

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University High School

CDS Code: 10-62166-0114553

School Year: 2024-25

LEA contact information:

Jeffie Esparza Hickman

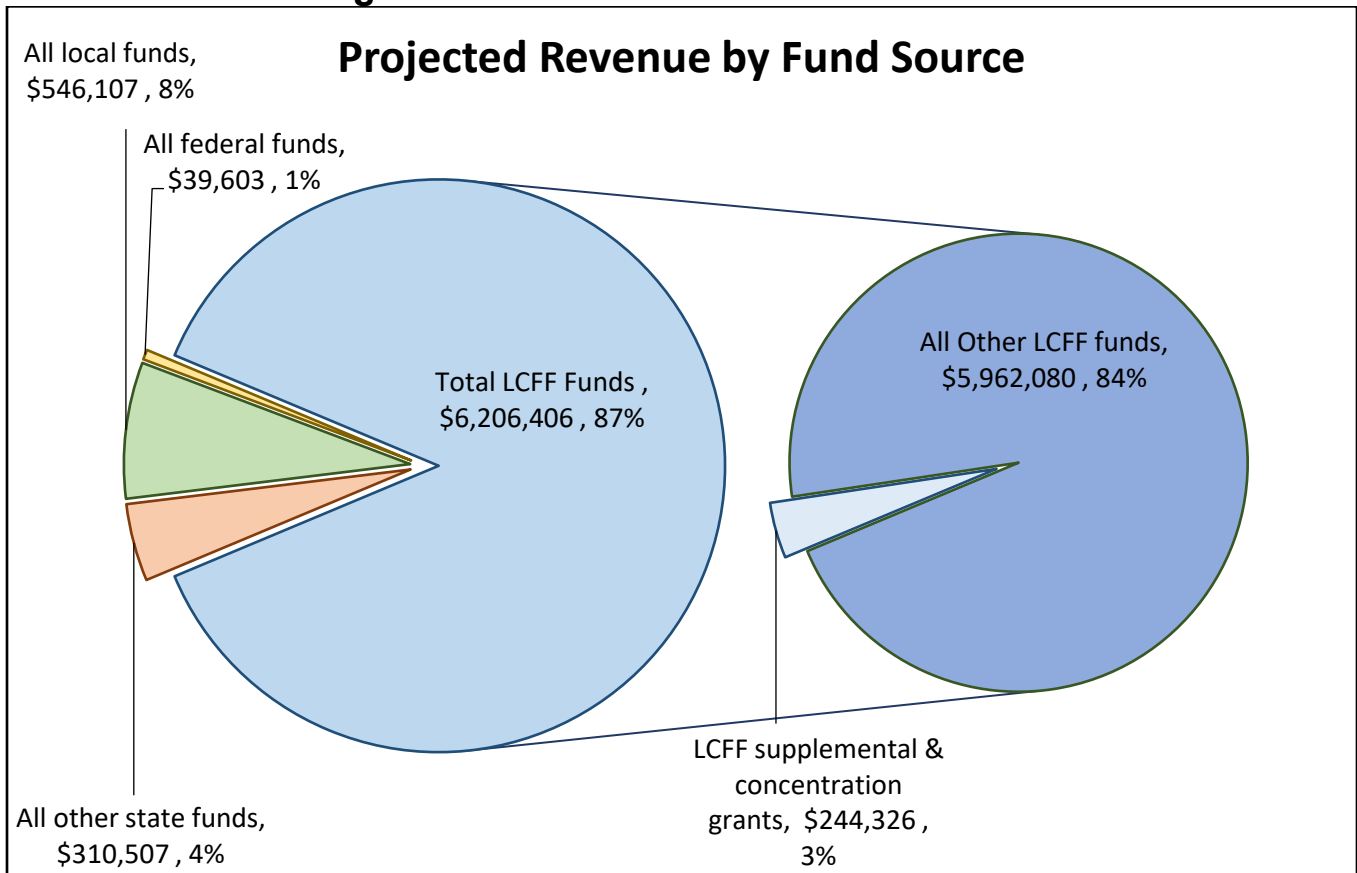
Principal

jhickman@csufresno.edu

559-278-8263

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 2024-25 School Year

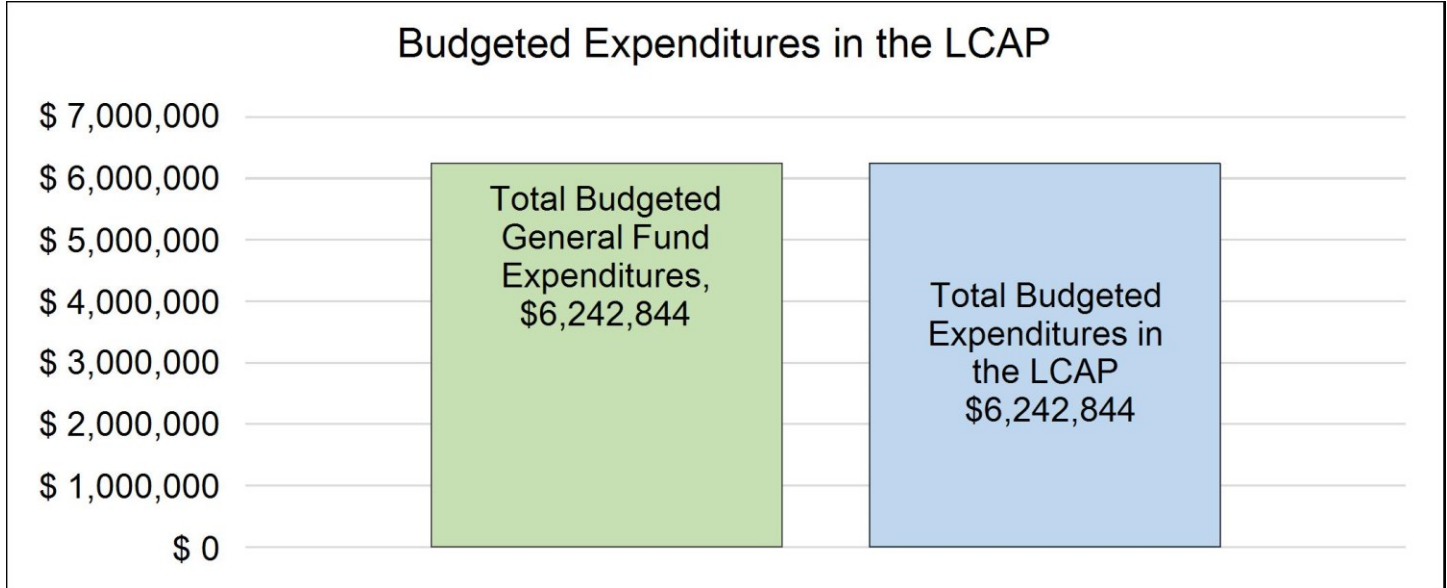


This chart shows the total general purpose revenue University High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University High School is \$7,102,623, of which \$6,206,406 is Local Control Funding Formula (LCFF), \$310,507 is other state funds, \$546,107 is local funds, and \$39,603 is federal funds. Of the \$6,206,406 in LCFF Funds, \$244,326 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

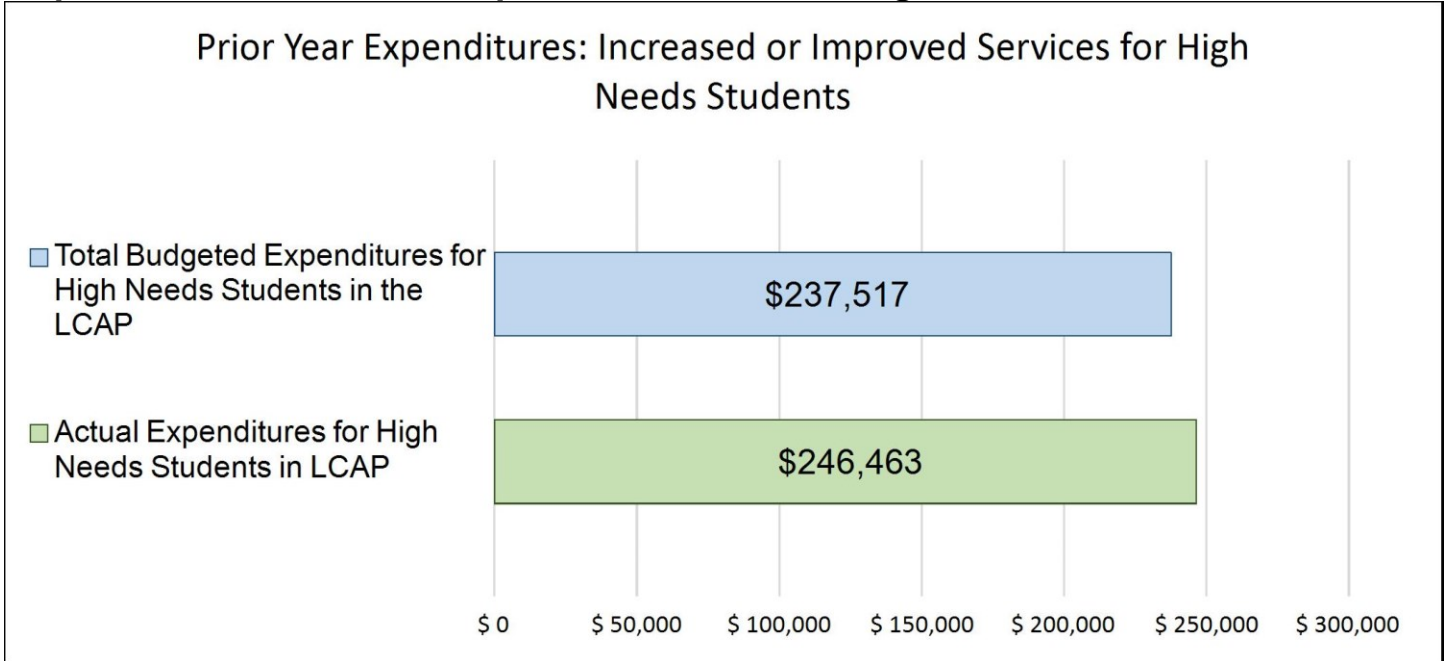
The text description of the above chart is as follows: University High School plans to spend \$6,242,844 for the 2024-25 school year. Of that amount, \$6,242,844 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, University High School is projecting it will receive \$244,326 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 \$279,486 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, University High School's LCAP budgeted \$237,517 for planned actions to increase or improve services for high needs students. University High School actually spent \$246,463 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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	2020-2021: 100%	100%	100%	100%	100%
Facilities maintained in good repair	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100%
Smarter Balanced English Language Arts Assessment	2019 SBAC: 98% met or exceeded Data Sources: CAASPP Website	Spring 2021 results: 99% met or exceeded Data Year: 2020-21 Data Sources: CAASPP Website	Spring 2022 results: 97% met or exceeded Low Income Students: 84.22% of students meeting or exceeding standard Data Year: 2021-22 Data Sources: CAASPP Website	Spring 2023 results: 98.2% met or exceeded Low Income Students: 100% of students meeting or exceeding standard Data Year: 2022-23 Data Sources: CAASPP Website	>95% met or exceeded Data Year: 2023-24 Data Sources: CAASPP Website
Smarter Balanced Mathematics Assessment	2019 SBAC: Students scored 87% met or exceeded	Spring 2021 results: 78% met or exceeded Data Year: 2020-21	Spring 2022 results: 84% met or exceeded	Spring 2023 results: 86.61% met or exceeded	>80% met or exceeded Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Sources: CAASPP website	Data Sources: CAASPP Website	Low Income Students: SBAC Math: 73.68% of students meeting or exceeding standard Data Year: 2021-22 Data Sources: CAASPP Website	Low Income Students: SBAC Math: 84% of students meeting or exceeding standard Data Year: 2022-23 Data Sources: CAASPP Website	Data Sources: CAASPP Website
California Science Test	2019 CAST: Students scored 90% met or exceeded Data Sources: CAASPP Website	Spring 2021 results: 73% met or exceeded Data Year: 2020-21 Data Source: CAASPP Website	Spring 2022 results: 92% met or exceeded Data Year: 2021-22 Data Source: CAASPP Website	Spring 2023 results: 94.65% met or exceeded Low Income Students: SBAC Math: 96% of students meeting or exceeding standard Data Year: 2022-23 Data Source: CAASPP Website	>85% met or exceeded Data Year: 2023-24 Data Sources: CAASPP Website
Early Assessment Program (EAP) in ELA	2019: 97% met and exceeded Data Sources:CAASPP Reports, CSU EAP	Not available in 2021	Spring 2022 results: 97% met or exceeded Data Year: 2021-22 Data Source: CAASPP Reports, CSU EAP	Spring 2023 results: 98.2% met or exceeded Data Year: 2022-23 Data Sources: CAASPP Website, CSU EAP Report	>90% Data Year: 2023-24 Data Sources: CAASPP Reports, CSU EAP
Early Assessment Program (EAP) in Math	2019: 87% Met and Exceeded	Not available in 2021	Spring 2022 results: 84% met or exceeded Data Year: 2021-22	Spring 2023 results: 86.61% met or exceeded	>60% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Sources: CAASPP Reports, CSU EAP		Data Source: CAASPP Reports, CSU EAP	Data Year: 2022-23 Data Sources: CAASPP Website, CSU EAP Report	Data Sources: CAASPP Reports, CSU EAP
AP Exam passage rate	2020: 62% passage rate (school total) Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2021 results: 53% passage rate Data Year: 2020-21 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2022 results: 62% passage rate Data Year: 2021-22 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2023 results: 66% passage rate Data Year: 2022-23 Data Sources: School Reports & College & Career Measures Report, AP Reports	>60% Data Year: 2023-24 Data Sources: School Reports & College & Career Measures Report, AP Reports
School attendance rate (annual)	2019-2020: 98.6% Data Sources: Annual School Attendance Reports, Data Quest Reports	For the 2020-21 school year, the attendance rate was 98%. Data Year: 2020-21 Data Sources: Annual School Attendance Reports, Data Quest Reports)	For the 2021-22 school year, the attendance rate was 97.4%. Data Year: 2021-22 Data Sources: Annual School Attendance Reports, Data Quest Reports)	For the 2022-23 school year, the attendance rate was 97%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports)	>95% Data Year: 2023-24 Data Sources: Annual School Attendance Reports, Data Quest Reports
Chronic absenteeism rate (Dataquest)	2018-2019: 1.4% Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the Chronic absenteeism rate was .4%. Data Year: 2020-21 Data Sources: Annual School Attendance Reports, CA School	For the 2021-22 school year, the Chronic absenteeism rate was 2.5%. Data Year: 2021-22 Data Sources: Annual School Attendance Reports, CA School	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School	<5% Data Year: 2023-24 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Dashboard, Data Quest Reports, CALPADS Reports	Dashboard, Data Quest Reports, CALPADS Reports	Dashboard, Data Quest Reports, CALPADS Reports	
High school dropout rate (Dataquest)	2019-2020: 0% Data Sources: Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the dropout rate was 0%. Data Year: 2020-21 Data Sources: Data Quest Reports, CALPADS Reports	For the 2021-22 school year, the dropout rate was 0%. Data Year: 2021-22 Data Sources: Data Quest Reports, CALPADS Reports	For the 2022-23 school year, the dropout rate was .9%. Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports	<1% Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports
High school graduation rate (Dataquest or Dashboard)	2019-2020: 99.1% Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2020-21 school year, the graduation rate was 100%. Data Year: 2020-21 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2021-22 school year, the graduation rate was 100%. Data Year: 2021-22 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2022-23 school year, the cohort graduation rate was 99.1%. Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	98% Data Year: 2023-24 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports
Broad course of study	100% Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2020-21 Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2021-22 Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2022-23 Data Sources: UHS Course Pattern, UC Course List for UHS	100% Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G completion rate	2019-2020: 95.7% Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2021, the A-G completion rate was 97.2% Data Year: 2020-21 Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2022, the A-G completion rate was 98.2% Data Year: 2021-22 Data Sources: Data Quest Reports, CALPADS Reports	For the class of 2023, the A-G completion rate was 97.4% Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports	>90% Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports
CA Dashboard College and Career Readiness Report	2019 CA School Dashboard: Blue (100%) Data Sources: CA School Dashboard	(No data yet) Data Year: 2020-21 Data Sources: CA School Dashboard	College & Career Indicator: 100% Data Year: 2021-22 Data Sources: CA School Dashboard	College & Career Indicator: 100% or "Very High" Data Year: 2022-23 Data Sources: CA School Dashboard	Green or Blue level Data Year: 2023-24 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports
Priority 1 - Basic: Teachers appropriately credentialed	2020-2021: 100% of teachers had appropriate credentials	2021-2022: 100% of teachers had appropriate credentials	2022-2023: 80.3% of teachers had appropriate credentials	2023-24: In November of 2023, I was notified that two more teachers did not have their CLAD credential. They have filled out the paperwork for an Emerg CLAD credential and will be working on their CLAD classes in the summer of 2024. 80.3%	Maintain 100%
Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL reclassification rate	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners
CTE Pathways: NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter
Degree of implementation of full availability of standards aligned instructional materials	Full Implementation and Sustainability Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2021-2022 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2022-2023 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Local Indicator Report Self-Reflection Tool

Goal Analysis

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.

The actions/metrics outlined in Goal 1 supported the process toward meeting the goal of ensuring that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned to the UHS charter, in a safe and supportive school environment. Most metrics of Goal 1 were able to be implemented; less than 5 metrics were not available at some point during the last three year cycle of this LCAP. The data shows that we were able to achieve high levels of academic excellence by ensuring all students are on track to graduate from UHS college and career ready.

UHS used the following rating scale to determine the progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. 1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability.

Overall Implementation:

Action 1.1: Implementation of standards based curriculum by highly qualified teachers; Implementation Status: 4 - Full Implementation

Action 1.2: Instructional and supplemental materials and supplies, including the 48 Book Program; Implementation Status: 5 - Full Implementation and Sustainability

Action 1.3: Maintenance and continuance of instructional technology; Implementation Status: 4 - Full Implementation

Action 1.4: Services for identified students, including low income, foster youth, and English learners; Implementation Status: 5 - Full Implementation and Sustainability

Overall Successes: To ensure this goal was met, UHS has internal structures set up (e.g., course pattern for all students, rigorous instruction from all teachers, etc.), as well as support systems to provide assistance to all students, including EL, SPED, Homeless, Low SES, that may need academic services. UHS has strong relationships with all of its educational partners: students, parents, and staff are surveyed annually to gain input, collaboration, and ideas. UHS students are strong academically and have high college acceptance rates. Due to fiscal responsibility, UHS has a strong budget with well over the required percentage in its reserve. This strong budget allows for UHS to continue funding programs that are unique to the school, such as the 48 Book Program.

Overall Challenges: UHS's Attendance and chronic absenteeism are two areas that were lower/higher than in the years of the previous LCAP; this can be attributed to challenges of Covid regulations. Additionally, California law updated in regards to teacher credentialing for charter schools. UHS had about 25% of its teachers that needed additional coursework (either in their subject or in language development courses) in order to be fully credentialed. The coursework is still in process for a small number of teachers. UHS continues to update its technology, equipment, and technology programs used in the classroom so as to be up to date and in working condition.

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

UHS aims to allocate funds in a way that supports the diverse needs of all students, with a focus on low income, special education, foster youth, and English learners. However, due to the evolving needs of these student groups, the school spent slightly more than what was budgeted on implementing our unique curricular program with instructional needs, and also for related services for the above mentioned subgroups. By adapting to unforeseen changes and increased demand, we have ensured that these students continue to receive the support they need to succeed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

UHS used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on the analysis of both inputs from educational partners and metrics. The actions outlined in Goal 1 helped to make progress towards UHS's Goals. Goal 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.

Rating scale (lowest to highest): 1 - Not Effective, 2 - Somewhat Effective, and 3 - Effective.

Actions:

Action 1.1: Implementation of standards based curriculum by highly qualified teachers; Effectiveness of Action: Effective

Action 1.2: Instructional and supplemental materials and supplies, including the 48 Book Program; Effectiveness of Action: Effective

Action 1.3: Maintenance and continuance of instructional technology; Effectiveness of Action: Effective

Action 1.4: Services for identified students, including low income, foster youth, and English learners; Effectiveness of Action: Effective

Metric(s): SBAC, EAP, and A.P. test scores; high rates of graduation, attendance, and A-G completion;

Analysis Statement: UHS has strong internal structures set up that encourage positive measures and high test scores and ratings. Examples of such are: personalize 1 to 1 counseling for grades 10-12; consistent course pattern for all students with some choices in the upper grades; strong instructional practices by teachers; annual surveys to educational partners (students, parents, and staff) help to communicate and offer input; etc. Because these actions are considered to be "Effective", as demonstrated by high passing rates of standardized tests, we will continue these actions into the new three-year 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.

Specific plans include creating systems to update technology, monitor teachers' credentials and the associated coursework, and improve A.P. test scores. While these areas of growth are listed as Effective, UHS believes that these areas can be improved with additional monitoring and/or setting up an organization structure to help with monitoring the progress and planning for updates/changes.

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

Goals and Actions

Goal

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

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 Data Source: UHS Annual Climate Survey	84.76% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2021-22 Data Source: UHS Annual Climate Survey	81.86% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2022-23 Data Source: UHS Annual Climate Survey	80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like. Data Year: 2023-24 Data Source: UHS Annual Climate Survey	75% Data Year: 2023-24 Data Source: UHS Annual Climate Survey
Annual student:counselor meetings	2021-2022 Baseline year: 97.1% (339/349) students attended their annual meeting with their Counselor. Data Source: Counselor database	In the 2021-22 school year, 97.1% (339/349) students attended their annual meeting with their Counselor. Data Year: 2021-22 Data Source: Counselor Database	In the 2022-23 school year, 98% (343/350) students attended their annual meeting with their Counselor. Data Year: 2022-23 Data Source: Counselor Database	In the 2023-24 school year, 97.2% (345/355) students attended their annual meeting with their Counselor. Data Year: 2023-24 Data Source: Counselor Database	>95% Data Year: 2023-24 Data Source: Counselor Database
Attendance at Freshmen Diagnostic Testing Day	2021-2022 Baseline Year: 96.4% attended on the scheduled	96.4% attended on the scheduled days; remaining 3.6% had	95.6% attended on the scheduled days; remaining 4.4% had	96.8% attended on the scheduled days; remaining 3.2% had	>95% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>days; remaining 3.6% had excused absences and made arrangements to test on other days.</p> <p>Data Source: Attendance database for Testing days</p>	<p>excused absences and made arrangements to test on other days.</p> <p>Data Year: 2021-22 Data Source: Attendance database for Testing days</p>	<p>excused absences and made arrangements to test on other days.</p> <p>Data Year: 2022-23 Data Source: Attendance database for Testing days</p>	<p>excused absences and made arrangements to test on other days.</p> <p>Data Year: 2023-4 Data Source: Attendance database for Testing days</p>	<p>Data Source: Attendance database for Testing days</p>
Attendance at Freshmen Day/Week	<p>2021-2022 Baseline Year: For the August 2021 Freshmen Orientation, our attendance rate was 97.8% (134/137)</p> <p>Data Source: Attendance from Freshmen Orientation</p>	<p>For the August 2021 Freshmen Orientation, our attendance rate was 97.8% (134/137)</p> <p>Data Year: 2021-22 Data Source: Attendance from Freshmen Orientation</p>	<p>For the August 2022 Freshmen Orientation, our attendance rate was 98.5% (133/135)</p> <p>Data Year: 2022-23 Data Source: Attendance from Freshmen Orientation</p>	<p>For the August 2023 Freshmen Orientation, our attendance rate was 98.4% (124/126)</p> <p>Data Year: 2023-24 Data Source: Attendance from Freshmen Orientation</p>	<p>>90%</p> <p>Data Year: 2023-24 Data Source: Attendance from Freshmen Orientation</p>
Attendance at school dances	<p>2021-2022 Baseline Year: Two events thus far have shown increased attendance from previous years. Icebreakers= 300 students, Harvest Dance= 315 students, Winter Formal=425 students, Prom=200 students.</p>	<p>Two events thus far have shown increased attendance from previous years. Icebreakers= 300 students, Harvest Dance= 315 students, Winter Formal=425 students, Prom=200 students.</p> <p>Data Year: 2021-22</p>	<p>Activities/Events continue to have high attendance: Icebreakers= 307 students, Harvest Dance= 311 students, Winter Formal= 345 students, Prom= 201 students</p> <p>Data Year: 2022-23</p>	<p>Activities/Events continue to have high attendance: Icebreakers= 285 students, Harvest Dance= 293 students, Winter Formal= 319 students, Prom=185/233 students</p> <p>Data Year: 2023-24</p>	<p>>75%</p> <p>Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	Data Source: Attendance/Ticket Sales from Dances	
Suspension rate	2020-2021: 0% Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2020-21 school year and through April of the 2021-22 school year, the suspension rate is 0%. Data Year: 2020-21 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2021-22 school year, the suspension rate is 0%. Data Year: 2021-22 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2022-23 school year, the suspension rate is 1%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports
Expulsion rate	2020-2021: 0% Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2020-21 school year and through April of the 2021-22 school year, the expulsion rate is 0%. Data Year: 2020-21 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2021-22 school year, the expulsion rate is 0%. Data Year: 2021-22 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2022-23 school year, the expulsion rate is 0%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports
Student involvement rate in Clubs	2021-2022 Baseline: clubs reported a larger number of students signing up.	This is a difficult metric to measure; however, our Club Day this year was implemented	The UHS Counselors report 94% of their students are in at least 1 club or activity.	The UHS Counselors report 95% of their students are in at least 1 club or activity.	>75% Data Year: 2023-24 Data Sources:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Information/Database/ Sign Up Lists from Club Day	differently (special schedule, held after school), and clubs reported a larger number of students signing up. Data Year: 2021-22 Data Source: Information/Database/ Sign Up Lists from Club Day	Data Year: 2022-23 Data Source: Counselor Notes, PowerSchool database	Data Year: 2023-24 Data Source: Counselor Notes, PowerSchool database	Information/Database/ Sign Up Lists from Club Day
Degree to which the LEA has sought out parent input & promote parental communication, participation and involvement in programs and school decision-making for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2020-2021 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2021-22 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2022-23 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation Data Year: 2023.24 Data Source: Local Indicator Report Self-Reflection Tool

Goal Analysis

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.

All of the actions and metrics of Goal 2 were able to be implemented, including during the Covid years and afterwards. The actions and metrics outlined in Goal 2 supported the process toward meeting the goal of renewed focus and attention to promoting positive school culture and improving mental health of students. The data shows that we were able to achieve high levels of connectedness, mental health support, and attendance at school activities.

UHS used the following rating scale to determine the progress in implementing the actions to achieve the articulated goal. 1 - Exploration and Research Phase, 2 - Beginning Development, 3 - Initial Implementation, 4 - Full Implementation, 5 - Full Implementation and Sustainability. Ratings were based on an analysis of both inputs from educational partners and metrics.

Overall Implementation:

Action 2.1: Professional development for all staff to stay current with present trends; Implementation Status: 4 - Full Implementation.

Professional development and conferences are a line item on the UHS budget. Staff are encouraged to attend conferences and workshops to gain knowledge and achieve professional goals.

Action 2.2: Provide support for student with mental health issues; Implementation Status: 5 - Full Implementation and Sustainability. UHS provides two full time counselors to about 500 students, giving a counselor to student ratio of 1:250, which is the lowest compared to other high schools in the area. UHS has also provided a part time therapist through a partnership with the Fresno County Superintendent of Schools office. Strong relationships between students and faculty are reported on annual surveys, thus giving students the valuable support that they need.

Action 2.3: Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school; Implementation Status: 5 - Full Implementation and Sustainability. UHS provides annual field trips and activities for each grade level, as well as for the entire school.

Action 2.4: Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch; Implementation Status: 3 - Initial Implementation. Due to supply chain issues, construction has just begun on the long awaited structure.

Overall Successes: To ensure this goal was met, UHS has a counseling structure in place that provides support to students with mental health issues. UHS has counseling interns who meet with students of academic concerns. This allows our counselors to be more available to help address students with mental health issues. Furthermore, the partnership through the Fresno County Superintendent of Schools office provides additional support to students in need through their on-site therapy services. Students are encouraged to participate in clubs and activities on campus by the Associated Student Body sponsoring a lunchtime activity where all of the clubs try to recruit members. In addition to grade level field trips, UHS builds culture on campus with lunchtime activities twice a month. UHS has continued a tradition of two yearly all school activities, Phoenix Bowl and Field Day where the students of each grade level participate in a variety of activities.

Overall Challenges: UHS has faced challenges with building a structure to provide a shade structure for the students to eat lunch due to supply chain issues. UHS revisited the blueprints for the structure and went out to rebid the plans. The shade structure is currently under construction. UHS had a Culturally Affirming Practices Workshop for all faculty and staff. UHS continues to offer professional development opportunities for their faculty and staff in order to stay current with the present trends in education.

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

UHS is committed to providing high-quality education while ensuring the well-being of our students and staff. This year, the school was slightly over the projected budget in three key areas: professional development, mental health services, and the building of a permanent shade structure. For professional development, UHS received all school training in Diversity, Equity, and Inclusion, as well as CPR for the entire staff. Rising costs for external workshops, conferences, and certification programs also affected the budget. Mental health is a top priority for our district, especially in light of the ongoing stresses caused by global events and their impact on student well-being. A significant

increase in the demand for counseling and mental health support as students and staff navigated challenges like social isolation, anxiety, and stress. There was a need to hire additional mental health professionals to provide one-on-one support, group therapy, and crisis intervention through the Fresno County All 4 Youth program. The shade structure will provide a safe outdoor space for students to gather, learn, eat lunch, etc., particularly in warm climates. The cost for this structure has increased exponentially due to an unanticipated rise in the cost of construction materials and labor. There were also a limited number of changes to the original design to meet safety and regulatory requirements, leading to additional engineering and construction work.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

UHS used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on the analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1 - Not Effective, 2 - Somewhat Effective, and 3 - Effective.

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

Actions:

Action 2.1: Professional development for all staff to stay current with present trends; Effectiveness of Action: Effective

Action 2.2: Provide support for student with mental health issues; Effectiveness of Action: Effective

Action 2.3: Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school;

Effectiveness of Action: Effective

Action 2.4: Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch; Effectiveness of Action: Effective (although still a work in progress)

Metrics: Attendance at numerous activities (meetings with counselor, Orientation, diagnostic testing, dances; student involvement in clubs; low suspension and expulsion rates

Analysis Statement: UHS students are showing strong connections to school as evidenced by their participation rates in school activities and from surveys given to our educational partners (students, parents, and staff). Because these actions are considered to be "Effective", as demonstrated by high passing rates of standardized tests, we will continue most of these actions into the new three-year 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.

This goal was created during and after the pandemic in which UHS needed specific plans to address coming back to school and connecting students to UHS. While these areas of growth are listed as Effective, UHS believes that these areas can be improved even more with slight adjustments to the goal to include all aspects of student health, recognizing that physical and mental well-being are foundational to academic success. Additionally, Action 2.4: Build a structure to provide shade and a space for students, will have been completed at the start of the 2024-2027 LCAP.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. Students usually come from about 20 different cities and towns, and each freshmen class comes from about 40+ different middle schools, all across the Central Valley. University High School does not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance 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 state and national tests. On Advanced Placement (A.P.) exams, UHS students had a 66% passage rate in 2023. Students are also successful when taking the California Assessment of Student Performance and Progress Tests (CAASPP). In 2023, 98% of UHS students scored "met" or "exceeded" on the English Language Arts exam and 87% scored such on the math exam, both of which are in the Top Ten highest in the State of CA, 6th for ELA and 9th for Math. On the 2023 State Science exam, 95% of UHS students scored at the "met" or "exceeded" level.

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. The class of 2023 had a 100% graduation rate and the A-G completion rate was 97.4%.

According to the 2023 California State Dashboard, UHS has all all blue and green areas for academic accountability and graduation rate, which are the highest levels possible. Moreover, all areas are in the highest level of accountability for all subgroups, and the Suspension rate is rated as "very low" for all subgroups. This current Dashboard does not have a comparison to previous years' scores.

UHS also receives positive feedback from outside sources like U.S. News and World Report and Niche.com. In April of 2023, U.S. News and World Report ranked University High as the #1 High School in the Fresno Area, the 7th Best High School in California, the 16th Best Charter School in the Nation, and the 79th Best School in the Nation. In 2024, Niche.com gave UHS an A+ rating, and ranked us as the 2nd Best Charter High School and the 7th Best High School in California. We look forward to continuing success.

UHS Administration, Teachers, and Staff are most proud of our students, how hard they work, and their resiliency, dedication, and positive attitudes.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Meeting with Department Chairs at a meeting on 3/5/24; initially shared with all teachers at a Faculty Meeting on 3/6/24; also emailed and given a two week timeline for suggestions and input
Administration	Only two on the campus, we wrote the LCAP; also shared at Admin meeting on 3/4/24.
Other School Personnel	Emailed on 3/15/24, given a two week timeline for suggestions and input
Parents	All parents were given access to Annual Parent Survey and a specific survey question was asked about LCAP funding; LCAP also posted on our website for two weeks
Students	Posted on our website and shared at ASB meeting on 4/18/24.
Submission to Applicable Committees (PAC)	Shared in person at meetings on 3/12/24.
Submission to Applicable Committees (SAC)	Shared at ASB meeting on 4/18/24 and at parent meetings on 3/12/24 in which students are a part
Submission to Applicable Committees (ELAC/DELAC)	n/a
Schools receiving Equity Multiplier funding	n/a
Public Comment	Parents were given access to comment via the Annual Parent Survey for the months of February and March; posted on website on 4/22/24.
Public Hearing	Public Hearing for LCAP was held on 4/4/24.
Adoption by the Governing Board	Adoption by the Governing Board was on 5/2/24.
Budget Adoption & Local Indicator Report to Governing Board	Budget Adoption approved by Governing Board on 5/2/24. Local Indicator Report approved by Governing Board on 6/6/24.

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

After this LCAP was written, the plan was reviewed by the University High School administrative team and revised for clarity. UHS is a small school with a small staff where many in the organization take on more than one role. There is only one parent booster group. Administration worked with its community partners via meetings, surveys, emails, and public hearing to ask for feedback. The following describes the feedback from educational partners:

Goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educator partner feedback:

- Staff suggested additional metrics: 1) number of applicants for incoming freshmen for Goal 1, and 2) attrition rate for Goal 2.
- Parent group feedback centered around helping students of need (e.g., low income students). Suggestions included giving free T-shirts for clubs and activities. Admin explained that low income students do not have to pay for any additional items, including T-shirts, dance tickets, performance tickets for their families, etc. Another suggestion was to have the staff fill out a climate survey, in addition to the students and parents. Admin explained that the staff does fill out an annual climate survey, but the questions are different than the student and parent surveys. Suggestion received to adjust staff survey question(s).
- Parent feedback from the Annual Parent Survey suggested that UHS pay for students' college application fees, out of town music competitions, and field trips. One parent suggested that we lend out laptops for students in need (we do this already). And lastly, throughout the survey, a parent said that UHS needs its own music performance hall. While we do agree with that statement, it is not physically or financially feasible.
- Student feedback included creating a mini-library somewhere on campus in which there could be a check out system or a take a book/leave a book system. A student requested that UHS buys and uses a new/updated textbook for A.P. U.S. History, as well as giving A.P. Music Theory students free copies of the consumable A.P. Baron Music text.
- Additional student feedback consisted of requests for the following:
 - creating a designated safe space for students to decompress and destress
 - tablet or laptop check out system for students to have access at home (side note: we already do this for students that are low income)
 - have all ethnic clubs on campus put on dance demonstrations and presentations about their culture during a specific week
 - put a toaster/toaster oven in the vending room
 - fix the sound on the projection machines in the classrooms where there is no sound
- UHS does not receive Equity Multiplier funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>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. The metrics listed help to sustain and complete the Actions for this Goal.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 - Basic Services: Teachers appropriately credentialed	For the 2023-24 school year, 2 of the 20 teachers have an Emergency CLAD credential			100% of teachers will be appropriately credentialed	
1.2	Priority 1 - Basic Services: Degree of implementation of full availability of	Full Implementation and Sustainability Data Year: 2023-24			Full Implementation and Sustainability Data Year: 2023-24	

	standards aligned instructional materials	Data Source: Local Indicator Report Self-Reflection Tool			Data Source: Local Indicator Report Self-Reflection Tool	
1.3	Priority 1 - Basic Services: School facilities in good repair	100% considered to be in GOOD condition			100% considered to be in good repair	
1.4	Priority 2 - Implementation of State Standards	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.5	Priority 2 - Implementation of State Standards: Access for EL students	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.7	Priority 4 - Student Achievement: Smarter Balanced English Language Arts Assessment	All:98.2% met or exceeded EL: * SWD: * SED: 100% White: 10% Hispanic: 96.87% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All:95%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.8	Priority 4 - Student Achievement: Smarter Balanced Mathematics Assessment	All: 86.61% met or exceeded EL: * SWD: * SED: 84%			All: 85%+ met or exceeded EL: SWD: SED: 80%+	

		White: 90.91% Hispanic: 70.96 Data Year: 2022-23 results Data Source: CAASPP Website * category too small			White: 80%+ Hispanic: 80%+	
1.9	Priority 4 - Student Achievement: California Science Test	All: 94.65% met or exceeded EL: * SWD: * SED: 96% White: 96.97% Hispanic: 90.32% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All: 90%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.10	Priority 4 - Student Achievement: A-G completion rate	For the class of 2023, the A-G completion rate was 97.4% Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports, local school data			95%+	
1.11	Priority 4 - Student Achievement: AP Exam passage rate	Spring 2023 results: 66% passage rate Data Year: 2022-23 Data Sources: School Reports & College & Career			70%+	

		Measures Report, AP Reports				
1.12	Priority 4 - Student Achievement: CA Dashboard College and Career Readiness Report	College & Career Indicator: 100% or "Very High" Data Year: 2023-24 Data Sources: CA School Dashboard Additional Reports			95%+	
1.13	Priority 4 - Student Achievement: Physical Fitness Testing	Spring 2023 results: 100% participation rate Data Year: 2022-23 Data Sources: UHS SARC			100% participation rate Data Year: 2026-27 Data Sources: UHS SARC	
1.14	Priority 4 - Student Achievement: Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.15	Priority 4 - Student Achievement: EL reclassification rate	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.16	Priority 4 - Student Achievement: CTE Pathways: NA not applicable to our charter	NA not applicable to our charter			NA not applicable to our charter	
1.17	Priority 7 - Access to a Broad Course of Study	100% of UHS students have access to a broad course of study.			100% of UHS students have	

		Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS			access to a broad course of study. Data Year: 2026-27 Data Sources: UHS Course Pattern, UC Course List for UHS	
1.18	Priority 8 - Outcomes in a Broad Course of Study				Local Indicators Rating of "Met" according to 2026-27 Local Indicators Rating Scale	

Goal Analysis [2023-24]

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

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	Working schoolwide to implement Common Core, Advanced Placement, NGSS Standards, A-G requirements, and UHS Charter guidelines.	\$5,371,724.00	No
1.2	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
1.3	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.	\$147,203.00	No
1.4	Services for identified students, including low income, foster youth, and English Learners.	<p>Based on educational partner feedback, and data analysis, we have identified that our Hispanic student group needs additional support in math, based on lower SBAC academic data (Math: 70.96% [Hispanic students] meeting or exceeding standard vs. 86.61% of All students). To address this need, we will implement tutoring services to students whose Math scores are below grade level that includes targeted academic support, reinforce foundational concepts, enhance study skills, and build confidence. The individualized approach and focused attention provided by tutors will help students overcome challenges and improve their performance in these subjects.</p> <p>We expect CAASPP Math scores for Hispanic students will increase significantly as the program is designed to meet the needs most associated with the root causes and experiences of minority students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>We expect that Hispanic students' CAASPP scores will increase by at least 3% annually for the following three years.</p>	\$279,486.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhancing the educational environment by cultivating positive school culture. UHS wants every student to feel valued, safe, and motivated. UHS is deeply committed to the continuous improvement of student health, recognizing that physical and mental well-being are foundational to academic success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

As students are still recovering from the pandemic, school safety and connectedness has become an issue at the forefront of all schools, including University High School. UHS is a very rigorous and academically focused school; as such, the physical and mental well being of students is something that the school pays attention to and knows that the well-being of students is an interrelated system in which all should work together to promote optimum success. The metrics listed help to monitor and implement the Actions for this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Engagement: Degree to which the LEA has sought out parent input in making decisions for the school	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
2.2	Priority 3: Parental Engagement: How the school will promote parental participation in	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-	

	programs for low income, English Learner, and foster youth students				27 Local Indicators Rating Scale	
2.3	Priority 3: Parental Engagement: How the school will promote parental participation in programs for students with disabilities	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
2.4	Priority 5 - Student Engagement: School Attendance Rate	For the 2022-23 school year, the attendance rate was 97%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports)			>95% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, Data Quest Reports	
2.5	Priority 5 - Student Engagement: Chronic Absenteeism Rate	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports			<5% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.6	Priority 5 - Student Engagement: High School Dropout Rate	For the 2022-23 school year, the dropout rate was .9%. Data Year: 2022-23			<1% Data Year: 2026-27	

		Data Sources: Data Quest Reports, CALPADS Reports			Data Sources: Data Quest Reports, CALPADS Reports	
2.7	Priority 5 - Student Engagement: High School Graduation Rate	For the 2022-23 school year, the cohort graduation rate was 99.1%. Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports			98%+ Data Year: 2026-27 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.8	Priority 5 - Student Engagement: Attendance at school dances	Activities/Events have at least 50% attendance rates: Icebreakers= 285 students (59%) Harvest Dance= 293 students (61%) Winter Formal= 319 students (67%) Prom= 185 students/233 jrs & srs (79.4%) Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances			Activities/Events have at least 60% attendance rates Data Year: 206-27 Data Source: Attendance/Ticket Sales from Dances	
2.9	Priority 5 - Student Engagement: Annual student/parent counselor meetings	In the 2023-24 school year, 97.2% (345/355) students attended their			Students (w/parents) will attend their annual meeting with their	

		<p>annual meeting with their Counselor.</p> <p>Data Year: 20223-24 Data Source: Counselor Database</p>			<p>Counselor at least 95% of the time</p> <p>Data Year: 2026-27 Data Source: Counselor Database</p>	
2.10	Priority 6 - School Climate: Suspension rate	<p>For the 2022-23 school year, the suspension rate is 1%.</p> <p>Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports</p>			<p><1%</p> <p>Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports</p>	
2.11	Priority 6 - School Climate: Expulsion rate	<p>For the 2022-23 school year, the expulsion rate is 0%.</p> <p>Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports</p>			<p><1%</p> <p>Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports</p>	
2.12	Priority 6 - School Climate: Sense of school connectedness	<p>80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like.</p> <p>Data Year: 2023-24</p>			<p>85%+</p> <p>Data Year: 2026-27 Data Source: UHS Annual Climate Survey</p>	

		Data Source: UHS Annual Climate Survey				
2.13	Priority 6 - School Climate: Feeling safe at school	88.58% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS. Data Year: 2023-24 Data Source: UHS Annual Climate Survey			90%+ Data Year: 2026-27 Data Source: UHS Annual Climate Survey	

Goal Analysis [2023-24]

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

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$55,500.00	No
2.2	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.	\$273,931.00	No
2.3	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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$244,326	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.098%	0.000%	\$0.00	4.098%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Services for identified students, including low income, foster youth, and English Learners.</p> <p>Need:</p> <p>Scope: Schoolwide</p>	The actions listed are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, UHS will	State testing scores, grade reports, anecdotal evidence, meetings with counselors, Tutor Center attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>achieve the anticipated outcomes to meet each identified student group's stated need(s).</p> <p>The required justification for how the LEA is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.</p> <p>Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.</p>	

Limited Actions

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

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

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

NA: UHS does not have any limited actions

Additional Concentration Grant Funding

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

NA, a response to this prompt is not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA, a response to this prompt is not applicable	NA, a response to this prompt is not applicable
Staff-to-student ratio of certificated staff providing direct services to students	NA, a response to this prompt is not applicable	NA, a response to this prompt is not applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,962,080	\$244,326	4.098%	0.000%	4.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,942,955.00	\$99,761.00	\$56,549.00	\$143,579.00	\$6,242,844.00	\$4,586,535.00	\$1,656,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	All	No					\$3,935,915.00	\$1,435,809.00	\$5,076,835.00	\$99,761.00	\$56,549.00	\$138,579.00	\$5,371,724.00
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	All	No					\$0.00	\$100,000.00	\$100,000.00				\$100,000.00
1	1.3	Maintenance and continuance of instructional technology.	All	No					\$97,203.00	\$50,000.00	\$142,203.00			\$5,000.00	\$147,203.00
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$279,486.00	\$0.00	\$279,486.00				\$279,486.00
2	2.1	Professional development for all staff to stay current with present trends.	All	No					\$0.00	\$55,500.00	\$55,500.00				\$55,500.00
2	2.2	Provide support for students with mental health issues.	All	No					\$273,931.00	\$0.00	\$273,931.00				\$273,931.00
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,962,080	\$244,326	4.098%	0.000%	4.098%	\$279,486.00	0.000%	4.688 %	Total:	\$279,486.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$279,486.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$279,486.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,070,252.00	\$6,369,715.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	No	\$5,106,804.00	\$5,330,076
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	No	\$100,000.00	\$100,000
1	1.3	Maintenance and continuance of instructional technology.	No	\$130,000.00	\$130,000
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463
2	2.1	Professional development for all staff to stay current with present trends.	No	\$57,000.00	\$63,928
2	2.2	Provide support for students with mental health issues.	No	\$273,931.00	\$284,248
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	No	\$15,000.00	\$15,000
2	2.4	Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch.	No	\$150,000.00	\$200,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$225,570	\$237,517.00	\$246,463.00	(\$8,946.00)	4.170%	0.000%	-4.170%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463	4.17%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,701,977	\$225,570	0	3.956%	\$246,463.00	0.000%	4.322%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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