

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory School

CDS Code: 45-70136-0106013

School Year: 2024-25

LEA contact information:

Rochelle Angley

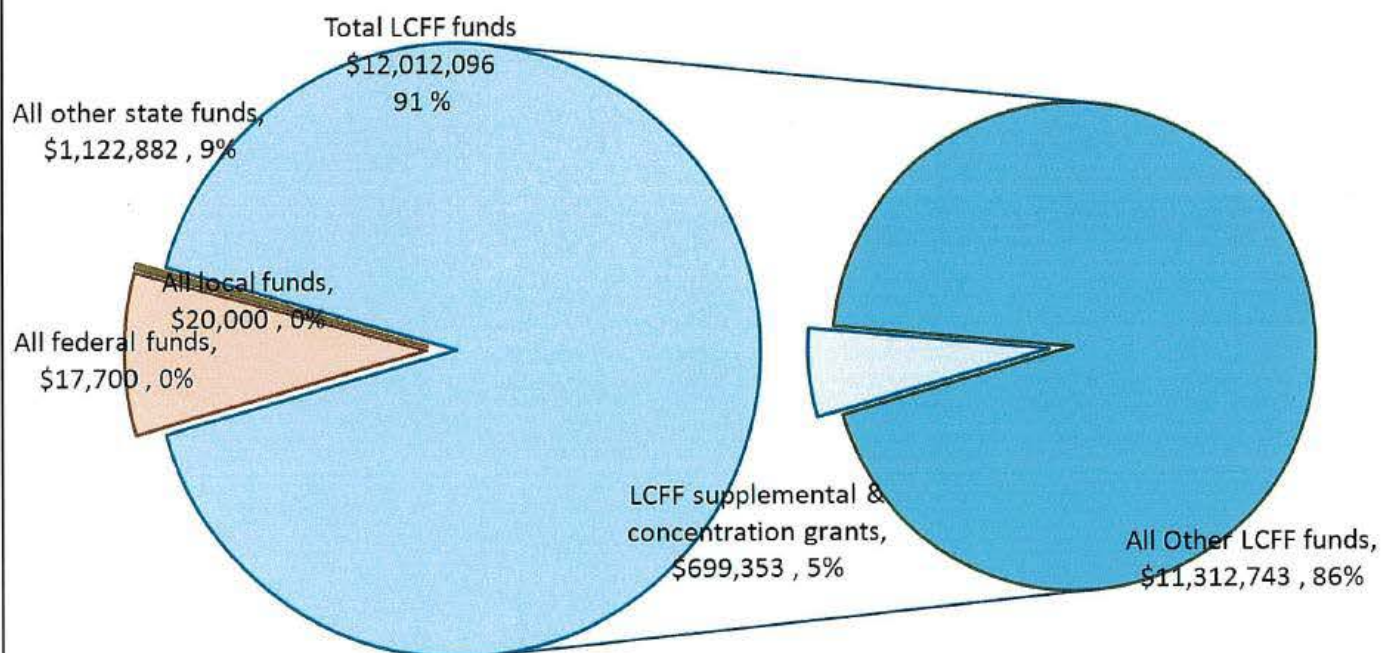
Superintendent/Principal

530-245-2790 Ext. 16501

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

#### Projected Revenue by Fund Source

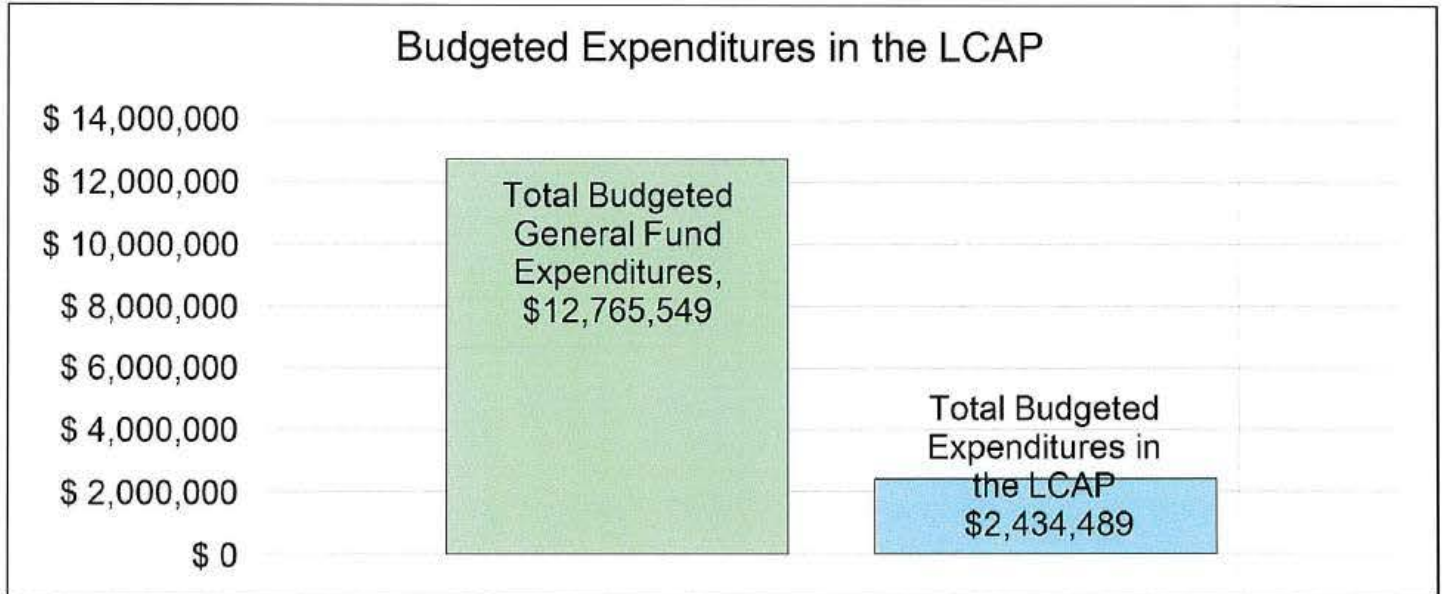


This chart shows the total general purpose revenue University Preparatory School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory School is \$13,172,678, of which \$12,012,096 is Local Control Funding Formula (LCFF), \$1,122,882 is other state funds, \$20,000 is local funds, and \$17,700 is federal funds. Of the \$12,012,096 in LCFF Funds, \$699,353 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much University Preparatory 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 Preparatory School plans to spend \$12,765,549 for the 2024-25 school year. Of that amount, \$2,434,489 is tied to actions/services in the LCAP and \$10,331,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the general fund budget expenditures not included in the LCAP are for staff offering core and elective course instruction, predominantly salaries and benefits. Other expenditures include general operating expenses (utilities, contracts for services, etc.), facility lease and oversight, and administrative costs.

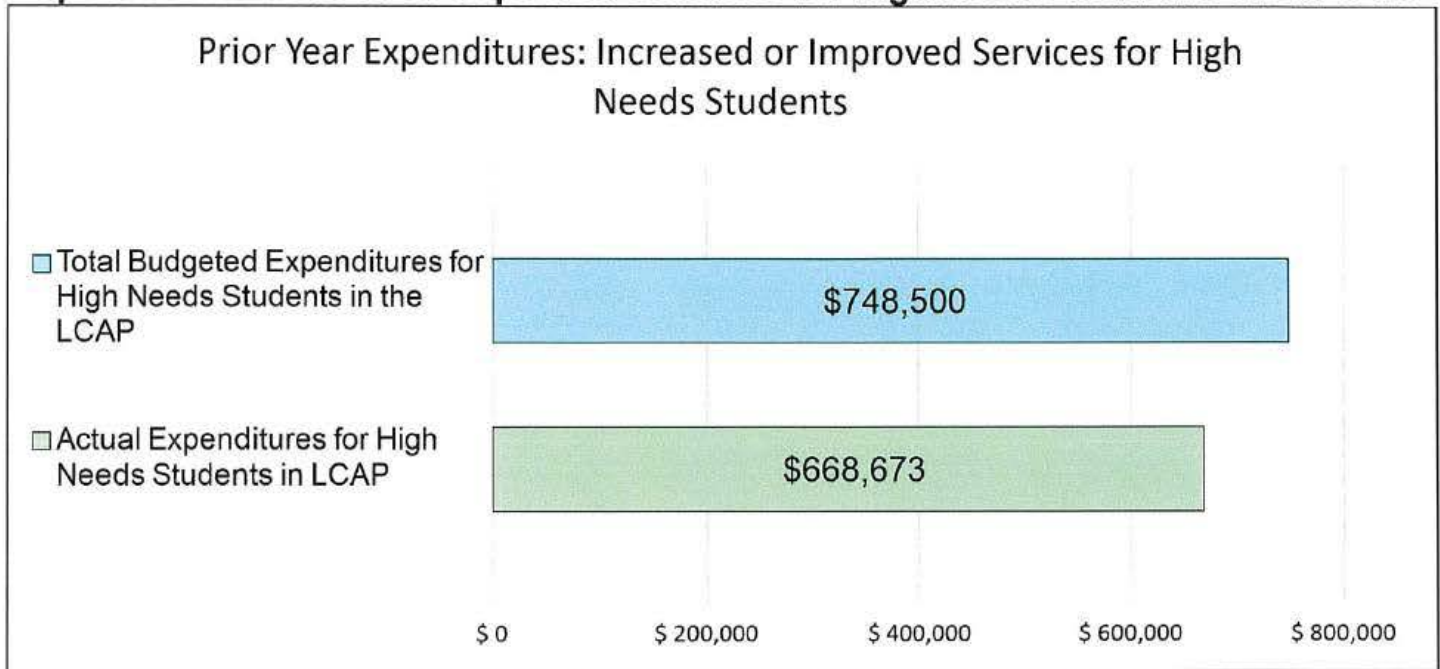
### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, University Preparatory School is projecting it will receive \$699,353 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory School plans to spend \$741,694 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 Preparatory School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory 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 Preparatory School's LCAP budgeted \$748,500 for planned actions to increase or improve services for high needs students. University Preparatory School actually spent \$668,673 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-79,827 had the following impact on University Preparatory School's ability to increase or improve services for high needs students:

The difference in budgeted expenses and actual estimated costs is due to the difference in total compensation costs for those providing services for our high needs student population. Math lab section allocation was adjusted to be included in Bridge. There was no impact on overall increased or improved services.

# 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 Preparatory School	Rochelle Angley Superintendent/Principal	rangley@suhsd.net 530-245-2790 Ext. 16501



# Goals and Actions

## Goal

Goal #	Description
1	To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Benchmark Assessment Data	75% Academic Departments utilize aligned benchmark assessments when progress monitoring all students	The PSAT was administered to grades 10 and 11 in October of 2021. The grade 8 test was administered in March or 2022.	100% of our ELA and Math teachers grades 6-8 utilized benchmark assessments while progress monitoring all students.	100% of our ELA and Math teachers grades 6-8 utilized benchmark assessments while progress monitoring all students.  All academic departments are continuing to work towards building and utilizing benchmark assessments to progress monitor all students.	100% Academic Departments utilize aligned benchmark assessments when progress monitoring students
PSAT for 8, 10, 11	70% of all students will meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11	81% of 8th grade students met or exceeded benchmarks in ERW and 63% in math. 88% of 10th grade students met or	The PSAT was administered to grades 10 and 11 in October of 2022. The grade 8 test was administered in March or 2023.	The PSAT was administered to grades 10 and 11 in October of 2023. The grade 8 test will be administered in March or 2024. Results will	80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		exceeded benchmarks in ERW and 65% in math. 81% of 11th grade students met or exceeded benchmarks in ERW and 58% in math.	87% of 8th grade students met or exceeded benchmarks in ERW and 84% in math. 78% of 10th grade students met or exceeded benchmarks in ERW and 64% in math. 85% of 11th grade students met or exceeded benchmarks in ERW and 51% in math.	be reviewed when they become available.	
Academic Grade Reports, state test, ELPAC, PSAT	70% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress towards being career and college ready (A-G)	86% of EL, low-income, foster youth, and homeless seniors met A-G requirements.	75% of EL, low-income, foster youth, and homeless seniors met A-G requirements.	Data will be available in June 2024	80% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress

## 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.

In the 2023-24 school year, we implemented several actions to achieve this goal, focusing on data-driven instruction and comprehensive academic support services. We accomplished all metrics set for this goal.



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

There was a material difference in budgeted expenditure and estimated actuals based on section allocation for support services.

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

The specific actions taken over the three-year LCAP cycle were highly effective in making progress toward Goal 1. The following outlines the key actions and their impact:

Implementation of Benchmark Assessments:

Effectiveness: Highly effective. By Year 1, 100% of ELA and Math teachers in grades 6-8 were utilizing benchmark assessments, and by Year 3, all academic departments were working towards full utilization. This consistent use of benchmark assessments contributed to a structured and data-driven approach to progress monitoring, allowing for timely interventions and support for students.

PSAT Performance:

Effectiveness: Effective. Over the three-year cycle, there was a notable increase in the percentage of students meeting or exceeding PSAT benchmarks, particularly in the early years. While there was some fluctuation in Year 2 outcomes, the overall trend indicated substantial progress towards the desired outcomes, demonstrating the effectiveness of the academic support services and data-driven instruction.

Support for Underserved Students:

Effectiveness: Effective. The percentage of EL, low-income, foster youth, and homeless seniors meeting A-G requirements was consistently high, with 86% meeting the requirements in Year 1 and 75% in Year 2. This indicates the effectiveness of targeted support services and interventions designed to help these students progress towards being college and career ready.

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.

There were no changes made to goal 1.

We did add some metrics including:

Department Release Day: Added to provide dedicated time for teachers to collaborate, analyze data, and plan instructional strategies based on student performance data.

Student Participation Rates in Academic Support Programs: Added to track and ensure that students are actively engaging in the support services provided, allowing for adjustments to be made to increase participation and effectiveness.

The actions added were:

Department Release Time: Incorporated into the plan to allow teachers regular opportunities to meet and work together on data analysis and instructional planning. This will enhance their ability to implement data-driven strategies effectively and improve student outcomes.

These changes were made based on the following reflections:

Need for Dedicated Collaboration Time:

Observations and feedback indicated that teachers needed more structured time to collaborate and focus on data analysis and instructional planning. Adding Department Release Days addresses this need and supports ongoing professional development and improvement.

Tracking Student Engagement in Support Programs:

By adding metrics to track student participation rates in academic support programs, we can better understand the reach and impact of these programs. This data will help us identify areas where additional outreach or adjustments may be needed to ensure that all students benefit from available resources.

**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	To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip to sustain the effort in the postsecondary setting of their choice.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey	70% of students report knowledge and application of a growth mindset when responding to challenging work	76% of students report knowledge and application of a growth mindset when responding to challenging work	80.6% of students report knowledge and application of a growth mindset when responding to challenging work	79.8% of students report knowledge and application of a growth mindset when responding to challenging work.	80% of students report knowledge and application of a growth mindset when responding to challenging work
Parent Survey	70% of parent participants report increased engagement and support as a result of programs	70% of parent participants report increased engagement and support as a result of programs	77% of parent participants report increased engagement and support as a result of programs	80% of parent participants report increased engagement and support as a result of programs	80% of parent participants report increased engagement and support as a result of programs
Student Survey	70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness	70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness	74% of students engage with CCGI, a career-related activity, and/or other event to increase career and college readiness	82.8% of students engage with CCGI, a career-related activity, and/or other event to increase career and college readiness	80% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness
UC a-g Data	75% of graduates meet UC a-g	88% of students from the Class of 2022 met	86% of students from the Class of 2023 met	As of January 2024, 88% of students from Class of 2024 met A-	80% of graduates meet UC a-g



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	admissions requirements	A-G admissions requirements.	A-G admissions requirements.	G admissions requirements.	admissions requirements

### 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.

During the 2023-24 LCAP cycle, we aimed to have 80% of students report knowledge and application of a growth mindset when responding to challenging work. The actual outcomes were close, with 76% in Year 1, 80.6% in Year 2, and 79.8% in Year 3, indicating a slight dip in the final year. To address this, we plan to reinforce growth mindset activities.

For parent engagement, our goal was for 80% of participants to report increased engagement and support. The results showed a steady increase, with 70% in Year 1, 77% in Year 2, and reaching 80% in Year 3, matching our desired outcome without substantive differences in implementation.

We also aimed for 80% of students to engage with Naviance, a career-related activity, or other events to increase college readiness. Engagement rates were 70% in Year 1, 74% in Year 2 (using CCGI instead of Naviance), and 82.8% in Year 3. The switch to CCGI led to higher engagement, surpassing our target.

Lastly, our goal for UC A-G requirements was for 80% of graduates to meet these standards. The outcomes consistently exceeded this, with 88% in Year 1, 86% in Year 2, and 88% as of January 2024, showing successful implementation of support systems. Reflecting on these outcomes, we will reinforce growth mindset principles and continue using CCGI tools to maintain high engagement and sustain the strong support systems that have led to high A-G completion rates.

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.

U-Prep continues to prioritize the various activities tied to the goal. College and career exploration activities took place more locally, including multiple local college trips, STEM day, career fair, and high school college visits to UC Davis, Chico State, William Jessup, and Southern Oregon.



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

The specific actions implemented for Goal 2 during the three-year LCAP cycle proved to be highly effective in fostering a school-community growth mindset and preparing students for postsecondary success. The goal was to have 80% of students report knowledge and application of a growth mindset when responding to challenging work. Over the three years, the reported percentages were 76% in Year 1, 80.6% in Year 2, and 79.8% in Year 3, indicating a strong understanding and application of growth mindset principles among students, despite a slight dip in the final year.

Parent engagement and support, another critical aspect of Goal 2, showed a consistent upward trend, with 70% reporting increased engagement in Year 1, 77% in Year 2, and 80% in Year 3, matching our desired outcome. This consistency demonstrates the effectiveness of the implemented programs in fostering stronger parent-school connections.

Student engagement in career and college readiness activities also saw substantial progress. Initially, 70% of students engaged with Naviance or similar activities in Year 1. The switch to CCGI in Year 2 increased engagement to 74%, and further to 82.8% in Year 3, exceeding our goal of 80%. This shift in tools was a strategic move that effectively enhanced student participation in career readiness programs.

Regarding the UC A-G requirements, our goal was for 80% of graduates to meet these standards. The results consistently surpassed expectations, with 88% meeting the requirements in Year 1, 86% in Year 2, and 88% as of January 2024. These outcomes reflect the successful implementation of academic support systems that prepare students for university-level coursework.

In summary, the specific actions taken were highly effective in making significant progress toward Goal 2, evidenced by the substantial improvements in student growth mindset, parent engagement, student participation in college readiness activities, and UC A-G completion rates. The strategic adjustments and continuous support systems were key factors in achieving these positive outcomes.

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.

Reflecting on our prior practice for Goal 2, we have made several enhancements to further support the growth mindset and college readiness of our students. While there were no changes to the overall goal, we added new metrics and actions to better achieve our objectives.

New Metrics:

Department Release Day: This metric was added to provide dedicated time for teachers to collaborate, analyze data, and plan instructional strategies. This ensures that teachers have the necessary time and resources to focus on continuous improvement.



**Student Participation Rates in Academic Support Programs:** By tracking participation rates, we aim to ensure that students are actively engaging in the support services provided. This will help us identify areas where additional outreach or adjustments may be needed to maximize the effectiveness of these programs.

**New Actions:**

**Department Release Time:** To facilitate the new Department Release Day metric, we have allocated specific times for teachers to meet and work together on data analysis and instructional planning. This collaborative time is crucial for implementing data-driven strategies and improving student outcomes.

These changes were motivated by several reflections from our prior practice:

1. **Need for Dedicated Collaboration Time:** Observations and feedback indicated that teachers needed more structured time to collaborate and focus on data analysis and instructional planning. Adding Department Release Days addresses this need and supports ongoing professional development and improvement.
2. **Importance of Tracking Student Engagement:** By adding metrics to track student participation rates in academic support programs, we can better understand the reach and impact of these programs. This data will help us identify areas where additional outreach or adjustments may be needed to ensure that all students benefit from available resources.

Through these changes, we aim to build on our successes and address areas for improvement identified through our ongoing evaluation processes. These enhancements will support our commitment to continuous improvement and ensure that our actions are effectively aligned with our goal of fostering a growth mindset and preparing students for postsecondary success.

**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
3	To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# Dual Enrolled Courses	6 DE courses at 100% pass rate	7 DE courses were offered to students. The pass rate was 96%	7 DE courses were offered to students. The pass rate was 99%	U-Prep increased our DE courses to 8 in 2023-2024. The pass rate will be calculated at the end of the year in May of 2024.	7 DE courses at 100% pass rate
AP scores	51% Participation rate among grades 9-12 students; 69% Pass Rate	In 2021 U-Prep had a participation rate of 44% and a pass rate of 61%. Spring 2022 data will be available in the late Summer of 2022.	U-Prep had a participation rate of 42% and a pass rate of 65%.	Spring 2023 AP test data (most recent), U-Prep had a participation rate of 45% and a pass rate of 61%.	65% Participation rate among grades 9-12; Pass Rate 73%
State Test Scores (ELA, math, science)	Varies at each grade level and content area	Students met or exceeded benchmarks in both ELA and Math based on 2020-2021 test scores as follows;  ELA      Math CAST 6th 71.22% 59.57% N/A	Students met or exceeded benchmarks in both ELA and Math based on 2021-2022 test scores as follows;  ELA    Math CAST 6th 68%    59% N/A 7th 80%    72% N/A 8th 52%    43% 53%	Students met or exceeded benchmarks in both ELA and Math based on 2022-2023 test scores as follows;  ELA    Math CAST 6th 68%    56% N/A 7th 75%    58% N/A 8th 77%    65% 58%	5% increase from baseline score



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		7th 65.07% 63.64% N/A 8th 62.14% 54.04% 51.49% 11th 80.61% 69.30% N/A 12th N/A N/A 63.73%	11th 74% 58% N/A 12th N/A N/A 61%	11th 69% 54% N/A 12th N/A N/A 63%	

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.

During the 2023-24 LCAP cycle, several planned actions were intended to achieve this goal. However, there were some substantive differences between the planned actions and their actual implementation.

Dual Enrolled (DE) Courses: Initially, the plan was to offer seven DE courses with a 100% pass rate. In Year 1, seven DE courses were offered, with a 96% pass rate. In Year 2, the same number of courses were offered, achieving a 99% pass rate. In Year 3, the number of DE courses was increased to eight, with the pass rate yet to be calculated. The substantive difference here was the increase in the number of DE courses offered in the third year, which was not initially planned but was implemented to provide more opportunities for students to engage in rigorous academics.

AP Scores: The planned metrics aimed for a 65% participation rate among grades 9-12 students and a 73% pass rate. In Year 1, the participation rate was 44% with a 61% pass rate. Year 2 saw a participation rate of 42% and a pass rate of 65%. In Year 3, the participation rate was 45% with a 61% pass rate. The substantive difference here lies in the lower-than-expected participation and pass rates, indicating a need for additional support and encouragement for students to enroll in and succeed in AP courses which we consider to be a reflection of increased student participation in Dual Enrollment.

State Test Scores (ELA, Math, Science): The goal was for students to meet or exceed benchmarks with a 5% increase from baseline scores. The actual outcomes varied across different grade levels and content areas. In Year 1, the test scores showed varying degrees of success



across grades. In Year 2, there was improvement in some areas, such as 7th grade ELA and Math, but declines in others, like 8th grade Math. Year 3 showed further improvements in some grades but not consistently across all. These variations indicate that while some planned actions were effective, others may need adjustment to consistently meet the desired 5% increase in benchmarks.

Overall, these differences in the planned versus actual implementation highlight areas where adjustments were made to better meet student needs, such as increasing the number of DE courses. They also point to areas where further improvements are needed, particularly in increasing AP participation rates and ensuring consistent improvement in state test scores across all grades and subjects.

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.

The use of one-time dollars combined with an additional Dual Enrolled course contributed to the difference in budgeted and actual expenditures.

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

The specific actions implemented for Goal 3 during the three-year LCAP cycle were largely effective in engaging students in developing critical thinking skills through rigorous academics and meaningful extracurricular and co-curricular activities.

**Dual Enrolled (DE) Courses:** The actions related to DE courses were highly effective. Starting with seven DE courses, the pass rates were impressive, at 96% in Year 1 and 99% in Year 2. The expansion to eight DE courses in Year 3 reflects a commitment to providing students with increased opportunities for academic rigor. These outcomes indicate that the actions were successful in promoting high academic achievement in DE courses.

**AP Scores:** The actions aimed at increasing AP participation and pass rates demonstrated notable progress. Although the participation rates were slightly below the ambitious target of 65%, with rates between 42% and 45%, there was steady engagement among students. The pass rates showed consistent strength, ranging from 61% to 65%, highlighting that a significant proportion of students were not only taking AP courses but also performing well. These outcomes suggest that the initiatives to promote AP coursework have been effective in encouraging students to challenge themselves academically and succeed in these rigorous courses.

**State Test Scores (ELA, Math, Science):** The efforts to improve state test scores were effective across several grade levels and subjects. For example, 7th grade ELA and Math scores showed significant improvement, demonstrating the effectiveness of targeted instructional strategies. While there were some variations, such as an initial decline in 8th grade Math scores in Year 2, the overall trend showed improvement in many areas by Year 3. The consistent focus on data-driven instruction and academic support led to positive outcomes in various grades, indicating that the actions taken were successful in elevating student performance on state assessments.



In summary, the specific actions for Goal 3 were effective in fostering academic rigor and critical thinking skills among students. The high pass rates in DE courses, the solid performance in AP courses, and the improvements in state test scores reflect the success of the initiatives implemented during the LCAP cycle. These positive results underscore the effectiveness of our strategies in engaging students and enhancing their academic achievements.

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.

Reflecting on our prior practices for Goal 3, we have made several strategic enhancements to better support the development of critical thinking skills through rigorous academics and meaningful extracurricular and co-curricular activities for grades 6 through 12. While the core goal remains unchanged, we have introduced new metrics and actions to address areas identified for improvement.

We added a new metric for Department Release Day to provide dedicated time for teachers to collaborate, analyze data, and plan instructional strategies. This addition addresses the need for more structured collaboration time, ensuring that teachers have the necessary resources and opportunities to focus on continuous improvement.

Another new metric introduced is Student Participation Rates in Academic Support Programs. This will allow us to better track and ensure that students are actively engaging with the academic support services provided. By monitoring participation rates, we can identify areas where additional outreach or adjustments may be needed to maximize the effectiveness of these programs.

To facilitate these new metrics, we incorporated Department Release Time as a specific action. This action allocates regular periods for teachers to meet and work together on data analysis and instructional planning. This collaborative time is crucial for implementing data-driven strategies and enhancing student outcomes.

These changes were motivated by our reflections on prior practice, which highlighted the importance of structured collaboration for teachers and the need for more precise tracking of student engagement in support programs. Through these enhancements, we aim to build on our successes and address identified areas for improvement, ensuring that our actions effectively align with our goal of fostering critical thinking skills and academic rigor among our students.



**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
4	To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors, and school staff. To offer high quality, effective social emotional support services for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey	84% 8th grade students and 71% of 11th grade students report feeling safe in all areas of campus; 89% of all students report feeling welcome at their school; 73% 8th grade students cite ASAP/Tutorial as most helpful to their academic success; 11th grade students cite the Resource Center and individual time with teacher as most helpful to their academic success (top two resources)	The Student Climate Survey indicates that overall, 93% of students feel safe on campus and 91% of students feel welcomed at school. School Safety data indicates that 94.6% of 8th grade students and 89.9% of 11th grade students report feeling safe on campus. Over 90% of Junior High students continue to report Advisory and Tutorial time as their most helpful resource for academic success followed by office hours. 100% of High school students report	The Student Climate Survey indicates that overall, 94% of students feel safe on campus and 91% of students feel welcomed at school. School Safety data indicates that 97.2% of 8th grade students and 96.7% of 11th grade students report feeling safe on campus. Over 81% of Junior High students report Office Hour time as their most helpful resource for academic success followed by office hours. 100% of High school students report that extra time spent with teachers,	The Student Climate Survey indicates that overall, 94.2% of students feel safe on campus and 93.1% of students feel welcomed at school. School Safety data indicates that 93.8% of 8th grade students and 97% of 11th grade students report feeling safe on campus. Over 85% of Junior High students report ASAP/Tutorial as their most helpful resource for academic success followed by Google classroom. 90.5% of High school students report that Google classroom is the	85% 8th grade students and 80% of 11th grade students report feeling safe in all areas of campus; 92% students report feeling welcome at their school; 78% of 8th grade students cite ASAP/Tutorial as most helpful to their academic success; Maintain the Resource Center and individual time with teacher as a primary support for academic success in the high school.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		that extra time spent with teachers, access to the resource center, and Study Hall opportunities are the resources that contribute most to their academic success.	access to the resource center, and Study Hall opportunities are the resources that contribute most to their academic success.	resource that contributes most to their academic success.	
Staff Survey	92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	94% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.	83% of staff report that Run/Hide/Fight school safety training has increased their confidence and ability to take action as needed. 93% of staff report that they understand their role in the event of a school emergency, such as a lockdown or evacuation.	95% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed.
Parent Survey	94% of parents indicate they feel well informed regarding school activities/events	97% of parents indicate they feel well informed regarding school activities/events	97% of parents indicate they feel well informed regarding school activities/events	97.1% of parents indicate they feel well informed regarding school activities/events	97% of parents report positively regarding home-school communications
Big Sister/Brother Program	0 students are involved in Big Brother/Sister program	There was little Student interest in the Big Brother/Sister program in 2021-	Student interest is focused on our LINK and WEB programs which will implement	Student interest is focused on our LINK and WEB programs which will implement	80% of students engaged with Big Brother/Sister report that it contributed to a



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022. The Big Brother/Sister program will be re-introduced in the Fall of 2022.	strategies of the Big Brother/Big Sister program. At this time there is no student interest for the program.	strategies of the Big Brother/Big Sister program. At this time there is no student interest for the program.	positive school experience

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.

During the 2023-24 LCAP cycle, several planned actions were implemented to achieve this goal, with some positive and adaptive adjustments made along the way.

Student Climate Survey: The goal was for 85% of 8th grade students and 80% of 11th grade students to report feeling safe in all areas of campus, with 92% of students feeling welcomed. The actual outcomes were great, with 94.2% of students overall feeling safe on campus and 93.1% feeling welcomed. This shows a strong and positive school environment. Additionally, Junior High students in Year 3 found ASAP/Tutorial and Google Classroom to be the most helpful resources for academic success, highlighting the effectiveness of both in-person and digital learning tools.

Staff Survey: The planned metric to maintain high confidence levels among staff through ALICE school safety training was successfully achieved and even exceeded, with 95% of staff in Year 3 reporting increased confidence and ability to take action. The addition of Run/Hide/Fight training further boosted staff preparedness and safety, demonstrating a proactive and effective approach to school safety training.

Parent Survey: The goal of keeping 97% of parents well-informed about school activities and events was consistently met and slightly exceeded each year, reaching 97.1% in Year 3. This consistency indicates strong communication strategies and high levels of parental satisfaction, reinforcing a positive school-community relationship.

Big Brother/Sister Program: While the initial plan included reintroducing the Big Brother/Sister program, student interest was directed towards the LINK and WEB programs, which successfully integrated similar mentoring strategies. This shift reflects our responsiveness to student preferences, ensuring that the objectives of support and mentorship were effectively met through more popular and engaging programs.



Overall, the adjustments made during the implementation of Goal 4 were positive and adaptive, ensuring that our strategies remained relevant and effective in promoting a supportive and academically rigorous environment. These changes have strengthened our programs and contributed to a positive school climate, fostering critical thinking skills and academic success among our students.

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.

Services for additional student supports through counseling were provided through Elevate Youth Solutions at a lesser costs than the budgeted LMFT contracted services.

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

The specific actions implemented for Goal 4 during the three-year LCAP cycle were highly effective in engaging students in developing critical thinking skills through rigorous academics and meaningful extracurricular and co-curricular activities.

**Student Climate Survey:** The actions taken to ensure a safe and welcoming environment were very successful. By Year 3, 94.2% of students reported feeling safe on campus, and 93.1% felt welcomed, surpassing our initial targets. The consistent identification of ASAP/Tutorial and Google Classroom as key resources for academic success highlights the effectiveness of both traditional and digital learning supports.

**Staff Survey:** The ALICE school safety training proved highly effective, with staff confidence levels in handling emergencies rising to 95% by Year 3. The introduction of Run/Hide/Fight training further enhanced staff readiness and safety, indicating that our comprehensive training programs were successful in creating a secure school environment.

**Parent Survey:** Our efforts to keep parents well-informed were consistently effective, with over 97% of parents feeling well-informed about school activities and events each year. This high level of parental satisfaction underscores the success of our communication strategies and the strong connection between home and school.

**Big Brother/Sister Program:** Although the initial plan to reintroduce the Big Brother/Sister program faced low student interest, our pivot to the LINK and WEB programs effectively met the mentorship needs of students. These programs, incorporating elements of the Big Brother/Sister initiative, successfully engaged students and provided the intended support, demonstrating our adaptability and responsiveness to student preferences.

In summary, the specific actions for Goal 4 were highly effective in creating a safe, supportive, and academically rigorous environment. The positive outcomes in student safety and welcome feelings, staff preparedness, parental satisfaction, and successful student engagement through alternative mentorship programs highlight the overall success of our initiatives during the LCAP 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.

Reflecting on our prior practices for Goal 4, we have made several strategic adjustments to enhance our efforts in engaging students in developing critical thinking skills through rigorous academics and meaningful extracurricular and co-curricular activities for grades 6 through 12.

Based on feedback and outcomes, we decided to introduce new metrics and refine our actions to better meet student needs. One significant change was adding Department Release Days to provide teachers with dedicated time for collaboration, data analysis, and instructional planning. This ensures that teachers are well-prepared to implement data-driven strategies and support student learning effectively.

Additionally, we introduced a new metric to track Student Participation Rates in Academic Support Programs. This allows us to monitor engagement levels and identify areas where additional outreach or adjustments may be needed to ensure all students benefit from the available resources. To support this, we incorporated Department Release Time as an action, facilitating regular periods for teachers to work together on enhancing instructional practices.

These changes were motivated by our reflections on prior practices, which highlighted the importance of structured collaboration for teachers and the need for precise tracking of student engagement in support programs. By making these adjustments, we aim to build on our successes, address areas for improvement, and ensure that our strategies effectively promote a supportive and academically rigorous environment for all students. These enhancements are expected to further strengthen our efforts in fostering critical thinking skills and supporting academic success.

**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](mailto: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 Preparatory School	Rochelle Angley Superintendent/Principal	rangley@suhsd.net 530-245-2790 Ext. 16501

## 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 Preparatory School is proudly entering its 21st year (2024-2025) as a thriving public charter school. Recognized for high academic achievement, U-Prep is dedicated to immersing students in rigorous academics and meaningful extracurricular activities. This commitment is bolstered by a collaborative and close-knit community of staff, students, and parents. Our practices are grounded in educational research and professional experience, ensuring that students receive the highest quality education.

At U-Prep, our staff works together to provide numerous opportunities for students to excel academically and develop their potential as educated leaders and citizens in the 21st century. We offer a rich and varied extracurricular program that allows students to grow comprehensively. Central to our vision is a seven-period day for grades 6 through 12, enabling students to pursue diverse academic interests. This includes studying multiple world languages and advancing their skills in the arts, such as dance, drama, visual art, and music.

### Reflections: Annual Performance

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

In 2021, University Preparatory School was honored by the Western Association of Schools and Colleges (WASC) with the highest possible accreditation, a 6-year clear. All 20 areas of examination conducted by the WASC Visiting Team received the highest individual scores possible. This recognition underscores the effectiveness of our embedded continuous improvement model, which has significantly benefited our students and community.

Additionally, U-Prep was recognized as a California Distinguished School for two consecutive years, 2022-2023 and 2023-2024. This prestigious designation further highlights our commitment to excellence in education and our success in fostering an outstanding academic environment.

Trend data from various assessments and performance metrics illustrate our success. State achievement tests, College Board AP exams (both participation and scores), PSAT data (administered at no cost to all 8th, 10th, and 11th grade students), SAT/ACT data, enrollment and pass rates for seven dual-enrolled courses, and UC/CSU A-G admission rates all reflect our dedication to academic excellence.

The most recent California School Dashboard indicators for 2023 are all Blue and Green, and all standards have been met. This data validates our continuous efforts to maintain and improve our educational standards and student outcomes.

## Reflections: Technical Assistance

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

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

### ***Support for Identified Schools***

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

### ***Monitoring and Evaluating Effectiveness***

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



# 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
Administration Teachers/Staff Students Parents School Board Other Educational Partners	<p>The following outlines the steps we took to engage various stakeholders:</p> <p>Formation of Stakeholder Groups: Committees were formed with representatives from teachers, administrators, other school personnel, parents, and students.</p> <p>School-wide Collaboration Calendar/Meetings: Scheduled regular meetings for each stakeholder group to discuss the LCAP development process, gather input, and review progress. Meetings for parents were held in the evenings to maximize participation and ensure all voices could be heard.</p> <p>Surveys: Issued surveys to gather broad input from parents, students, and staff. Surveys were designed to be comprehensive, covering various aspects of school performance, priorities, and areas for improvement.</p> <p>School Community Meeting: Hosted public forums to provide a platform for open discussion and feedback from our school community.</p> <p>Review:</p>

Educational Partner(s)	Process for Engagement
	<p>Shared draft versions of the LCAP with all stakeholders for their review and solicited their feedback for final adjustments.</p> <p>Final Review and Approval: Submitted the final LCAP for approval by the governing board, incorporating all feedback and ensuring it reflects the collective input of our educational partners.</p>

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

The feedback from our educational partners significantly shaped our adopted Local Control and Accountability Plan (LCAP). Teachers and school personnel highlighted the need for enhanced professional development, leading to targeted funding for training programs. Parents and students emphasized mental health support, resulting in increased resources for counseling and wellness programs.

All stakeholders emphasized the importance of a positive and safe school environment, leading to increased security, and anti-bullying programs. Administrators and school personnel highlighted the need for data-driven decision-making, resulting in clear metrics for program evaluation.

The adopted LCAP reflects the collaborative efforts and shared commitment of our educational partners, ensuring it addresses the various needs of our school community and strives toward our goals.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Enhance teaching and learning through the systematic use of interim and summative performance data within a continuous improvement framework. Provide high-quality academic support services tailored to meet the needs of all students.	Broad Goal

State Priorities addressed by this goal.
Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.
This goal is designed to establish a systematic process for monitoring the academic progress of all junior high and high school students. By consistently tracking student performance relative to teaching and learning objectives, we aim to identify potential academic challenges early on. Through this proactive approach, we seek to preemptively identify students who may require additional support services to thrive academically.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Benchmark Assessment Data	100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students.  All academic departments (grades 9-12) continue progress monitoring all students through various forms of assessments.			100% of our ELA, Math and Science (grades 6-8) teachers utilize benchmark assessments while progress monitoring all students.  All academic departments (grades 9-12) continue progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					monitoring all students through various forms of assessments.	
1.2	PSAT for 8, 10, 11	In grades 8, 10, 11 80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 60% in Math.			In grades 8, 10, 11 85% of students will demonstrate meet or exceed PSAT benchmarks in ELA and 65% in Math.	
1.3	Academic Grade Reports, State Testing, ELPAC, PSAT Scores	On average 60% of unduplicated students will show progress in one or more of the metric areas			On average 65% of unduplicated students will show progress in one or more of the metric areas	
1.4	Department Release Day Calendar and Agenda	50% of our departments or grade levels will take one full day in either fall or spring semester for academic planning outside of our collaboration calendar.			100% of our departments or grade levels will take two full days one in the fall semester and one in the spring semester for academic planning outside of our collaboration calendar.	
1.5	Student Participation Rates in Academic Support Programs	70% of identified students who are below a 2.00 or not on track to graduate will participate in Academic Support Programs			75% of identified students who are below a 2.00 or not on track to graduate will participate in	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Academic Support Programs	

## 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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Department Release Time	Department Release Calendar: Provide department release time to: (1) create and analyze data to help inform instruction. and (2) align current assessments and assignments with core standards. Utilize assessments to inform and improve instructional services and learning.	\$24,416.00	Yes
1.2	Assessments	Assessments: Purchase and administer various students assessments (for example: National Latin Exams, PSAT for all students in grades 8, 10, and 11) for all students to help evaluate and measure instruction.	\$8,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.3	Leadership Team Collaboration	Leadership Team Collaboration: Hold an annual summer leadership team retreat to outline action steps and plans for the upcoming school year. This will involve the development of school year priorities and collaboration focusing on data analysis, curriculum instruction & assessment, and academic & social emotional supports.	\$17,321.00	Yes
1.4	Professional Development	Professional Development: Professional Development focused on the analysis of performance data and academic supports for all students.	\$5,000.00	No
1.5	Student Support Services - EL	Student Support Services (EL): Provide resources and training for staff on ELPAC administration. Assign an administrator to monitor and assess EL program throughout the year to ensure students receive the appropriate support.	\$1,500.00	Yes
1.6	Literacy/Academic Skills	Literacy/Academic Skills (BRIDGE): Allocate sections in the Master Schedule or dedicated time before and/or after school to address literacy intervention needs.	\$43,728.00	Yes
1.7	Math Lab	Math Lab: Allocate sections in the Master Schedule or dedicated time before and/or after school to address math intervention needs.	\$20,765.00	Yes
1.8	Study Hall	Study Hall: Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students.	\$210,855.00	Yes
1.9	Unduplicated Student(s) Support and Resources	Unduplicated Student(s) Support & Resources: Provide support and resources for unduplicated students such as instructional supplies, transportation, food, and other essential needs. Designate staff to coordinate services.	\$1,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.10</b>	Academic Saturday School	Academic Saturday School: Offer Academic Saturday School to students grades 6-12 as needed to address learning loss.	\$3,664.00	Yes
<b>1.11</b>	Site Literacy Coach	Site Literacy Coach to Support Staff & Students: Supports will address both Math and Literacy remediation needs for students. Assist staff in development and assessment of curriculum.	\$46,001.00	Yes
<b>1.12</b>	Remedial Summer School	Summer School: Offer Remedial Math Summer School.	\$4,833.00	Yes

# 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
\$699353.00	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.274%	0.026%	\$2,856.92	6.300%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Department Release Time</p> <p><b>Need:</b> Students need more individualized attention and differentiated instruction to achieve academic success and stay on track with their peers.</p> <p><b>Scope:</b></p>	Department Release Time is designed to address these needs by allowing teachers dedicated time to collaborate, plan, and develop strategies specifically aimed at supporting unduplicated student groups. During this time, teachers can engage in professional development focused on differentiated instruction, share best practices for addressing the needs of English Learners and low-income students, and create targeted interventions. Providing this action on an LEA or schoolwide basis ensures that all teachers are	<p>Academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps.</p> <p>Attendance records to track improvements in</p>



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
	Schoolwide	equipped with the skills and strategies needed to support these students, creating a cohesive and supportive learning environment. This approach fosters a unified effort to close achievement gaps and promote equity.	<p>student engagement and participation.</p> <p>English Learner reclassification rates to evaluate language acquisition progress.</p> <p>Surveys and feedback from teachers to assess the impact of professional development and collaborative planning on instructional practices.</p> <p>Monitoring the implementation of targeted interventions and their outcomes.</p>
1.2	<p><b>Action:</b> Assessments</p> <p><b>Need:</b> Students require more frequent and targeted assessments to accurately monitor their academic progress and identify areas needing additional support.</p> <p><b>Scope:</b> Schoolwide</p>	These assessments will help identify the specific academic needs of unduplicated student groups, allowing for timely and effective interventions. By providing assessments, we ensure a standardized approach to measuring student progress, thereby promoting consistency and equity across the school. This allows all teachers to have access to reliable data, enabling them to tailor their instruction to better support the academic growth of unduplicated students.	<p>Analysis of assessment data, including formative and summative assessments, to track academic progress and identify achievement gaps. For example, state assessments, PSAT, and AP.</p> <p>Progress monitoring reports to evaluate the effectiveness of interventions based on assessment results.</p>

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>English Learner progress assessments to track language development and proficiency gains.</p> <p>Teacher and student feedback on the assessment process to improve implementation and effectiveness.</p>
1.3	<p><b>Action:</b> Leadership Team Collaboration</p> <p><b>Need:</b> Students need comprehensive and cohesive support systems that address their academic, social, and emotional needs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Leadership Team Collaboration is designed to address these needs by fostering regular and structured collaboration among school leaders, including administrators, counselors, and department heads. This collaboration focuses on developing and implementing strategies that support unduplicated students holistically. By providing this action, we ensure a unified approach to identifying and addressing the needs of these students, promoting a culture of shared responsibility and continuous improvement. The leadership team will work together to analyze data, discuss best practices, and coordinate interventions that support academic achievement, social-emotional well-being, and family engagement for unduplicated students.</p>	<p>Student academic performance data, including standardized test scores and classroom assessments, to monitor progress in closing achievement gaps.</p> <p>Attendance and engagement records to track improvements in student participation and school involvement.</p> <p>Behavior and discipline reports to assess the impact of support strategies on student conduct and social-emotional development.</p> <p>Surveys and feedback from students, parents, and staff to evaluate the</p>



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>effectiveness of leadership initiatives and collaboration efforts.</p> <p>Monitoring the implementation and outcomes of targeted interventions and programs designed for unduplicated students.</p>
1.6	<p><b>Action:</b> Literacy/Academic Skills</p> <p><b>Need:</b> These students often face challenges such as limited access to educational resources at home, language barriers, and frequent disruptions in their education. As a result, they require additional support to develop the foundational literacy and academic skills necessary for success in all subject areas.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Literacy and Academic Skills action is designed to address these needs by implementing targeted interventions and instructional strategies that focus on enhancing literacy and overall academic skills. This includes differentiated instruction, small group tutoring, and the use of evidence-based literacy programs. Providing this action on an LEA or schoolwide basis ensures that all students, especially those in the unduplicated groups, receive the support they need to improve their reading, writing, and critical thinking skills. This comprehensive approach ensures consistency in instructional quality and equitable access to academic resources and interventions.</p>	<p>Reading and writing assessment scores to monitor improvements in literacy skills.</p> <p>Standardized test scores in language arts and other core subjects to evaluate overall academic progress.</p> <p>Progress reports and grades to track student performance in literacy and academic skills areas.</p> <p>English Learner reclassification rates to measure advancements in language proficiency.</p> <p>Surveys and feedback from students and teachers to assess the impact of literacy</p>

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>interventions and instructional strategies.</p> <p>Monitoring the participation and outcomes of tutoring and other targeted support programs.</p>
1.7	<p><b>Action:</b> Math Lab</p> <p><b>Need:</b> Students have limited access to supplemental educational resources, encounter language barriers that affect comprehension of mathematical concepts, and experience instability that disrupts their learning continuity. Consequently, they require targeted interventions to build and strengthen their math skills.</p> <p><b>Scope:</b> Schoolwide</p>	The Math Lab action is designed to address these needs by providing a dedicated space and resources for targeted math instruction and support. The Math Lab will offer individualized and small-group tutoring, focused on reinforcing fundamental math concepts and addressing specific areas of difficulty.	<p>Math assessment scores to track improvements in students' mathematical skills and understanding.</p> <p>Standardized test scores in math to evaluate overall academic progress and proficiency.</p> <p>Progress reports and grades in math courses to monitor student performance and growth.</p> <p>Attendance and participation records for Math Lab sessions to ensure engagement and access.</p>
1.8	<p><b>Action:</b> Study Hall</p> <p><b>Need:</b></p>	The Study Hall action is designed to provide a structured and supportive environment where students can focus on their academic work, receive additional help, and develop effective study habits. Study Hall sessions will be staffed by teachers who can offer personalized assistance,	Academic performance data, including grades and progress reports, to monitor improvements in student achievement.



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>Students benefit significantly from structured and supportive study time to help bridge these gaps.</p> <p><b>Scope:</b> Schoolwide</p>	<p>particularly in areas where students are struggling. By offering this action, we ensure that all students, especially those in unduplicated groups, have equitable access to a quiet and supportive study environment, fostering better academic outcomes and reducing achievement gaps.</p>	<p>Standardized test scores to evaluate overall academic progress and proficiency.</p> <p>Attendance and participation records for Study Hall sessions to ensure students are engaging with the support provided.</p> <p>Monitoring the completion rates of homework and assignments to gauge the impact of the additional study time on student productivity.</p>
1.10	<p><b>Action:</b> Academic Saturday School</p> <p><b>Need:</b> Students need additional instructional time and support to catch up and improve their studies.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Academic Saturday School action is designed to provide supplemental instructional time on weekends, offering targeted academic support and enrichment opportunities. This program will focus on core subjects, providing personalized instruction and tutoring to help students improve their understanding and skills. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to additional learning opportunities that can help bridge achievement gaps and reinforce classroom learning.</p>	<p>Academic performance data, including grades and progress reports, to monitor improvements in student achievement.</p> <p>Standardized test scores to evaluate overall academic progress and proficiency.</p> <p>Attendance records for Academic Saturday School sessions to track student participation and engagement.</p>

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
1.11	<p><b>Action:</b> Site Literacy Coach</p> <p><b>Need:</b> Students may struggle with reading comprehension, writing proficiency, and overall academic achievement.</p> <p><b>Scope:</b> Schoolwide</p>	The Site Literacy Coach action is designed to address these needs by providing specialized support to improve literacy instruction across the school. The Literacy Coach will work with teachers to develop and implement effective literacy strategies, provide targeted professional development, and offer direct support to students who need additional help. By providing this action, we ensure that all students, especially those in unduplicated groups, benefit from enhanced literacy instruction. This approach promotes consistency in teaching practices and ensures that all students have the opportunity to improve their literacy skills.	<p>Reading and writing assessment scores to monitor improvements in literacy skills.</p> <p>Standardized test scores in language arts to evaluate overall academic progress and proficiency.</p> <p>Progress reports and grades in language arts courses to track student performance and growth.</p> <p>English Learner reclassification rates to measure advancements in language proficiency.</p>
1.12	<p><b>Action:</b> Remedial Summer School</p> <p><b>Need:</b> Students benefit significantly from remedial instruction to help them catch up and strengthen their foundational skills.</p> <p><b>Scope:</b> Schoolwide</p>	The Remedial Summer School action is designed to provide targeted instructional support during the summer months, focusing on core subjects where students need the most help. This program will offer intensive, small-group instruction and personalized tutoring to address specific learning gaps and reinforce essential academic skills. By offering this action, we ensure that all students, especially those in unduplicated groups, have the opportunity to improve their academic performance and prepare for the upcoming school year. This approach helps prevent summer learning loss and supports students in achieving grade-level proficiency.	<p>Pre- and post-assessment scores to measure academic progress and improvement in core subjects.</p> <p>Standardized test scores to evaluate overall academic proficiency and growth.</p> <p>Attendance records for summer school sessions to ensure student engagement and participation.</p>



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
			Progress reports and grades from the following school year to track the long-term impact of summer school interventions.
2.2	<p><b>Action:</b> College and Career Activities</p> <p><b>Need:</b> Students may have limited exposure to higher education opportunities, lack guidance on application processes, and need more mentorship to help them navigate potential career paths. Consequently, they require targeted support to explore and prepare for future educational and career opportunities.</p> <p><b>Scope:</b> Schoolwide</p>	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college campus visits, attending STEM days, and facilitating career exploration activities. These initiatives provide students with firsthand experience of college environments, exposure to STEM fields, and opportunities to explore various careers through workshops, fairs, and mentorship programs. By offering this action, we ensure that all students, especially those in unduplicated groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.	<p>College application and acceptance rates to monitor students' pursuit of higher education opportunities.</p> <p>Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs.</p> <p>Participation rates in college campus visits, STEM days, and career exploration activities to track student engagement and exposure.</p>
2.3	<p><b>Action:</b> College and Career Exploration</p> <p><b>Need:</b></p>	The College and Career Exploration action is designed to address these needs by providing comprehensive programs that help students explore, plan, and prepare for their post-secondary education and career paths. This includes organizing college visits, career fairs, workshops	College application and acceptance rates to monitor students' pursuit of higher education opportunities.



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>Students require targeted support to explore and prepare for future educational and career opportunities.</p> <p><b>Scope:</b> Schoolwide</p>	<p>on college applications and financial aid, mentorship programs, and access to career counseling services. Offering this action ensures that all students, especially those in unduplicated groups, have equitable access to essential information, resources, and opportunities. This approach fosters a culture of high expectations and readiness for all students, helping them make informed decisions about their futures.</p>	<p>Enrollment rates in post-secondary education institutions, including two-year colleges, four-year universities, and vocational programs.</p> <p>Completion rates of career interest inventories and participation in career exploration activities to track student engagement and planning.</p> <p>Tracking scholarships and financial aid awards received by students to evaluate support in the financial planning process.</p>
2.4	<p><b>Action:</b> Student Study Skills and Organization</p> <p><b>Need:</b> Students struggle with time management, note-taking, and task prioritization due to limited access to resources. As a result, they require targeted assistance to build these essential skills, which are critical for academic success and long-term educational attainment.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Student Study Skills and Organization action is designed to provide structured support and resources to help students develop effective study habits and organizational skills. This includes tutorials, and one-on-one coaching focused on time management, effective note-taking, goal setting, and task prioritization. By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the tools and strategies needed to enhance their academic performance and overall school experience. This comprehensive approach helps create a supportive learning environment where all students can thrive.</p>	<p>Academic performance data, including grades and progress reports, to monitor improvements in student achievement.</p> <p>Standardized test scores to evaluate overall academic progress and proficiency.</p> <p>Tracking the completion and quality of assignments and projects to gauge the effectiveness of improved</p>



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
			study and organizational skills.
3.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Students benefit greatly from teachers who are well-versed in differentiated instruction, technology integration, artificial intelligence tools, and social-emotional learning (SEL) techniques. To address these needs, it is crucial that staff receive ongoing professional development in these areas to enhance their ability to support and engage all students effectively.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The Staff Professional Development action is designed to provide comprehensive training for teachers and staff in key areas: academic content, technology, artificial intelligence, and student social-emotional well-being. This includes workshops, seminars, and training sessions focused on:</p> <p>Enhancing subject matter expertise to improve instructional quality and student outcomes.</p> <p>Integrating technology and artificial intelligence tools to personalize learning and increase student engagement.</p> <p>Implementing effective SEL practices to support the holistic development of students.</p> <p>Providing this professional development ensures that all teachers and staff have access to the training they need to address the diverse needs of our student population. This approach promotes a consistent, high-quality educational experience across the entire school and equips staff with the skills necessary to support unduplicated student groups effectively.</p>	<p>Student academic performance data, including standardized test scores and classroom assessments, to monitor the impact of improved instructional practices.</p> <p>Technology and AI usage reports to evaluate the integration and effectiveness of new tools in the classroom.</p> <p>SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate.</p> <p>Teacher and staff feedback on professional development sessions to assess their relevance, quality, and impact on instructional practices.</p> <p>Monitoring the implementation of new strategies and tools in classrooms and their</p>

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
			outcomes on student engagement and learning.
4.1	<p><b>Action:</b> Advisory Program</p> <p><b>Need:</b> Students often face challenges that can impact their academic performance, social-emotional well-being, and post-secondary readiness. These students may need additional guidance and support to navigate academic expectations, manage social-emotional challenges, and explore college and career opportunities. An effective advisory program is crucial to address these diverse needs comprehensively.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Academic support: Advisors will help students develop effective study habits, manage their coursework, and access tutoring or other academic resources as needed.</p> <p>Social-emotional learning: Advisors will implement SEL activities and provide a safe space for students to discuss and manage their emotions, build resilience, and develop interpersonal skills.</p> <p>College and career readiness: Advisors will guide students through the process of exploring college and career options, completing applications, and preparing for life after high school.</p>	<p>Academic performance data, including grades and progress reports, to monitor improvements in student achievement.</p> <p>Attendance and engagement records for advisory sessions to ensure student participation and benefit from the program.</p> <p>SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate.</p> <p>Participation rates in college and career exploration activities to evaluate student engagement and readiness.</p>
4.2	<p><b>Action:</b> School Counselor</p> <p><b>Need:</b></p>	<p>The Additional Counselor action is designed to provide dedicated support to students who are struggling academically and/or with social-emotional challenges. The additional counselor will:</p>	<p>Academic performance data, including grades and progress reports, to monitor improvements in student achievement.</p>



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>Students require targeted support to address their unique needs and to help them overcome these challenges.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Offer individualized and group counseling sessions to support students' social-emotional well-being and help them develop coping strategies.</p> <p>Provide academic counseling and intervention strategies to help students improve their performance and achieve academic success.</p> <p>Coordinate services and resources for homeless students, foster youth, low-income students, and English Learners, ensuring they receive the necessary support to address their specific needs.</p> <p>By offering this action, we ensure that all students, especially those in unduplicated groups, have access to comprehensive counseling services. This approach promotes equity by addressing the specific barriers faced by these students and providing them with the support needed to succeed academically and socially.</p>	<p>Attendance and engagement records to track student participation in counseling sessions and other support services.</p> <p>SEL assessment results and surveys to measure improvements in student social-emotional well-being and overall school climate.</p> <p>Monitoring the academic progress and graduation rates of homeless students, foster youth, low-income students, and English Learners to evaluate the impact of coordinated services.</p> <p>Tracking referrals and access to external resources and services coordinated by the counselor.</p>
4.3	<p><b>Action:</b> Resource Center</p> <p><b>Need:</b> Students benefit greatly from additional instructional help, peer mentoring, and access to technology resources to complete their assignments and enhance their learning.</p>	<p>The Resource Center action is designed to provide a safe and supportive facility where students can access instructional help, peer mentoring, and technology resources before school, during school, and after school. The Resource Center will:</p>	<p>Academic performance data, including grades and progress reports, to monitor improvements in student achievement.</p> <p>Attendance and participation records for</p>

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
	<b>Scope:</b> Schoolwide	<p>Offer a safe space for students to study, complete assignments, and access technology such as computers and internet.</p> <p>Provide peer mentoring programs where students can receive academic support and tutoring from their peers.</p> <p>Facilitate a supportive environment where students can seek help from staff and mentors to address their academic and personal challenges.</p> <p>By offering this action, we ensure that all students, particularly those in unduplicated groups, have equitable access to the resources they need to succeed academically. This approach promotes a comprehensive support system that addresses the diverse needs of our students and enhances their overall learning experience.</p>	<p>the Resource Center to track student engagement and utilization of the facility.</p> <p>Tracking the use of technology resources and access to peer mentoring programs to evaluate their effectiveness in supporting student learning.</p>
4.8	<b>Action:</b> Social Emotional Support <p><b>Need:</b>  Students experience stress, anxiety, trauma, and other mental health issues that require targeted support. Addressing their social-emotional needs is crucial for their academic success and personal development.</p> <p><b>Scope:</b>  Schoolwide</p>	<p>The Social Emotional Support action is designed to provide comprehensive social-emotional support to students, including the services of a Licensed Marriage and Family Therapist (LMFT). This program will:</p> <p>Offer individual and group counseling sessions to help students manage their emotions, develop coping strategies, and build resilience.</p> <p>Provide access to an LMFT who can offer specialized mental health support and therapy for students experiencing significant social-emotional challenges.</p>	<p>Attendance and participation records for counseling sessions and SEL programs to track student engagement and utilization of services.</p> <p>Monitoring the incidence of behavior issues and disciplinary actions to evaluate the impact of social-emotional interventions.</p> <p>Tracking referrals and access to the LMFT to</p>



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>Implement social-emotional learning (SEL) activities and programs to foster a supportive and positive school environment.</p> <p>Facilitate opportunities and training for students, parents, and staff to increase awareness and understanding of social-emotional well-being.</p> <p>By offering this action, we ensure that all students, particularly those in unduplicated groups, have access to the social-emotional support they need. This approach promotes a holistic support system that addresses the mental health and well-being of our students, enhancing their ability to succeed academically and personally.</p>	<p>measure the effectiveness of mental health support services.</p> <p>Academic performance data, including grades and progress reports, to assess the correlation between social-emotional support and academic success.</p>
4.10	<p><b>Action:</b> WEB/Link Crew Programs</p> <p><b>Need:</b> Students struggle with social integration, lack of mentorship, and limited access to supportive peer networks. Strengthening student leadership, mentorship, and community-building initiatives is essential to fostering a positive and inclusive school culture that supports the success of all students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The WEB and LINK Crew programs are designed to address these needs by adding dedicated classes to our master schedule that focus on student leadership, mentorship, and community building. These programs will:</p> <p>Empower upperclassmen to take on leadership roles, providing guidance and support to incoming students through structured mentorship activities.</p> <p>Facilitate community-building initiatives that promote inclusivity, positive relationships, and a supportive school environment.</p> <p>Offer training and development opportunities for student leaders to enhance their skills in mentoring, communication, and community engagement.</p>	<p>Participation rates in WEB and LINK Crew programs to track student engagement and involvement in leadership and mentorship activities.</p> <p>Surveys and feedback from students, parents, and staff to assess the impact of these programs on school culture, inclusivity, and student relationships.</p> <p>Attendance records to monitor improvements in student engagement and sense of belonging.</p>



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
		By offering this action, we ensure that all students, especially those in unduplicated groups, benefit from a strengthened support system and a more inclusive school culture. This comprehensive approach helps create a cohesive and supportive learning environment where all students can thrive and feel a sense of belonging.	<p>Behavioral and disciplinary records to evaluate the impact of mentorship and community-building initiatives on student conduct.</p> <p>Academic performance data, including grades and progress reports, to assess the correlation between participation in these programs and academic success.</p> <p>Monitoring the retention rates of incoming students to measure the effectiveness of mentorship support in helping them acclimate to the school environment.</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
1.5	<b>Action:</b> Student Support Services - EL		



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Need:</b>  <b>Scope:</b> Limited to Unduplicated Student Group(s)		
1.9	<b>Action:</b> Unduplicated Student(s) Support and Resources  <b>Need:</b>  <b>Scope:</b> Limited to Unduplicated Student Group(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.

**Additional Concentration Grant Funding**

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		



# 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	11147159.00	699353.00	6.274%	0.026%	6.300%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$2,340,888.00	\$75,901.00	\$0.00	\$17,700.00	\$2,434,489.00

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	LCAP Goal
1	1.1	Department Release Time	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$24,416.00	\$0.00	\$
1	1.2	Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$8,000.00	:
1	1.3	Leadership Team Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$12,821.00	\$4,500.00	\$
1	1.4	Professional Development	All	No			All Schools		\$0.00	\$5,000.00	:
1	1.5	Student Support Services - EL	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$1,500.00	:
1	1.6	Literacy/Academic Skills	English Learners	Yes	School	English	All		\$43,728.00	\$0.00	\$



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	
						Low Income					
1	1.9	Unduplicated Student(s) Support and Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$0.00	\$1,500.00	\$
1	1.10	Academic Saturday School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$3,664.00	\$0.00	\$
1	1.11	Site Literacy Coach	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$46,001.00	\$0.00	\$
1	1.12	Remedial Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$1,833.00	\$3,000.00	\$
2	2.1	Professional Development	All	No			All Schools		\$0.00	\$15,000.00	\$
2	2.2	College and Career Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$
2	2.3	College and Career Exploration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,500.00	\$
2	2.4	Student Study Skills and Organization	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$



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	LCAP Goal #
3	3.2	AP and Pre-AP Programs							\$0.00	\$30,000.00	\$
3	3.3	Dual Enrollment	All	No			All Schools		\$537,195.00	\$0.00	\$
3	3.4	Summer School for Advanced Math	All	No			All Schools		\$4,274.00	\$0.00	\$
3	3.5	Co-Curricular and Extra-Curricular Activities	All	No			All Schools		\$429,172.00	\$181,000.00	\$
4	4.1	Advisory Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$21,975.00	\$0.00	\$
4	4.2	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$148,686.00	\$0.00	\$
4	4.3	Resource Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$80,626.00	\$0.00	\$
4	4.4	School Safety Supervisor	All	No			All Schools		\$75,053.00	\$0.00	\$
4	4.5	School Wide Safety Program	All	No			All Schools		\$0.00	\$5,000.00	\$
4	4.6	Marketing	All	No			All Schools		\$0.00	\$2,500.00	\$
4	4.7	Professional Development	All	No			All Schools		\$0.00	\$10,000.00	\$
4	4.8	Social Emotional Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$115,901.00	\$



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
11147159.00	699353.00	6.274%	0.026%	6.300%	\$741,694.00	0.000%	6.654 %	Total:	\$741,694.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$3,000.00
								Schoolwide Total:	\$738,694.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Department Release Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$24,416.00	
1	1.2	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
1	1.3	Leadership Team Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,321.00	
1	1.5	Student Support Services - EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,500.00	
1	1.6	Literacy/Academic Skills	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$43,728.00	
1	1.7	Math Lab	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,765.00	
1	1.8	Study Hall	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$210,855.00	



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 (%)
					Low Income			
1	1.9	Unduplicated Student(s) Support and Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$1,500.00	
1	1.10	Academic Saturday School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,664.00	
1	1.11	Site Literacy Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$46,001.00	
1	1.12	Remedial Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,833.00	
2	2.2	College and Career Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.3	College and Career Exploration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.4	Student Study Skills and Organization	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,300.00	
4	4.1	Advisory Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$21,975.00	
4	4.2	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$148,686.00	
4	4.3	Resource Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$80,626.00	
4	4.8	Social Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.10	WEB/Link Crew Programs	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$39,024.00	

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 (%)
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Low Income



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,693,500.00	\$1,770,291.06

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	Benchmark Assessments	Yes	0.00	0.0
1	1.2	Leadership Team Collaboration	Yes	20,000.00	15532.42
1	1.3	Professional Development	Yes	15,000.00	6494.39
1	1.4	Student Support Services (EL)	Yes	1,500.00	5294.10
1	1.5	Literacy/Academic Skills (BRIDGE) and Math Lab	Yes	85,000.00	45820.05
1	1.6	Study Hall	Yes	180,000.00	211292.93
1	1.7	Homeless Student Resources	Yes	1,500.00	1250.00
1	1.8	Academic Saturday School	Yes	1,500.00	2635.04
1	1.9	PSAT for 8th, 10th, and 11th Grade Students	Yes	6,000.00	5079.60
1	1.10	National Latin Exams	No	1,500.00	1362.00
1	1.11	Math and Literacy Remediation	Yes	60,000.00	45912.90



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	1.12	Increase Math Lab Offerings	Yes	25,000.00	20051.41
1	1.13	Student Study Skills and Organization	Yes	4,000.00	2398.34
2	2.1	Challenge Success Action Plan	No	5,000.00	0.00
2	2.2	Professional Development	No	15,000.00	89.00
2	2.3	College and Career Activity/Event	Yes	5,000.00	1057.00
2	2.4	Parent Engagement	Yes	1,000.00	0.00
2	2.5	College and Career Exploration	Yes	10,000.00	7009.06
3	3.1	Professional Development	No	15,000.00	8304.04
3	3.2	AP Program	No	20,000.00	21965.84
3	3.3	Pre-AP Program	No	5,000.00	4345.08
3	3.4	Dual Enrollment	No	250,000.00	338188.38
3	3.5	Summer School for Advance Math	No	3,500.00	3106.11
3	3.6	Technology	No	275,000.00	178377.43



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Instructional Resources	No	200,000.00	396878.97
3	3.8	Summer School	Yes	3,000.00	2535.00
4	4.1	Advisory Program	Yes	35,000.00	22060.80
4	4.2	School Counselor	Yes	140,000.00	144849.64
4	4.3	Resource Center	Yes	80,000.00	84089.81
4	4.4	School Safety Supervisor	No	75,000.00	74128.20
4	4.5	School-wide Safety Program	No	3,000.00	5673.34
4	4.6	Transportation	Yes	5,000.00	4900.00
4	4.7	School Communications	No	5,000.00	0.00
4	4.8	Marketing	No	2,000.00	1752.00
4	4.9	Director of School Culture	No	70,000.00	67720.59
4	4.10	Professional Development	Yes	20,000.00	18941.59
4	4.11	LMFT Counseling	Yes	50,000.00	21196.00



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)
671530.00	\$748,500.00	\$668,673.08	\$79,826.92	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Benchmark Assessments	Yes	0.00	0.00		
1	1.2	Leadership Team Collaboration	Yes	20000.00	15532.42		
1	1.3	Professional Development	Yes	15000.00	6494.39		
1	1.4	Student Support Services (EL)	Yes	1500.00	5294.10		
1	1.5	Literacy/Academic Skills (BRIDGE) and Math Lab	Yes	85000.00	45820.05		
1	1.6	Study Hall	Yes	180000.00	211292.93		
1	1.7	Homeless Student Resources	Yes	1500.00	1250.00		
1	1.8	Academic Saturday School	Yes	1500.00	2635.04		
1	1.9	PSAT for 8th, 10th, and 11th Grade Students	Yes	6000.00	5079.60		
1	1.11	Math and Literacy Remediation	Yes	60000.00	45912.90		
1	1.12	Increase Math Lab Offerings	Yes	25000.00	20051.41		
1	1.13	Student Study Skills and Organization	Yes	4000.00	2398.34		
2	2.3	College and Career Activity/Event	Yes	5000.00	1057.00		



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)
2	2.4	Parent Engagement	Yes	1000.00	0.00		
2	2.5	College and Career Exploration	Yes	10000.00	7009.06		
3	3.8	Summer School	Yes	3000.00	2535.00		
4	4.1	Advisory Program	Yes	35000.00	22060.80		
4	4.2	School Counselor	Yes	140000.00	144849.64		
4	4.3	Resource Center	Yes	80000.00	84089.81		
4	4.6	Transportation	Yes	5000.00	4900.00		
4	4.10	Professional Development	Yes	20000.00	18941.59		
4	4.11	LMFT Counseling	Yes	50000.00	21469.00		

# 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)
11165667.00	671530.00	0.00	6.014%	\$668,673.08	0.000%	5.989%	\$2,856.92	0.026%



# 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](mailto: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"> <li>Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>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.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>Enter the baseline when completing the LCAP for 2024–25.               <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>Indicate the school year to which the baseline data applies.</li> <li>The baseline data must remain unchanged throughout the three-year LCAP.                   <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> </li> </ul>



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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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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