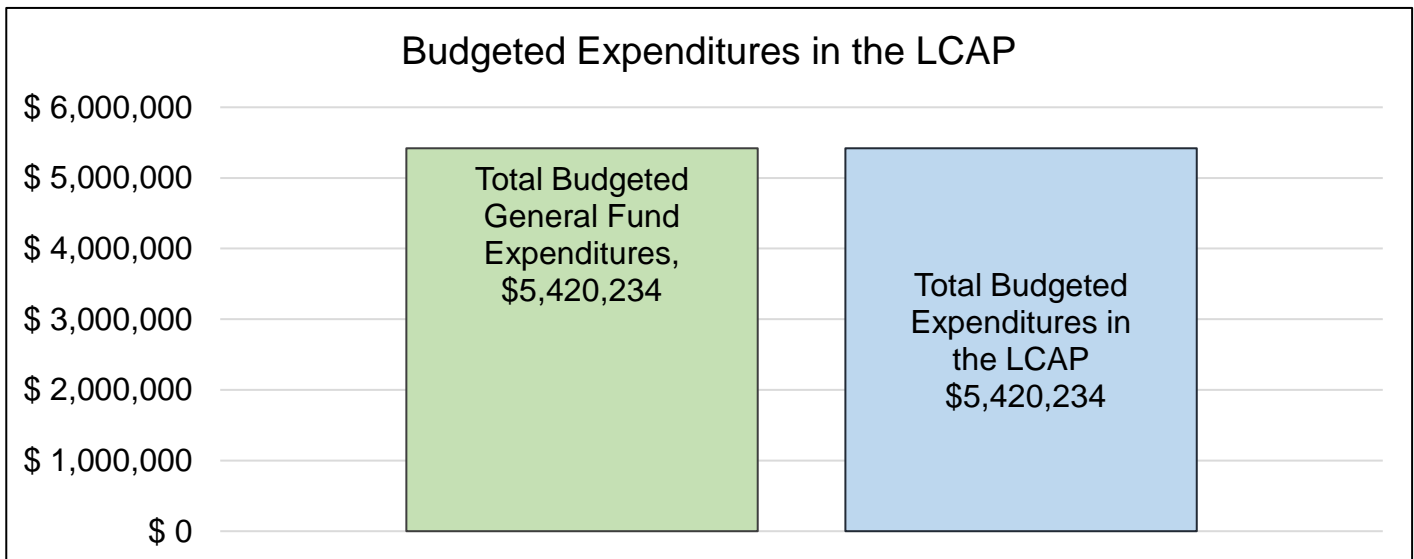


This chart shows the total general purpose revenue University High School expects to receive in the coming year from all sources.

The total revenue projected for University High School is \$5,469,928.00, of which \$4,894,983.00 is Local Control Funding Formula (LCFF), \$125,290.00 is other state funds, \$405,552.00 is local funds, and \$44,103.00 is federal funds. Of the \$4,894,983.00 in LCFF Funds, \$196,235.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much University High School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

University High School plans to spend \$5,420,234.00 for the 2021 – 22 school year. Of that amount, \$5,420,234.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

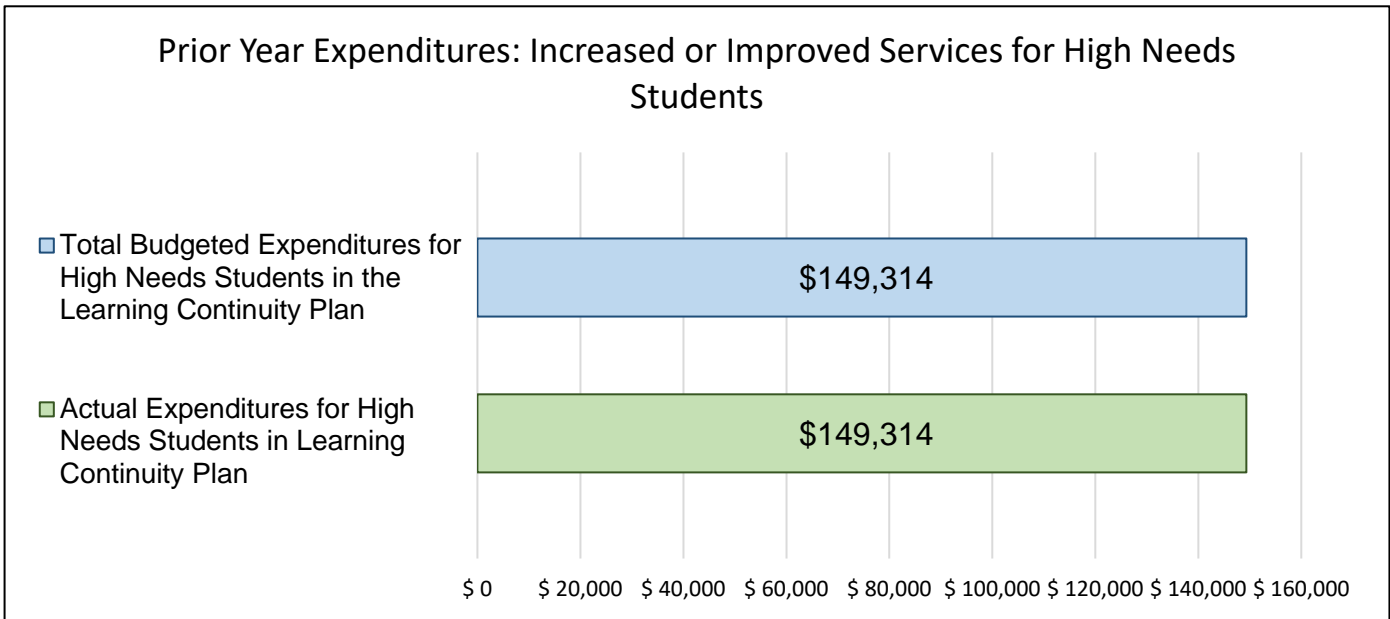
None

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, University High School is projecting it will receive \$196,235.00 based on the enrollment of foster youth, English learner, and low-income students. University High School must describe how it intends to increase or improve services for high needs students in the LCAP. University High School plans to spend \$196,235.00 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 2020 – 21



This chart compares what University High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what University 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.

In 2020 – 21, University High School's Learning Continuity Plan budgeted \$149,314.00 for planned actions to increase or improve services for high needs students. University High School actually spent \$149,314.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
University High School	Jeffie Esparza Hickman Principal	jhickman@csufresno.edu 559-278-8263

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Ensure that all students will experience an accelerated College Preparatory program with two years of Latin and the full inclusion of music theory and performance in a safe and supportive school environment with small class sizes and a strong supportive school climate.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: As a school we want to improve the Advanced Placement test pass rate.

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> P1: All students have access to standards materials</p> <p><b>19-20</b> Met</p> <p><b>Baseline</b> 100%</p>	<p>All UHS students have access to materials, books, and supplies. Goal met.</p>
<p><b>Metric/Indicator</b> P1: Facilities in Good Repair</p> <p><b>19-20</b> Met</p> <p><b>Baseline</b> 100%</p>	<p>The UHS facility is repaired as needed. A complete walk through is done twice annually; once in the summer to make a list of repairs and once with a representative from UHS' risk management group. Goal met.</p>
<p><b>Metric/Indicator</b></p>	<p>Due to the suspension of State Testing in 2020 due to COVID-19, there is no emperical data to prove this point.</p>

Expected	Actual
<p>P2: Implementation of State Standards/ School chooses to use state assessments to track progress of students in this area. For the last two years ALL students have been very successful.</p> <p><b>19-20</b> &gt;160 ELA; &gt;80 Math</p> <p><b>Baseline</b> ELA&gt;150; Math&gt;80 points above 'met standard' via dashboard</p>	
<p><b>Metric/Indicator</b> P3: Parent Involvement: UHS uses a Parent Survey and Parent Forum to solicit parent input.</p> <p><b>19-20</b> &gt;40%</p> <p><b>Baseline</b> 40% of parents responding to Annual Parent Survey</p>	<p>UHS continues to use parent surveys to gain parent information and voice, along with weekly parent emails. UHS Parent Survey response in 2019-20 was 40%, goal met.</p>
<p><b>Metric/Indicator</b> P4: Completed courses college or career bound/college career report</p> <p><b>19-20</b> &gt;85% for all students &gt;65% for socially disadvantaged if available</p> <p><b>Baseline</b> &gt;85%</p>	<p>Since there was no State testing in the spring of 2020, we did not receive a report with the Early Assessment Program results.</p>
<p><b>Metric/Indicator</b> P4: Percentage of students that meet the standard on the Smarter Balanced assessment in Math and Language Arts</p> <p><b>19-20</b> ELA&gt;97% Math&gt;85%</p>	<p>Due to the suspension of State Testing in 2020 due to COVID-19, there is no data to prove this point.</p>

Expected	Actual
<p><b>Baseline</b>            ELA &gt;95%            Math&gt;80%</p>	
<p><b>Metric/Indicator</b>            P5: Cohort graduation rates: Four-Year Adjusted Cohort Graduation Rate (Dataquest)</p> <p><b>19-20</b>            &gt;95%</p> <p><b>Baseline</b>            17-2018 cohort was 111 with 100% graduation</p>	<p>2019-20= was 99.1% cohort graduation (1 student was a foreign exchange student and will graduate with the class of 2021); goal met.</p>
<p><b>Metric/Indicator</b>            P5: Chronic Absenteeism (Dataquest)</p> <p><b>19-20</b>            2%</p> <p><b>Baseline</b>            &lt;3%</p>	<p>2019-20= Chronic absenteeism rate was .4% (2 students), goal met.</p>
<p><b>Metric/Indicator</b>            P6: Attendance Rate</p> <p><b>19-20</b>            &gt;98%</p> <p><b>Baseline</b>            &gt;97%</p>	<p>2019-20= Attendance Rate was 98%, goal met.</p>
<p><b>Metric/Indicator</b>            P6: Pupil Suspension rates:</p> <p><b>19-20</b>            &lt;1% and Blue level</p> <p><b>Baseline</b>            .8%</p>	<p>2019-20= 0%, goal met.</p>

Expected	Actual
<p><b>Metric/Indicator</b> P7&amp;8: Course Access is best measured at UHS by the percent of ALL (including SPED, low-income, EL, foster youth) students enrolled in an A-G approved course of study.</p> <p><b>19-20</b> &gt;98%</p> <p><b>Baseline</b> 100%</p>	<p>For 2019-20, all UHS students were enrolled in an A-G approved course pattern.</p>
<p><b>Metric/Indicator</b> Local Priority: Improve the Advanced Placement pass rate</p> <p><b>19-20</b> &gt;65%</p> <p><b>Baseline</b> &gt;60% pass rate on AP Tests</p>	<p>For 2019-20, due to the pandemic, AP Tests were given online and students were allowed to opt out of AP tests. Passage rate was 62% and the number of tests was 483, a drop of about 100 tests from the previous year.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This upcoming year, the school will continue to use all our unrestricted funds to run our program as dictated by the school's charter. In doing so, it will support basic instruction services, pay for facilities and personnel and other professional services. The school will accomplish all of this through its school operations. The school will continue to try to improve our operations but we do not see a need to fundamentally change our goal because of our student success. While there are always things to change, our student's performance is at the highest level. For nearly 20 years we have worked to perfect our school program as outlined in our charter and that is the continued goal this year.</p>	<p>Unrestricted Budget LCFF 4,990,007</p>	<p>LCFF 4,820,321</p>
<p>This year we shifted more funds to our Academic Support Center. For our Foster Youth and Low-income students, we want to provide the services they are sometimes denied because they lack the resources. We will fund an Academic Support center and create a foundation to subsidized traditional student and family related school costs, so all low-</p>	<p>Unrestricted Budget LCFF Supplemental 136,977</p>	<p>LCFF Supplemental 125,578</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
income and foster youth can attend extra-curricular school activities such as dances, buy yearbooks, provide tickets for their parents to attend school performances, etc. With the money left over we will continue to support class size reduction and low student-counselor levels.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds were not needed for our low income students for activities such as dances, school performances, etc. due to the pandemic and distance learning. However, we continued to offer our full educational program, including music performing classes via zoom in small ensemble groups, which means additional music coaches were hired to help teach and work with students. We also continued to provide supplemental services such as tutorial and co-curricular activities like Academic Decathlon, Speech and Debate, and Science Olympiad. Numerous technology software programs and more laptop computers were also purchased to help with access for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Low income students were the focus of the 2019-20 school year, especially with the school shutting down due to the pandemic. Any student that needed a laptop in order to be able to access online instruction, was given a laptop for the remainder of the spring semester. We were able to accommodate all students' technology needs. Challenges include working with students that live far out in the country that have bad internet connectivity.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Speech Services	\$7,200	\$4,680	No
Tutoring Services	\$10,000	\$8,120	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Both of these services, speech and tutorial, changed to be online services for students due to the pandemic and the switch to online instruction in March, 2020.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

University High offered online instruction only in the fall semester, 2020. In the spring of 2021, students did return to hybrid in-person instruction beginning in April, 2021, for those that chose to return (about 30% of the school population). Before this hybrid schedule was offered, cohorts of students were allowed to attend; students with academic or mental health needs were allowed on campus to work in the computer lab, and followed all safety protocols. The students that returned to campus report that they are happy to be back and appreciate the safeguards that UHS has set up.

The major challenges have been dealing with the ups and downs of the high numbers of COVID-19 in the Fresno area. Our area dealt with very high numbers of COVID during the winter months and returning to campus as previously planned was just not an option. In dealing with these issues, we have had to try to keep up the morale of students and staff, while also trying to keep students engaged and continue to offer the quality education that UHS is known for.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stipend for Instructional Technology Coach	\$2,000	\$4,000	No
New laptop cart (45 station iMac Pro laptops)	\$70,000	\$70,938.89	No
Technology supplies for teachers (monitors, headsets, webcams, etc.)	\$10,000	\$14,714.25	No
Software Programs	\$15,000	\$20,213.23	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the extended time on distance learning and the numerous programs needed to run our academic program effectively, UHS had to purchase different and additional technology programs in order to fully implement our classes and instruction. Additionally, every teacher needed at least an extra monitor, and most also needed at least one software program in order to be effective instructional teachers.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

- Continuity of Instruction: UHS has continued with its regular daily schedule, even though most of the year has been through distance learning. UHS students in grades 10-12 take Fresno State college classes as part of their high school curriculum (dual enrollment). UHS students have continued to connect with their college professors through distance learning; some classes are asynchronous and some classes are synchronous. That was why keeping our daily schedule the same as in a "normal" year was imperative to our program. Students with an IEP or 504 Plan continued to receive services through an online format (tutoring, meetings, etc.) and are given their accommodations from their teachers that are relevant in distance learning.
- Access to Devices and Connectivity: UHS loaned out 108 laptops to students, which is about 23% of our population. We have also given out 10 hotspots to help with connectivity. Any student that needed a laptop, was loaned one from UHS.

- Pupil Participation and Progress: UHS teachers gave live, synchronous lessons Monday through Thursday, and gave asynchronous assignments on Fridays. Daily attendance was taken, as well as a weekly participation chart filled out and signed by teachers, as required by the State. Teachers often used breakout rooms, zoom polling, and other methods of personalizing instruction so as to encourage student participation and check for understanding.
- Distance Learning Professional Development: Teachers were given every Friday as an asynchronous day of instruction beginning in mid-September. This allowed for a full day of preparation every week for the teachers, which helped enormously with their stress, mental health, and work load. Staff were also asked what training they needed; whatever they needed, they were provided. A full day inservice was also provided in January, which was helpful to recalibrate before the spring semester began.
- Staff Roles and Responsibilities: The teacher given the new role as Instructional Technology Coach has worked with every teacher on campus in regards to technology and instruction. Her experience, patience, and creativity has been invaluable to the staff. Our Information Technology specialist has also been very helpful with teachers and staff by ordering all of the new technology this year (webcams, laptops, hotspots, etc.)
- Supports for Pupils with Unique Needs: While UHS has few students in this area, we take special care to make sure that all of our students are well cared for and have individual attention. Students with IEP's, 504 Plans, and/or Foster Care students meet with their counselor on a regular basis, as well as have their annual meeting with UHS staff. We have taken special care to make sure that our students with unique needs have all that they need (technology, mental health care, etc.) in order to be successful during online instruction.

The successes of this year can be attributed to teamwork from students, teachers, parents, and staff of University High. Due to our small size, we are able to work together towards the common goal of educating students and taking care of one another. But the challenges we have faced due to the pandemic have been real and the lasting effect will be something that we think we will face for a few years to come. Learning loss will not only be an issue, but engagement, attention span, and school culture will be real issues that our school is preparing to face in the future.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutorial Services (See In-Person Instructional Offerings, page 3)	\$10,000	\$8,120	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

For the past few years, we have spent about \$13,000+ on tutors for our Tutor Center. This year, due to the Tutor Center being online, we do not have the same amount of students attending the center for help as in the past. We would often have students in the center that were waiting for their ride and needed a quiet place to do homework. Also, since every teacher is required to have two hours of office hours every week on Friday, students have been going to their teacher directly for assistance. Being online has cut the amount of money paid out to our student tutors in half.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

University High has taken a detailed look at the grades of all students and plans to create different summer school programs for the summer of 2021 and 2022. UHS traditionally does not offer summer school; students have to attend Crescent View or another school for credit recovery. Because UHS is small with under 500 students, we are able to reach out to every student and provide an individual plan for grade improvement. We also plan to use our Spring Intersession (Elective Session) for credit recovery and subject review before summer school.

The biggest challenges in learning loss for UHS students are motivation and pandemic fatigue. Students that attend UHS usually have good study habits, positive attitudes, do well on exams, and have good grades. The students of this year are worn out and tired, not only of being online all day, but of being at home. They miss participating in school activities, seeing their friends, and having a sense of normalcy in their lives. The pandemic has left them anxious and stressed out.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students: Some of the major successes during the 2020-21 school year was the ability to stay connected with our students and closely monitor their emotional and mental health during virtual learning. With the support of All4Youth and telehealth we were able to connect some of our most struggling students with the mental health support and therapy they needed. Our counselors maintained consistent accessibility to students by running daily zooms, individual mental health check-ins via remind and email, and providing mental health curriculum in the virtual classroom setting. Additionally, the counselors created a virtual calming room (google site) for students that provided mental health resources, apps, meditation, and stress/anxiety management as well as an Instagram page that provided daily Motivational Quotes. Our counselors created mental health care boxes that included calming items such as a stress ball, lotion, sleep mask, etc. and delivered those boxes to students that needed the personal touch that UHS provides. Our counselors, administration and staff also provided parent workshops and resources on topics such as monitoring students mental health during online learning and we conducted home visits to encourage a supportive environment for our students. Our staff also worked together during the fall break/Thanksgiving week to deliver a succulent plant to every student at UHS. This was a huge endeavor since students travel to UHS from over 40 different zip codes and many different Central Valley cities and towns.

Some of the challenges during the 2020-21 school year were the inability to provide in-person services and quicker identification of students struggling with their emotional-mental health. With increased screen time and social isolation, many students lost their motivation and had difficulty building social connections with their peers. With the social constraints of the pandemic, we were unable to provide the normal social interactions and school activities that promote positive relationships and boost emotional/mental well-being.

Staff: The mental health of the staff has also been a focus for this year. The change to asynchronous Fridays in September helped tremendously with the workload and stress level. Additionally, in the spring, the principal allowed the teachers to take one "mental health day" off per month and push out an asynchronous assignment. These mental health days did not affect their sick leave, and they did not need to ask for permission, just notify one of the administrators. While not all of the teachers took advantage of these days, about half of them did, and appreciated the days immensely. The administration and teachers also worked together to create a new Board Policy regarding COVID leave; if a teacher had COVID-like symptoms, they were to stay home and zoom, without having to take a sick day. This generous policy promotes honest communication between teachers and admin, and encourages safe and healthy workplace practices. Because UHS has a small staff (21 teachers, 10 staff) it is relatively easy for the staff to keep an eye out for each other, and have no one sink through the cracks. When one staff member might be having trouble/issues, it is quickly noticed by others and an administrator can step in to help.

Staff challenges include dealing with the death of parents for five of our staff members in the fall semester and one staff member whose husband died. Our staff rallied together to help one another with assignments and the support for each other was incredible, but the emotional toll these deaths along with pandemic fatigue was very tough for our staff to face.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Being on 100% distance learning for most of the school year, student engagement has been disappointing in the opinion of most teachers at UHS. In normal times, student engagement is interactive and fun. Even though UHS asks for students to keep their monitors on, connecting through a screen is just not the same as connecting in person. Teachers have come up with creative methods for engagement (break out rooms, self tracking, ice breakers, etc.) which has helped keep students committed to the lesson.

Attendance is taken daily and by period so as to keep track of all students all the time. Parents are called if their son/daughter misses class, and all absences are required to be cleared with a valid excuse or it is marked as unexcused. Administration and counselors have made home visits to students that have missed classes, had mental health issues, and/or needed some other form of support. Counselors have continued to have their individual meetings with students (and their parents) for grades 10-12 regarding high school completion and college preparation. Parents receive a weekly email from the principal that includes accolades, information, and upcoming events. The PeachJar flyer system and school bulletin is also used to disseminate information. Every activity for students and parents was change to be virtual (e.g., Back to School Night, College Information Night, club meetings, etc.). Lastly, numerous surveys have been given to students and parents to gain feedback regarding distance learning and before returning to in-person instruction.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

University High continued to provide meals daily even though students were not on campus for instruction. No students came to claim these meals so they were donated to the Fresno State Student Pantry, but they were available daily just in case students needed meals. When students returned to campus for our hybrid schedule, we reached out to all of our students that qualified for free/reduced lunch to see if any students want lunch on a 'grab and go' system. We raised our lunch count number when students returned, to have more lunches available for students to stop by to pick one up.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students	\$153,674	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The expenditures listed in the LCP were intended to be paid with unrestricted funds for technology and additional tutors for unduplicated students. These expenditures were paid with Federal COVID relief funds and were not paid from unrestricted funds.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Due to the worldwide pandemic lasting over two school years (spring 2020 through spring 2021), UHS understands that in addition to academic learning losses, there will also be serious mental health issues to address. Due to this schoolwide crisis facing our students, we need to specifically focus some of our attention and funding to help address these deficits and issues.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

UHS does not have a large population of students with IEP's and usually only a small amount of English Learner (E.L.) students, foster students, and homeless students. Students with unique needs have a case manager, counselor, or administrator that specifically examines and supervises their case on an ongoing basis. Supervision will continue with our students with unique needs, taking special care to assure these students do not fall through the cracks due to the pandemic.

Students come to UHS from 40 different zip codes and numerous different school districts. School districts have chosen to teach in varying degrees over the past year due to the pandemic so we know that students will come into UHS with different levels of grade level knowledge and standards of achievement. UHS will also do a full assessment of all students in their math class to ascertain their



current levels so that we can determine learning loss needs for all students. The area of math will be a good subject for UHS to have concrete, objective data as a place to have baseline data in which to begin our learning loss strategies.

During the summer of 2021, teachers and departments plan to meet and assess their curriculum. Many teachers will re-write and adjust their curriculum to add an "Honors" distinction to those classes that are not Advanced Placement. Teachers will also concentrate on the breadth of their curriculum and add depth wherever possible. UHS already has the toughest graduation requirements in all of Fresno County and the entire San Joaquin Valley. We know that our school has a very rigorous curriculum, but we will need to make adjustments to keep up with the needs of our students.

UHS also plans to strategically plan and implement school spirit and positive school culture events for the students when we return to full time instruction in August, 2021. By the time we start school again in August, the senior class of 2022 will be the only class that has been on the UHS campus for an entire year. UHS has a very positive, synergistic campus culture. The UHS staff and administration worries that the stresses and negative emotions that the pandemic caused and the time away from campus will have caused students to forget the positivity once enjoyed by all UHS students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The expenditures listed in the LCP were intended to be paid with unrestricted funds for technology and additional tutors for unduplicated students. These expenditures were paid with Federal COVID relief funds and were not paid from unrestricted funds.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

University High School is very fortunate to have hard working students that are dedicated to the school's mission of excellence. There are no achievement gaps between subgroups so there are no specific changes or adjustments that need to be made to the school's academic program or mission and vision. The first goal of the new LCAP has been slightly adjusted, and new actions have been added that specify and breakdown the different areas of the goals. A second goal was added, which was created completely due to a reaction to the pandemic. After 18 months of mostly distance learning, UHS needs specific plans in order to rebuild its culture and be strategic with student engagement.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	4,990,007.00	4,820,321.00
	136,977.00	125,578.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	5,126,984.00	4,945,899.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
		4,990,007.00	4,820,321.00
		136,977.00	125,578.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	5,126,984.00	4,945,899.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,200.00	\$12,800.00
Distance Learning Program	\$97,000.00	\$109,866.37
Pupil Learning Loss	\$10,000.00	\$8,120.00
Additional Actions and Plan Requirements	\$153,674.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$277,874.00</b>	<b>\$130,786.37</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,200.00	\$4,680.00
Distance Learning Program	\$97,000.00	\$109,866.37
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$104,200.00</b>	<b>\$114,546.37</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,000.00	\$8,120.00
Distance Learning Program		
Pupil Learning Loss	\$10,000.00	\$8,120.00
Additional Actions and Plan Requirements	\$153,674.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$173,674.00</b>	<b>\$16,240.00</b>

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University High School	Jeffie Esparza Hickman Principal	jhickman@csufresno.edu 559-278-8263

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

University High School is a 9th-12th grade free, public charter high school located on the campus of Fresno State. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefitting from the opportunities available on a large public university campus. Ninth grade students are admitted through a lottery process, and students typically graduate from UHS with at least 24 college credits completed. UHS is known to be a very rigorous high school, specializing in music education and high standards.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

University High School has much to be proud of. UHS students are highly successful in taking Advanced Placement (A.P.) exams, with a 62% passage rate in 2020, which was in the middle of the worldwide pandemic. In previous years, our pass rate is usually closer to 65% or above. Students are also successful when taking the California Assessment of Student Performance and Progress Tests (CAASPP). In 2019, 98% of UHS students scored "met" or "exceeded" on the English Language Arts exam and 88% scored such on the math exam. On the 2019 State Science exam, 90.17% of UHS students scored at the "met" or "exceeded" level, which also happened to be the second highest score in the entire state of California.

The four year course pattern for UHS students is a set pattern that all students follow. There are slight variations due to advanced mathematics abilities and upperclassmen choices regarding A.P. classes. Our course pattern combined with an atmosphere and synergy of hard work, team work, and strong work ethic, help UHS students to successfully complete A-G requirements for four year universities at a high rate, usually 95% or more.

According to the 2020 California State Dashboard, UHS has all areas in the blue or green areas for accountability, which are the highest levels possible. Moreover, all areas are in the highest level of accountability, blue, except for Academic Performance for English Language Arts and Math. Even though these two areas are 150 points and 80 points, respectively, above the standard, both areas had declined from the year before. Otherwise, all other areas, suspension rate, graduation rate, and college/career indicator, are in the top tier, blue.

UHS also receives positive feedback from outside sources like U.S. News and World Report and Niche.com. In 2020, U.S. News and World Report ranked University High as the 4th Best High School in California, the 11th Best Charter School in the Nation, and the 55th Best School in the Nation. In 2021, Niche.com gave UHS an A+ rating, and ranked us as the 2nd Best Charter School and the 27th Best High School in California. We look forward to continuing success.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

University High School is going to focus on schoolwide improvement and campus culture, beginning in fall, 2021. The data from test scores and the dashboard is at least one year old, and it is from pre-pandemic years. We will begin with diagnostic testing in order to gain baseline data and begin to measure learning loss.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

University High School's current LCAP states that we will use all of our resources to run the academic program that our charter dictates, with the primary goal designed to ensure that all students will experience an accelerated college preparatory program with two years of Latin and a full inclusion of music theory and performance in a safe and supportive school environment. The key to the success of our program is the safe and supportive school culture that promotes achievement and student success. Continuing to foster this success through our daily school operations is the focus of our LCAP.

For this new cycle of the LCAP and due to the challenges of the worldwide pandemic of COVID-16, we have added a second goal, which is to promote school spirit and engagement and improving the mental health of students. When school begins for the 2021-22 school year, the senior class will be the only class of the four that will have been on campus for an entire year. The seniors will be the only class that truly knows the culture of UHS, so we need to recreate and reintroduce our school culture to all of our students again.

# 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.

No school was eligible 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.

No school was eligible for CSI; 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.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

After the LCAP was written, the plan was reviewed by the University High School administrative team and revised for clarity. Because UHS is a small school with a small teaching staff and one parent booster group, it was fairly easy to distribute to its stakeholders via meetings, surveys, and public hearing.

A summary of the feedback provided by specific stakeholder groups.

After the administrative team wrote the LCAP, the plan was sent out to UHS department chairs and then the rest of the teaching staff for their perusal and suggestions. Faculty and staff emailed their suggestions and ideas to the principal who then added those ideas into this document.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

A draft copy of the LCAP was presented at the May 6, 2021, UHS Board Meeting, was posted on the UHS website until the June Board Meeting. The draft LCAP was also emailed to our parent group (Phoenix Alliance) Board members. Additionally, a question was asked on our anonymous annual Parent Survey about how our Title I funding can be used for student needs. This feedback was considered and placed in the appropriate areas of this plan.



# Goals and Actions

## Goal

Goal #	Description
1	Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment. We will strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and career ready.

An explanation of why the LEA has developed this goal.

Due to our prescribed four year course guide, all UHS students are guaranteed access to a standards based and A-G aligned curriculum. The entire essence of our program is that all students will be successful in our program and will be A-G approved for 4-year university admission upon graduation from UHS.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned instructional materials	100%				100%
Facilities maintained in good repair	100% considered to be in GOOD condition				100%
Smarter Balanced English Language Arts Assessment	Students will score >90% met or exceeded				>90% met or exceeded
Smarter Balanced Mathematics Assessment	Students will score >80% met or exceeded				>80% met or exceeded
California Science Test	Students will score >60% met or exceeded				>60% met or exceeded
Early Assessment Program (EAP) in ELA	Percent of students classified as ready for college level				>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	coursework will be >90%				
Early Assessment Program (EAP) in Math	Percent of students classified as ready for college level coursework will be >60%				>60%
AP Exam passage rate	>60% passage rate (school total)				>60%
School attendance rate (annual)	>95%				>95%
Chronic absenteeism rate (Dataquest)	<5%				<5%
High school dropout rate (Dataquest)	<1%				<1%
High school graduation rate (Dataquest or Dashboard)	98%				98%
Broad course of study	100%				100%
A-G completion rate	>90%				>90%
CA Dashboard College and Career Readiness Report	Green or Blue level				Green or Blue level

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of Standards Based	Working schoolwide to implement Common Core, Advanced Placement, and NGSS Standards, and UHS Charter guidelines.	\$4,518,525.00	No

Action #	Title	Description	Total Funds	Contributing
	Curriculum by highly qualified teachers.			
2	Instructional and supplemental materials and supplies, including the 48 Book program.	Ensure that all students have equal access to books, materials, and musical instruments and supplies.	\$100,000.00	No
3	Maintenance and continuance of instructional technology.	UHS has 5 laptop carts and a computer lab that must be kept up to date. Additionally, instructional technology programs in use have proven to be helpful, save time, and an effective use of technology.	\$130,000.00	No
4	Services for identified students, including low income, foster youth, and English Learners.	Support services for students that may need extra help.	\$196,235.00	Yes

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Renewed focus and attention to promoting positive school culture and improving mental health of students.

An explanation of why the LEA has developed this goal.

Due to the worldwide pandemic that has led to students not being on campus for 18 months, UHS needs to be strategic in promoting its previous positive school culture. Additionally, mental health issues have increased due to not having in-person instruction for over a year. UHS already has a large population of students that report stress, anxiety, and mental health problems. The pandemic has dramatically increased these issues.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of safety and school connectedness	75% according to Climate Survey				75%
Annual student:counselor meetings	>95% of students, grades 10-12 will have their annual meeting with their Counselor				>95%
Attendance at Freshmen Diagnostic Testing Day	>95%				>95%
Attendance at Freshmen Week	>90%				>90%
Attendance at school dances	>75%				>75%
Suspension rate	<1%				<1%
Expulsion rate	<1%				<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student involvement rate in Clubs	>75% of all UHS students will be involved in at least 1 club on campus				>75%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development for all staff to stay current with present trends.	Staff will be trained, attend conferences, and have learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.	\$57,000.00	No
2	Provide support for students with mental health issues.	UHS provides two full time counselors, activities, and support for all students that report feeling stressed, anxious, and with poor mental health.	\$253,474.00	No
3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	UHS will plan and implement more activities for students so as to re-establish our school culture.	\$15,000.00	No
4	Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch.	UHS does not have a cafeteria; adding a structure that would provide shade would allow for additional seating areas for students to eat lunch safely and socially distanced away from others.	\$150,000.00	No

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.23%	196,235

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Services for identified students, including low income, foster youth, and English Learners.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration that best meets the identified needs of these students. Some of these actions and services are being performed on a schoolwide basis through our general after school tutorial services in order to increase their overall efficiency and effectiveness. However, we have identified math as a specific area to target with our "Foundation" (low income/foster) and EL students.

Goal and Action to Support this area:

Goal 1.4: Support Services for identified students, including low income, foster youth, and English Learners.

Additional tutorial services will be added after school during the 2021-22 school year, specifically in math. A credentialed math teacher with a specific class (i.e., Integrated Math 1) will offer extra help after school each day, Monday through Thursday. Also, beginning in the summer of 2021 with the incoming freshmen, students will receive a math packet specific to their learning needs, according to the math diagnostic test that they took in April, 2021. During the summer, there will be a credentialed math teacher available via zoom every other week for assistance with math topics and review packet help. All students will also be given the opportunity for music lessons (vocal and instrumental) throughout the summer of 2021, and incoming freshmen will receive music theory and basic musicology support during the summer before



entering UHS, in order to help all students be successful with their level of music theory knowledge. Current students going into Integrated Math 2 and Advanced Math (typically rising sophomores and juniors) will also receive a math packet specific to their needs according to the math diagnostic test that they took in April, 2021.

Students of low-income, foster youth, and EL students tend to have slightly lower scores than others, as evidenced by the scores on the math diagnostic test given to UHS students in April, 2021. As a group, low income students scored about 7% lower on this diagnostic test than their peers. Targeted supplemental instruction and support will be offered to our Foundation students after school, Monday through Thursday, throughout the year by a credentialed math teacher. Additionally, because our teachers see these students on a daily basis, they will be able to communicate with the students, develop a positive relationship with them, and provide beneficial continuity during the after school instruction/homework help time. With these factors set in place, the anticipated outcome is for consistent attendance and improved competency of math aptitude.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:



- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 4,774,944	\$ 125,290	\$ 370,000	\$ 150,000	5,420,234	\$ 3,918,508	\$ 1,501,726

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Implementation of Standards Based Curriculum	All	\$ 4,123,235	\$ 25,290	\$ 370,000		\$ 4,518,525
1	2	Instructional and supplemental materials and resources	All	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000
1	3	Maintenance and continuance of instructional materials	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
1	4	Services for identified students, including low income, foster care, and homeless	Low income, foster care, and homeless	\$ 196,235	\$ -	\$ -	\$ -	\$ 196,235
2	1	Professional development for all staff to support standards-based instruction	All	\$ 57,000	\$ -	\$ -	\$ -	\$ 57,000
2	2	Provide support for students with mental health needs	All	\$ 253,474	\$ -	\$ -	\$ -	\$ 253,474
2	3	Provide schoolwide and grade level activities and programs	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	4	Build a structure (covered awning) to provide shade for students	All	\$ -	\$ -	\$ -	\$ 150,000	\$ 150,000



### Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 196,235	\$ 196,235
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ 196,235	\$ 196,235

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of Standards Based Curriculum	Schoolwide		High Schools	\$ 4,123,235	\$ 4,518,525
1	3	Maintenance and continuance of instruction	Schoolwide		High Schools	\$ 130,000	\$ 130,000
1	4	Services for identified students, including low income	Schoolwide	Low income, foster youth, English Learners	High Schools	\$ 196,235	\$ 196,235
2	1	Professional development for all staff to stay current	Schoolwide		High Schools	\$ 57,000	\$ 57,000
2	2	Provide support for students with mental health needs	Schoolwide		High Schools	\$ 253,474	\$ 253,474
2	3	Provide schoolwide and grade level activities	Schoolwide		High Schools	\$ 15,000	\$ 15,000
2	4	Build a structure (covered awning) to provide shade	Schoolwide		High Schools	\$ -	\$ 150,000

## Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 5,420,234	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Implementation of Standards Based Curriculum	No	\$ 4,518,525	
1	2	Instructional and supplemental materials and su	No	\$ 100,000	
1	3	Maintenance and continuance of instructional te	No	\$ 130,000	
1	4	Services for identified students, including low in	Yes	\$ 196,235	
2	1	Professional development for all staff to stay cu	No	\$ 57,000	
2	2	Provide support for students with mental health	No	\$ 253,474	
2	3	Provide schoolwide and grade level activities fo	No	\$ 15,000	
2	4	Build a structure (covered awning) to provide st	No	\$ 150,000	