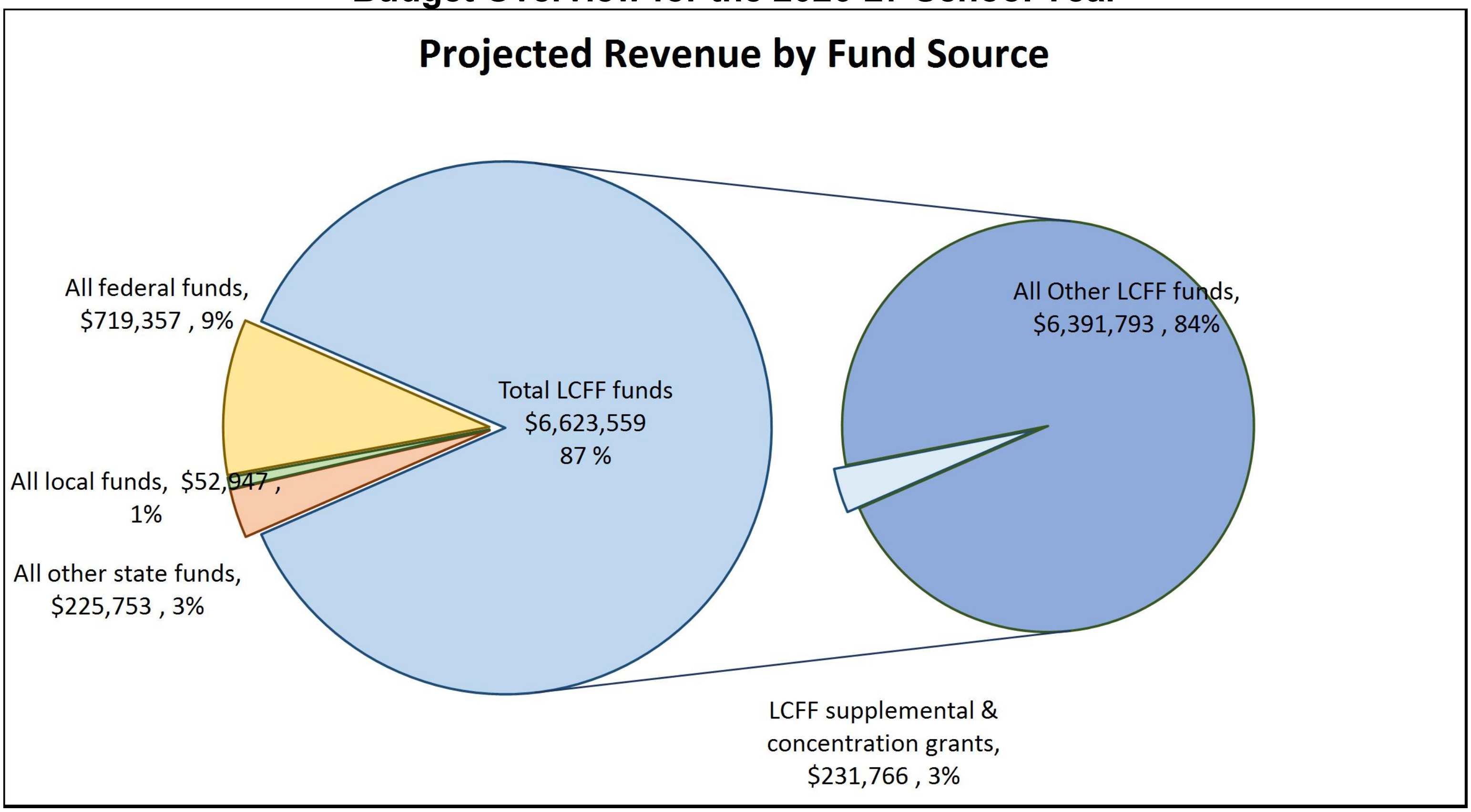
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University High School
CDS Code: 10-62166-0114553
School Year: 2026-27
LEA contact information:
Jeffie Esparza Hickman
Superintendent/Principal
jhickman@csufresno.edu
559-278-8263

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

Budget Overview for the 2026-27 School Year

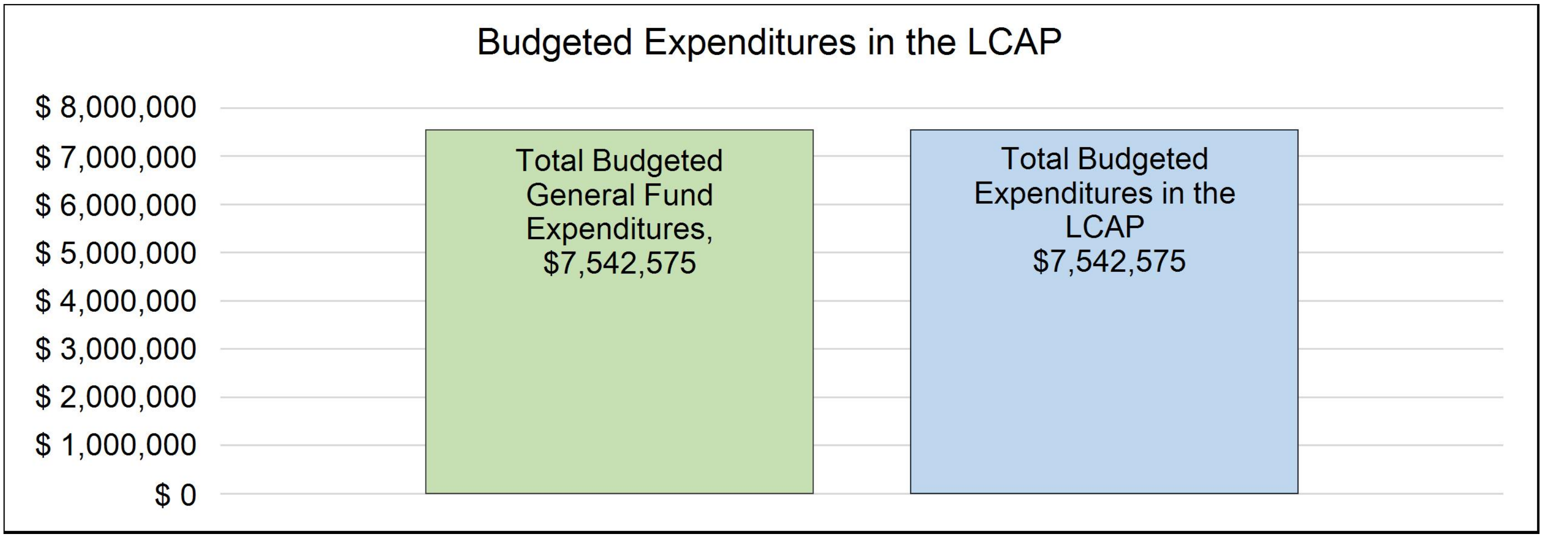


This chart shows the total general purpose revenue University High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University High School is $7,621,616, of which $6,623,559 is Local Control Funding Formula (LCFF), $225,753 is other state funds, $52,947 is local funds, and $719,357 is federal funds. Of the $6,623,559 in LCFF Funds, $231,766 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much University High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University High School plans to spend $7,542,575 for the 2026-27 school year. Of that amount, $7,542,575 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

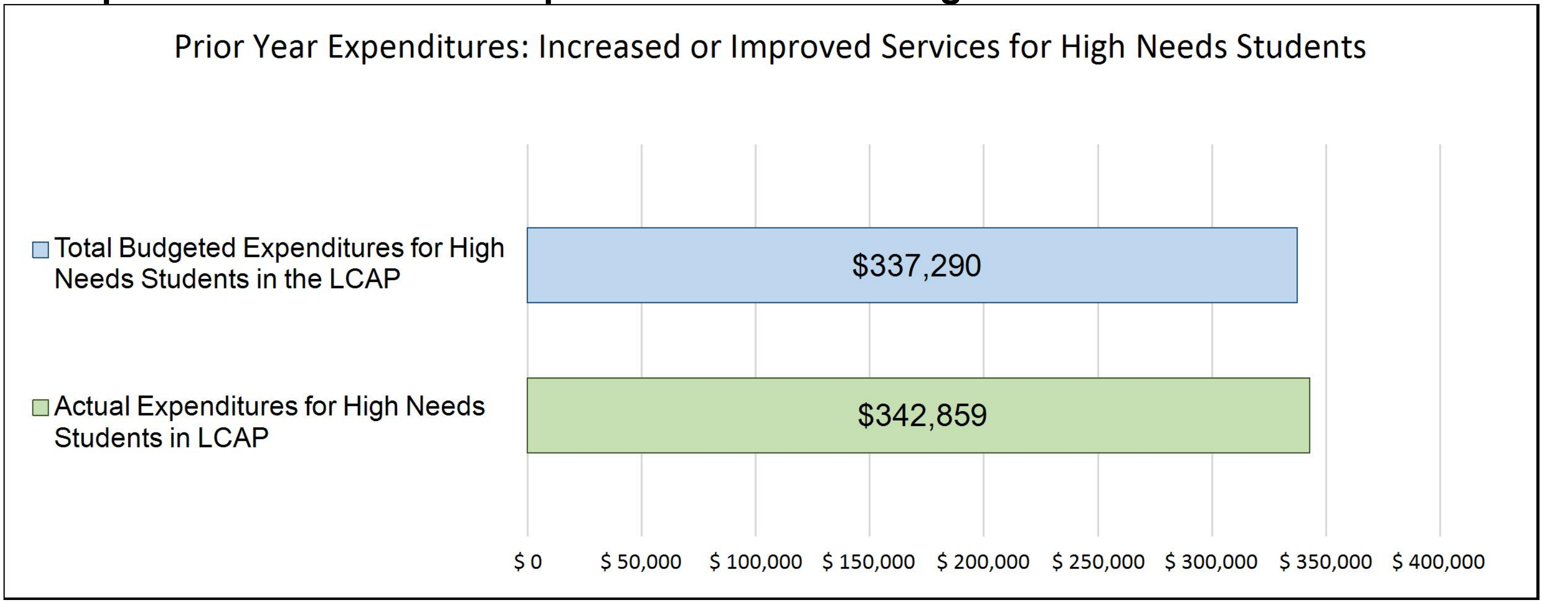
All expenditures are included in the LCAP.

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

In 2026-27, University High School is projecting it will receive $231,766 based on the enrollment of Foster Youth, English learner, and low-income students. University High School must describe how it intends to increase or improve services for high needs students in the LCAP. University High School plans to spend $342,859 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, University High School's LCAP budgeted $337,290 for planned actions to increase or improve services for high needs students. University High School actually spent $342,859 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

University High School is a 9th-12th grade free, public charter high school located on the campus of Fresno State. UHS provides an accelerated college preperatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefitting from the opportunities available on a large public university campus. Ninth grade students are admitted through a lottery process, and students typically graduate from UHS with at least 24 college credits completed. UHS is known to be a very rigorous high school, specializing in music education and high standards. Students usually come from about 20 different cities and towns, and each freshmen class comes from about 40+ different middle schools, all across the Central Valley. The 2025-26 demographic breakdown is approximately 39% Asian (including Filipino), 30% Hispanic, 26% caucasian, 5% Black, and 1% other.
University High School does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

University High School has much to be proud of. UHS students are highly successful in taking state and national tests. On Advanced Placement (A.P.) exams, UHS students had a 79.3% passage rate in 2025, an increase of 8.1%. Students are also successful when taking the California Assessment of Student Performance and Progress Tests (CAASPP). In 2025, 97.5% of UHS students scored "met" or "exceeded" on the English Language Arts exam and 75.2% scored such on the math exam. Our ELA met/exceeded score is in the Top Ten highest in the State of CA, and in the Top 25 for math. On the 2025 State Science exam, 86.6% of UHS students scored at the "met" or "exceeded" level.

The four year course pattern for UHS students is a set pattern that all students follow. There are slight variations due to advanced mathematics abilities and upperclassmen choices regarding A.P. classes. Our course pattern combined with an atmosphere and synergy of hard work, team work, and strong work ethic, help UHS students to successfully complete A-G requirements for four year universities at a high rate, usually 95% or more. The class of 2025 had a 100% graduation rate and the A-G completion rate was 98.3%.

According to the 2025 California State Dashboard, UHS has all blue and green areas, which are the highest levels possible and the state's goal for all schools. Moreover, all areas are in the highest level of accountability for all subgroups.This current Dashboard provides a comparison to previous years' scores with 5x5 Student Group Placement charts/reports.

UHS also receives positive feedback from outside sources like U.S. News and World Report and Niche.com. In August of 2025, U.S. News and World Report ranked University High as the #1 High School in the Fresno Area, the 7th Best High School in California, the16th Best Charter School in the Nation, and the 63rd Best School in the Nation. In 2026, Niche.com gave UHS an A+ rating, and ranked us as the 3rd Best Charter High School and the 13th Best High School in California. We look forward to continuing success.

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

After a data analysis of the California School Dashboard results, review of state testing scores, and chronic absenteeism reports, the area of focus and greatest need of Learning Recovering Emergency Block Grant funding is mathematics. The UHS total percent of met/exceeded on the CAASPP Math assessment for 2024-25 is 75.84%. Subgroup data shows gaps: Asian/90%, Hispanic/69.44%, White/74.19%, female/72.73%, male/81.4%, SED/67.74%, non-SED/78.65%.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Shared LCAP with all teachers at a Faculty Meeting on 3/4/26; also shared with Department Chairs with more in depth discussion at a meeting on 3/16/26; also emailed on 3/6/26 and given a one month timeline for suggestions and input.
Administration	Only two on the campus, we wrote the LCAP; also shared at Admin meeting on 3/17/26.
Other School Personnel	Emailed on 3/6/26, given a one month timeline for suggestions and input.
Parents	All parents were given access to Annual Parent Survey and a specific survey question was asked about LCAP funding; LCAP draft also posted on our website for two weeks.
Students	Discussed with Student Advisory Council on 2/27/26. Posted on our website on 3/25/26.
Submission to Applicable Committees (PAC)	Shared in person at meetings on 4/7/26.
Submission to Applicable Committees (SAC)	Shared at SAC meetings on 2/27/26.
Submission to Applicable Committees (ELAC/DELAC)	n/a
Schools receiving Equity Multiplier funding	n/a
Public Comment	Parents were given access to comment via the Annual Parent Survey from February through May; posted on website on 3/25/26.
Public Hearing	Public Hearing for LCAP was held on 5/7/26.
Adoption by the Governing Board	Adoption by the Governing Board was on 6/1/26.

Educational Partner(s)	Process for Engagement
Budget Adoption & Local Indicator Report to Governing Board	Budget Adoption approved by Governing Board on 6/1/26. Local Indicator Report approved by Governing Board on 6/1/26.

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

After this LCAP was updated for 2026, the plan was reviewed by the University High School adminstrative team and revised for clarity. UHS is a small school with a small staff where many in the organization take on more than one role. There is only one parent booster group. Administration worked with its community partners via meetings, surveys, emails, and public hearing to ask for feedback. The following describes the feedback from educational partners:

Goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educator partner feedback:
Feedback and adjusted changes from last year include staff continued professional development opportunities, more promotion for the Tutor Center, adding an online payment platform for music and drama performances, providing proper clothes for students for performances (dresses, slacks, suits, shoes, etc.) and more opportunities/supply to check out laptops for low income students.

-Student suggestions/feedback: For academics, Students would like teachers to go over syllabi again in the spring semester and also for teachers to provide better homework balance; meaning not as much homework on the weekends. They would also like the teachers to give long term assignments ahead of time so they can start working on them sooner, and also to share what the culminating activity for a unit or book will be so that they can work towards that during the unit. They appreciate the teachers that give them study guides and would like all teachers to provide a study guide before an exam. In regards to mental health, they think we should advertise more for the services that we offer and feel that student clubs could also help with sharing this information. For safety issues, they feel safe at school. They do not like the bad language that (mostly) underclassmen use and would like teachers to talk to their classes about not using such language. They also feel that all students could use a reminder about appropriate behavior at the Student Union during lunch. The students appreciate that the ASC Tutor Center provides help to a lot of students. Due to the large number of students being served, it can be a little loud and overstimulating. They do appreciate the increased number of activities, music festivals were specifically mentioned, and the fun and interactive activities and programs that UHS continues to create and provide for students.

-Staff suggestions/feedback: Staff indicate that they are grateful for the continued professional development opportunities and would like that practice to continue. Suggestions include more assistance for our Foundation students, but they did not indicate what more we could offer. (We already give our Foundation students free tickets to all music events and student activities, and pay for textbooks for dual enrollment courses, as well as reduced fees for AP testing.) Staff would like to continue the discussions of mental health assistance for students to see if there are other opportunities that we can offer. They would also like some training on targeted assistance for students that may need it. Some staff think that we should review our community service policy of 80 hours and find more opportunities for students on campus since it is difficult to find outside resources that allow minors to participate in community service. Some staff also would like the departments to re-think their curriculum to use more openstax/open source alternatives to traditional textbooks. The textbooks are often heavy and outdated soon after publication. This would also save money by not having to buy textbooks every few years.

-Parent feedback from the Annual Parent Survey and meetings: Parents would like to see more in person events for parents so that they can interact with other parents, rather than just once or twice a year. Another suggestion was to offer scholarship for student travel opportunities. Some requested more lunch choices for the free lunch we provide. Parents were very candid about UHS not lowering our academic standards.

-UHS does not receive Equity Multiplier funding.

Implemented items from 2025 Feedback:
-Staff suggestions/feedback: teachers appreciate the professional development opportunities given to them this year and want them to continue; staff also appreciate the money spent on technology so that they have updated technology that works, and that we immediately fix tech problems;
-Parent group feedback: Parents suggested minimal changes/updates. Suggestions included making sure that low income students know of services available and to help out with A.P. testing fees if possible. Admin explained that low income students receive a discounted fee waiver from the counselor.
-Parent feedback from the Annual Parent Survey: More opportunities to check out laptops for low income students; another parent requested the same thing for all students. Another parent requested more college counseling starting in the 9th grade. (This year was the first year that the counselors' roles were adjusted to help with this issue.)
Most of the suggestions centered around our music program:
-Two parents requested updating our music performance ticketing to include online payments rather than just cash; another thinks that all music and play performances should be free for families. (We have to pay for all venues; we never make any money on ticket sales. The ticket sales go to help off set the costs of the facility rental.) UHS began the 2025-26 school year using the Omella online payment platform for all performances and activities.
-Parents requested that we rent more instruments so the students do not have to carry them back and forth daily.
-Another requested international and/or cross country performance opportunities for Band, Jazz Band, and Choir. UHS has implemented more local and state performance opportunities for students for the 2025-26 school year.
-Assist in providing proper clothes for performances (dresses, suits, slacks, and shoes). UHS began the Phoenix Closet in the 2025-26 school year.
-Student feedback centered around the Tutor Center. Students want more promotion of the tutor center so that students know it is available and helpful to all students. Suggestions include creating a QR code on our website so that students can request homework help and also to ensure that there is a tutor in a specific subjec to help them when they attend; they would also like more tutors to be available in the weeks leading up to finals week. They want the tutors to be more identifiable by wearing a lanyard and more support for neurodivergent students, like a separate study environment with a specific tutor that understands their needs.
Additional student feedback consisted of the following:
-Students feel that there is a need to promote the tutor center; they think that students somewhat know about it, but not all that it offers. They suggested that tutors (students hired by UHS) should present in their classes about the tutor center. And they want the tutors to wear lanyards so that it will make them more visible to students coming in for help. There has been more promotion for the Tutor Center in the 2025-26 school year.
-Students suggested a "request a tutor" link or QR code on our website, and also some sort of system to help students via online or texting plaform.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 - Basic Services: Teachers appropriately credentialed	For the 2023-24 school year, 2 of the 20 teachers have an Emergency CLAD credential	For the 2024-25 school year, 2 of the 20 teachers still have an Emergency CLAD credential.	For the 2025-26 school year, 19/21 Teachers are appropriately credentialed. Nost of our teachers have the appropriate subject matter and additional credentials. One	For the 2026-27 school year, one teacher will be on an intern permit, and the other 20 teachers will be fully credentialed.	Current is higher than Baseline: 95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				teacher has an emergency CLAD credential and will obtain this credential by the end of this year. One teacher has been hired on a STSP (Short Term Staff Permit) as she completes her credential.		
1.2	Priority 1 - Basic Services: Degree of implementation of full availability of standards aligned instructional materials	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Local Indicator Report Self-Reflection Tool	Full Implementation and Sustainability Data Year: 2026-27 Data Source: Local Indicator Report Self-Reflection Tool	Current is equal to Baseline: Full Implementation and Sustainability
1.3	Priority 1 - Basic Services: School facilities in good repair	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	100% considered to be in GOOD condition	Current is equal to Baseline: 100%
1.4	Priority 2 - Implementation of State Standards	Full Implementation: according to 2023-24 Local Indicators Rating Scale	Full Implementation: according to 2024-25 Local Indicators Rating Scale	Full Implementation: according to 2025-26 Local Indicators Rating Scale	Full Implementation: according to 2026-27 Local Indicators Rating Scale	Current is equal to Baseline: Full Implementation
1.5	Priority 2 - Implementation of State Standards: Access for EL students	Full Implementation: according to 2023-24 Local Indicators Rating Scale	Full Implementation: according to 2024-25 Local Indicators Rating Scale	Full Implementation: according to 2025-26 Local Indicators Rating Scale	Full Implementation: according to 2026-27 Local Indicators Rating Scale	Current is equal to Baseline: Full Implementation
1.7	Priority 4 - Student Achievement: Smarter	All:98.2% met or exceeded	All: 99.18% met or exceeded	All: 97.52% met or exceeded	All:98% met or exceeded	Current is less than Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced English Language Arts Assessment	EL: * SWD: * SED: 100% White: 100% Hispanic: 96.87% Data Year: 2022-23 results Data Source: CAASPP Website * category too small	EL: * SWD: * SED: 100% White: 100% Hispanic: 100% Data Year: 2023-24 results Data Source: CAASPP Website * category too small	EL: * SWD: * SED: 100% White: 100% Hispanic: 100% Data Year: 2024-25 results Data Source: CAASPP Website * category too small	EL: * SWD: * SED: White: Hispanic: Data Year: 2025-26 results Data Source: CAASPP Website * category too small	96%, decrease of 2%
1.8	Priority 4 - Student Achievement: Smarter Balanced Mathematics Assessment	All: 86.61% met or exceeded EL: * SWD: * SED: 84% White: 90.91% Hispanic: 70.96 Data Year: 2022-23 results Data Source: CAASPP Website * category too small	All: 78.86% EL: * SWD: * SED: 65.22% White: 86.66% Hispanic: 67.65% Data Year: 2023-24 results Data Source: CAASPP Website * category too small	All: 75.84% EL: * SWD: * SED: 67.74% White: 74.19% Hispanic: 69.44% Data Year: 2024-25 results Data Source: CAASPP Website * category too small	All: 80% EL: * SWD: * SED: White: Hispanic: Data Year: 2025-26 results Data Source: CAASPP Website * category too small	Current is less than Baseline: 84%, decrease of 2.61%
1.9	Priority 4 - Student Achievement: California Science Test	All: 94.65% met or exceeded EL: * SWD: * SED: 96% White: 96.97% Hispanic: 90.32% Data Year: 2022-23 results Data Source: CAASPP Website * category too small	All: 93.5% EL: * SWD: * SED: 91.31% White: 85.29% Data Year: 2023-24 results Data Source: CAASPP Website * category too small	All:86.67% EL: * SWD: * SED:80.64% White: 83.87% Data Year: 2024-25 results Data Source: CAST Website * category too small	All: 95% EL: * SWD: * SED: White: Data Year: 2025-26 results Data Source: CAST Website * category too small	Current is greater than Baseline: 95%, which is above the Target Goal, increase of .35%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Priority 4 - Student Achievement: A-G completion rate	For the class of 2023, the A-G completion rate was 97.4% Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports, local school data	For the class of 2024, the A-G completion rate was 96.4% Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports, local school data	For the class of 2025, the A-G completion rate was 98.3% Data Year: 2024-25 Data Sources: Data Quest Reports, CALPADS Reports, local school data	For the class of 2026, the A-G completion rate was 94.8% Data Year: 2025-26 Data Sources: Data Quest Reports, CALPADS Reports, local school data	Current is less than Baseline: 94.8%, decrease of 2.6%
1.11	Priority 4 - Student Achievement: AP Exam passage rate	Spring 2023 results: 66% passage rate Data Year: 2022-23 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2024 results: 71.2% passage rate Data Year: 2023-24 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2025 results: 79.3% passage rate Data Year: 2024-25 Data Sources: School Reports & College & Career Measures Report, AP Reports	Spring 2026 results: Goal of 80% passage rate Data Year: 2025-26 Data Sources: School Reports & College & Career Measures Report, AP Reports	Current is greater than Baseline: 79.3%, improvement of 13.3%
1.12	Priority 4 - Student Achievement: CA Dashboard College and Career Readiness Report	College & Career Indicator: 100% or "Very High" Data Year: 2023-24 Data Sources: CA School Dashboard Additional Reports	UHS received a “Blue” Performance Level as school ranking: All: Blue White: Green, 97.1% Hispanic: Blue, 100% SWD, SED, EL: * Data Year: 2024-25	UHS received a “Blue” Performance Level as school ranking: All: Blue Hispanic: Blue SWD, SED, EL, White: * Data Year: 2025-26	To receive “Blue” Performance Level as school ranking: All: Blue Hispanic: Blue SWD, SED, EL, White: * Data Year: 2025-26 Data Sources: CA School Dashboard Additional Reports	Current is calculated different than Baseline: Blue Ranking, instead of "Very High"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Sources: CA School Dashboard Additional Reports	Data Sources: CA School Dashboard Additional Reports		
1.13	Priority 4 - Student Achievement: Physical Fitness Testing	Spring 2023 results: 100% participation rate Data Year: 2022-23 Data Sources: UHS SARC	Spring 2024 results: 100% participation rate Data Year: 2023-24 Data Sources: UHS SARC	Spring 2025 results: 100% participation rate Data Year: 2024-25 Data Sources: UHS SARC	Spring 2026 results: 100% participation rate Data Year: 2025-26 Data Sources: UHS SARC	Current is equal to Baseline: 100%
1.14	Priority 4 - Student Achievement: Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners
1.15	Priority 4 - Student Achievement: EL reclassification rate	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners	NA due to an insignificant amount of English Learners
1.16	Priority 4 - Student Achievement: CTE Pathways: NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter	NA not applicable to our charter
1.17	Priority 7 - Access to a Broad Course of Study	100% of UHS students have access to a broad course of study. Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS	100% of UHS students have access to a broad course of study. Data Year: 2024-25 Data Sources: UHS Course Pattern, UC	100% of UHS students have access to a broad course of study. Data Year: 2025-26 Data Sources: UHS Course Pattern, UC	100% of UHS students have access to a broad course of study. Data Year: 2026-27 Data Sources: UHS Course Pattern, UC	Current is equal to Baseline: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Course List for UHS	Course List for UHS	Course List for UHS	
1.18	Priority 8 - Outcomes in a Broad Course of Study	100% of UHS students have a Local Indicators rating of “met” Data Year: 2023-24 Data Sources: Local Indicators Rating Scale	100% of UHS students have a Local Indicators rating of “met” Data Year: 2024-25 Data Sources: Local Indicators Rating Scale	100% of UHS students have a Local Indicators rating of “met” Data Year: 2025-26 Data Sources: Local Indicators Rating Scale	100% of UHS students have a Local Indicators rating of “met” Data Year: 2026-27 Data Sources: Local Indicators Rating Scale	Current is equal to Baseline: 100%
1.19	LREBG Data Analysis & Needs Assessment	UHS total percent of met/exceeded on the CAASPP Math assessment for 2024-25 is 75.84%. Subgroup data shows gaps: Asian/90%, Hispanic/69.44%, White/74.19%, female/72.73%, male/81.4%, SED/67.74%, non-SED/78.65%	N/A	The Year 2 data is the same as the baseline data, as this is a newly added metric. Comparative data will be available next year.	UHS total percent of met/exceeded on the CAASPP Math assessment for 2025-26 is approximately 84%. Subgroup data should improve due to the higher scores.	Current is greater than Baseline: 84%; increase of 8.16%

Goal Analysis [2025-26]

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.

University High School successfully implemented the actions associated with Goal 1 during the 2025–26 school year. These actions focused on maintaining a rigorous, standards-based instructional program while ensuring students had access to instructional materials, technology, and targeted academic support.

Under Action 1.1, teachers continued implementing a standards-aligned college preparatory curriculum consistent with Common Core, NGSS, Advanced Placement, A–G requirements, and the expectations outlined in the UHS charter. This consistent instructional framework supports the school’s high levels of academic achievement and college readiness.

Action 1.2 ensured students had equitable access to instructional materials, books, and music program resources, including the 48 Book program. Maintaining access to these resources allowed students to fully participate in the rigorous academic program offered at UHS.

Through Action 1.3, the school maintained and updated instructional technology. Laptop carts, the computer lab, and classroom technology systems were maintained and repaired as needed to ensure reliable access to digital instructional tools for both teachers and students.

Action 1.4 focused on providing tutoring and academic support services, particularly in mathematics. Analysis of CAASPP data continues to show strong overall academic performance; however, subgroup data indicates opportunities for growth. For example, the 2024–25 CAASPP math results showed 75.84% of students meeting or exceeding standards overall, with subgroup differences including Asian students at 90%, White students at 74.19%, Hispanic students at 69.44%, and socioeconomically disadvantaged students at 67.74%. These data informed the continued emphasis on tutoring and targeted support services through the Tutor Center.

A paraeducator was also hired to support instructional needs, particularly for English Learner and Special Education students. This additional support helped improve access to individualized assistance for students who benefit from additional academic guidance.

Challenges and Successes

A challenge identified during implementation is ensuring consistent participation in available tutoring services among students who would benefit most from additional academic support. While the Tutor Center provides assistance across multiple subject areas, some students identified for support do not always take advantage of these resources.

Despite this challenge, UHS continues to demonstrate strong academic outcomes across multiple indicators. Students continue to perform at high levels on CAASPP assessments and Advanced Placement exams, and graduation and A–G completion rates remain extremely strong. These results indicate that the instructional program and academic supports remain effective.

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.

Some expenditures slightly exceeded initial projections. Technology maintenance costs were higher than anticipated due to the need to maintain and repair multiple laptop carts and instructional systems. Tutoring services also required additional funding due to expanded academic support services and increased student participation.

These increases reflect the school’s continued commitment to maintaining reliable instructional technology and providing academic support services aligned with identified student needs.

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

Overall, the actions associated with Goal 1 have been effective in supporting high levels of student achievement. Students continue to demonstrate strong outcomes on statewide assessments, college readiness indicators, and Advanced Placement exams.

Instructional technology improvements supported effective classroom instruction, while tutoring services provided additional academic assistance to students needing extra support. Continued refinement of the Tutor Center and increased promotion of available services will help ensure that targeted student groups receive the academic support necessary to close identified achievement gaps.

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

Based on reflections and analysis of student performance data, UHS will implement the following adjustments:
-Continued focus on improving mathematics outcomes through expanded tutoring and targeted academic support
-Increased promotion and visibility of the Tutor Center to improve student utilization
-Continued investment in instructional technology to maintain effective digital learning environments
-Ongoing professional development to support effective instructional practices

These adjustments will help ensure that UHS continues to maintain high academic standards while addressing areas identified through data analysis.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	Working schoolwide to implement Common Core, Advanced Placement, NGSS Standards, A-G requirements, and UHS Charter guidelines.	$6,457,869.00	No
1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	Ensure that all students have equal access to books, materials, and musical instruments and supplies.	$100,000.00	No
1.3	Maintenance and continuance of	UHS has 5 laptop carts and a computer lab that must be kept up to date. Additionally, instructional technology programs in use have proven to be helpful, save time, and an effective use of technology.	$168,097.00	No

Action #	Title	Description	Total Funds	Contributing
	instructional technology.			
1.4	Services for identified students, including low income, foster youth, and English Learners.	UHS will be continuing this action with providing our Hispanic student group with additional support in math, based on lower CAASPP academic data (Math: 69.44%/Hispanic students meeting or exceeding the standard vs. 75.84%/All students, based on 2024-25 CAASPP scores). To address this need, we will implement tutoring services to students whose Math scores are below grade level that includes targeted academic support, reinforce foundational concepts, enhance study skills, and build confidence. The individualized approach and focused attention provided by tutors will help students overcome challenges and improve their performance in these subjects. We expect CAASPP Math scores for Hispanic students will increase significantly as the program is designed to meet the needs most associated with the root causes and experiences of minority students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. We expect that Hispanic students' CAASPP scores will increase by at least 3% annually for the following three years.	$342,859.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Engagement: Degree to which the LEA has sought out parent input in making decisions for the school	Full Implementation: according to 2023-24 Local Indicators Rating Scale	Full Implementation: according to the 2024-25 Local Indicators Rating Scale	Full Implementation: according to the 2025-26 Local Indicators Rating Scale	Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	Current is equal to Baseline: Full Implementation
2.2	Priority 3: Parental Engagement: How the school will promote parental participation in programs for low income, English Learner,	Full Implementation: according to 2023-24 Local Indicators Rating Scale	Full Implementation: according to the 2024-25 Local Indicators Rating Scale	Full Implementation: according to the 2025-26 Local Indicators Rating Scale	Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	Current is equal to Baseline: Full Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and foster youth students					
2.3	Priority 3: Parental Engagement: How the school will promote parental participation in programs for students with disabilities	Full Implementation: according to 2023-24 Local Indicators Rating Scale	Full Implementation: according to the 2024-25 Local Indicators Rating Scale	Full Implementation: according to the 2025-26 Local Indicators Rating Scale	Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	Current is equal to Baseline: Full Implementation
2.4	Priority 5 - Student Engagement: School Attendance Rate	For the 2022-23 school year, the attendance rate was 97%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports	For the 2023-24 school year, the attendance rate was 97.2%. Data Year: 2023-24 Data Sources: Annual School Attendance Reports, Data Quest Reports	For the 2024-25 school year, the attendance rate was 97.53%. Data Year: 2024-25 Data Sources: Annual School Attendance Reports, Data Quest Reports	>95% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, Data Quest Reports	Current is less than Baseline: decrease of 2%; Attendance rate is equal to Target Goal of 95%
2.5	Priority 5 - Student Engagement: Chronic Absenteeism Rate	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%. Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2023-24 school year, the Chronic absenteeism rate was 3.5%, an improvement of 1% over the previous year. Data Year: 2023-24 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest	For the 2024-25 school year, the Chronic absenteeism rate was 2.4% (12 students), an improvement of 1.1% over the previous year. Data Year: 2024-25 Data Sources: Annual School Attendance Reports, CA School Dashboard,	<5% Data Year: 2026-27 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	Current is better than Baseline: 2.4%, improvement of 2.1%; Absenteeism rate is lower than Target Goal of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reports, CALPADS Reports	Data Quest Reports, CALPADS Reports		
2.6	Priority 5 - Student Engagement: High School Dropout Rate	For the 2022-23 school year, the dropout rate was .9%. Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports	For the 2023-24 school year, the dropout rate was 1.8%. There was a data error: two students were not given the correct exit reason in CALPADS. Data Year: 2023-24 Data Sources: Data Quest Reports, CALPADS Reports	For the 2024-25 school year, the dropout rate was 0% Data Year: 2024-25 Data Sources: Data Quest Reports, CALPADS Reports	<1% Data Year: 2026-27 Data Sources: Data Quest Reports, CALPADS Reports	Current is higher than Baseline: an increase of .9% due to a clerical error in CALPADS.
2.7	Priority 5 - Student Engagement: High School Graduation Rate	For the 2022-23 school year, the cohort graduation rate was 99.1%. Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	For the 2023-24 school year, the cohort graduation rate was 100%. State reports show the grad rate at 98.2% due to the incorrect exit codes in CALPADS. Data Year: 2023-4 Data Sources: Local Data Reports	For the 2024-25 school year, the cohort graduation rate was 100%. State reports show the grad rate at 98.3% due to two students in the cohort taking the CHSPE. Data Year: 2024-25 Data Sources: Local Data Reports	98%+ Data Year: 2026-27 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	Current is higher than Baseline: Graduation rate should be 100%, but a clerical error in CALPADS shows the grad rate at 98.2%, which is still higher than the Target Goal of 98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Priority 5 - Student Engagement: Attendance at school dances	Activities/Events have at least 50% attendance rates: Icebreakers= 285 students (59%) Harvest Dance= 293 students (61%) Winter Formal= 319 students (67%) Prom= 185 students/233 jrs & srs (79.4%) Average= 66.6% Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances	Activities/Events have at least 50% attendance rates: Icebreakers= 261 students (61%) Harvest Dance= 299 students (60%) Winter Formal= 305 students (62%) Prom= 199 students/238 jrs & srs (83.6%) Average= 66.7% Data Year: 2024-25 Data Source: Attendance/Ticket Sales from Dances	Activities/Events have at least 50% attendance rates: Icebreakers= 274 students (55%) Harvest Dance= 260 students (52%) Winter Formal= 297 students (61%) Prom= 182students/238 jrs & srs (76.5%) Average= 61.1% Data Year: 2025-26 Data Source: Attendance/Ticket Sales from Dances	Activities/Events have at least 60% attendance rates Data Year: 2026-27 Data Source: Attendance/Ticket Sales from Dances	Current is different than Baseline, but still above the Target Goal of 60%
2.9	Priority 5 - Student Engagement: Annual student/parent counselor meetings	In the 2023-24 school year, 97.2% (345/355) students attended their annual meeting with their Counselor. Data Year: 2023-24 Data Source: Counselor Database	In the 2024-25 school year, 100% (354/354) students attended their annual meeting with their Counselor. Seniors: 118/118 Juniors: 120/120 Sophs: 118/118 Data Year: 2024-25 Data Source: Counselor Database	In the 2025-26 school year, 100% (358/358) students attended their annual meeting with their Counselor. Seniors: 118/118 Juniors: 114/114 Sophs: 126/126 Parents attended 87% of these meetings.	Students (w/parents) will attend their annual meeting with their Counselor at least 95% of the time Data Year: 2026-27 Data Source: Counselor Database	Current is greater than Baseline: 100%, increase of 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2025-26 Data Source: Counselor Database		
2.10	Priority 6 - School Climate: Suspension rate	For the 2022-23 school year, the suspension rate is 1%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2023-24 school year, the suspension rate is 0%. "Blue" Performance Level on the CA Dashboard Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2024-25 school year, the suspension rate is 0%. "Blue" Performance Level on the CA Dashboard Data Year: 2024-25 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	Current is better than Baseline: the Suspension rate decreased to 0%, a decrease of 1%
2.11	Priority 6 - School Climate: Expulsion rate	For the 2022-23 school year, the expulsion rate is 0%. Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2023-24 school year, the expulsion rate is 0%. Data Year: 2023-24 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	For the 2024-25 school year, the expulsion rate is 0%. Data Year: 2024-25 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	<1% Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	Current is equal to Baseline: 0% expulsion rate
2.12	Priority 6 - School Climate: Sense of school connectedness	80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive	77.1% of Students Agree/Strongly Agree to the question: UHS has	75.16% of Students Agree/Strongly Agree to the	85%+ Data Year: 2026-27	Current is less than Baseline: 75.16%, a decrease of 5.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school environment that I like. Data Year: 2023-24 Data Source: UHS Annual Climate Survey	a unique and positive school environment that I like. Data Year: 2024-25 Data Source: UHS Annual Climate Survey	question: UHS has a unique and positive school environment that I like. Data Year: 2025-26 Data Source: UHS Annual Climate Survey	Data Source: UHS Annual Climate Survey	
2.13	Priority 6 - School Climate: Feeling safe at school	88.58% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS. Data Year: 2023-24 Data Source: UHS Annual Climate Survey	84.19% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS. Data Year: 2024-25 Data Source: UHS Annual Climate Survey	82.25% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS. Data Year: 2025-26 Data Source: UHS Annual Climate Survey	90%+ Data Year: 2026-27 Data Source: UHS Annual Climate Survey	Current is less than Baseline: 82.25%; a decrease of 6.33%
2.14	Prority 6 - School Climate: Connection	78.79% of Students Agree/Strongly Agree to the question: There is at least one adult on campus that I connect with. Data Year: 2023-24 Data Source: UHS Annual Climate Survey	80.80% of Students Agree/Strongly Agree to the question: There is at least one adult on campus that I connect with. Data Year: 2024-25	83.34% of Students Agree/Strongly Agree to the question: There is at least one adult on campus that I connect with. Data Year: 2025-26	90%+ Data Year: 2026-27 Data Source: UHS Annual Climate Survey	Current is greater than Baseline: 83.34%, an increase of 4.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: UHS Annual Climate Survey	Data Source: UHS Annual Climate Survey		

Goal Analysis [2025-26]

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.

University High School successfully implemented the actions associated with Goal 2 during the 2025–26 school year. These actions focused on supporting student well-being, strengthening school culture, and promoting student engagement.

Under Action 2.1, staff members participated in professional development opportunities throughout the school year. Teachers attended conferences, workshops, and training sessions designed to support instructional practices, student engagement, and positive school culture. Fourteen of the twenty-one teachers attended professional conferences during the year, allowing staff to remain current with educational best practices.

Action 2.2 focused on supporting student mental health and well-being. UHS continued providing two full-time counselors who offer academic, social-emotional, and college planning support. Counseling services were available to students experiencing stress, anxiety, or other challenges associated with a rigorous academic program. These supports remain an important component of the school's overall student support system.

Action 2.3 supported student engagement through schoolwide and grade-level activities. Numerous activities were planned and implemented throughout the year, including grade-level field trips, cultural events, student celebrations, and school dances. Events such as multicultural fairs, student celebrations, and community-building activities helped strengthen relationships among students and foster a positive school culture.

Challenges and Successes

One challenge identified during implementation is ensuring that all students fully utilize available mental health and counseling resources. While these services are readily available, continued efforts are needed to increase student awareness and comfort in accessing support services when needed.

Despite this challenge, several indicators demonstrate strong success in this goal area. Student attendance remains high at over 97%, chronic absenteeism decreased to 2.4%, and suspension and expulsion rates remain extremely low. Student participation in school events also continues to be strong, indicating that students remain engaged and connected to the school community.

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 were minimal differences between budgeted and actual expenditures. Some professional development and mental health support costs increased slightly due to additional conference attendance and expanded counseling services. These differences were not significant and remained aligned with the intended actions of the plan.

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

The actions associated with Goal 2 have been effective in supporting a positive school environment. Student engagement indicators—including attendance, participation in activities, and counseling meetings—remain strong. Climate indicators also remain positive, with suspension and expulsion rates at zero percent.

Schoolwide events, counseling services, and staff professional development continue to contribute to a supportive and engaging learning environment where students feel valued and connected to the school community.

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

Based on reflections from the past year, UHS will continue to refine and expand these efforts by:
-Expanding promotion of counseling and mental health resources
-Continuing professional development aligned with staff feedback and student needs
-Planning additional schoolwide activities that promote student engagement and school connectedness

These adjustments will support the continued development of a safe, supportive, and engaging learning environment for all 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development for all staff to stay current with present trends.	Staff will be trained, attend conferences, and have learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.	$90,500.00	No
2.2	Provide support for students with mental health issues.	UHS provides two full time counselors, activities, and support for all students that report feeling stressed, anxious, and with poor mental health.	$368,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	UHS will plan and implement more activities for students so as to re-establish our school culture.	$15,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$231766	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.626%	0.000%	$0.00	3.626%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Services for identified students, including low income, foster youth, and English Learners. **Need:** **Scope:** Schoolwide	Through analysis of disaggregated student achievement data, University High School identified that Hispanic students, a group that significantly overlaps with our low-income student population, showed lower proficiency rates in mathematics (70.96%) compared to the overall student population (86.61%) on the CAASPP. Although our school consistently demonstrates high academic outcomes, we are committed to closing even modest achievement gaps to ensure equitable success for all students. Educational	State testing scores, grade reports, anectdotal evidence, meetings with counselors, Tutor Center attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		partner feedback also emphasized the importance of expanding academic support, particularly in mathematics, and ensuring that these services are accessible to all students who need them, especially those from unduplicated student groups. How the Action(s) Address Need(s) and Why Schoolwide: This action funds targeted tutoring services with a focus on math proficiency, specifically tailored to meet the learning needs of low-income, foster youth, and English learners. While the service is designed to meet the needs of our most underserved students, it is provided on a schoolwide basis to reduce stigmatization, streamline delivery, and allow any student demonstrating need to benefit. This structure ensures full inclusion while maximizing the impact of the intervention by addressing performance gaps in a non-isolating manner. The tutoring program provides individualized academic support, reinforces foundational concepts, builds student confidence, and is accessible both during and after school hours. This delivery model ensures that students who are behind academically—regardless of background—receive consistent, high-quality assistance that is directly aligned to performance data and feedback from staff, parents, and students. Metrics to Monitor Effectiveness: -Annual CAASPP Mathematics proficiency rates, disaggregated by subgroup -Grade reports and interim assessment data -Tutor Center usage logs and session tracking	

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
		-Counselor and teacher referrals and feedback -Student and parent surveys regarding perceived academic support By implementing this action schoolwide, but designing it to be responsive to the specific academic and socioemotional barriers faced by our unduplicated students, UHS ensures a principled and effective use of supplemental funds that contributes meaningfully toward closing opportunity gaps.	

Limited Actions

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

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

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

NA: UHS does not have any limited actions

Additional Concentration Grant Funding

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

NA, a response to this prompt is not applicable

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

2026-27 Total Planned 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	6391793	231766	3.626%	0.000%	3.626%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,549,412.00	$385,783.00	$559,357.00	$48,023.00	$7,542,575.00	$5,583,313.00	$1,959,262.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	All	No			All Schools		$4,759,107.00	$1,698,762.00	$5,474,706.00	$385,783.00	$559,357.00	$38,023.00	$6,457,869.00	
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	All	No			All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.3	Maintenance and continuance of instructional technology.	All	No			All Schools		$113,097.00	$55,000.00	$158,097.00			$10,000.00	$168,097.00	
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$342,859.00	$0.00	$342,859.00				$342,859.00	
2	2.1	Professional development for all staff to stay current with present trends.	All	No			All Schools		$0.00	$90,500.00	$90,500.00				$90,500.00	
2	2.2	Provide support for students with mental health issues.	All	No			All Schools		$368,250.00	$0.00	$368,250.00				$368,250.00	
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	

2026-27 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
6391793	231766	3.626%	0.000%	3.626%	$342,859.00	0.000%	5.364 %	**Total:**	$342,859.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$342,859.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$342,859.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,133,489.00	$7,689,471.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of Standards Based Curriculum by highly qualified teachers.	No	$6,085,389.00	$6,604,765
1	**1.2**	Instructional and supplemental materials and supplies, including the 48 Book program.	No	$100,000.00	$100,000
1	**1.3**	Maintenance and continuance of instructional technology.	No	$158,500.00	$168,097
1	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	$337,290.00	$342,859
2	**2.1**	Professional development for all staff to stay current with present trends.	No	$90,500.00	$90,500
2	**2.2**	Provide support for students with mental health issues.	No	$346,810.00	$368,250
2	**2.3**	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	No	$15,000.00	$15,000

2025-26 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)
247,412	$337,290.00	$342,859.00	($5,569.00)	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	**1.4**	Services for identified students, including low income, foster youth, and English Learners.	Yes	$337,290.00	342859		

2025-26 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)
5842721	247,412	0	4.235%	$342,859.00	0.000%	5.868%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)]; and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)].
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information] web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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