



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparation Charter School at CSU Channel Islands

CDS Code: 56725536120620

School Year: 2024-25

LEA contact information:

Charmon Evans

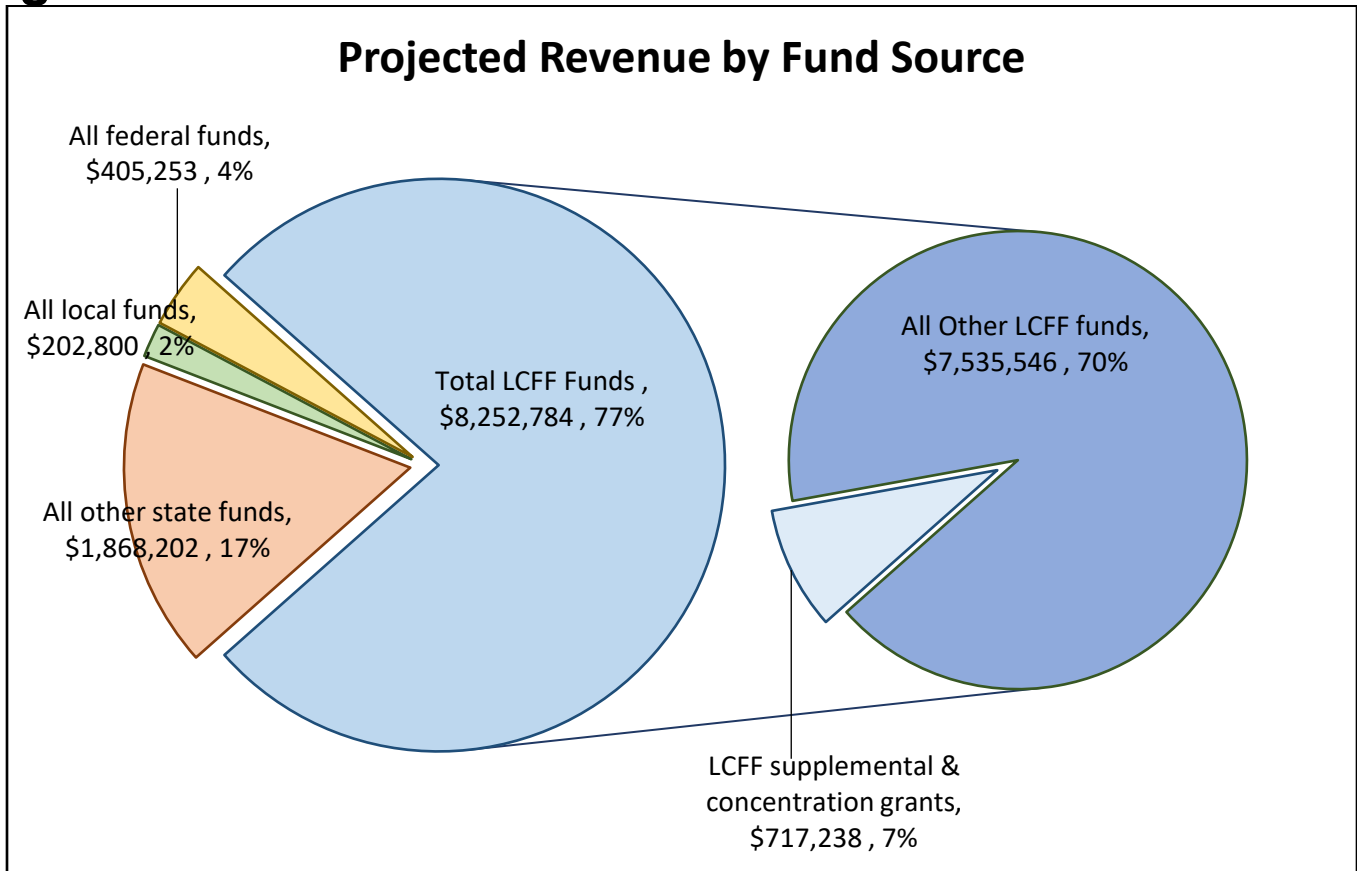
Executive Director

CEvans@pleasantvalleysd.org

805.482.4608

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

Budget Overview for the 2024-25 School Year

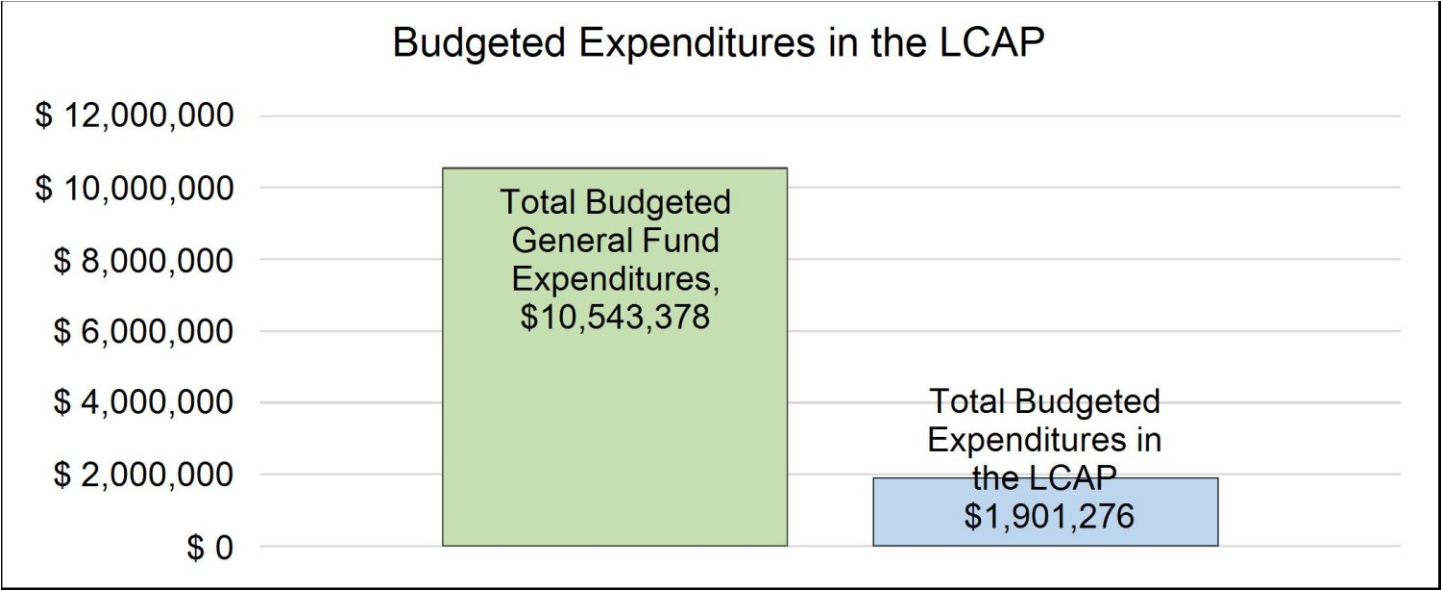


This chart shows the total general purpose revenue University Preparation Charter School at CSU Channel Islands expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparation Charter School at CSU Channel Islands is \$10,729,039, of which \$8,252,784 is Local Control Funding Formula (LCFF), \$1,868,202 is other state funds, \$202,800 is local funds, and \$405,253 is federal funds. Of the \$8,252,784 in LCFF Funds, \$717,238 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 Preparation Charter School at CSU Channel Islands plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparation Charter School at CSU Channel Islands plans to spend \$10,543,378 for the 2024-25 school year. Of that amount, \$1,901,276 is tied to actions/services in the LCAP and \$8,642,102 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

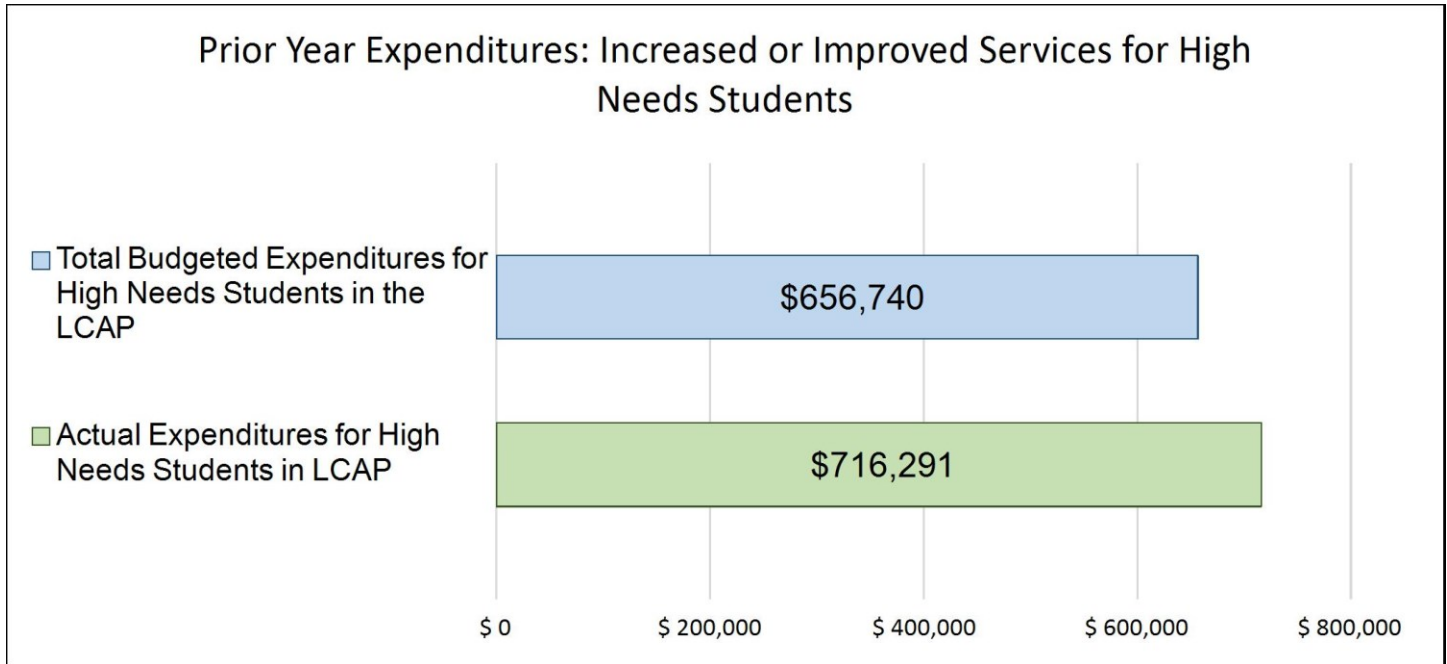
General fund expenditures not included in the LCAP are primarily personnel, classroom and office supplies, facilities costs, oversight to authorizing district, and custodial and maintenance supplies.

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

In 2024-25, University Preparation Charter School at CSU Channel Islands is projecting it will receive \$717,238 based on the enrollment of foster youth, English learner, and low-income students. University Preparation Charter School at CSU Channel Islands must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparation Charter School at CSU Channel Islands plans to spend \$717,238 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, University Preparation Charter School at CSU Channel Islands's LCAP budgeted \$656,740 for planned actions to increase or improve services for high needs students. University Preparation Charter School at CSU Channel Islands actually spent \$716,291 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparation Charter School at CSU Channel Islands	Charmon Evans Executive Director	CEvans@PleasantValleySD.org 805.482.4608

Goals and Actions

Goal

Goal #	Description
1	UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socio-economic status.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																								
DRA - Local Reading Assessment: Grades K-5	Baseline scores will be established using beginning of year assessments given annually during the first two weeks of school and formatively throughout the year to progress monitor with an end of year assessment given to check achievement of metrics desired outcome.	<p>Percentage of students who showed at least one year of growth in one year by grade level:</p> <table><tr><td>English</td><td>Spanish</td></tr><tr><td>K - 99%</td><td>76%</td></tr><tr><td>1 - 95%</td><td>83%</td></tr><tr><td>2 - 91%</td><td>89%</td></tr><tr><td>3 - 83%</td><td>64%</td></tr><tr><td>4 - 64%</td><td>55%</td></tr><tr><td>5 - 93%</td><td>39%</td></tr></table> <p>Percentage by which the number of students working below grade level was reduced:</p> <table><tr><td>English</td><td>Spanish</td></tr></table>	English	Spanish	K - 99%	76%	1 - 95%	83%	2 - 91%	89%	3 - 83%	64%	4 - 64%	55%	5 - 93%	39%	English	Spanish	<p>Percentage of students who showed at least one year of growth in one year or met grade level benchmark.</p> <table><tr><td>English</td><td>Spanish</td></tr><tr><td>K - 58%</td><td>13%</td></tr><tr><td>1 - 73%</td><td>48%</td></tr><tr><td>2 - 67%</td><td>54%</td></tr><tr><td>3 - 88%</td><td>49%</td></tr><tr><td>4 - 88%</td><td>65%</td></tr><tr><td>5 - 91%</td><td>84%</td></tr></table> <p>Percentage by which the number of students working below grade level was reduced:</p> <table><tr><td>English</td><td>Spanish</td></tr></table>	English	Spanish	K - 58%	13%	1 - 73%	48%	2 - 67%	54%	3 - 88%	49%	4 - 88%	65%	5 - 91%	84%	English	Spanish	<p>In years 1 and 2 we used end of year data, but this year we are completing the LCAP earlier and end of year data is not available. The data below was collected in January 2024 for the mid-year report.</p> <p>Students that showed 1 years growth at mid-year</p> <table><tr><td>English</td><td>Spanish</td></tr><tr><td>K = 4%</td><td>K</td></tr><tr><td>1 = 3%</td><td>1 =</td></tr><tr><td>52%</td><td></td></tr></table>	English	Spanish	K = 4%	K	1 = 3%	1 =	52%		<p>In grades K-5: 80% of students will show, at minimum, a one year growth annually.</p> <p>Reduced by 25% the number of students working below grade level benchmarks.</p>
English	Spanish																																												
K - 99%	76%																																												
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2 - 91%	89%																																												
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		K - 48% 39% 1 - 13% 10% 2 - 39% 0% 3 - 24% -1% 4 - 11% 2% 5 - 40% 3%	K - 73 % 13% 1 - 42% 14% 2 - 36% 33% 3 - 52% 22% 4 - 52% 9% 5 - 40% 18%	2 = 28% 2 = 47% 3 = 56% 3 = 13% 4 = 38% 4 = 22% 5 = 51% 5 = 18% ALL K -5 = 30% Percentage of K-5 students reduced reading below grade level by 17%	
Local Reading Assessment: Grades 6-8	Language Arts teachers in grades 6-8 administered the DRA to ten or more students who were performing below grade level each trimester. This year was used as an initial pilot of using this assessment at the middle school level. 6th Grade BOY (English) DRA 16 - 1 DRA 20 - 1 DRA 24 - 1 DRA 28 - 1 DRA 34 - 2	6th Grade EOY (English) DRA 24 - 2 6th Grade EOY (Spanish) DRA 10 - 1 DRA 18 - 1 DRA 28 - 1 7th Grade EOY (English) 40 - 4 50 - 1 54 - 2 60 - 2 8th Grade EOY (English) 44 - 1	The 6th - 8th grade intervention teacher administered DRA to students reading far below grade level according to the NWEA BOY data. 6th 38-1 40-1 50-2 60-4 70-1 7th 30 - 2 40 - 3 50 - 1 60 - 4	The data below was collected using the NWEA assessment. This assessment will continue to be used in 2024 as the local reading assessment. 6th – 8th grade – Winter 23 to Winter 24 57% met projected growth targets Reduced 20th percentile or below by 30%	To be established after assessment baseline given

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>DRA 38 - 1</p> <p>6th Grade BOY (Spanish)</p> <p>DRA 4 - 1</p> <p>DRA 8 -</p> <p>DRA 12 - 1</p> <p>DRA 20 - 2</p> <p>DRA 50 - 1</p> <p>7th Grade BOY (English)</p> <p>30 - 1</p> <p>40 - 2</p> <p>48 - 1</p> <p>50 - 2</p> <p>58 - 8</p> <p>7th Grade BOY (Spanish)</p> <p>28 - 1</p> <p>8th Grade BOY (English)</p> <p>58 - 8</p>	<p>54 - 1</p> <p>64 - 4</p> <p>68 - 3</p>	<p>8th</p> <p>50 - 1</p> <p>60 - 2</p> <p>70 - 3</p>	<p>2/3 exceeded and 1/3 nearly met</p> <p>Winter 2023 2024 Growth</p> <p>6th 46 – 61 = 15</p> <p>7th 62 – 66 = 4</p> <p>8th 41 – 42 = 1</p>	
Zone of Biliteracy (using local assessments in Spanish): Dual Students in Grades K-8	To be established in 2021. A team will establish criteria for benchmarks using local Spanish Assessments.	After reviewing research, the team revised the conference guide to communicate growth in student's English and Spanish reading. In the display of reading levels, an indication of	<p>2nd - 8th grade teachers administered NWEA in Spanish. Baseline scores will be established in 22/23 to determine desired outcomes.</p> <p>% that met growth projection:</p>	<p>The data reflected below is from the January 2024 administration of the Spanish NWEA.</p> <p>% that met growth projection in Spanish by Grade level:</p> <p>2 - 64%</p>	Students in dual immersion will make 1 year of growth in Language Acquisition annually toward biliteracy goals.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		benchmarks for students in a monolingual program is included as a reference for typical development of monolingual peers.	2 - 43% 3 - 64% 4 - 59% 5 - 50% 6 - 75% 7 - 30% 8 - 46% % proficient or above: 2 - 2% 3 - 20% 4 - 29% 5 - 16% 6 - 43% 7 - 11% 8 - 36%	3 - 38% 4 - 43% 5 - 59% 6 - 82% 7 - 50% 8 - 46% % proficient or above: 2 - 28% 3 - 8% 4 - 15% 5 - 26% 6 - 48% 7 - 37% 8 - 25%	
CAASPP ELA: Grades 3-8	2019 scores Points from Standard All: 3 points below standard Students with Disabilities: 72.8 below English Learners: 41 below Hispanic: 15.4 below White: 35.3 above African American: 4.5 above Filipino: 37.7 above Homeless: 37.2 below Socioeconomically Disadvantaged: 25.6 below	2021/22 Scores Points from Standard All: 22.5 points below standard Students with Disabilities: 82 below English Learners: 48.7 below Hispanic: 31.7 below White: 13.9 above African American: N/A Filipino: N/A Homeless: N/A Socioeconomically Disadvantaged: 41.9 below Dashboard:	Official scores released in Fall of 23. Preliminary scores: 3 – MET/EXCEED - 47% 4 – MET/EXCEED - 40% 5 – MET/EXCEED - 50% 6 – MET/EXCEED – 65% 7 – MET/EXCEED – 57% 8 – MET/EXCEED – 64%	At the time of this report, the most recent data is from the 22-23 CAASPP data. Points from standard All: 1.6 below Students w/ Disabilities: 76.2 below English Learners: 47.1 below Hispanic: 9.8 below White: 33.7 above African American: not reported Filipino: not reported Homeless: 37.9 below	Points from standard: All students: maintain at or above Students with Disabilities: Improve by 50% English Learners: Improve by 50% Hispanic: Improve by 50% White: Maintain at or above African American: Maintain at or above Filipino: Maintain at or above Homeless: Improve by 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard: Green: All Students, White Yellow: English Learners, Socioeconomically Disadvantaged, Hispanic Red: Student with Disabilities</p> <p>3 – MET/EXCEED - 37% 4 – MET/EXCEED - 47% 5 – MET/EXCEED - 50% 6 – MET/EXCEED – 48% 7 – MET/EXCEED – 60% 8 – MET/EXCEED – 55%</p> <p>While the 2021 test scores did not count on accountability, below is the summary.</p> <p>3 – MET/EXCEED - 34% 4 – MET/EXCEED - 26%</p>	<p>Very High: N/A High: White Medium: N/A Low: English Learners, Hispanic, Socioeconomically Disadvantaged Very Low: Students with Disabilities</p> <p>3 – MET/EXCEED - 29% 4 – MET/EXCEED - 35% 5 – MET/EXCEED - 46% 6 – MET/EXCEED – 43% 7 – MET/EXCEED – 59% 8 – MET/EXCEED – 39%</p>		<p>Socioeconomically disadvantaged: 28.8 below</p> <p>Dashboard Blue: White Green: All Students Yellow: Hispanic Socioeconomically Disadvantaged Orange: Students with disabilities English Learners</p> <p>All – 52.41% 3rd met/exceed – 45.68% 4th met/exceed – 40% 5th met/exceed – 50% 6th met/exceed – 62.86% 7th met/exceed – 58.58% 8th met/exceed – 61.11%</p>	<p>Socioeconomically Disadvantaged: Improve by 50%</p> <p>All Subgroups in Red, Orange to improve by at least one color.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5 – MET/EXCEED - 32% 6 – MET/EXCEED – 46% 7 – MET/EXCEED – 48% 8 – MET/EXCEED – 45%				
Local Writing Assessment - On demand writing assessments given for each genre taught based on grade level standards: Grades K-8	To be established in 2021-22	Grade bands administer on demand writing assessments throughout the year. Due to unforeseen disruptions, related to COVID, this goal is in progress. Creating a cohesive scope and sequence of writing assessments for our K-8 program will be a focus in the 22-23 school year.	Teachers continued using previous writing rubrics, but want are still planning to address this are in 23-24	This metric was abandoned due to other more pressing priorities. Teachers have continued to use assessments provided in our state adopted Language Arts Programs.	Estabilish after baseline
MAC/MARS local math performance assessments given 3X's a year: Grades K-8	Teachers will give performace assessments three times a year to guide instruction.	Teachers gave performance assessments three times this year in grades K-5 and twice this year in grades 6-8. The tool we used this year was MAC/MARS assessments. Teachers found many of these assessments	We no longer are using MAC/MARS Assessments	We are no longer using MAC/MARS Assessments	Performance assessments in math are given three times a year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to be cumbersome and time consuming for students. Next year we will explore different suite of math assessments that better meet the needs of our community.			
Local math summative assessments: Grades K-8	To be established in 2021-22	This metric is redundant and unnecessary based on the MAC/MARS and state testing.	We no longer are using MAC/MARS Assessments	We are no longer using MAC/MARS Assessments	N/A
CAASPP Math: Grades 3-8	2019 Scores Points from Standard All: 31.6 below Students with Disabilities: 109.6 below English Learners: 60.5 below Hispanic: 43.7 below White: 6.1 above African American: 60.4 below Filipino: 22.5 above Homeless: 54.6 below Socioeconomically Disadvantaged: 52.3 below Dashboard: Green: White	Points from Standard All: 31.6 below Students with Disabilities: 109.6 below English Learners: 60.5 below Hispanic: 43.7 below White: 6.1 above African American: 60.4 below Filipino: 22.5 above Homeless: 54.6 below Socioeconomically Disadvantaged: 52.3 below Dashboard: Very High: N/A High: N/A Medium: White	Official scores released in Fall of 23. Preliminary scores: 3 – MET/EXCEED - 54% 4 – MET/EXCEED - 36% 5 – MET/EXCEED - 28% 6 – MET/EXCEED – 39% 7 – MET/EXCEED – 38% 8 – MET/EXCEED – 33%	At the time of this report, the most recent data is from the 22-23 CAASPP data. Points from standard All: 28.3 below Students w/ Disabilities: 99.9 below English Learners: 71.6 below Hispanic: 38.9 below White: 16.7 below African American: Not reported Filipino: Not reported Homeless: 44 below Socioeconomically disadvantaged: 49.4 below	Points from standard: All students: Improve by 50% Students with Disabilities: Improve by 50% English Learners: Improve by 50% Hispanic: Improve by 50% White: Maintain at or above African American: Maintain at or above Filipino: Maintain at or above Homeless: Improve by 50% Socioeconomically Disadvantaged: Improve by 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Yellow: Socioeconomically Disadvantaged Orange: All Students, English Learners, Hispanic Red: Student with Disabilities</p> <p>3 – MET/EXCEED - 35% 4 – MET/EXCEED - 41% 5 – MET/EXCEED - 32% 6 – MET/EXCEED – 20% 7 – MET/EXCEED – 39% 8 – MET/EXCEED – 38%</p> <p>While the 2021 test scores did not count on accountability, below is the summary.</p> <p>3 – MET/EXCEED - 32% 4 – MET/EXCEED - 18% 5 – MET/EXCEED - 8% 6 – MET/EXCEED – 19%</p>	<p>Low: English Learners, Hispanic, Socioeconomically Disadvantaged Very Low: Students with Disabilities</p> <p>3 – MET/EXCEED - 32% 4 – MET/EXCEED - 20% 5 – MET/EXCEED - 22% 6 – MET/EXCEED – 26% 7 – MET/EXCEED – 37% 8 – MET/EXCEED – 21%</p>		<p>Dashboard Blue: White Yellow: All Students Hispanic English Learners Socioeconomically disadvantaged Red: Students with Disabilities</p> <p>All – met/exceed - 39.09% 3rd met/exceed – 54.32% 4th met/exceed – 37.64% 5th met/exceed – 28.75% 6th met/exceed – 40% 7th met/exceed – 38.57% 8th met/exceed – 34.72%</p>	<p>All Subgroups in Red, Orange to improve by at least one color.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7 – MET/EXCEED – 36% 8 – MET/EXCEED – 25%				
Local Science Assessments: Grades K-8	To be established in 21-22	Due to unforeseen disruptions in the work with staff, this goal is in progress. Creating a cohesive scope and sequence of local science assessments for our K-8 program will be a focus in the coming year.	To Be established 23/24	Specific work on this metric was never started.	At minimum 75% or students able to demonstrate proficiency on local science assessments. Grades K-8
CAST state Science Assessment: Grades 5 and 8	2019 Scores 5 - MET/EXCEED - 34.57% 8 - MET/EXCEED - 40% 2020-2021 Scores 5 - MET/EXCEED - 14.92% 8 - MET/EXCEED - 16.90%	2021-2022 Scores 5 - MET/EXCEED - 36% 8 - MET/EXCEED - 23%	Preliminary 2022-2023 Scores 5 - MET/EXCEED - 36% 8 - MET/EXCEED - 23%	At the time of this report, the most recent data is from the 22-23 CAASPP/CAST data. All – met/exceed – 37.50 % 5 – met/exceed – 36.25 % 8 – met/exceed – 38.89 %	Increase met/exceed by 15%
ELPAC: Progress towards Proficiency English Learners in Grades K-8	2018-2019 Data: 48.8% of UPCS students were making progress toward English Language Proficiency which	2022 Summative Data: 46.3% of UPCS English Learner students made progress towards	2023 Summative Data: Progress towards English language proficiency reported Fall of 2023	This is based on 2023 summative ELPAC. 71.8% of UPCS students are making progress toward	Maintain a rate equal or higher than the state average on the ELPAC. Homeless Students:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exceeded the CA state average of 48.3%.</p> <p>Overall by Level: Level 4 - 26.53% Level 3 - 41.84% Level 2 - 21.43% Level 1 - 10.20%</p> <p>Homeless (most challenged subgroup in this metric) Level 4 - 0% Level 3 - 33.33% Level 2 - 16.67% Level 1 - 50%</p> <p>2020-2021 Data: More students at UPCS are scoring at levels 3 and 4 than the state average. Less students at UPCS are scoring at levels 1 and 2 than the state average.</p> <p>UCPS Overall by Level: Level 4 - 22.11% Level 3 - 43.16% Level 2 - 27.37% Level 1 - 7.37%</p>	<p>English language proficiency. 33% progressed one level or more 13.4 % maintained level 4</p> <p>UCPS Overall by Level: Level 4 - 12.4% Level 3 - 33% Level 2 - 38.1% Level 1 - 16.5%</p> <p>CA state average was 50.3% of English Learner students made progress towards English language proficiency. 47.5% progressed one level or more 2.8% maintained level 4</p>		<p>English Language Proficiency which exceeded the CA state average of 48.7%</p> <p>61.2 % grew 1 level 10.6% maintained 4 22.4% maintained 2-3 level 5.9% decreased level (5 students) 94.1% of EL students maintained or grew a level</p> <p>Overall by Level: Level 4 – 37.96 % Level 3 – 37.96 % Level 2 – 21.30 % Level 1 – 2.78 % Homeless - no results due to so few students in category</p>	<p>Decrease the % of students in Levels 1 and 2, Increase in students in Levels 3 and 4.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CA State Overall by Level: Level 4 - 13.98% Level 3 - 33.66% Level 2 - 32.57% Level 1 - 19/79%</p> <p>UPCS does not have enough Homeless students to see data for this subgroup.</p> <p>Economically disadvantaged (most challenged subgroup in this metric) Level 4 - 17.57% Level 3 - 45.95% Level 2 - 29.73% Level 1 - 6.76%</p>				
ELPAC: Reclassification Rate English Learners in Grades K-8	<p>In 2018-2019: 11.6% Reclassified In 2019-2020 33.6% In 2020-2021 3.3% Over the last several years the state has been working on the new ELPAC assessment and creating statewide baselines. For UPCS this has fluctuated a</p>	<p>The state has determined Reclassification Criteria, 2021-2022 Reclassification Rate: 2% Reclassified</p>	<p>2022 -2023 Reclassification Rate: 10% Reclassified</p>	<p>10% EL students TK – 8 reclassified 16% EL students 3 - 8 reclassified 41% of Long-term English Learners were reclassified in 2023-2024</p>	<p>Reclassify 5% or more English Learners each year according to state criteria.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	lot over the last several years, so we will take an average to create a baseline: 16% Redesignated.				
Physical Fitness Test Grades 5 and 7	The PFT hasn't been administered since spring 2018 and at the time of this report the PFT website wasn't working properly. We will use the 21-22 year to create a new baseline.	The PFT was administered to all 5th and 7th grade students. The state is making a shift in this assessment and we are no longer reporting on this data. We will not establish a benchmark at this time, but rather wait until the state makes a decision on what direction they will be going in for physical fitness.	The PFT was administered to all 5th and 7th grade students. The state is making a shift in this assessment and we are no longer reporting on this data. We will not establish a benchmark at this time, but rather wait until the state makes a decision on what direction they will be going in for physical fitness.	The PFT was administered to all 5th and 7th grade students. The state is making a shift in this assessment and we are no longer reporting on this data. We will not establish a benchmark at this time, but rather wait until the state makes a decision on what direction they will be going in for physical fitness.	Establish after baseline
Instructional Materials Student have access to standards aligned instructional materials and instruction	No complaints Met Local Indicator 1 - Spring 2021	No complaints Met Local Indicator 1 Spring 2022	No complaints Met Local Indicator 1 Spring 2023	Met Local Indicator 1 Spring 2024	Charter Schools are not subject to the Williams ACT, but UPCS will provide students with access to state standards aligned instructional materials. Met on Local Indicator 1
Implementation of CA State Standards,	Met Local Indicator 2 - Spring 2021	Met Local Indicator 2 - Spring 2022	Met Local Indicator 2 - Spring 2023	Met Local Indicator 2 Spring 2024	Met on Local Indicator 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including how ELs access CCSS and ELD Standards					

Goal Analysis

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

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

The LCAP was developed in 2020-2021 while still in the depths of the COVID-19 crisis. As an organization, we didn't have a complete grasp of the challenges that would arise and linger due to the pandemic. We developed the 2021-2024 LCAP with the idea that learning recovery would be easy and we could pick-up where we left off prior to March 13, 2020 when we closed our doors. This was an over-optimistic outlook, to say the least. Teachers, students, staff, and families faced unforeseen challenges. Students not only struggled with academics, but also struggled with interpersonal skills. We quickly realized the need to take several steps back and even abandon initiatives that we planned to start in the fall of 2021. The area that shifted the most over the life of the LCAP was the implementation of metrics. The original plan set out a large number of metrics across many areas in Goal 1. It became clear within the first year of the 21-24 LCAP that we may have cast our net too wide and needed to focus only on the most critical areas related to Goal 1 like reading and math.

Overall the actions/services included in Goal 1 were effective in promoting academic success and growth in UPCS students. Action 1.1 probably led to the greatest impact on student success. Intervention teachers provide targeted support to students who are struggling academically, helping to close learning gaps and improve overall performance. Their focused instruction, personalized attention, and use of specialized strategies, coupled with a quality MTSS program of progress monitoring can address student needs, fostering better understanding and achievement. Many of the other actions supported the work of better Tier I instruction and the Tier II and Tier III instruction provided by the intervention teachers.

Action 1.1 - We ended up hiring more staff to provide intervention to students based on CAASPP data and local assessment data.

Action 1.2 - This action was not implemented from the very beginning. We utilized grade level intervention teachers to provide this service in a different way.

Action 1.5 - Utilizing feedback from teachers and local data, we made changes to the support programs/materials to provide intervention and extension for students. We studied each of the tools being used and only kept the tools that were proving to be effective for students.

Action 1.6 - The systems for after school bussing to the Boys and Girls Club was overhauled this year and ran more efficiently, thus reducing the time needed to run the bussing program. The Boys and Girls Club supports students by providing a place where they have access to WiFi to get their homework done, access to enrichment activities, after school snack, and extended care to assist families.

Action 1.9 - We found the need to purchase a large amount of Chromebooks due to wear and tear on them through COVID.

Action 1.10 - We purchased a large amount of new books for the library and classrooms over the last several years and this year we found that we didn't need to purchase as many.

Action 1.11 - This was a new action that we put in just this year for some one-time funding. We were able to use this funding to support the implementation of our TK program.

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.

Action 1.6 - Our actuals came in about 20% less than we had originally budgeted. We were able to more efficiently run our after school bussing program and keep costs down.

Action 1.7 - Our actual spending was 21% more than we had originally budgeted. We were able to secure staffing to provide a before school club for added English Language Development classes.

Action 1.9 - There is a 54% increase in spending from the budgeted costs. We found it necessary to purchase 325 student Chromebooks.

Action 1.10 - Our actual spending was about 15% less than we budgeted. We purchased a large amount of new books for the library and classrooms over the last several years and this year we didn't need as many.

Action 1.11 - We only spent about 29% of what we originally budgeted. This was a new action that we put in just this year for some one-time funding and we weren't able to allocate all of it this year. This action will be folded into a books and materials action for next year.

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

Action 1.1 Intervention Program Staffing - this metric was very effective. The evidence of effectiveness was clearly seen in the CAASPP, ELPAC, and local assessment data. Parents and teachers both shared that they saw students make significant progress by the targeted

instruction provided by the intervention team. The structured, multiple tiered system of support (MTSS) that was developed over the last two years has provided varying levels of support to students based on their individual needs. We are now working on structuring a similar system to focus on social-emotional interventions to create a cohesive model to ensure that all students receive appropriate levels of support.

Action 1.2 Additional teacher to assist in multi-grade classrooms in the teaching of Math - We ended up NOT doing this action

Action 1.3 Summer School - The evidence of effectiveness was clearly seen in the CAASPP, ELPAC, and local assessment data. The students are targeted based on state and local data.

Action 1.4 Additional Instructional Aide Time for the kindergarten/first grade classrooms - There wasn't a specific metric that could judge the effectiveness of this action, but teacher feedback and less referrals during the time the aides are in the classroom were positive outcomes of this action.

Action 1.5 CCSS and NGSS aligned programs/materials to support differentiation (intervention/extension) - The evidence of effectiveness was clearly seen in the CAASPP, ELPAC, and local assessment data. Additionally supported by the teacher survey regarding instructional materials found in the metrics for Goal 2. During this 3 year LCAP cycle we have spent time studying the tools we use for differentiation. This study has led us to refine the tools we are using to those that are most effective for our students' success.

Action 1.6 Transportation to safe after school program - Effectiveness of a comprehensive after school program can be seen in the academic progress students have made. We included this metric here because we understand the importance of students having a safe place to go after school where they can receive homework help. Students have access to WiFi to get their homework done, access to enrichment activities, after school snack, and extended care to assist families. There is another action related to the Boys and Girls Club after school program in Goal 3, Action 10.

Action 1.7 Supplemental services for LTEL OR at risk for LTEL - These supplemental services, along with consistent designated ELD services, were highly effective over the last year with 71.8% of our students showing progress toward English proficiency and 41% of Long Term English Learners were reclassified.

Action 1.8 Additional Instructional Aide time to support special education programs - We did not have a specific metric to support this action and our achievement data shows that our special education students are still struggling. We do not feel that this data is a viable reason to discontinue this action as the additional time supports not only the students directly with services, but also supports the collaboration between the teacher and the aide.

Action 1.9 Technology to support teaching and learning - It is hard to make a clear connection between this action and the metrics, but students and teachers use technology daily in teaching, learning, and assessment and with that said, we have strong evidence of in the CAASPP, ELPAC, and local assessment data that are students are showing progress.

Action 1.10 Materials to support language arts in English and Spanish -The evidence of effectiveness was clearly seen in the CAASPP, ELPAC, and local assessment data. While this is not a specific metric, over the last three years we have completely overhauled our library.

We have weeded out older books and filled our library with more culturally relevant books and books that excite and inspire children to read. In Goal 3, Action 8, we also hired a library tech and a librarian to consult with the library tech.

Action 1.11 Instructional materials for history-social science, math, visual and performing arts, science, ELA and PE - The evidence of effectiveness was clearly seen in the CAASPP, ELPAC, and local assessment data as it relates to reading and math.

1.12 Curriculum, materials, and supplies to support the implementation of TK - We successfully launched our TK program and were fully enrolled with properly certificated teachers. There was not a specific metric to support this action.

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

Goal 1 will remain focused on Academic Success in the 24-25 LCAP. We are refining and simplifying the metrics to focus on fewer data points with the goal of effectively communicating progress towards meeting the metric. In the 24-25 LCAP, we are collapsing what was Goal 2 of the 23-24 LCAP and placing professional development actions within other goals that the specific professional development supports. In the 2024 LCAP, professional development related to teacher and support staff training focused on academic success and teacher/staff quality will be included in Goal 1. Over the three-year LCAP cycle we have worked to develop a solid Multi-Tiered System of Support, MTSS, for academics. We are also adding a metric regarding Youth Truth Climate Survey data related to student, family, and staff perceptions of academic expectations and challenges placed on students. We have not addressed this specific metric within our goal related to Academic Success in the past, but we feel that this placed a significant role in student's academic success.

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

Goals and Actions

Goal

Goal #	Description
2	UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in a higher quality educational experiences and outcomes for UPCS students. Learning will focus on the unique needs of unduplicated students, English Learners, low socio-economic, foster youth and students with disabilities. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual faculty survey on program effectiveness and needs	Given spring 2021	Abbreviated version given spring 2022. Data used to make decisions on instructional tools. Teacher team interviews used to make decisions on curriculum.	Abbreviated version given spring 2023. Data used to make decisions on instructional tools. Teacher team interviews used to make decisions on curriculum.	Survey was given to teachers in May. The data is used to make decisions on instructional tools.	Survey given annually and results used as a needs assessment to evaluate program effectiveness and guide future work and initiatives.
All new faculty participate in induction	100% of new faculty participated in 20-21	Yes, all new faculty participated. Two new teachers on provisional credentials, did not complete course work for year 2 and will have an extension to complete.	Yes, all new faculty, that qualified to participate, did participate. One new teacher was hired on a provisional and will start year 1 in 23-24.	Yes, all faculty that qualified to participate, did participate. They all completed either year 1 or 2 of the program and were assigned a mentor.	100% of new faculty supported to complete induction in two years
The Enabling Conditions for	The questionnaire was given in August and March to staff.	August Results: Levels 1 - 2: 33.3% Levels 3 - 4: 66.7%	As of the 22-23 school year this survey will	Given in the Spring of 2024	Establish outcome after baseline is established.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Collective Teacher Efficacy Questionnaire	<p>August Results of Four Fold Taxonomy or Examining Collaboration: Storytelling and Scanning for Ideas - 9.1% Aid and Assistance Aid - 24.2% Sharing - 57.6% Joint-Work - 9.1%</p> <p>March Results of Four Fold Taxonomy or Examining Collaboration: Storytelling and Scanning for Ideas - 2.6% Aid and Assistance Aid - 18.4% Sharing - 55.3% Joint-Work - 23.7%</p>	<p>March Results: Levels 1 - 2: 21% Levels 3 - 4: 79%</p> <p>Positive movement toward the highest level of collaboration was made over the course of the school year.</p>	<p>now be given once annually.</p> <p>Fall 2022: Levels 1-2: 28.5% Levels 3-4: 71.4%</p>	<p>Levels 1-2: 34% Levels 3-4: 66%</p> <p>The reason for the decrease in the highest level is due to questions related to:</p> <ul style="list-style-type: none"> productive discussion (reported that too much storytelling happens during collaboration) <p>Upon reflection, it looks as if teachers understanding of what collaboration really means has affected the outcomes of this survey. During the three years we have spent a large amount of time learning about "collaboration". Previously the beliefs were that if they were in the same room, working side-by-side, they were "collaborating". Now teachers recognize that collaboration includes: joint work,</p>	Maintain or improve outcomes toward collective efficacy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				productive discussion and debate regarding professional practice, and interdependence on each other.	
Ladder of Teacher Involvement in School Decision Making	<p>The questionnaire was given to staff in August and March.</p> <p>August Results: Level 1 (Manipulation) - 3% Level 2 (Decoration) - 9.1% Level 3 (Tokenism) - 33.3% Level 4 (Assigned but Taught) - 6.1% Level 5 (Consulted and Informed) - 27.3% Level 6 - (Administrator initiated and Directed) - 18.2% Level 7 (Teacher Initiated and Directed) - 0% Level 8 (Teacher Initiated, but Shared Decision) - 0%</p> <p>Levels 1 - 4: 51.5% Levels 5 - 8: 45.5% (no responses at the two highest levels)</p>	<p>August Results: Levels 1 - 4: 51.5% Levels 5 - 8: 45.5% (no responses at the two highest levels)</p> <p>March Results: Levels 1 - 4: 47.4% Levels 5 - 8: 52.6% (on response at the two highest levels)</p> <p>Positive movement up the ladder was made over the course of the school year.</p>	<p>As of the 22-23 school year this survey will now be given once annually.</p> <p>Fall 2022: Levels 1 - 4: 17.8% Levels 5 - 8: 82.2%</p>	<p>Given in Spring 2024 Level 1 - 4: 17% Level 5 - 8: 83%</p>	<p>Establish outcome after baseline is established.</p> <p>Maintain or improve outcomes toward teachers feelings of involvement in school decision making</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>March Results:</p> <p>Level 1 (Manipulation) - 0%</p> <p>Level 2 (Decoration) - 7.9%</p> <p>Level 3 (Tokenism) - 34.2%</p> <p>Level 4 (Assigned but Taught) - 5.3%</p> <p>Level 5 (Consulted and Informed) - 18.4%</p> <p>Level 6 - (Administrator initiated and Directed) - 31.6%</p> <p>Level 7 (Teacher Initiated and Directed) - 2.6%</p> <p>Level 8 (Teacher Initiated, but Shared Decision) - 0%</p> <p>Levels 1 - 4: 47.4%</p> <p>Levels 5 - 8: 52.6% (on response at the two highest levels)</p>				
Fully credentialed and appropriately assigned teachers	<p>Charter Schools have 5 years in which to appropriately credential and assign NON-CORE teachers. We just received on CALPads/CalSaas Report for 20-21 and it looks like we may have 5</p>	<p>The 20-21 data showed that we had 1 misassigned teacher who was hired late in the year and we forgot to get a local assignment for her. There were 6 teachers who fell under the new charter school rules.</p>	<p>We have a total of 40.64 Full time equivalent teachers 34 classroom teachers (includes special education resource teachers) 5 fulltime intervention teachers</p>	<p>We have a total of 40 full time equivalent teachers.</p> <p>31 TK-8 Classroom Teachers all appropriately assigned.</p>	<p>100% of faculty fully credentialed and appropriately assigned.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	misassignments for the 20-21 year, but we will report back after the data is finalized. All CORE teachers met this metric.	The 21-22 official data is not processed, but it looks like we will have on 1 teacher who will fall under the new charter school rules and no other misassignments. We will report on this after the audit and the data is finally confirmed.	1.64 FTE enrichment teachers .82 teachers that do not have an English Learner Authorization (enrichment teachers) 2% 1 enrichment teacher considered a mis-assignment due to the changes in the credentialing laws for charter schools. This teacher has until 2025 to complete a teacher credentialing program. 2.4% 1 teacher on a short-term staff permit from 8/2/22 to 5/26/23 2.4%	2 special education resource teachers. One is appropriately assigned and the other is on a TPSL. 7 Fulltime Intervention/Support Teachers 1.64 FTE Enrichment Teachers (10 teachers total but very part time) 1 of the enrichment teachers does not have an English Learner Authorizaiton but falls under the Charter exception this teacher also comes up as a mis-assignment for the same reason. This teacher has until 2025 to complete a teacher credentialing program.	

Goal Analysis

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

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

Overall the actions/services in Goal 2 were effective in providing teachers and staff with professional development activities that supported their professional growth and the success of UPCS students. Over the three years of this LCAP Action 2.1 changed in part due to the

challenges of COVID and teacher burnout. Originally this action involved teachers working in teams and attending collaborative meetings during the school day, observing in each others classrooms, and studying a problem of practice together. This required a lot of subs, which were impossible to find during the COVID years. Through our work around teacher resiliency, Action 2.8, we changed this action, 2.1, to be more of a personal professional development and planning time for teachers. The focus on a problem of practice has continued with our Active Collaborative Team Time, but doesn't require subs and we dropped the observation portion. This change has proved to be very successful and provides teachers time to study, plan, and prepare quality lessons during their work hours, leading to better job satisfaction and work/life balance. We found great success in years 1 and 2 of this LCAP around Action 2.8 and in year three this work became focused on student resilience and behavior challenges. In 23-24 the work has solely focused on the tasks of developing a comprehensive behavior system. The leadership team has taken the lead on this work with our consultant, Ricky Robertson.

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.

Action 2.4 - This action came in significantly higher than budgeted. We found many opportunities to either host trainings locally or send teachers, staff, and admin to trainings outside of the organization.

Action 2.6 - This action has consistently come in under budget because we have people within the organization that have expertise in this area and are able to provide the training.

Action 2.9 - This action expended higher than budgeted because we had several teachers move to new grade levels and they needed more planning time over the summer.

Action 2.11 - This action expended higher than budgeted because we sent all of the TK team to the NAEYC conference.

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

Action 2.1 IPDP (Individual Professional Development and Planning) - This action came out of work done in Action 2.8 as we looked at teacher resilience. Teachers were facing extreme burnout due to COVID. Teachers expressed the need to have time, during the school day, to study, plan, and prepare lessons to meet the needs of their diverse students. It took a great deal of time and compromise to develop a schoolwide plan that worked for a TK-8 campus. In the end teachers expressed a sense of satisfaction that they were heard and that action was taken to resolve their challenge.

Action 2.2 Recruit and retain highly qualified dual immersion teachers - We have remained fully staffed with fully credentialed teachers in our dual immersion program. Finding and retaining bilingual teachers can be very challenging.

Action 2.3 New Teacher Induction - We had 7 teachers that participated in the induction program and another teacher who was adding an authorization also had a mentor assigned. Each of these teachers successfully completed the program for the year.

Action 2.4 Professional Development to support CCSS, NGSS, or school wide initiatives - Teachers, staff, and administration participated in a wide-range of professional development. It was a rich year with many offerings after several years, during COVID, where there were not many opportunities to participate in professional development outside of the organization.

Action 2.5 Instructional Coach - The instructional coach supported many aspects of teaching and learning. She serves as an integral member of the Curriculum Department and works with the Director of Curriculum and Instruction to plan PD, participate in MTSS including Student Study Teams and Data Chats along with coaching teachers.

Action 2.6 Professional Development focused on meeting the needs of English Learners - The success of this can clearly be seen in our Goal 1 metrics regarding English Learners

Action 2.7 Language Acquisition Team - The success of this can clearly be seen in our Goal 1 metrics regarding English Learners.

Action 2.8 Professional Development focused on Resilience and Trauma Informed Practices - The success of this action is seen in the metrics around teacher voice in decision making, and collective efficacy. Beyond that the work happening in this action has created the high functioning Leadership Team of action 2.10 and is now working on a MTSS behavior system.

Action 2.9 Stipends for teachers summer collaboration - Teachers spend time planning for the school year over the summer months. This planning is sometimes on their own and sometimes team planning occurs. Teachers are able to reflect on their student outcomes from the previous year and plan for the coming year.

Action 2.10 Leadership Team - This team has worked to create a system that provides for teacher voice in decision making. The team created a decision making matrix that is visible to all staff and helps the entire staff to understand how decisions are made and who is responsible for making each kind of decision. The leadership team has grappled with some tough decisions that are making a big impact on the school culture and student outcomes.

Action 2.11 Professional Development Focused on TK - The TK teachers and assistant teachers were able to go to the NAEYC conference at the beginning of the school year. This provided our brand new TK staff the chance to anchor their program in strong early childhood methodologies and find resources to support their work.

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

In the 24-25 LCAP we will not have a goal solely focused on professional development. Success indicators of professional development are best observed in outcomes tied to the specific learning focus of the professional development. The metrics in Goal 2, around teacher satisfaction, will be moved to Goal 3 of the 24-25 LCAP which has a focus on school culture, connectedness, and parent engagement. We believe that these changes will better align metrics to actions and services in a way that will more effectively communicate successes, challenges, and outcomes. Some of the metrics have been collapsed into broader metrics. The three metrics here in Goal 2 are now included as one metric, 3.3 Shared Decision Making/Collective Efficacy, on the 2024 LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	UPCS will provide a learning environment that fosters a sense of inter-connectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially significant for our SWD, ELL's, FY, and low socio-economic students. Connectedness also applies to the home-school connection and the impact it has on student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SEL Screening Tool	Adoption and Baseline in 21-22	This assessment was given in the first trimester	The assessment was given in the first trimester	The assessment was given in the first semester.	Screening tool is given annually at the beginning of the school year.
Student Climate Survey Focus on: Low Income English Learners Special Education	2022 Baseline Grades 6-8 Enjoy School Most of the time: Low Income 49% English Learners 73% Special Education 54% My teachers expectations make me want to do my best. Low Income 64% English Learners 80%	We created the baseline this year, see in baseline column.	The Youth Truth questions were changed for the 22-23 school year. It wasn't possible to have comparable data for all data points in the baseline. 2023 Baseline: Grades 6 - 8 Engagement: This summary measure describes the degree to which students	The Youth Truth Survey was given in December 2023. Grades 6-8 Engagement: This summary measure describes the degree to which students perceive themselves as engaged with their school and their education. All 3.30 37% EL 3.40 56%	Maintain or Improve on Baseline percentages

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Special Education 72%</p> <p>The work that I do for my classes makes me really think.</p> <p>Low Income 64%</p> <p>English Learners 85%</p> <p>Special Education 61%</p> <p>My teachers explain things in a way I can understand</p> <p>Low Income 67%</p> <p>English Learners 74%</p> <p>Special Education 71%</p> <p>My teachers give me assignments that really help me learn</p> <p>Low Income 57%</p> <p>English Learners 72%</p> <p>Special Education 54%</p> <p>I feel like I will be ready for High School</p> <p>Low Income 50%</p> <p>English Learners 65%</p> <p>Special Education 57%</p> <p>Do you want to go to college?</p>		<p>perceive themselves as engaged with their school and their education. 53rd %ile</p> <p>All Students: 3.40/4.15 - 44% +</p> <p>English Learners: 3.47/4.15 - 41%+</p> <p>Special Education: 3.30/4.15 - 44%+</p> <p>Academic Challenge: This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers. - 52nd %ile</p> <p>All Students: 3.65/4.37 - 64% +</p> <p>English Learners: 3.67/4.37 - 59%+</p> <p>Special Education: 3.51/4.37 - 44%+</p> <p>Culture: This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness. 50th %ile</p>	<p>Sped 3.62 83%</p> <p>Academic Challenge: This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.</p> <p>All 3.52 28%</p> <p>EL 3.66 52%</p> <p>Sped 3.52 30%</p> <p>Culture: This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.</p> <p>All 3.14 37%</p> <p>EL 3.31 57%</p> <p>Sped 3.26 54%</p> <p>Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low Income 69% English Learners 65% Special Education 73%</p> <p>I feel like a part of the school community Low Income 62% English Learners 74% Special Education 69%</p> <p>During this school year, have other students bullied or harassed you? Low Income 18% English Learners 9% Special Education 17%</p> <p>In my school there is at least one adult who would be willing to help me with a personal problem Low Income 48% English Learners 47% Special Education 40%</p> <p>When I'm feeling upset, stressed, or having problems, there is an adult from</p>		<p>All Students: 3.25/4.18 - 27% + English Learners: 3.39/4.18 - 27%+ Special Education: 3.44/4.18 - 41%+</p> <p>Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. - 70th %ile All Students: 3.48/4.05 - 53% + English Learners: 3.55/4.05 - 52%+ Special Education: 3.11/4.05 - 22%+</p> <p>Relationships: This summary measure describes the degree to which students feel they receive support and personal attention from their teachers. - 68th %ile All Students: 3.61/4.38 - 53% +</p>	<p>All 3.36 50% EL 3.42 63% Sped 3.24 25%</p> <p>Relationships: This summary measure describes the degree to which students feel they receive support and personal attention from their teachers. All 3.36 40% EL 3.35 37% Sped 3.26 27%</p> <p>Emotional & Mental Health: All 3.51 44% EL 3.66 78% Sped 3.56 58%</p> <p>School Safety: All 3.66 46% EL 3.67 47% Sped 3.75 60%</p> <p>Student Voice and Leadership All 3.00 30% EL 3.20 75% Sped 2.98 27%</p> <p>Grades 3-5 Engagement: This summary measure describes the degree</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school who I can talk to about it</p> <p>Low Income 45%</p> <p>English Learners 44%</p> <p>Special Education 39%</p> <p>Unfortunately, we found out after the survey was given that Youth Truth had stopped disaggregating data utilizing our Student Information System during COVID because of distance learning. They did not turn that functionality back on this year. The above subgroups were self-identified by our middle school students. 3-5 grade students were not given the option to self identify. Next year we will have the data pulled from our student information system and may reset the baseline utilizing next years data.</p>		<p>English Learners: 3.62/4.38 - 55%+</p> <p>Special Education: 3.26/4.38 - 38%+</p> <p>Emotional & Mental Health: 3.49 - 43rd %</p> <p>Student Motivation: 3.60 - 41st %</p> <p>2023 Baseline: Grades 3 - 5</p> <p>Engagement: This summary measure describes the degree to which students perceive high expectations and feel engaged with their school and their education. - 32nd %ile</p> <p>All Students: 2.77/2.98 - 86% +</p> <p>English Learners: 2.80/2.98 - 90%+</p> <p>Special Education: 2.70/2.98 - 90%+</p> <p>Academic Challenge: This summary measure describes the degree to which students feel their</p>	<p>to which students perceive themselves as engaged with their school and their education.</p> <p>All 2.75 - 26%</p> <p>EL 2.71 10%</p> <p>Sped 2.67 3%</p> <p>Academic Challenge: This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.</p> <p>All 2.41 42%</p> <p>EL 2.45 57%</p> <p>Sped 2.18 1%</p> <p>Instructional Methods: This summary measure describes the strategies and approaches students report their teachers using in class.</p> <p>All 2.52 38%</p> <p>EL 2.59 71%</p> <p>Sped 2.48 21%</p> <p>Culture: This summary measure describes the degree</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>learning is challenging and relevant. 39th %ile All Students: 2.41/2.80 - 45% + English Learners: 2.44/2.80 - 44%+ Special Education: 2.27/2.80 - 20%+</p> <p>Instructional Methods: This summary measure describes the strategies and approaches students report their teachers using in class. 63rd%ile All Students: 2.58/2.83 - 77%+ English Learners: 2.64/2.83 - 81%+ Special Education: 2.60/2.83 - 70%+</p> <p>Culture: This summary measure describes the degree to which students experience an orderly, respectful classroom environment. 43rd %ile All Students: 2.16 /2.76 - 15%+</p>	<p>to which students believe that their school fosters a culture of respect and fairness. All 2.16 43% EL 2.18 48% Sped 2.15 39%</p> <p>Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. All 2.32 35% EL 2.27 20% Sped 2.18 4%</p> <p>Relationships: This summary measure describes the degree to which students feel they receive support and personal attention from their teachers. All 2.69 49% EL 2.75 81% Sped 2.68 46%</p> <p>Emotional & Mental Health:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>English Learners: 2.21/2.76 - 15%+</p> <p>Special Education: 2.13/2.76 - 0%+</p> <p>Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school. 42nd %ile All Students: 2.34/2.65 - 62%+</p> <p>English Learners: 2.32/2.65 - 64%+</p> <p>Special Education: 2.40/2.65 - 50%+</p> <p>Relationships: This summary measure describes the degree to which students have strong, supportive relationships with their teachers. 38th %ile All Students: 2.67/2.94 - 28%+</p> <p>English Learners: 2.69/2.94 - 24%+</p> <p>Special Education: 2.66/2.94 - 20%+</p> <p>Student Motivation: 8th %ile</p>	<p>All 2.42 79%</p> <p>EL 2.39 66%</p> <p>Sped 2.33 35%</p> <p>School Safety: All 2.53 66%</p> <p>EL 2.45 42%</p> <p>Sped 2.29 6%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			All Students: 2.34 - Emotional & Mental Health: 42nd %ile All Students: 2.35 -		
Attendance Rates	ADA for 19-20 through March 13 was 96% and ADA for 20-21 as reported on P2 is 97%	Our ADA was 94%. There were extreme challenges due to several pandemic related factors.	Attendance rates did not improve for 22-23. Our ADA was 93%.	Mid-Year was 94% At the time of this report 93.8%	96%
Chronic Absenteeism Rates	In 20-21 we had 37 students considered chronically absent which was an improvement from the 19-20 school year with 65.	Our Chronic Absenteeism Rate was 77 students.	Our Chronic Absenteeism Rate increased to 187 students.	Mid-Year we had 118 Chronically Absent Students At the time of this report 122 Chronically Absent Students We improved by 35% from 22-23	Improve
Suspension/Expulsion Rates	There were 7 suspensions reported for the 19-20 school year. 0 Students expelled.	There were 12 suspensions reported as of the day this report was completed for 21-22. There were 0 students expelled. It was evident that the pandemic has had a social emotional and behavioral toll on students. We saw an	There were 34 suspensions reported. There were 0 students expelled.	At the time of this report we had 25 suspensions We improved by 9 suspensions from last year.	Maintain or improve number of suspensions and expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		increase in students having behavioural challenges and conflict with others.			
Access to a Broad Course of Study	100% of students have access to a broad course of study Met on Local Indicator 7 Spring 2021	100% of students have access to a broad course of study. Met on Local Indicator 7 Spring 2022	100% of students have access to a broad course of study. Met on Local Indicator 7 Spring 2023	100% of students have access to a broad course of study. Met on Local Indicator 7 Spring 2024	100% of students have access to a broad course of study Met on Local Indicator 7
Family Survey - School Connectedness/Safety	<p>We picked a few key factors from the family survey to highlight.</p> <p>Administrators treat families with respect. 2019 - 4.12/4.75, 2020 - 4.17/4.75, 2021 - 4.19/4.75</p> <p>Teachers treat families with respect. 2019 - 4.35/4.72, 2020 - 4.43/4.72, 2021 - 4.35/4.75</p> <p>Teachers and students care about each other. 2019 - 4.3/4.6, 2020 - 4.44/4.6, 2021 - 4.37/4.73</p>	<p>On the family survey we saw most areas remain fairly the same.</p> <p>Administrators treat families with respect. 2022 - 4.13/4.75</p> <p>Teachers treat families with respect. 2022 - 4.31/4.75</p> <p>Teachers and students care about each other. 2022 - 4.30/4.73</p> <p>Families and teachers care about each other. 2022 - 4.27/4.62</p>	<p>Engagement: 3.72 - 84th % Relationships: 4.26 - 90th % Culture:4.03 - 85th % Communication and Feedback: 4.23 - 95th % Resources: 3.98 - 86th % School Safety: 3.76 - 81st %</p> <p>On the family survey we saw some promising success as well. Administrators treat families with respect. 4.11/4.77</p>	<p>The survey was given in December 2023</p> <p>Engagement: 3.79 - 87th % Relationships: 4.26 - 90th % Culture:4.06 - 87th % Communication and Feedback: 4.18 - 94th % Resources: 4.04 - 88th % School Safety: 3.91 - 91st %</p> <p>Administrators treat families with respect. 4.10 73% Teachers treat families with respect. 4.42 92%</p>	Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Families and teachers care about each other. 2019 - 4.25/4.36, 2020 - 4.36/4.62, 2021 - 4.26/4.62</p> <p>I feel comfortable approaching the administration about my concerns. 2019 - 4.02/4.6, 2020 - 4.19/4.6, 2021 - 4.21/4.73</p> <p>I feel comfortable approaching teachers about my child's progress. 2019 - 4.33/4.72, 2020 - 4.49/4.73, 2021 - 4.36/4.72</p> <p>My school runs smoothly. 2019 - 3.93/4.75, 2020 - 4.09/4.75, 2021 - 3.99/4.75</p>	<p>I feel comfortable approaching the administration about my concerns. 2022 - 4.14/4.73</p> <p>I feel comfortable approaching teachers about my child's progress. 2022 - 4.35/4.73</p> <p>My school runs smoothly. 2022 - 4.11/4.75</p> <p>Engagement: 3.55 - 67th % Relationships: 4.26 - 87th % Culture: 4.06 - 85th % Communication and Feedback: 4.06 - 92nd % Resources: 4.02 - 87th % School Safety: 3.83 - 78th %</p>	<p>Teachers treat families with respect. 4.41/4.74</p> <p>Teachers and students care about each other. 4.34/4.61</p> <p>Families and teachers care about each other. 4.33/4.70</p> <p>I feel comfortable approaching the administration about my concerns. 4.05/4.73</p> <p>I feel comfortable approaching teachers about my child's progress. 4.42/4.81</p> <p>My school runs smoothly. 3.98/4.75</p>	<p>Teachers and students care about each other 4.30 94%</p> <p>Families and teachers care about each other. 4.27 91%</p> <p>I feel comfortable approaching the administration about my concerns. 4.13 85%</p> <p>I feel comfortable approaching teachers about my child's progress. 4.44 94%</p>	
School Site Council and English Learner Advisory Committee	8 SSC Meetings in 20-21 7 ELAC Meetings in 20-21	8 School Site Council Meetings 6 English Learner Advisory Council Meetings	8 School Site Council Meetings 7 English Learner Advisory Council Meetings	9 School Site Council Meetings 4 English Learner Advisory Council Meetings	Minimum of 7 Meetings for both SSC and ELAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Nights	19-20 We held 7 Family Engagement Nights and 8 Coffee with the Directors	We were able to hold 6 Coffee with the Directors once families were allowed back on campus. We held 5 Family Education Nights.	9 Family Nights were held. 10 coffee with the Directors meetings were held.	6 Family Nights were held. 12 Coffee with the Directors	Minimum of 5 Family Engagement and 7 Coffee with the Directors
FIT Report: clean, safe, and functional facilities	Good Repair	Good Repair	Good Repair	Good Repair	Maintain Good Repair Rank
Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Met - Local Indicator 3 - Spring 2021	Met - Local Indicator 3 - Spring 2022	Met - Local Indicator 3 - Spring 2023	Met - Local Indicator 3 - Spring 2024	Met on Local Indicator 3
Local Indicator 6 - School Climate	Met - Local Indicator 6 in Spring 2021	Met - Local Indicator 6 - Spring 2022	Met - Local Indicator 6 - Spring 2023	Met - Local Indicator 6 - Spring 2023	Met on Local Indicator 6

Goal Analysis

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

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

Actions 3.1 -3.4 focused on the implementation of a schoolwide SEL program. We were able to bring in even more counseling than we had budgeted. This provided more 1:1 and small group counseling opportunities. In Action 3.4 we increased the hours for a credentialed teacher, rather than an aide like previous years, to provide social emotional support and mentoring to students across campus. Teachers were able to provide robust calming corners in their classrooms.

Action 3.6 was abandoned early on in this LCAP cycle and nothing has been budgeted towards it since that time. After the development of this LCAP, our authorizing school district purchased all new furniture for our campus using Bond funds.

Action 3.7 While we didn't hold as many family education nights this year, we did provide some fun and unique experiences for families.

Action 3.10 was more successful than anticipated with the growth of our Expanded Learning Opportunities Program. We were not sure we would be able to add as many after school clubs as we were able to do.

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.

Action 3.1 - We spent more than budgeted on social emotional curriculum related supports as teachers learned to source

Action 3.2 - We added more hours of service to our part-time counselor's schedule leading to an increase in expenditures.

Action 3.3 - The school psychologist salary came in higher than budgeted.

Action 3.4 - This action had a significant increase due to the fact that we hired a credentialed teacher to facilitate SEL supports across campus. When the Action and budget were developed we had planned for a classified employee to do the job for much less hours.

Action 3.6 - was abandoned early on in this LCAP cycle and nothing has been budgeted towards it since that time. After the development of this LCAP, our authorizing school district purchased all new furniture for our campus using Bond funds.

Action 3.8 - The librarian worked more hours this year in order to complete the library overhaul started in 22-23.

Action 3.9 - Due to our Kindergarten enrollment numbers we reduced the contract for the MEG enrichment Spanish services.

Action 3.10 - Our Expanded Learning Opportunities Program grew much faster than expected. While we didn't budget for the full amount expended, we did have more than enough ELOP funds to cover the costs.

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

Action 3.1 Social Emotional Curriculum and Supports - the implementation of this goal has been effective in that TK-8 grade has implemented SEL curriculum into their classrooms.

Action 3.2 Counseling Services - this action proved to be very effective in not only providing direct services to students, but also assisting in the implementation of restorative practices, and helping teachers implement solid SEL practices/routines in their classrooms.

Action 3.3 Increase School Psychologist Contract- the school psychologist joined the leadership team to be more involved in the work around SEL, essential practices, and the behavior system. Her knowledge and expertise inform the work.

Action 3.4 SEL Supports in and out of the classroom - this year we hired a certificated employee to facilitate the Dynamite Dolphin program, an early intervention program for SEL. She was also able to provide mentoring through check-in/check-outs to students across the school. This action also helped teachers acquire the necessary tools to provide a calming corner in their classroom.

Action 3.5 Enrichment Programs - The enrichment program was effective in providing students with a broad course of study.

Action 3.6 Classroom Furniture and Library Furniture - After the development of this LCAP, our authorizing school district purchased all new furniture for our campus using Bond funds. This action was abandoned.

Action 3.7 Family Engagement - While we didn't hold as many family education nights this year, we did provide some fun and unique experiences for families that drew in a lot of families.

Action 3.8 Increased personnel resources for the library - This action was effective in creating a well stocked and inviting space that inspires students to read.

Action 3.9 Spanish Enrichment Program - This action was effective in providing the language enrichment students with experiences in Spanish and adds to the broad course of study.

Action 3.10 After School Clubs and Sports - This program was effective in providing students after school opportunities to do homework, play sports, join a variety of clubs in the arts, music, service programs, STEM, and a variety of other activities. It also provided a safe place for students that needed extended care.

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

The 2024 LCAP will divide this goal into two separate goals. Goal 2 will focus on Social Emotional/Behavioral Programs and Supports and Goal 3 will focus on School Culture and Engagement. Dividing this one goal into two separate goals allows for a more precise alignment of metrics with each specific goal. This approach ensures that each goal can be measured and evaluated based on relevant and appropriate metrics, leading to clearer tracking of progress and more targeted strategies for achieving each goal. By having distinct goals, it becomes easier to identify areas needing improvement and allocate resources more effectively. For the 2024, Goal 2 we will be adding some metrics to specifically look at behavior with a closer lens by tracking types of behaviors. We will also be implementing some screening tools that help to provide earlier interventions for 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparation Charter School at CSU Channel Islands	Charmon Evans Executive Director	CEvans@PleasantValleySD.org 805.482.4608

Plan Summary [2024-25]

General Information

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

University Preparation Charter School at CSU Channel Islands celebrates 22 years of excellence in education in the Ventura County area. In 2002 UPCS opened its doors to approximately 350 Kinder through fifth grade students. Now, as we end the 24-25 school year, we have grown to serve approximately 740 transitional kindergarten through eighth grade students and over 85 employees. The UPS petition, which was originally approved by the Pleasant Valley School District on October 11, 2001, and was most recently renewed in December 2020 for another five-year cycle 2021-2026. Due to COVID, the state granted UPCS an additional one-year extension for renewal to be in 2027. UPCS functions under the governance structure and direction of the University Preparation School at CSU Channel Islands Board of Directors. The 501c3, non-profit public benefit corporation will maintain the name University Preparation School at CSU Channel Islands. The Board of Directors, UPCS faculty and staff, UPCS community members, and CSUCI faculty are partners in the implementation of the University Preparation Charter School at CSUCI. The UPS Board of Directors is the governing body with the responsibility for establishing policy and overseeing ongoing evaluation as set forth in the charter legislation and the UPCS charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach.

UPCS is dedicated to serving a diverse community and to that end the school works to attract a wide variety of families from varying cultural backgrounds, languages, and socio-economic status. UPCS believes in the importance of children, from all kinds of backgrounds, coming together to learn and grow together. The school has two strands: Dual Immersion, 50/50 Spanish/English, and Language Enrichment where children get 1 to 1.5 hours of Spanish a week as an enrichment. UPCS is dedicated to educating the whole child and offers all children a well-rounded education that includes music, art, engineering, technology, and theater arts. Students loop for two years with teachers in K-5, fostering close relationships between school and home. UPCS nurtures a community with families, teachers, staff, and university partners to create a welcoming environment. The TK-8 program allows for cross-grade level collaborations that benefit students and provides a sense of community and family. UPCS has minimal staff or student attrition. Stable staffing and student enrollment strengthens long term relationships with students and families.

Mission Statement

University Preparation Charter School at CSU Channel Islands is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

Guiding Principles:

The Students... create a positive community environment by exhibiting ownership of their education through self-discipline and high expectations.

The Curriculum... is standards-based, fosters critical thinking skills, and utilizes best educational practices. It includes instruction in the core subjects (Language Arts, Math, Science, Social Studies) as well as in Spanish, technology, and the arts.

The Professional Community... is dedicated to participating in on-going professional development that includes leadership capacity building, school-wide collaboration and articulation, communication of "best practices", and team building experiences.

The Cooperating Community... flourishes as a result of collaboration with CSUCI faculty and students, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.

Unduplicated Pupil Percentage 23-24 (UPP): 50.9%

Demographics as of Census Day day, October 2, 2023

Total Students: 737

Ethnicity:

African American: 1.5%

American Indian or Alaska Native: .4%

Asian: 1.4%

Filipino: 2.3%

Hispanic or Latino: 75.8%

Pacific Islander: 0%

White: 15.5%

Two or More Races: 3.1%

Low Socio-Economic:

Total Students: 340 (free or reduced lunch qualified)

Percentage of Total Population: 46.1%

Students with Disabilities: (this reflects the latest official data on DataQuest 22-23)

Total Students: 64

Percentage of Total Population: 8.8%

Homeless: (this reflects the latest official data on DataQuest 22-23)

Total Students: 25

Percentage of Total Population: 3.4%

Foster Youth: (this reflects the latest official data on DataQuest 21-22)

Total Students: 3

Percentage of Total Population: .4%

English Learners:

Total Students: 135

Percentage of Total Population: 18.32%

Reflections: Annual Performance

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

Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 amended CA Education Code to require revisions of the LCAP template and instructions. Significant changes to this section include the requirement to identify and address key performance outcomes as they relate to UPCS's 2023 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

The 2023 CA School Dashboard results associated with these performance outcomes are provided below. This is followed by a reflection on the results and information regarding how UPCS is planning to address the identified needs of our students throughout the three-year LCAP Cycle. Please note that the terminology associated with each student group is that of the state and does not reflect the preferred terminology used within UPCS.

1) Areas/student groups in which we received lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Orange - “Very Low”)

- Special Education (76.2 points below standard, Increased 5.8 points)

*Addressed in LCAP Goal 4

Academic Indicator - Math (Red - “Very Low”)

- Special Education (99.9 points below standard, Maintained)

*Addressed in LCAP Goal 4

Chronic Absenteeism Indicator (Red - “High” to “Very High”)

- All Students (22.4% chronically absent, Increased 1.5%)
- English Learners (21.4% chronically absent, Increased 1.9%)
- Socioeconomically Disadvantaged (31.9% chronically absent, Increased 5.8%)
- Students with Disabilities (25% chronically absent, Increased 7.3%)
- Hispanic (23.5% chronically absent, Increased .2%)
- White (21.8% chronically absent, Increased 6.7%)

*Addressed in LCAP Goal 5

Suspension Rate Indicator (Red/Orange - “High” to “Very High”)

- All Students (3.2% suspension rate, Increased 1.5%)
- English Learners (2.4% suspension rate, Increased .6%)
- Socioeconomically Disadvantaged (4.1% suspension rate, Increased Significantly 3%)
- Students with Disabilities (5.2% suspension rate, Increased 5.2%)
- Hispanic (3.3% suspension rate, Increased 1.7%)

*Addressed in LCAP Goal 2

State testing for 23-24 was not available at the time of this report but below is a summary of the 2022-2023 results:

English Language Arts

School-wide met/exceed – 52.41%

3rd met/exceed – 45.68%

4th met/exceed – 40%

5th met/exceed – 50%

6th met/exceed – 62.86%

7th met/exceed – 58.58%

8th met/exceed – 61.11%

Subgroups met exceed:

Students with Disabilities - 26.31
English Learners - 16.67%
Foster Youth - Not enough students to be reportable data
Socio-economically Disadvantaged - 41.06%
Homeless - 31.25%

Math
Schoolwide– met/exceed - 39.09%
3rd met/exceed – 54.32%
4th met/exceed – 37.64%
5th met/exceed – 28.75%
6th met/exceed – 40%
7th met/exceed – 38.57%
8th met/exceed – 34.72%

Subgroups met/exceed:
Students with Disabilities - 13.15%
English Learners - 13.34%
Foster Youth - Not enough students to be reportable data
Socio-economically Disadvantaged - 27.06%
Homeless - 25.00%

At the time of this report our end-of-year local assessments are not completed. Below is a summary of our local data at mid-year reporting:
% School-wide Proficient or Above
English: 40%
Spanish: 24%

% of students meeting growth target in English
1 - Baseline to be created in 2025 (they took it for the first time spring 2024)
2 - this grade level only takes end of year so no data available yet
3 - 42%
4- 47%
5- 50%
6- 41%
7- 38%
8- 31%

% Proficient or above in Spanish
1- Baseline to be created in 2025

- 2 - 23%
- 3 - 8%
- 4 - 15%
- 5 - 26%
- 6 - 49%
- 7 - 37%
- 8 - 25%

Math
% School-wide Proficient or Above - 30%

- % of students meeting growth target
- 1 - Baseline to be created in 2025 (they took it for the first time spring 2024 and you need two years of data to get a growth target)
 - 2 - this grade level only takes end of year so no data available yet
 - 3 - 49%
 - 4 - 53%
 - 5 - 51%
 - 6 - 66%
 - 7 - 77%
 - 8 - 80%

English Learner Progress for 2024:
The summative assessments are not all completed but as of January 2024:
10% EL students TK – 8 reclassified
16% EL students 3 - 8 reclassified
41% of Long-term English Learners were reclassified in 2023-2024

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
School Site Council	Monthly meetings were held where the LCAP metrics, goals, actions/services were shared. In February the Mid-Year LCAP update was shared. The SSC provided feedback regarding the 2024 LCAP. September 26, 2023 - Welcome and what is SSC October 17, 2023 - All things LCAP and School Budget: we discussed the LCAP metrics and services. We also looked at progress from the previous year. We were able to look at all funding resources and how those play a part in the LCAP. November 28, 2023 - We continued the discussion for October and also looked at the Parent and Family Engagement Policy January 23, 2024 - Review of Dashboard, SARC, and Safety Plan February 27, 2024 - Mid-Year LCAP data shared. Opportunity to begin discussion on what was and wasn't working on the 23-24 LCAP March 26, 2024 - ConApp Review, Youth Truth Data Review, LCAP input discussion April 23, 2024 - Continued LCAP discussion May 28, 2024 - Review of Draft LCAP 2024 June 11, 2024 - Final Review of LCAP
English Learner Advisory Council	Four meetings were held that focused specifically on English Learner academic success, social-emotional well-being and improving attendance. The LCAP goals, metrics and actions/services related to

Educational Partner(s)	Process for Engagement
	<p>English learner students and families were shared and feedback from the committee was given.</p> <p>January 24, 2024- Welcome, purpose of ELAC and elections</p> <p>February 6, 2024 - English Learner identification process, EL Assessments, English Learner programs and services, attendance metrics, and input for attendance improvement to SSC.</p> <p>April 16, 2024 - EL metrics, data and reclassification process, and developed EL Needs Assessment</p> <p>May 28, 2024 - Input on draft of LCAP 2024/25</p>
Board of Directors, General Public	<p>The Board of Directors held regular, open meetings in which the school's progress toward goals were shared on a regular basis. The Mid-Year LCAP was shared at the February meeting providing a good indicator of the progress toward meeting the LCAP metrics in the 23-24 LCAP.</p> <p>August 24, 2023 - LCAP review</p> <p>September 29, 2023 - Review of Youth Truth Data</p> <p>November 17, 2023 - Local Indicators Update, Attendance Focus</p> <p>December 15, 2023 - MTSS presentation (academic/SEL/behavior), Dashboard</p> <p>January 26, 2024 - professional development</p> <p>February 23, 2024 - presentation of mid-year update</p> <p>April 26, 2024 - LCAP input from stakeholders shared with board</p> <p>May 31, 2024 - Public hearing</p> <p>June 20, 2024 - Final Approval</p>
Families	<p>In December 2023 UPCS families were provided the opportunity to participate in the annual family survey.</p> <p>The survey collects feedback in the following areas: Engagement, Relationships, Culture, Communication/Feedback, Resources, and School Safety.</p> <p>Coffee with the Directors</p> <p>August 17, 2023 - Welcome and introduction to school goals, priorities, and LCAP.</p>

Educational Partner(s)	Process for Engagement
	<p>September 8, 2023 - Addressing specific challenges in neighborhood and playground construction</p> <p>September 26, 2023 - Sharing resolutions and plans for challenges in neighborhood and playground</p> <p>October 5, 2023 - Discussion of emotional regulation strategies</p> <p>December 14, 2023 - What is bullying and how does the school address behaviors, restorative justice</p> <p>January 19, 2024 - School Accountability Report Card</p> <p>February 21, 2024 - School Safety and Mid-Year LCAP Overview</p> <p>March 29, 2024 - Introduction to the 2024 LCAP and input on priorities for the 2024 LCAP. Focus on Achievement and Social Emotional.</p> <p>April 19, 2024 - Input session on priorities for the 2024 LCAP. Review of Achievement and Social Emotional and addition of professional development.</p> <p>May 16, 2024 - Input session on 2024 LCAP actions and services.</p> <p>May 28, 2024 - Input on draft 2024 LCAP.</p> <p>June 13, 2024 - Review of final LCAP prior to board approval</p> <p>Feedback on Draft LCAP - LCAP was posted prior to the public hearing, shared at School Site Council and English Learner Advisory Council, and at Coffee with the Directors. Stakeholders were encouraged to ask questions and provide feedback.</p>
Teachers/Staff	<p>Staff input is gathered through several methods including regular engagement during staff development, staff meetings, data teams, leadership, department meetings, and surveys.</p> <p>Leadership Meetings</p> <p>This year focused on creating a schoolwide behavior system. It also continued to focus on the goal of shared decision making and collective efficacy.</p> <p>September 8, 2023 - Welcome, Leadership goals and roles</p> <p>September 22, 2023 - Leadership terms and Tier 1 Collaborative behavior conversations, "Kid Talk Protocol"</p> <p>October 10, 2023 - Behavior Systems and office referral data</p>

Educational Partner(s)	Process for Engagement
	<p>November 2, 2023 - Reflection on behavior data, schoolwide Tier 1, 2 , and 3 academic, SEL/Behavior data shared, Relationship inventory reflection</p> <p>January 26, 2024 - Behavior System Protocols</p> <p>March 5, 2024 - Behavior Systems; Behavior Matrix</p> <p>March 6, 2024 - Behavior Systems; Common Challenge Behavior Protocol</p> <p>March 22, 2024 - Reflection on MTSS SEL/Behavior Tiers - work groups for Behavior Matrix feedback, SEL Screeners, Five Essential Practices</p> <p>May 17, 2024 - MTSS - Tier 1 and Tier 2 Social-emotional and behavior systems and protocols</p> <p>Staff Development/Staff Meetings focused on school priorities</p> <p>Math Focus - 9/7, 9/21, 11/9, 12/7, 1/18, 2/1, 3/7, 3/14, 5/4, 5/16</p> <p>Behavior Systems Focus - 9/14, 10/5, 11/2, 11/30, 1/11, 2/8, 3/21, 4/18, 5/9, 5/23</p> <p>School Safety - 3/15 (full day)</p> <p>Early Years Aides training - August, January - feedback on program quality and system of supports</p> <p>Campus Supervisor Meetings - monthly, feedback on program quality and behavior challenges/strategies, feedback on behavior system</p> <p>Enrichment Teachers Meetings - feedback on program quality and behavior challenges/strategies, feedback on behavior system</p> <p>Staff Surveys and Needs Assessments:</p> <p>Teacher Collective Efficacy Survey</p> <p>Ladder of Teacher Involvement in Decision-making</p> <p>Enrichment Teacher Feedback Survey</p> <p>Programs, Curriculum and Subscriptions feedback</p> <p>Behavior Matrix feedback from Teachers, Campus Supervisors, Enrichment teachers, and Office Assistants</p> <p>LCAP Goal input and feedback</p>

Educational Partner(s)	Process for Engagement
Students	Annual Survey - annually all 3-8 grade students take a culture and climate survey that covers the following topics: Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, Obstacles to Learning, Civic Readiness, Emotional & Mental Health, School Safety, Student Voice & Leadership.
Administration	The administrative team meets twice weekly to discuss school goals, actions, and to look at success indicators and progress towards goals. During these meetings we are regularly evaluating the effectiveness of the actions being taken and pivoting as necessary. Administration also plans and executes stakeholder engagement. Administration is able to have a mountain top view of all programs, services, stakeholder groups, and overall effectiveness.
Ventura County Special Education Local Plan Area (SELPA)	August 8, 2023 - Compliance monitoring for IEPs and services February 9, 2024 - Meeting the needs of students in special education

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

As was stated above, the district solicited input on the development of the new LCAP goals, actions, metrics and investments through a robust set of multiple engagements with various committees and groups, as well as public comments on the posted draft LCAP. These community inputs were carefully reviewed and considered as the new LCAP was drafted.

Some of the key themes that emerged from the survey responses as well as in the meetings with educational partners that influenced the creation of new, improved or increased actions include the following:

1) Increase/maintain opportunities and resources to support differentiation both in class and in pull-out instruction. This is evident in LCAP Goal 1 in professional learning in class Tier 1 and Tier 2 instructional practices, with small group instruction being a key component. This professional learning will occur during the site staff development, teacher collaboration time (ACTT), and workshops. Paraprofessionals will also be offered training as necessary. In addition, an instructional coach will support teachers to apply these learnings in their classroom practice. (Actions 1.1, 1.2, 1.4)

2) Support work on social-emotional and behavioral health. Over the last several years we have invested a lot in the development of a comprehensive social-emotional learning program. Teachers, parents, and students all expressed how important it is to keep our school

counselors, calming corners, and other SEL supports. We also heard the desire to grow our mentor program that provides students with a check-in/check-out system of support. We heard a lot of feedback from parents and staff regarding the need to better understand and address student behaviors. Parents also requested parent education around social-emotional needs and challenging behaviors. (Action 2.1, 2.2, 2.3, 2.4)

3) Improved school culture and interconnectedness. Parents stated that they would like more opportunities to learn about ways they can support their child at home, academically. They also expressed that the school holds more "family" nights that might be centered on learning or fun. Teachers expressed the successes accomplished by the work of the school leadership team. Parents and students appreciate the broad course of study provided by the enrichment program. Parents and students expressed their desire to see the after school program continue to grow with opportunities for after school enrichment and intervention. (Action 3.1, 3.2, 3.4, 3.5)

3) Special Education - Through SELPA consultation, a review of the data, and input from families, teachers, and administration a decision was made to make academic growth of students in special education a focus goal for this LCAP cycle. Special education students were the only subgroup to score in the red for any of the academic indicators, specifically in the area of math. The actions will support sourcing new math materials for students to use in the resource classrooms and providing professional development for general education teachers to better serve the needs of students with IEPs in their classrooms. (Action 4.1, 4.2)

4) Attendance - Families, teachers, and administrators all expressed a desire to improve attendance. While it did improve in the 23-24 school year, it is still a problem area. The ELAC committee offered many possible opportunities to assist the program. Teachers and administrators see the need for a structured multi-tiered system of support (MTSS) similar to what we have for academics and SEL/Behavior. (Action 5.1, 5.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure excellency of its diverse student population, UPCS will provide all students with an education based on state standards to advance towards proficiency and beyond in literacy, mathematics, and other subject areas with an emphasis on narrowing the gap for subgroups. UPCS will achieve this through innovative methods, biliteracy and socio-cultural competency to build a solid foundation for college and/or career, and positive citizenship.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>Although academic growth is evident in recent state and local assessment data, further advancement toward proficiency is still needed. Based on input from educational partners, teachers, students, staff and advisory committees, academic excellence is a priority. According to CAASPP results for the 2022/23 school year, 52% of UPCS students were proficient in ELA and 39% in Mathematics. Similar data with a slight decline was reflected in the Fall 2023 local assessment results, with 44% proficiency in ELA and 35% in Mathematics.</p> <p>To increase proficiency, we need a continued focus on improving the school's multi-tiered system of support (MTSS) to ensure student groups, like students with disabilities, low socio-economic status and English learners achieve equity in outcomes. This includes targeted training to improve Tier 1 instructional practices and supports for subgroups as well as Tier 2 and 3.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC State Testing - English Language Arts - Grades 3-8	At the time of this report, the most recent data is from the 22-23 CAASPP data. (Proficiency Rate)			School-wide met/exceed – 62% 3rd met/exceed – 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School-wide met/exceed – 52.41% 3rd met/exceed – 45.68% 4th met/exceed – 40% 5th met/exceed – 50% 6th met/exceed – 62.86% 7th met/exceed – 58.58% 8th met/exceed – 61.11%</p> <p>Subgroups met exceed: Students with Disabilities - 26.31 English Learners - 16.67% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 41.06% Homeless - 31.25%</p>			<p>4th met/exceed – 50% 5th met/exceed – 60% 6th met/exceed – 65% 7th met/exceed – 65% 8th met/exceed – 65%</p> <p>Subgroups met exceed: Students with Disabilities - 32% English Learners - 22% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 47% Homeless - 37%</p>	
1.2	Local English Language Arts/Reading Assessments English/Spanish Grades 1-8:	<p>January 2024 These scores reflect the NWEA assessment tool</p> <p>% School-wide Proficient or Above English: 40% Spanish: 24%</p>			<p>% of School-wide Proficient or Above English - 50% Spanish - 34%</p> <p>% of students meeting growth target in English</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>1. % of students proficient or above, schoolwide</p> <p>2.% of students meeting growth projection, by grade level</p>	<p>% of students meeting growth target in English</p> <p>1 - Baseline to be created in 2025 (they took it for the first time spring 2024)</p> <p>2 - this grade level only takes end of year so no data available yet</p> <p>3 - 42%</p> <p>4- 47%</p> <p>5- 50%</p> <p>6- 41%</p> <p>7- 38%</p> <p>8- 31%</p> <p>% Proficient or above in Spanish</p> <p>1- Baseline to be created in 2025</p> <p>2 - 23%</p> <p>3 - 8%</p> <p>4 - 15%</p> <p>5 - 26%</p> <p>6 - 49%</p> <p>7 - 37%</p> <p>8 - 25%</p>			<p>1 - Baseline to be created in 2025 (they took it for the first time spring 2024)</p> <p>2 -</p> <p>3 - 52%</p> <p>4- 57%</p> <p>5- 55%</p> <p>6- 51%</p> <p>7- 48%</p> <p>8- 41%</p> <p>Proficient or above in Spanish</p> <p>1- Baseline to be created in 2025</p> <p>2 - 25%</p> <p>3 - 25%</p> <p>4 - 25%</p> <p>5 - 30%</p> <p>6 - 55%</p> <p>7 - 47%</p> <p>8 - 35%</p>	
1.3	SBAC State Testing - Math - Grades 3-8	<p>At the time of this report, the most recent data is from the 22-23 CAASPP data.</p> <p>Schoolwide—met/exceed - 39.09%</p>			<p>Schoolwide—met/exceed - 50%</p> <p>3rd met/exceed – 55%</p> <p>4th met/exceed – 47%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd met/exceed – 54.32% 4th met/exceed – 37.64% 5th met/exceed – 28.75% 6th met/exceed – 40% 7th met/exceed – 38.57% 8th met/exceed – 34.72% Subgroups met/exceed: Students with Disabilities - 13.15% English Learners - 13.34% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 27.06% Homeless - 25.00%			5th met/exceed – 38% 6th met/exceed – 50% 7th met/exceed – 48% 8th met/exceed – 44% Subgroups met/exceed: Students with Disabilities - 19% English Learners 19% Foster Youth - Not enough students to be reportable data Socio-economically Disadvantaged - 33% Homeless - 31%	
1.4	Local Math Assessments Grades 1-8	January 2024 These scores reflect NWEA assessment tool % School-wide Proficient or Above Math: 30%			% School-wide Proficient or Above Math: 40% % of students meeting growth target 1 - Baseline to be created in 2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of students meeting growth target 1 - Baseline to be created in 2025 (they took it for the first time spring 2024 and you need two years of data to get a growth target) 2 - this grade only takes end of year so no data available yet 3 - 49% 4 - 53% 5 - 51% 6 - 66% 7 - 77% 8 - 80%			(they took it for the first time spring 2024) 2 - 3 - 59% 4 - 63% 5 - 61% 6 - 75% 7 - 80% 8 - 80%	
1.5	Youth Truth Climate Survey Regarding Academics	December 2023 Student Survey 3-5 Academic Challenge 42 %-ile 6-8 Academic Challenge 28 %-ile Staff Survey My school set high expectations for students 53% positive Family Survey My school set high expectations for students 81% positive			Maintain or Increase	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Proficiency (ELPAC) Scores % making progress towards English Proficiency	Data available at time of reporting is from 22-23 school year: 71.8% of UPCS students are making progress toward English Language Proficiency 61.2 % grew 1 level 10.6% maintained 4 22.4% maintained 2-3 level 5.9% decreased level 94.1% of EL students maintained or grew a level			70% of UPCS EL students will make progress toward English Language Proficiency 75% of EL students will maintain or grow a level	
1.7	English Learner Reclassification Rates	This data reflects as January 2024 10% EL students TK – 8 reclassified 16% EL students 3 - 8 reclassified 41% of Long-term English Learners were reclassified in 2023-2024			15 % EL students TK - 8 will reclassify. 20% EL students 3 - 8 will reclassify 50% of Long-term English Learners will reclassify	
1.8	Reduction in students, in grades 2-8, that score in the low range on the local assessment.	The baseline was taken from Fall 2023 administration of the NWEA assessment tool:			Decrease percentage of students in the low range by 10%. If the percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Language Arts</p> <p>2 - 12%</p> <p>3- 30%</p> <p>4- 6%</p> <p>5- 19%</p> <p>6- 20%</p> <p>7- 3%</p> <p>8- 12%</p> <p>Spanish Language Arts (dual students only)</p> <p>2 - 45%</p> <p>3- 48%</p> <p>4- 34%</p> <p>5- 43%</p> <p>6- 25%</p> <p>7- 7%</p> <p>8 - 25%</p> <p>Math</p> <p>2 - 11%</p> <p>3 - 28%</p> <p>4 - 12%</p> <p>5 - 14%</p> <p>6 - 22%</p> <p>7 - 20%</p> <p>8- 16%</p>			students in the low range less than or equal to 10%, it will be maintained or reduced.	
1.9	Instructional Materials: Students have access to standards aligned instructional materials and instruction	No complaints Met Local Indicator, Priority 1 Spring 2024			Met Local Indicator Priority 1	
1.10	Implementation of CA State Standards,	Met Local Indicator Priority 2 - Spring 2024			Met Local Indicator Priority 2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	including how ELs access CCSS and ELD Standards					
1.11	Facilities FIT report	Met Local Indicator Priority 1 - Spring 2024 Facilities in Good Repair on FIT, fall 2023			Met Local Indicator Priority 1	
1.12	Review of Teacher Quality and Appropriately Assigned Teachers	<p>Met Local Indicator Priority 1 - Spring 2024 The Local Indicator reports the most recent state data which is currently two years behind.</p> <p>Our local data collection is below: We have a total of 40 full time equivalent teachers.</p> <p>31 TK-8 Classroom Teachers all appropriately assigned.</p> <p>2 special education resource teachers. One is appropriately assigned and the other is on a TPSL.</p> <p>7 Fulltime Intervention/Support Teachers</p>			<p>Met Local Indicator Priority 1</p> <p>All charter expectations cleared and 100% of our teachers to be properly assigned with either a multiple subject, single subject, local authorization, core methodology, and all teachers have English Learner authorizations.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.64 FTE Enrichment Teachers (10 teachers total but very part time) 1 of the enrichment teachers does not have an English Learner Authorizaiton but falls under the Charter exception this teacher also comes up as a mis-assignment for the same reason. This teacher has until 2025 to complete a teacher credentialing program.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Differentiated Instruction	Differentiated Instruction provides students with Tier 2 or Tier 3 intervention OR small group extension opportunities. These services will be monitored through a MTSS process and provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth. These services can be provided in the regular classroom, in pull-out programs within the school day, during intersession, and/or over the summer.	\$754,793.00	Yes
1.2	Supplemental English Learner Services/Programs	Supplemental materials and services for English Learners targeting, but not limited to, Long Term or At-Risk Of Long Term status	\$17,600.00	No
1.3	Materials and Technology to Support Tier I instruction	Programs, materials, and technology to support classroom instruction, Tier I, universal design and differentiation. Students will have access to a wide-range of materials that can best fit their learning needs and provide opportunities for growth.	\$166,245.00	Yes
1.4	Professional Development	Teachers and staff will participate in professional development to meet the needs identified through schoolwide and classroom data. Professional development may be delivered in many ways, including but not limited to: conferences, coaching, consultants, job-embedded experiences, and supporting teacher individual professional development/planning time. There will be a focus on Tier 1 and Tier 2 instruction to support differentiation in the classroom.	\$131,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Teacher Qualiy	Supporting teachers to complete induction programs and programs to qualify for additional credentialing required for the assigned teaching position.	\$16,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance the social-emotional well-being of students and reduce negative student behaviors through comprehensive support systems and proactive interventions.	Broad Goal

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
This goal was developed based on data and feedback from educational partners. Our community has noticed an increase in students struggling with social-emotional and behavioral challenges since the onset of the COVID crisis. These challenges impact not only the student but the teacher, class, and family. Investing in the social emotional development and well being of our students fosters their capacity for empathy and respect; understanding and sharing the feelings of another is crucial for valuing diverse perspectives, effective collaboration, problem solving and leading change. We have learned that behavior is often a product of a student struggling emotionally and the two can't be addressed in isolation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Youth Truth Annual Climate Survey - Student	3-5 grade Culture: Do students behave in class? 13% positive Do students treat their teacher with respect? 35% positive			3-5 grade Culture: Do students behave in class? 50% positive Do students treat their teacher with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Emotional and Mental Health- 35th % - ile</p> <p>When I'm feeling upset, there is an adult from school I can talk to. 55% positive</p> <p>When I'm feeling upset, I know some ways to make myself feel better. 57% positive</p> <p>6-8 grade Culture: Discipline in this school is fair 27% positive</p> <p>Do students treat their teacher with respect? 23% positive</p> <p>Emotional and Mental Health- 58th % - ile</p> <p>When I'm feeling upset, there is an adult from school I can talk to. 47% positive</p> <p>When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. 42% positive</p>			<p>respect? 50% positive</p> <p>Emotional and Mental Health- 50th % - ile</p> <p>When I'm feeling upset, there is an adult from school I can talk to. 75% positive</p> <p>When I'm feeling upset, I know some ways to make myself feel better. 75% positive</p> <p>6-8 grade Culture: Discipline in this school is fair 40% positive</p> <p>Do students treat their teacher with respect? 40% positive</p> <p>Emotional and Mental Health- 65th % - ile</p> <p>When I'm feeling upset, there is an</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		When I'm feeling upset, I know some ways to make myself feel better. 69% positive			<p>adult from school I can talk to. 75% positive</p> <p>When I'm feeling upset, stressed, or having problems, my school has programs or services that can help me. 75% positive</p> <p>When I'm feeling upset, I know some ways to make myself feel better. 75% positive</p>	
2.2	Behavior Data	<p>This data is from the 23/24 school year</p> <p>Behavior Data</p> <p>Suspensions - 25 total Dashboard was red for 22-23 and local data was 46% of suspensions were Low Socio-Economic Students For 23/24 it is 31%.</p> <p>Expulsions - 0</p>			<p>Reduction in Suspensions - by 10% For Low Socio-economic students reduction - by 5%</p> <p>Expulsions - maintain</p> <p>Office referrals - reduce average per month by 25%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Office referrals - average of 112 per month Teachers administered the Relationship Inventory 2 times			Give Relationship Inventory 3 times per year	
2.3	Social emotional Learning Screener	Baseline data collected Fall of 2024 with a new screening tool			Reduction in the number of students referred to Tier 2 and Tier 3 SEL interventions	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Social Emotional and Behavioral Supports	Ensure all students have access to a school counselor and additional supports from the psychologist. Implement a referral system for students needing external mental health services. Additionally, provide social skills groups, coaching, mentoring, and restorative practices. Provide teachers and staff with the necessary curriculum and materials to support positive SEL and behaviors.	\$112,926.00	Yes
2.2	Professional Development in SEL/Behavior	Professional development in Social Emotional Learning and behavior focusing on equipping educators, counselors, staff, and administration with the skills and knowledge needed to support students' emotional and social development and positive behaviors. Training of teachers, staff, and students in restorative practices.	\$52,000.00	Yes
2.3	Behavior Tracking System	Implement a behavior tracking software for staff, teachers, and admin to track behaviors in an effort to better understand the types of student behaviors experienced across the campus and to inform the implementation of a MTSS system for SEL and Behavior.	\$2,000.00	Yes
2.4	Parent Education to support students SEL and Behavior	Provide parent education through workshops, newsletters, website, and coffee chats focused on social emotional and behavioral development of children.	\$2,678.00	No
2.5	Professional Development directed toward understanding challenging behaviors in students in poverty	Professional Development directed toward understanding and addressing challenging behaviors in students in poverty.	\$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a positive and inclusive school culture that motivates all students and staff, promoting a strong sense of belonging and community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Reflective of the phrase "it takes a village," UPCS is committed to working as a collaborative community in partnership with students and their families. Through strong two-way communication and engagement that supports our families and students, we leverage our multiple perspectives and collective genius, deepen our shared commitment and develop better strategies and solutions that support the academic and social emotional success and wellbeing of every student. The importance of student motivation plays an integral part in their success. UPCS is committed to offering students a broad course of study where they can participate in activities beyond the core academics. Teachers, staff, and administrators must have collective efficacy and shared decision making to work as an effective team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Youth Truth - Staff, family, and student survey	2023 Data Engagement Staff 46%-ile Family 87%-ile 3-5 grade 26%-ile 6-8 grade 37 %-ile			Increase or maintain the percentile from the survey to meet or exceed the median of CA schools. Engagement Relationships	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Relationships Staff 75%-ile Family 90%-ile 3-5 grade 49%-ile 6-8 grade 40%-ile</p> <p>Culture Staff 32%-ile Family 87%-ile 3-5 grade 43%-ile 6-8 grade 37%-ile</p> <p>School Safety Staff 36%-ile Family 91%-ile 3-5 grade 66%-ile 6-8 grade 46%-ile</p> <p>Belonging 3-5 grade 35%-ile 6-8 grade 50%-ile</p> <p>Student Voice & Leadership 6-8 grade 30%-ile</p>			<p>Culture School Safety Belonging Student Voice & Leadership 6-8 grade</p>	
3.2	Parent Education Nights	5 Parent Education Nights			Increase or maintain the number of parent education nights	
3.3	Shared Decision Making/Collective Efficacy	3 School-wide decisions went through the Leadership Team process.			Increase or maintain the number of opportunities for staff to participate in the shared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 Teacher Input Surveys			decision making process.	
3.4	Fully Qualified Dual Immersion Staffing	100% of our dual immersion staff are fully qualified			Maintain	
3.5	Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Met Local Indicator Priority 3, Spring 2024			Met on Local Indicator Priority 3	
3.6	School Climate	Met Local Indicator Priority 6, Spring 2024			Met on Local Indicator Priority 6	
3.7	Access to a Broad Course of Study	Met Local Indicator Priority 7, Spring 2024			Met on Local Indicator Priority 7	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Academy	Provide opportunities for parents to learn strategies to support their child's learning and to create a greater sense of school-connectedness for the entire family.	\$8,000.00	Yes
3.2	School Leadership Team	Teacher representatives from each grade band or department, administrators, and other staff will form a team to collaborate on, plan for, and implement various initiatives for the school.	\$7,000.00	No
3.3	Recruit and Retain Dual Teachers	Provide a stipend to all teachers in the dual language program to compensate for the extra work involved in teaching in this program. Bilingual teachers will receive an additional stipend for translating documents.	\$22,000.00	No
3.4	Enrichment Classes/Programs	Credentialed teachers will provide learning opportunities for students in a variety of topics such as music, cultural studies, and gardening. Classroom teachers will be engaged in collaborative planning and data analysis during this time. Students in the language enrichment program will receive enrichment classes in Spanish through the MEG program.	\$129,445.00	Yes
3.5	After School Clubs	Provide opportunities for students to participate in a variety of enrichment activities after school. These activities will include a wide-range of topics including sports, STEM, art, music, service clubs, and more. Students will also have access to extended care at the Boys and Girls Club. Transportation will be provided to the extended care program.	\$460,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Academic Growth for Students in Special Education in the areas of Math and ELA.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

On the 2022-2023 SBAC students with disabilities scored 26.1% met/exceed in ELA and 13.15% met/exceed in math. This subgroup was the only subgroup to score in "RED" on the SBAC in math. The education of students with disabilities is the responsibility of the general education teacher and the special education staff. This goal will focus on increasing training and tools for both the general education classroom and the special education setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Scores in English Language Arts	22/23 ELA Scores 26.31% met/exceeded standard			Increase by 15%	
4.2	SBAC Scores in Math	22/23 Math Scores 13.15% met/exceeded standard			Increase by 15%	
4.3	Youth Truth Data	December 2023 % below equal positive response			Grades 6-8 Engagement =Maintain	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades 6-8 Engagement 83% Academic Challenge 30% Culture 54% Belonging 25% Relationships 27% Emotional/Mental Health 58% School Safety 60% Student Voice/Leadership 27% Grades 3-5 Engagment 3% Academic Challenge 1% Instructional Methods 21% Culture 39% Belonging 4% Relationships 46%			Academic Challenge 50% Culture 65% Belonging 40% Relationships 40% Emotional/Mental Health 65% School Safety 70% Student Voice/Leadership 40% Grades 3-5 Engagment 25% Academic Challenge 30% Instructional Methods 40% Culture 50% Belonging 30% Relationships 60%	
4.4	Progress on IEP goals in ELA	68.9% of language arts goals were met on IEPs as of the time of this report			75% of language arts goals met on IEPs	
4.5	Progress on IEP goals in Math	67.6% of math goals were met on IEPs as of the time of this report			74% of math goals met on IEPs	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Curriculum and Materials	Purchase curriculum to support targeted instruction in Mathematics in the resource program. Materials to support ELA in resource program. Materials to support teaching/learning in the general education classroom.	\$8,000.00	No
4.2	Professional Development focused on meeting the needs of students with IEPs	Professional development to equip general education teachers and classroom aides to better meet the needs of students with disabilities in general education settings. The trainings will include, but not be limited to the following: Understanding disabilities, differentiated instruction, classroom management, collaboration with special education department, and legal/ethical guidelines. This will also include time for general education teachers to meet with the special education teachers. The goal will be to ensure that all students receive the support they need to succeed academically and socially.	\$5,500.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Student Attendance - good attendance is essential for students to succeed both academically and in social emotional growth and development.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

UPCS has struggled with attendance challenges since we reopened after COVID school closures. Our average daily attendance went from 96% prior to March 13, 2020 to 93.8% currently. In 19-20 we reported 65 students as chronically absent and currently we have 122. Research supports the connection between attendance and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Increase the rate of Average Daily Attendance	ADA - 93.8%			ADA - 95%	
5.2	Reduce the number of students chronically absent	Number of students identified as Chronically Absent - 122 students			Reduce the number of students chronically absent by 35% (80 students)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent Education focused on regular school attendance	Provide information to parents regarding the importance of attendance through regular newsletters and school events.	\$2,000.00	No
5.2	MTSS Structure for Attendance	Create a tiered system to support attendance including incentives for good attendance and improvements in attendance, training, and supplies.	\$3,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$715,000	\$

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
9.518%	0.000%	\$0.00	9.518%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Differentiated Instruction</p> <p>Need: Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproportionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks.</p>	English learners and low income students are disproportionately represented among students scoring below grade level on state and local assessments. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). The data also shows that students, not included in these two targeted sub-groups, are equally in need of these additional resources and services.	<p>Metric 1.1 - SBAC State Testing - ELA</p> <p>Metric 1.2 - Local Assessments - ELA</p> <p>Metric 1.3 - SBAC State Testing - Math</p> <p>Metric 1.4 - Local Assessments - Math</p> <p>Metric 1.9 - Local Assessments - ELA/Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.3	Action: Materials and Technology to Support Tier I instruction Need: Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproportionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks. Scope: LEA-wide Schoolwide	English learners and low income students are disproportionately represented among students scoring below grade level on state and local assessments. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). The data also shows that students, not included in these two targeted sub-groups, are equally in need of these additional resources and services.	Metric 1.1 - SBAC State Testing - ELA Metric 1.2 - Local Assessments - ELA Metric 1.3 - SBAC State Testing - Math Metric 1.4 - Local Assessments - Math Metric 1.9 - Local Assessments - ELA/Math
1.4	Action: Professional Development Need: Students working below grade level in reading and math. Scope: LEA-wide Schoolwide	The review of baseline data reveals that students across the school could benefit from teachers having access to research based, highly effective training in instructional strategies to meet students needs.	1.1 through 1.4 and 1.9 SBAC Math and ELA, Local ELA and Math Assessments.
2.1	Action: Access to Social Emotional	Although our unduplicated pupils have some unique challenges with mental and behavioral	2.1 Youth Truth Data 2.2 Behavioral Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and Behavioral Supports</p> <p>Need: Our unduplicated pupils are burdened with many unique mental and behavioral health challenges brought on by their individual situations.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>health we have seen a big increase, schoolwide, with all students since COVID.</p>	
2.2	<p>Action: Professional Development in SEL/Behavior</p> <p>Need: Our unduplicated pupils are burdened with many unique mental and behavioral health challenges brought on by their situations. Teachers need to have a solid understanding of the challenges and strategies to address them.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Teachers must address behavioral and mental health challenges across their classrooms. These challenges have become greater since COVID and teachers must continue to perfect their craft in this area.</p>	<p>2.1 Youth Truth Data 2.2 Behavioral Data</p>
2.3	<p>Action: Behavior Tracking System</p> <p>Need: Since COVID we have seen an increase in challenging behaviors with all students and in</p>	<p>A system of data collection will provide us with important data that can drive professional development, interventions, and a better understanding of the types of challenges faced by students.</p>	<p>2.2 Behavior Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>22-23 we noted that our low-socioeconomic students had the highest occurrence of suspension.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.1	<p>Action: Parent Education Academy</p> <p>Need: Baseline data, as seen in metrics 1.1, 1.2, 1.3, 1.4, and 1.9 for this goal, provide evidence that we have a disproportionate percentage of students in our unduplicated subgroups that are working below grade level benchmarks.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Strengthening the home to school relationship and equipping families with the tools to support their child's learning, benefits all students. Parents are an essential piece in the improvement process. There are several parent education actions throughout our LCAP addressing various, specific areas.</p>	<p>Metric 3.2 will hold us accountable to providing multiple opportunities for families to be engaged. We may also see improvement in metrics: Metric 1.1 - SBAC State Testing - ELA Metric 1.2 - Local Assessments - ELA Metric 1.3 - SBAC State Testing - Math Metric 1.4 - Local Assessments - Math Metric 1.9 - Local Assessments - ELA/Math</p>
3.4	<p>Action: Enrichment Classes/Programs</p> <p>Need: Students from the groups identified as unduplicated often suffer from an opportunity gap from their peers. These students may come from families who have recently arrived in this country, who don't speak English, lack</p>	<p>By providing a robust enrichment program for all students, our students identified as unduplicated pupils get equal opportunities to engage in a wide range of experiences thus helping to close the opportunity gap.</p>	<p>Metric 3.1 addresses students feelings about engagement, culture, and belonging Metric 3.7 Access to a Broad Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>higher education, and/or who are struggling financially and lack resources to provide their children with a wide array of experiences.</p> <p>Scope: LEA-wide Schoolwide</p>		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$7,512,137	\$715,000	9.518%	0.000%	9.518%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$718,238.00	\$969,349.00		\$213,700.00	\$1,901,287.00	\$883,341.00	\$1,017,946.00

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	Differentiated Instruction		Yes	LEA-wide School wide		All Schools		\$747,555.00	\$7,238.00	\$411,793.00	\$187,000.00		\$156,000.00	\$754,793.00	
1	1.2	Supplemental English Learner Services/Programs	English Learners	No			All Schools		\$11,360.00	\$6,240.00				\$17,600.00	\$17,600.00	
1	1.3	Materials and Technology to Support Tier I instruction		Yes	LEA-wide School wide		All Schools		\$0.00	\$166,245.00	\$93,000.00	\$65,245.00		\$8,000.00	\$166,245.00	
1	1.4	Professional Development		Yes	LEA-wide School wide		All Schools		\$0.00	\$131,100.00	\$66,500.00	\$64,000.00		\$600.00	\$131,100.00	
1	1.5	Teacher Qualiy	All	No			All Schools		\$6,000.00	\$10,000.00				\$16,000.00	\$16,000.00	
2	2.1	Access to Social Emotional and Behavioral Supports		Yes	LEA-wide School wide		All Schools		\$112,926.00	\$0.00	\$73,000.00	\$39,926.00			\$112,926.00	
2	2.2	Professional Development in SEL/Behavior		Yes	LEA-wide School wide		All Schools		\$0.00	\$52,000.00	\$17,000.00	\$33,000.00		\$2,000.00	\$52,000.00	
2	2.3	Behavior Tracking System		Yes	LEA-wide School wide		All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Parent Education to support students SEL and Behavior	All	No			All Schools		\$0.00	\$2,678.00		\$2,678.00			\$2,678.00	
2	2.5	Professional Development directed toward understanding challenging behaviors in students in poverty	All Low Socio-Economic Students	No			All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
3	3.1	Parent Education Academy		Yes	LEA-wide School wide		All Schools		\$0.00	\$8,000.00	\$4,500.00	\$3,500.00			\$8,000.00	
3	3.2	School Leadership Team	All	No			All Schools		\$0.00	\$7,000.00		\$7,000.00			\$7,000.00	
3	3.3	Recruit and Retain Dual Teachers	All	No			All Schools		\$0.00	\$22,000.00		\$22,000.00			\$22,000.00	
3	3.4	Enrichment Classes/Programs		Yes	LEA-wide School wide		All Schools		\$0.00	\$129,445.00	\$49,445.00	\$80,000.00			\$129,445.00	
3	3.5	After School Clubs	All	No			All Schools		\$0.00	\$460,000.00		\$460,000.00			\$460,000.00	
4	4.1	Curriculum and Materials	Students with Disabilities	No			All Schools	First Semester	\$0.00	\$8,000.00				\$8,000.00	\$8,000.00	
4	4.2	Professional Development focused on meeting the needs of students with IEPs	Students with Disabilities	No			All Schools	During 24-25 School Year	\$5,500.00	\$0.00				\$5,500.00	\$5,500.00	
5	5.1	Parent Education focused on regular school attendance	All	No			All Schools		\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
5	5.2	MTSS Structure for Attendance	All	No			All Schools		\$0.00	\$3,000.00		\$3,000.00			\$3,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,512,137	\$715,000	9.518%	0.000%	9.518%	\$717,238.00	0.000%	9.548 %	Total:	\$717,238.00
								LEA-wide Total:	\$717,238.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$717,238.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Differentiated Instruction	Yes	LEA-wide Schoolwide		All Schools	\$411,793.00	
1	1.3	Materials and Technology to Support Tier I instruction	Yes	LEA-wide Schoolwide		All Schools	\$93,000.00	
1	1.4	Professional Development	Yes	LEA-wide Schoolwide		All Schools	\$66,500.00	
2	2.1	Access to Social Emotional and Behavioral Supports	Yes	LEA-wide Schoolwide		All Schools	\$73,000.00	
2	2.2	Professional Development in SEL/Behavior	Yes	LEA-wide Schoolwide		All Schools	\$17,000.00	
2	2.3	Behavior Tracking System	Yes	LEA-wide Schoolwide		All Schools	\$2,000.00	
3	3.1	Parent Education Academy	Yes	LEA-wide Schoolwide		All Schools	\$4,500.00	
3	3.4	Enrichment Classes/Programs	Yes	LEA-wide Schoolwide		All Schools	\$49,445.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,160,498.34	\$2,560,459.46

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	Intervention Program Staffing	Yes	\$551,813.17	\$574,079.43
1	1.2	Additional Teacher to assist in multi-grade classrooms in the teaching of mathematics			\$0
1	1.3	Summer School	No	\$102,000.00	\$109,175
1	1.4	Additional Instructional Aide Time for the Kindergarten/First Grade Classrooms	No	\$38,665.00	\$38,665
1	1.5	CCSS and NGSS aligned programs/materials to support differntiation (intervention/extention)	No Yes	\$75,000.00	\$70,185.67
1	1.6	Transportation to safe after school program	No	\$88,000.00	\$71,000
1	1.7	Supplemental services for LTEL (Long Term English Learner) OR at-risk LTEL students	No Yes	\$12,470.00	\$15,675.94
1	1.8	Additional Instructional Aide Time to support special education programs	No	\$7,200.00	\$6,481.65
1	1.9	Technology to support teaching and learning	No	\$64,180.00	\$138,795.91

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	1.10	Materials to Support Language Arts in English and Spanish	No Yes	\$26,000.00	\$22,111.90
1	1.11	Instructional Materials for history-social science, math, visual and performing arts, science, ELA and PE	No Yes	\$22,600.00	\$6,585.69
1	1.12	Curriculum, materials, and supplies to support the implementation of TK	No	\$98,100.00	\$94,500
2	2.1	IPDP (Individual Professional Development and Planning) and PLC (Professional Learning Community)	Yes	\$192,000.00	\$192,000
2	2.2	Recruit and retain highly qualified dual immersion classroom teachers.	Yes	\$22,000.00	\$22,000
2	2.3	New Teacher Induction	No	\$23,000.00	\$24,736
2	2.4	Professional Development to support CCSS, NGSS, or school-wide initiatives	No	\$26,000.00	\$76,468
2	2.5	Instructional Coach	Yes	\$133,056.18	\$133,056.18
2	2.6	Professional Development focused on meeting the needs of English Learners	No	\$11,855.33	\$6,010
2	2.7	Language Acquisition Team	No	\$7,000.00	\$8,000

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)
2	2.8	Professional Development focused on Resilience and Trauma Informed Practices	No	\$58,950.00	\$58,950
2	2.9	Stipends for teachers summer collaboration	No	\$22,000.00	\$26,400
2	2.10	Leadership Team	No	\$6,300.00	\$6,300
2	2.11	Professional Development Focused on TK	No	\$6,237.00	\$9,844
3	3.1	Social Emotional Curriculum and Supports	No	\$11,000.00	\$14,931
3	3.2	Counseling Services	Yes	\$148,373.66	\$160,176.83
3	3.3	Increase School Psychologist Contract	No	\$18,810.00	\$21,945
3	3.4	SEL supports in and out of the classroom	No Yes	\$5,000.00	\$73,943.26
3	3.5	Enrichment Programs	Yes	\$107,188.00	\$124,852
3	3.6	Classroom Furniture and Library Furniture			\$0
3	3.7	Family Engagement and Education Activities	Yes	\$14,000.00	\$15,341
3	3.8	Increased personnel resources for the library	No	\$14,000.00	\$16,500
3	3.9	Spanish Enrichment Program	No	\$47,700.00	\$41,750

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	After school clubs and sports	No	\$200,000.00	\$380,000

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$715,475.00	\$656,740.00	\$716,291.88	(\$59,551.88)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Program Staffing	Yes	\$368,813.17	\$268,173.03		
1	1.5	CCSS and NGSS aligned programs/materials to support differentiation (intervention/extention)	Yes	\$0	\$61,140.78		
1	1.7	Supplemental services for LTEL (Long Term English Learner) OR at-risk LTEL students	Yes	\$0	\$1,356		
1	1.10	Materials to Support Language Arts in English and Spanish	Yes	\$0	\$211.90		
1	1.11	Instructional Materials for history-social science, math, visual and performing arts, science, ELA and PE	Yes	\$0	\$3,234.91		
2	2.1	IPDP (Individual Professional Development and Planning) and PLC (Professional Learning Community)	Yes	\$25,000.00	\$25,000		
2	2.2	Recruit and retain highly qualified dual immersion classroom teachers.	Yes	\$22,000.00	\$22,000		
2	2.5	Instructional Coach	Yes	\$111,552.00	\$111,552		
3	3.2	Counseling Services	Yes	\$63,186.83	\$72,180		

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)
3	3.4	SEL supports in and out of the classroom	Yes	\$0	\$61,250.26		
3	3.5	Enrichment Programs	Yes	\$52,188.00	\$74,852		
3	3.7	Family Engagement and Education Activities	Yes	\$14,000.00	\$15,341		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$7,376,775.00	\$715,475.00	0%	9.699%	\$716,291.88	0.000%	9.710%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- 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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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