LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory Academy Charter
CDS Code: 43 10439 0113431
School Year: 2026-27
LEA contact information:
David Porter
Executive Director
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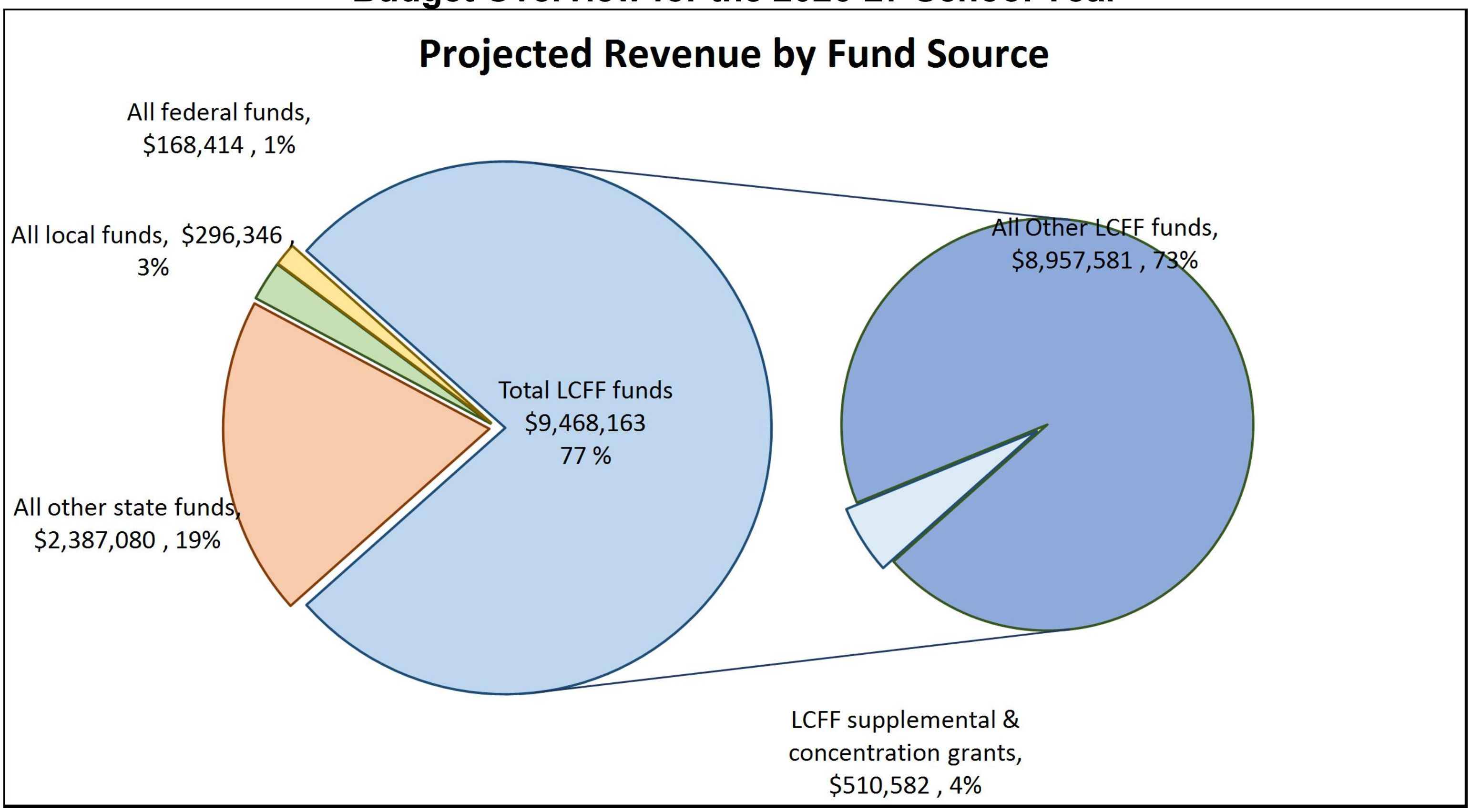
408-759-5726

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

Budget Overview for the 2026-27 School Year

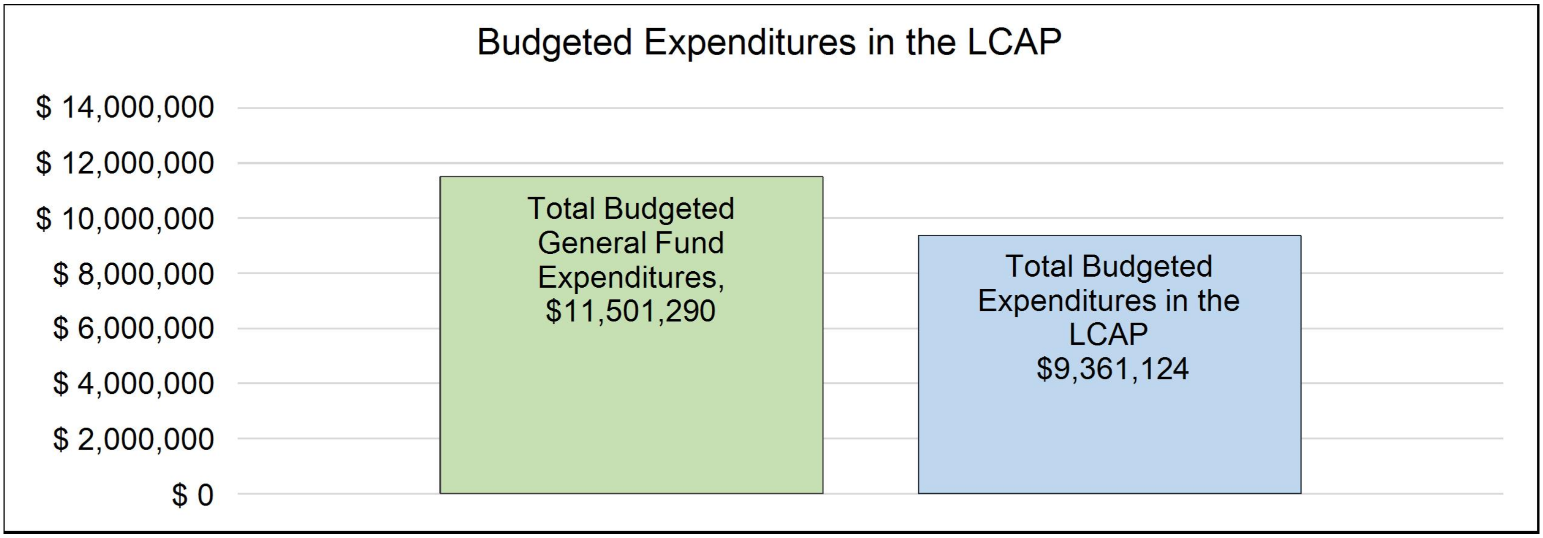


This chart shows the total general purpose revenue University Preparatory Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory Academy Charter is $12,320,003, of which $9,468,163 is Local Control Funding Formula (LCFF), $2,387,080 is other state funds, $296,346 is local funds, and $168,414 is federal funds. Of the $9,468,163 in LCFF Funds, $510,582 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: University Preparatory Academy Charter plans to spend $11,501,290 for the 2026-27 school year. Of that amount, $9,361,124 is tied to actions/services in the LCAP and $2,140,166 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

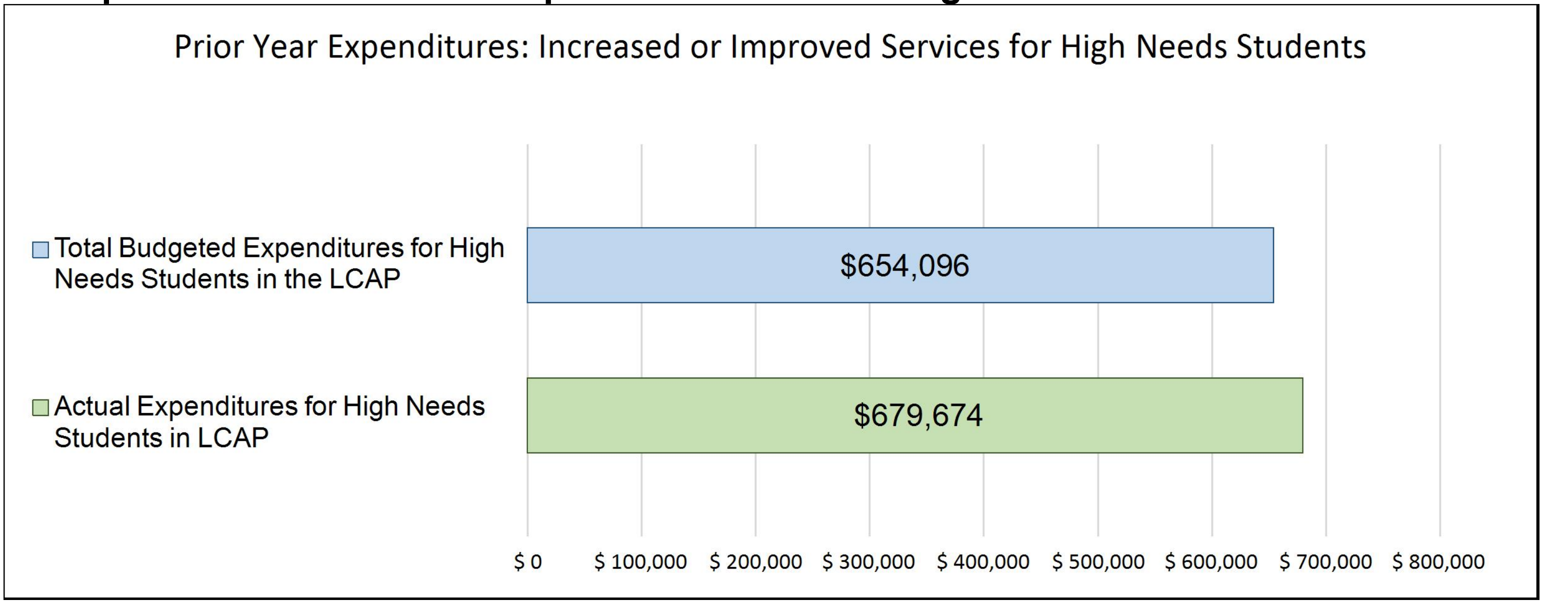
Non-instructional support staff salaries and benefits; legal and oversight fees, depreciation, equipment leases, nutrition program, after school program

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

In 2026-27, University Preparatory Academy Charter is projecting it will receive $510,582 based on the enrollment of Foster Youth, English learner, and low-income students. University Preparatory Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory Academy Charter plans to spend $667,991 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, University Preparatory Academy Charter's LCAP budgeted $654,096 for planned actions to increase or improve services for high needs students. University Preparatory Academy Charter actually spent $679,674 for actions to increase or improve services for high needs s

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory Academy Charter	David Porter Executive Director	dporter@upatoday.com 408-759-5726

Plan Summary [2026-27]

General Information

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

University Preparatory Academy (UPA) was founded on the belief that all students can succeed in college when provided with rigorous academic expectations, a supportive environment, and dedicated educators. UPA is a diverse learning community where the dream of college success becomes a reality for students from all backgrounds, religions, orientations, and life experiences.

Granted a countywide charter by the Santa Clara County Office of Education (SCCOE) in August 2006, UPA serves students from East and Central San Jose and South County areas. UPA offers a college-preparatory environment for students who may not thrive in larger, traditional school settings. In 2024-25, UPA served approximately 727 students in grades 7-12. 45% of students identify as Asian, 19% as African American, 18% as Hispanic,7% as Two or More Races, 6% as White, and 5% as Filipino. 28% of students are socioeconomically disadvantaged, 3% are English Learners, and 3% qualify for special education services.

The school's success is supported by a caring and creative staff, highly engaged families, and a culture that promotes academic achievement and personal growth. UPA emphasizes not only strong academic performance but also the development of the critical thinking and life skills students need to succeed at top universities.

UPA's outcomes on state assessments (CAASPP) and college readiness benchmarks (SAT) reflect its commitment to excellence. Parents play an active role in supporting the school's mission, and multiple levels of academic and socio-emotional support are in place to help students reach their potential. The UPA community remains united in the belief that every student can flourish and achieve their college aspirations.

The school does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

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

2025 CA Dashboard

Mathematics achievement overall is at 52 points above standard earning a Blue dashboard indicator. Achievement increased overall and all numerically significant subgroups, except Hispanic students who maintained at 22 points below standard earning a Yellow dashboard indicator.

English Language Arts achievement overall is at 74 points above standard earning a Green dashboard indicator. Achievement increased for students overall and all numerically significant subgroups. English Learners English Language Arts scores also increased, but with the average scores at one point below standard, this group earned a Yellow dashboard indicator. While English Learners were not a numerically significant group for English Learner Progress in 2024-25, the CA Dashboard does show that 58% of English learners made progress or maintained at the highest level on the ELPAC. We will continue to provide regular professional development on best practices for supporting English learners.

The Graduation rate and College and Career Readiness indicator is at the Blue level with a 100% graduation rate and 100% of graduates demonstrating readiness for college and career. This can be attributed to the work of our counselors with multiple meetings with each student each year to ensure they are enrolled in rigorous classes. Additionally, the teachers are doing an excellent job at implementing Universal Design for Learning in order to ensure all students are able to access rigorous content.

The Chronic Absenteeism indicator overall is at the Blue level with 2.4% of students chronically absent. However, the Hispanic subgroup is at the Orange level with a 9.4% rate and the Socioeconomically Disadvantaged group is at the Yellow level with 3.4% chronically absent. The school will continue to strengthen our systems described in the Attendance Initiatives action to ensure a low chronic absence rate for all subgroups.

The Suspension indicator is at the Orange level with 3.8% of students suspended in 2024-25, a slight increase from the previous year. The school will continue to work on implementation of the Restorative Practices actions to reduce the number of suspensions.

2026-27 LCAP Updates
UPA continues to reflect on how to sharpen our LCAP goals by focusing on struggling students while continuing our best practices for all students. The updated LCAP focuses on four goals, instead of the previous five goals in order to remove the overlap in metrics and actions that existed in the previous LCAP structure. Goal 1 is still focused on literacy development, but also includes college readiness metrics, which previously were included in Goal 3. Goal 2 continues to be focused on math achievement and specific actions being undertaken to improve higher level math outcomes for all students, but especially unduplicated students. The previous Goal 3 is now part of Goal 1. The previous Goal 4 focus on School Community is now Goal 3. The new Goal 4 is to improve collaboration between staff members in order to increase the use of instructional practices that benefit diverse learners. This new goal is the result of reflection on the degree to which the

previous goal 5 and its associated actions led to improvement in student outcomes. School leadership believes these practices (transparency of school policies & procedures, teacher and student input opportunities, and staff morale) are important, but not as important as staff development in the use of evidence-based instructional practices for increasing student achievement, especially for unduplicated students.

UPA remains proud of our general academic results, but the excellent results must apply to all students. UPA is up to the task.

Learning Recovery Emergency Block Grant (LREBG)
In 2025-26, UPA had $200,000 in Learning Recovery Emergency Block grant funding that was not included in the original 2025-26 budget. After conducting a needs assessment and consulting with our educational partners, the funds were budgeted to provide additional math tutoring through Goal 2, Action 4 Tier 2 Math Support.

For 2026-27, the school has $292,952 in unspent LREBG funding. $146,476 will be used to continue to fund Goal 2, Action 4 Student Support Tier 2. This falls under the allowable use of this funding by providing tutoring in order to accelerate student progress. Research supporting the effectiveness of tutoring can be found here: https://nssa.stanford.edu/research/to-date . Metrics 2.1 CAASPP Math Distance from Standard for all students and all numerically significant subgroups and 2.2 NWEA MAP Math will be used to monitor the effectiveness of this action.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers have monthly staff meetings, professional development, and department chairperson meetings. In these meetings, the administration brings goals and action items from the LCAP and WASC for review and feedback. Proposals for the updated 2026-27 LCAP were first presented to teachers at a meeting on 3/17/26 and feedback was collected via survey. The Executive Director also holds a 1:1 with each teacher to gain feedback.
Principals	Administrators, called Directors and Dean, participate in all staff meetings and give feedback or guide small group conversations. The Directors and Dean participate in the annual staff survey.
Staff	Staff have monthly staff meetings, professional development, and department chairperson meetings. In these meetings, the administration brings goals and action items from the LCAP and WASC for review and feedback. In addition to these conversations, we sent out a staff survey. The Executive Director also holds a 1:1 with each staff member to gain feedback.
Parents and Community	UPA held a Coffee Talk with the Executive Director on March 6, 2026, which allowed parents to share feedback on school events and discuss the goals of the LCAP from their perspective. In addition to these conversations, we send out a parent/community survey. UPA believes that parent and community engagement is important and has a dedicated person on campus who provides outreach and support to our parent groups. As we prepare for LCAP or WASC meetings, our parent engagement person identifies potential families to specifically reach out to and then provides a more general response. Our

Educational Partner(s)	Process for Engagement
	targeted outreach includes marginalized groups, families of unduplicated students, and community members (like school founders).
Students	The Executive Director holds monthly meetings with students to get feedback and perspective. The Director of Student Support and Alumni Outreach has held a series of student interview panels that give us context to the classroom and campus environment. In addition to these conversations, we send out a student survey.
LCAP Engagement and Approval	Parent LCAP Meeting Date: March 6, 2026 LCAP Public Hearing, Local Indicators presentation and LCAP Approval: June 25, 2026
SELPA	UPA consults with the SELPA at regular meetings throughout the year about best practices to support students with disabilities.

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

UPA is successful because all stakeholders believe in the mission and their valuable feedback has been included in our LCAP process.

Goal 1
Teacher feedback indicates that teachers feel that literacy development is a top priority for the school.
Teacher feedback is included in Goal 1 Analysis regarding professional development.

Students agree that additional literacy support is needed as math word problems, science lab reports, and English essays require more support and practice.

Goal 2
Teacher feedback is included in Goal 2 analysis regarding implementation of the Numeracy Across the Curriculum action. Student feedback has informed the new Goal 2 actions, "Within the math conversation students expressed a need for more support over the summer ramping them up into courses such as IM2 and Chemistry as they continue to struggle with the rigor."

New Goal 3
Student feedback was overwhelmingly positive, and students ranged from discussing issues pertinent to their lives such as dress code to relationships with teachers. Students appreciate the small community UPA has to offer and value interpersonal relationships with their teachers. A concern brought up is if staff do not seek to have a conversation with a student before issuing a consequence as the students value the Q A learning opportunity that comes with discussion. They look to their teachers for regulation, and it appears that the push for restorative practices training is something that the students would be pleased to have implemented on campus.

Families praised the disciplined and rigorous learning environment; this feedback directly aligns with the LCAP’s focus on restorative practices - which equip staff with the tools to effectively address and manage student behavior. Families recommended expanding our sports programs to make student experience more enriching beyond core academics.

New Goal 4
Teacher feedback is included in the explanation for why the school developed the goal, "more mentorship between veteran teaching staff and younger teaching staff, intentional time for classified staff to receive feedback, and a desire for techniques to be differentiated between middle school and high school teachers."

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will develop interdisciplinary literacy skills across content area courses.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The philosophy of UPA is to provide an equitable playing field. School leadership evaluated grade data and results from GPAs, SAT, CAASPP, and NWEA demonstrating that while UPA's unduplicated and underrepresented students exceed county-wide and state averages, they continue to lag behind their peer groups at UPA in English Language Arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Scores Data Source: CA Dashboard	CAASPP ELA Scores - 2023: Black/African American - 5.9 points above standard. EL - 46.5 points below standard Hispanic/LatinX - 3.9 points above standard. IEP - less than 11 students, data not available. SED - 21.9 points above standard.	CAASPP ELA Scores - 2024: Black/African American - 16.9 points above standard. EL - 22 points below standard Hispanic/LatinX - 27 points above standard. IEP - less than 11 students, data not available.	CAASPP ELA Scores - 2025: Black/African American 25 points above standard. EL 1 point below standard Hispanic/LatinX - 40 points above standard. IEP - less than 11 students, data not available.	CAASPP ELA Scores: Black/African American (+) 23 points EL (-) 25 points (increased) Hispanic/LatinX (+) 33 points IEP (-) TBD SED (+) 33 points	CAASPP ELA Scores : Black/African American - 19 points improvement EL - 46 points improvement Hispanic/LatinX - 36 points improvement IEP - less than 11 students, data not available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED - 27 points above standard	SED - 54 points above standard		SED - 32 points improvement
1.2	NWEA Reading and Language Use Scores Data Source: NWEA MAP Reports	NWEA Reading Scores (% of students at average or above) 7 - TBD 8 - TBD 9 - TBD 10 - TBD NWEA Language Scores (% of students at average or above) 7 - 85% 8 - 84% 9 - 83% 10 - 79%	NWEA Reading Scores (% of students at average or above) 7 - TBD 8 - TBD 9 - TBD 10 - TBD NWEA Language Scores (% of students at average or above) 7 - 87% 8 - 90% 9 - 86% 10 - 88%	Data not yet available at the time of LCAP publication.	NWEA Reading Scores (% of students at average or above) 7 / 8 - 94% 9 - 83% 10 - 84% NWEA Language Scores (% of students at average or above) 7 - 90% 8 - 93% 9 - 89% 10 - 91%	NWEA Reading Scores (% of students at average or above) 7 / 8 9 10 NWEA Language Scores (% of students at average or above) 7 8 9 10
1.3	ELPAC ELPI Levels Data Source: CA Dashboard	Summative ELPAC ELPI Levels ELs who decreased at least 1 level - 12.9%. ELs who maintained level 1-3 - 25.8%. ELs who maintained level 4 - 0%. ELs who progressed at least one level - 61.3%.	Summative ELPAC ELPI Levels ELs who decreased at least 1 level - 8.7%. ELs who maintained level 1-3 - 21.7%. ELs who maintained level 4 - 0%. ELs who progressed at least one level - 69.6%.	Summative ELPAC ELPI 2025 Levels ELs who decreased at least 1 level - 21.1%. ELs who maintained level 1-3 - 21.1%. ELs who maintained level 4 - 10.5%. ELs who progressed at least one level - 47.4%. LTELs who progressed or	Summative ELPAC ELPI Levels ELs decreased - 11.7%. ELs maintained level 1- 3 - 24.7%. ELs maintained level 4 - 15%. ELs progressed - 73%.	Summative ELPAC ELPI Levels ELs decreased +8.2 ELs maintained level 1- 3 -4.7 ELs maintained level 4 +10.5 ELs progressed - 13.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				maintained at Level 4 - 52.9%		
1.4	English Language Learner Reclassification Rate Data Source: CALPADS	2022-2023 ELAS (English Language Acquisition Status) EO - 47% IFEP -16% EL - 4% RFEP - 33% Reclassification Rate: 41%	EO - 47% IFEP - 16% EL - 4% RFEP - 33% Reclassification Rate: 39% Data Year: 2023-24	EO - 49% IFEP - 16% EL - 3% RFEP - 32% Reclassification Rate: 54% Data Year: 2024-25	ELAS (English Language Acquisition Status) EO - 47% IFEP - 11% EL - 3.3% RFEP - 39%	+54%
1.5	AP Course Enrollment Data Source: SIS	UPA students took 246 AP Exams in the 2023 season, 79% of all exams passed with a 3 or higher. (n/a) of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.4 Total Exams 83 Hispanic/LatinX Students: Mean Score 2.73 Total Exams 81 SED Students: Mean Score 2.67 Total Scores Taken 108	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.61 Total Exams 106 Hispanic/LatinX Students: Mean Score 3.51 Total Exams 72 SED Students: Mean Score 3.19	UPA had it highest number of exams taken (630) in school history, 80% of all exams passed with a 3 or higher. 76% of senior exams were a 3 or higher. Breakdown: African American Students: Mean Score 2.8 Total Exams 105 Hispanic/LatinX Students: Mean Score 3.2 Total Exams 64 SED Students: Mean Score 3.5 Total Scores Taken 73	UPA would like to continue to see a steady growth in participation and pass rates for all students, especially unduplicated students. Breakdown: African American Students: Mean Score 2.95 Total Exams 111 Hispanic/LatinX Students: Mean Score 3.75 Total Exams 85 SED Students: Mean Score 3.45 Total Scores Taken 195	+384 AP tests taken +1 exams passed with a 3 or higher Breakdown: African American Students: Mean Score +0.4 Total Exams +22 Hispanic/LatinX Students: Mean Score +0.47 Total Exams -17 SED Students: Mean Score +0.83 Total Scores Taken -35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Scores Taken 185			
1.6	AP Course Exam Results Data Source: College Board	2022-2023 Exam Results (3 or higher) 2-D Art - 55% Biology - 77% Calc AB - 69% Calc BC - 93% Chem - 82% Eng Lang Comp - 73% Eng Lit Comp - 88% Physics - 57% Psychology - 54% Span Lit - 50% US Gov - 56% US Hist - 45% World Hist - 81%	2023-2024 Exam Results (3 or higher) 2-D Art - 87% Biology - 68% Calc AB - 93% Calc BC - 77% Chem - 82% Eng Lang Comp - 59% Eng Lit Comp - 82% Physics - 65% Psychology - 68% Span Lang - 93% US Gov - 77% US Hist - 74% World Hist - 84%	2024-2025 Exam Results (3 or higher) 2-D Art - 83% Biology - 57% Calc AB - 93% Calc BC - 98% Chem - 100% Eng Lang Comp - 82% Eng Lit Comp - 78% Physics - 82% Psychology - 48% Span Lit - 0% US Gov - 62% US Hist - 75% World Hist - 82%	Exam Results (3 or higher) 2-D Art - 90% Biology - 72% Calc AB - 95% Calc BC - 81% Chem - 85% Eng Lang Comp - 62% Eng Lit Comp - 85% Physics - 67% Psychology - 70% Span Lang - 96% US Gov - 79% US Hist - 77% World Hist - 86%	Exam Results (3 or higher) 2-D Art - +28 Biology - -5 Calc AB - +26 Calc BC - -12 Chem - +16 Eng Lang Comp - +9 Eng Lit Comp - -10 Physics - +25 Psychology - -6 Span Lit - -50 US Gov - +6 US Hist - +30 World Hist - +1
1.7	Semester Grades (Metric retiring in 2026) Data Source: SIS	Semester Grade Distribution of D/F grades by unduplicated EL - 15% IEP - 20% SED - 11% All Students - 6%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 15% SED - 6% All Students - 4%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 13% SED - 8% All Students - 4%	Semester Grade Distribution of D/F grades by unduplicated EL - 10% IEP - 12% SED - 4% All Students - 3%	Semester Grade Distribution of D/F grades by unduplicated EL - 3 improvement IEP - 7 improvement SED - 3 improvement All Students - Maintained
1.8	College and Career Readiness Indicator Data Source: CA Dashboard	100% Data Year: 2024-25	N/A New metric in 2026	N/A New metric in 2026	95%	N/A New metric in 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percent of graduates completing A-G Requirements Data Source: Dataquest	100% Data Year: 2024-25	N/A New metric in 2026	N/A New metric in 2026	95%	N/A New metric in 2026
1.10	AP Bootcamp Enrollment (Retiring metric in 2026)	2023-24 0	2024 30	2025 23	30	+30
1.11	Counseling Contacts (Retiring metric in 2026)	Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 100% 10th - 100% 11th - 100% 12th - 100% Average number of student to counselor contacts: 7th - 2.59 8th - 2.98 9th - 2.36 10th - 3.04 11th - 1.00 12th - 4.06	Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 57% 10th - 96% 11th - 96% 12th - 98% Average number of student to counselor contacts: 7th - 12.70 8th - 4.14 9th - 7.90 10th - 6.44 11th - 4.57 12th - 4.21	Year 2 Percent of students at each grade level with at least one counseling contact: 7th - 99% 8th - 92% 9th - 66% 10th - 71% 11th - 96% 12th - 99% Average number of student to counselor contacts: 7th - 2.7 8th - 4.5 9th - 1.7 10th - 2.4 11th - 4.8 12th - 10.4	Percent of students at each grade level with at least one counseling contact: 7th - 100% 8th - 100% 9th - 100% 10th - 100% 11th - 100% 12th - 100% Average number of student to counselor contacts: 7th - 8.00 (12.7 is an anomaly) 8th - 7.00 9th - 8.00 10th - 7.00 11th - 6.00 12th - 7.00	Percent of students at each grade level with at least one counseling contact: 7th - 0% 8th - 0% 9th - -43% 10th - -4% 11th - -4% 12th - -2% Average number of student to counselor contacts: 7th - +10.11 8th - +1.16 9th - +5.54 10th - +3.40 11th - 3.57 12th - 0.15

Goal Analysis [2025-26]

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

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

This goal was all about increasing the number and percentage of underrepresented students in higher-level courses by strengthening how we teach literacy—reading, writing, speaking, and listening. We approached it with a focus on access, consistency, and meaningful support. One of our biggest foci was implementing Universal Design for Learning (UDL) across classrooms. UDL is a teaching framework that helps ensure all students can engage with content in a way that works for them. It encourages flexibility in how we present information, how students show what they know, and how we keep them engaged. The professional development team has stayed consistent with it through ongoing PD and coaching and we are seeing the transition from the abstract idea of UDL to the implementation in classrooms. Teacher input has driven the direction of PD each semester, which has helped create teacher buy-in while successfully modeling the types of choices that we want students to be empowered with in their educational journey. Teachers are taking the initiative to craft rich learning experiences from the individual components of UDL that work for their students. This semester there has been a focus on the use of actionable feedback to drive student achievement and teachers have appreciated being able to dive deep into this practice and explore what it looks like in various contexts.

The Reading Apprenticeship program described in Actions 1.2 and 1.3 is still in the planning stages. The other components described in those actions are being implemented (Integrated and Designated ELD). All other actions are being implemented as planned.

It is challenging for teachers in some departments to maintain a consistent commitment to literacy across the curriculum, which may make it more difficult for English learners and socioeconomically disadvantaged students to make consistent growth. The school will continue to provide teachers in all departments training and support to ensure the commitment to literacy development can be maintained by all teachers.

With regard to English Language Learner support, the Individual Learning Plans seem to be effective for monitoring English learner supports. The EL Coordinator has done a good job of keeping English learners and strategies for supporting them in front of teachers. It is sometimes hard for teachers to maintain this focus with such a small overall group of English Learners.

Previous Goal 3 analysis is described in this section because this goal is being folded into Goal 1 for next year.

This goal was all about increasing the number of under-represented students enrolled in higher-level courses. A focus is to provide outreach through enhanced tracking to ensure the development of executive functioning skills, gradual release of responsibility, and development of student agency. All actions were implemented as planned.

3.2 Vertical Alignment for AP Access was a first semester professional development focus with teachers reviewing the Common Core State Standards for their course and then choosing as a department a focus standard for grades 7-12. Not all courses not taking NWEA assessments are implementing pre, mid, and post-assessments.

3.3 Counseling Support for AP Access has been a huge success due to the amazing counseling team who have held 3-4 meetings with every UPA student so far this year. The grade level meetings are being run by the counselors and they are identifying focus students to monitor their progress and determine what supports are most beneficial. This has translated into a successful SST process for students who have been involved this year.

3.4 From PSAT to AP Bootcamp has been partially successful with a 100% AP Pass Rate for the students who participated in the Bootcamp. It has been an ongoing challenge for the counselors to use the PSAT scores to identify unduplicated students with potential for AP success and encourage those students to participate in the AP Bootcamp.

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 1.5 High Quality Teachers estimated expenditures ($ 2,523,156) were less than budgeted expenditures ($ 4,538,507) due to attaching teacher salaries and benefits to multiple actions in error in the LCAP budgeting process last year. The estimated actual salaries/benefits have been allocated appropriately.

The variance in the following Goal 3 actions can be attributed to budgeting for more staff than was needed to implement the actions.
Action 3.2 Vertical Alignment for AP Access estimated actuals ($ 46,399) were less than budgeted expenditures ($ 97,415).
Action 3.3 Counseling Support for AP Access estimated actuals ($ 312,344) were less than budgeted expenditures ($ 398,618).
Action 3.4 From PSAT to AP Bootcamp estimated actuals ($ 27,161) were less than budgeted expenditures ($ 49,356). The number of students participating in the Bootcamp was lower than planned.

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

The actions have been largely effective in moving us toward this goal.

Actions 1.1 Universal Design for Learning (UDL) has made a noticeable impact—not just in lesson design, but also in teacher collaboration, student support, and how we approach cycles of inquiry. It’s helped us build more flexible, inclusive learning experiences across ELA and other content areas. This in combination with Action 1.2 Literacy Skill Development in ELA Courses is demonstrating effectiveness with CAASPP ELA data showing students continuing to make academic progress with the identified student groups already surpassing the three-year target or on-track to meet it next year.

Action 1.3 Literacy across the curriculum is showing effectiveness in the overall number of students participating in AP exams. The number of African American students taking the AP exams and their mean scores have increased. The number of Hispanic and Socioeconomically Disadvantaged students taking the tests has decreased, but their mean scores have increased. The school would like to improve the process for using the PSAT scores to identify students in these subgroups with the potential for success in AP courses. Once identified, these students would be enrolled in the AP Bootcamp to learn the skills necessary for success in AP courses.

Action 1.4 Student Support Tier 2 is demonstrating effectiveness with semester grades showing improvement for all students and all identified subgroups.

Action 1.6 English Language Learner Support is showing effectiveness as evidenced by 58% of English learners making progress or maintaining at the highest level on the ELPAC in 2024-25. Similarly, 53% of Long Term English Learners made progress or maintained at the highest level. Additionally, we are very proud of the 54% of our English learners who reclassified as fluent English proficient in 2025. However, there remains an achievement gap between English learners and their peers in English Language Arts. This is where we believe that implementation of Tier 2 supports/intervention services and a continued focus on literacy across the curriculum can continue to improve outcomes for English learners.

Action 3.1 - see Action 1.1 analysis

Action 3.2 Vertical Alignment for AP Access is showing effectiveness in the overall number of students participating in AP exams. The number of African American students taking the AP exams and their mean scores have increased. The number of Hispanic and Socioeconomically Disadvantaged students taking the tests has decreased, but their mean scores have increased. The school would like to improve the process for using the PSAT scores to identify students in these subgroups with the potential for success in AP courses. Once identified, these students would be enrolled in the AP Bootcamp to learn the skills necessary for success in AP courses.

Action 3.3 Counseling Support for AP Access has been effective as evidenced by AP test participation rates and the increased number of overall counseling contacts as of first semester this year.

Action 3.4 From PSAT to AP Bootcamp has shown effectiveness with a 100% AP Pass Rate for the students who participated in the Bootcamp. However, the action has not been effective with regard to using PSAT data to identify unduplicated students to participate in the AP Bootcamp.

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.

We have updated the goal and combined it with the previous Goal 3 "All students will develop their literacy skills in all courses with an ELA focus." The actions have been updated to more fully describe the school's academic program and supports, as well as capture more of the school budget in the LCAP.

Action 1.1 Universal Design for Learning will be moved to Goal 4 UPA will improve collaboration between staff members in order to increase the use of instructional practices that benefit diverse learners.

Action 1.2 Literacy Skill Development in ELA Courses and 1.3 Literacy across the curriculum have been combined into the new Action 1.1 Professional Development.

Action 1.3 English Learner Support has been modified to name the English language acquisition program, describe ELD professional development, and incorporate the components of the previous Action 1.3 that described ELD instruction, as well as Action 1.6 English Language Learner Support that describes additional staff support and professional development.

The metric AP Course enrollment will be removed, as will semester grades.

Metric 1.9 College and Career Readiness Indicator and Metric 1.10 Percent of graduates meeting A-G requirements has been added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	University Preparatory Academy's needs assessment, including disaggregated CAASPP and NWEA data, identified that Black/African American students, Hispanic/LatinX students, English Learners (ELs), socioeconomically disadvantaged (SED) students, and students with exceptional needs have lower academic performance in ELA and Math compared to the overall student population. These students face barriers related to inconsistent access to differentiated instruction, executive functioning supports, and accessible academic content, impacting both their academic growth and long-term college readiness. To address these needs, UPA will implement Action 1.1 by providing all certificated staff with professional development in literacy development, with teachers from each department recruited to participate in Reading Apprenticeship by WestEd. The English Language Arts department will incorporate more reading skills, language attainment, and usage, and make ELA standards and skills more transparent to students, families, and support systems. Teachers will know what standards to incorporate so that their students are prepared for the next level of study. Students will have a clear understanding of the standards and skills they need to meet, and the community will have access to the standards and skills progression. Additionally, each department will engage in calibration of writing expectations to ensure students are held to the same high standards in all content areas. Although all students will benefit from improved instructional practices, this action is principally directed toward improving academic outcomes for Black/African American students, Hispanic/LatinX students, English Learners, students with exceptional needs, and socioeconomically	$247,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disadvantaged students, who were specifically identified through the needs assessment as requiring targeted support. Progress will be measured by monitoring growth in student performance on the CAASPP (targeting a 5% increase for the identified student groups) and the NWEA assessments (targeting a 3% increase for the same groups). Additional evidence of effectiveness will include teacher observation data, feedback surveys following UDL training, and student engagement data collected throughout the year.		
1.2	Curriculum & Instructional Materials	UPA provides all students with standards-aligned curriculum and instructional materials for all courses. Curricular resources are vetted to ensure rigor, opportunities for language development, and alignment to the adopted standards. These materials consist of both physical and online resources, as well as the means the access online resources.	$525,066.00	No
1.3	English Learner Support	UPA provides a structured English Immersion program to support English learners in acquiring English while accessing grade level standards. All teachers implement English Language Development (ELD) strategies into daily instruction, explicitly supporting language objectives alongside content objectives, alongside the structured use of scaffolded academic discourse strategies, is essential to build linguistic proficiency and academic content knowledge. Designated ELD time is protected and focused on advancing English proficiency. UPA will support a part-time EL Coordinator who will develop an ILP (individual learning plan) for each student and provide in-class EL support. In addition, the UDL training teachers are taking will be focused on serving EL, IEP, and SED students. The EL Coordinator and the PD Coordinator will work together to provide EL strategy professional development to all staff throughout the year.	$35,409.00	Yes
1.4	Special Education	We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. UPA provides special education	$143,501.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Santa Clara County Office of Education. These services are available for special education students enrolled at UPA. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. UPA collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.		
1.5	High Quality Teachers	UPA will ensure that all staff at UPA have the background and certifications to teach their subject and EL students by monitoring teacher assignments and current credentials. Merit pay incentives will encourage teachers to complete their credentials and continue advancing their education.	$4,524,935.00	No
1.6	College Counseling Services	Each student will have an academic counselor who will provide guidance throughout the school year to ensure all students are enrolled in a broad course of study. Under the direction of the site administrator(s), counselors provide counseling services to UPA students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Counselors help all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, work force). Counselors are also involved in supporting students in class selection to ensure they graduate on time and meet A-G requirements. Counselors will use student data to identify students who would benefit from the PSAT to AP Bootcamp program, where students are provided additional support prior to enrollment in an AP course to ensure they have the skills they will need to be successful in a college level course.	$458,288.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate grade-level proficiency in math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The evaluation of grade data, GPA, SAT, CAASPP, and NWEA results demonstrate that while UPA's unduplicated and underrepresented students are exceeding county-wide and state averages, they continue to lag behind their peer groups at UPA in Math.

Our Mathematics Department will continue to work on vertical alignment with the intended focus on building the skills for students to excel in AP Calculus AB and AP Calculus BC. Finally, our Director of Academic Support and Alumni Outreach will create a list of unduplicated, At-Risk, and underrepresented (Black/African American and Hispanic/LatinX) students who historically struggled in their core courses and create learning plans. Additional staffing will be provided to ensure students get the extra support they need to be successful in mathematics. A summer bridge program will also be provided to ensure students are prepared for rigorous high school mathematics and science courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Scores	CAASPP Math Scores - 2023: Black/African American – 44.1 points below standard. (corrected in 2025) EL – 91.4 points below standard Hispanic/LatinX – 40.2 points below standard. IEP - less than 11 students, data not available.	CAASPP Math Scores - 2024: Black/African American – 42.5 points below (corrected in 2025) standard. EL – 55 points below standard Hispanic/LatinX – 21.3 points below standard.	CAASPP Math Scores - 2025: Black/African American – 22.5 points below standard. EL - 21.1 points below standard Hispanic/LatinX – 21.7 points below standard.	CAASPP Math Scores: Black/African American – 20 points below standard EL – 58 points below standard	CAASPP Math Scores: Black/African American 21.6 point increase EL 70.3 point increase Hispanic/LatinX 18.5 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED – 37.1 points below standard.	IEP - less than 11 students, data not available. SED – 26.6 points below standard.	IEP - less than 11 students, data not available. SED – 6.2 points above standard.	Hispanic/LatinX – 24 points below standard IEP - less than 15 students, data not available SED – 30 points below standard	IEP - less than 11 students, data not available. SED 43.3 point increase
2.2	NWEA Math Scores	Math 7 demonstrated an 85% average or above score. Math 8 demonstrated an 82% average or above score. NWEA scores were not taken for Math 1 and 2 in the 2022-2023 school year.	Math 7 demonstrated an 88% average or above score. Math 8 demonstrated an 90% average or above score. Math 9 demonstrated an 93% average or above score Math 10 demonstrated an 92% average or above score	Data not yet available at the time of LCAP publication.	Math 7 -avg / above score of 90%. Math 8 avg / above score of 95%. Math 1 avg / above score of 96%. Math 2 avg / above score of 95%.	Math 7 Math 8 Math 9 and 10
2.3	Semester Grades (Retiring Metric in 2026)	Semester Grade Distribution of D/F grades by unduplicated groups EL - 15% IEP - 20% SED - 11% All Students - 6%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 15% SED - 6% All Students - 4%	Semester Grade Distribution of D/F grades by unduplicated EL - 12% IEP - 13% SED - 8% All Students - 4%	Semester Grade Distribution of D/F grades by unduplicated EL - 10% IEP - 12% SED - 4% All Students - 3%	Semester Grade Distribution of D/F grades by unduplicated EL - 3 improvement IEP - 7 improvement SED - 3 improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						All Students - 2 improvement
2.4	AP Course Enrollment (Retiring Metric in 2026)	2022-2023 Exam Results (3 or higher) 2-D Art - 55% Biology - 77% Calc AB - 69% Calc BC - 93% Chem - 82% Eng Lang Comp - 73% Eng Lit Comp - 88% Physics - 57% Psychology - 54% Span Lit - 50% US Gov - 56% US Hist - 45% World Hist - 81%	UPA had it highest number of exams taken (273) in school history, 82% of all exams passed with a 3 or higher (highest since 2020). 74.5% of the seniors scored a 3 or higher on their exams. Breakdown: African American Students: Mean Score 2.61 Total Exams 106 Hispanic/LatinX Students: Mean Score 3.51 Total Exams 72 SED Students: Mean Score 3.19 Total Scores Taken 185	UPA had it highest number of exams taken (630) in school history, 80% of all exams passed with a 3 or higher. 76% of senior exams were a 3 or higher. Breakdown: African American Students: Mean Score 2.8 Total Exams 105 Hispanic/LatinX Students: Mean Score 3.2 Total Exams 64 SED Students: Mean Score 3.5 Total Scores Taken 73	UPA would like to continue to see a stead growth in participation and pass rates for all students, especially unduplicated students. Exam Results (3 or higher) 2-D Art - 90% Biology - 72% Calc AB - 95% Calc BC - 81% Chem - 85% Eng Lang Comp - 62% Eng Lit Comp - 85% Physics - 67% Psychology - 70% Span Lang - 96% US Gov - 79% US Hist - 77% World Hist - 86%	+384 AP tests taken +1 exams passed with a 3 or higher Breakdown: African American Students: Mean Score +0.4 Total Exams +22 Hispanic/LatinX Students: Mean Score +0.47 Total Exams -17 SED Students: Mean Score +0.83 Total Scores Taken -35
2.5	CA Science Test (CAST): % of students met/exceeded standards Data Source: Dataquest	All students 44% SED 23% Asian 60% Black/African Am 15% Hispanic 25% Two or More Races 73% White 29%	All students 55% SED 40% Asian 72% Black/African Am 24% Hispanic 30% Two or More Races 67%	All students 53% SED 40% Asian 70% Black/African Am 29% Hispanic 37% Two or More Races 66%	All students and all subgroups +10	All students +9 SED +17 Asian +10 Black/African Am +14 Hispanic +12 Two or More Races -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White 69%	White 59%		White +30

Goal Analysis [2025-26]

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

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

This goal was all about improving the mathematical outcomes for our unduplicated and math averse students by finding and implementing diverse methodologies to teach math and to find real world connections of math in our other core and elective courses.

Like in Goal 1, one of our biggest foci was implementing Universal Design for Learning (UDL) across classrooms. UDL is a teaching framework that helps ensure all students can engage with content in a way that works for them. It encourages flexibility in how we present information, how students show what they know, and how we keep them engaged. The professional development team has stayed consistent with it through ongoing PD and coaching and we are seeing the transition from the abstract idea of UDL to the implementation in classrooms. Teacher input has driven the direction of PD each semester, which has helped create teacher buy-n while successfully modeling the types of choices that we want students to be empowered with in their educational journey. Teachers are taking the initiative to craft rich learning experiences from the individual components of UDL that work for their students. This semester there has been a focus on the use of actionable feedback to drive student achievement and teachers have appreciated being able to dive deep into this practice and explore what it looks like in various contexts.

Substantive Differences Between Planned and Actual Implementation: The mathematics goal includes two actions focused on numeracy (the inclusion of mathematical thinking, principles, or equations) in non-mathematics based courses). We have not been able to implement 2.2 Numeracy Skill Development in Mathematics Courses due to the focus on UDL. We have not been able to implement action 2.3 Numeracy across the curriculum due to a lack of buy-in from teachers of non-STEM subjects. Our History teachers certainly teach students how to read charts and look at data, but this is not developing student number sense. Administrators provided the suggestion that the school approach integrating math across the curriculum by focusing on using logical thinking in discussions and writing, and making the connection to mathematical thinking. These actions will be removed in the new LCAP and the work will instead live in Goal 4 focused on coaching new teachers and building these practices into their teacher toolboxes.

Implementation of 2.4 Student Support Tier 2 (LREBG) has been successful with tutoring being provided to students both in-person and online with a variety of support mechanisms built in. This high level of accessibility of these supports is a success. However, it remains a challenge for some students to utilize the available supports. Classroom teachers need to build a culture where resiliency, student agency, and seeking support is lauded. Classroom teachers also must integrate opportunities for reteaching into their own instructional planning, so that outside tutoring is not relied upon.

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 2.2 Numeracy Skill Development in Mathematics Courses budgeted expenditures ($ 145,047) and Action 2.3 Numeracy across the curriculum budgeted expenditures ($ 76,001) were not spent because the actions were not implemented.

Action 2.4 Student Support Tier 2 - Shared with Goal 1 and Goal 3 - (LREBG) estimated actuals ($146,982) were less than the budgeted expenditures ($200,779) that were reported at the Mid-Year LCAP and included the LREBG funds. The variance was due to not being able to hire and provide as much tutoring as planned.

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

The actions we've implemented so far have been largely effective in moving us toward this goal.

Actions 2.1 Universal Design for Learning (UDL) has made a noticeable impact—not just in lesson design, but also in teacher collaboration, student support, and how we approach cycles of inquiry. It's helped us build more flexible, inclusive learning experiences across ELA and other content areas. CAASPP ELA data shows students continuing to make academic progress with the identified student groups already surpassing the three-year target or on-track to meet it next year.

2.2 Numeracy Skill Development in Math Courses and 2.3 Numeracy Across the Curriculum have been not been effective because they were not implemented.

We are showing success with the overall number of students participating in AP exams. The number of African American students taking the AP exams and their mean scores have increased. The number of Hispanic and Socioeconomically Disadvantaged students taking the tests has decreased, but their mean scores have increased. The school would like to improve the process for using the PSAT scores to identify students in these subgroups with the potential for success in AP courses. Once identified, these students would be enrolled in the AP Bootcamp to learn the skills necessary for success in AP courses.

Action 2.4 Student Support Tier 2 is demonstrating effectiveness with semester grades showing improvement for all students and all identified subgroups.

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.

Goal 2 previously read "Reduce the performance gap between under-represented student subgroups and the general student population in Mathematics." The updated Goal 2 is "All students will demonstrate grade-level proficiency in math"

Metric 2.1 3 Year Target has been adjusted for Black/African American students to 20 points below standard. The original target was set using incorrect baseline data.

Action 2.1 was a duplicate of the previous action 1.1. The Universal Design for Learning action is now Action 4.1, as it aligns with the new goal 4: UPA will improve collaboration between staff members in order to increase the use of instructional practices that benefit diverse learners. Action 2.2 Numeracy Skill Development in Mathematics Courses is now incorporated into the new Action 2.1 Mathematics Instructional Program. Action 2.3 Numeracy across the curriculum has been removed due to not being able to implement it at this time. The new Action 2.3 Summer Bridge Program was added to describe an additional support being provided to prepare students for the rigor of upcoming courses.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mathematics Instructional Program	UPA provides students with a strong foundational math program in grades 7 and 8 to ensure at-risk students have the opportunity to accelerate and take more advanced mathematics classes in high school, including AP Calculus AB and AP Calculus BC. For qualifying students, an Integrated Math 1 & 2 program will be structured as a 3-year curriculum to ensure student success without repeating courses. Instructional aides are assigned to support in Math 7- IM2 classes. The mathematics department will work collaboratively to incorporate mathematical skills and reasoning into their daily lesson plans. Teachers will also vertically align their curriculum to ensure each teacher knows what standards students must master in order to be prepared for the next level of study. Teachers will communicate these standards and skills to students and families, so that everyone understands the requirements. Teachers will also incorporate the explicit teaching of numeracy skills (ability to understand and use numbers by employing mathematical concepts and thinking) with a focus on preparing students for success in Statistics, AP Calculus AB, or AP Calculus BC.	$63,632.00	Yes
2.2	Tier 2 Math Support (LREBG)	The Director of Academic Support and Alumni Outreach will create a list of unduplicated, At-Risk, and underrepresented (Black/African American and Hispanic/LatinX) students who historically struggled in their math courses.	$146,476.00	No

Action #	Title	Description	Total Funds	Contributing
		The academic counselors and the Director of Academic Support and Alumni Outreach will then coordinate support, student study teams, and tutoring. LREBG funding $146,476 This falls under the allowable use of this funding by providing tutoring in order to accelerate student progress. Research supporting the effectiveness of tutoring can be found here: https://nssa.stanford.edu/research/to-date Metrics 2.1 CAASPP Math and 2.2 NWEA MAP Math will be used to monitor the effectiveness of this action.		
2.3	Summer Bridge Program	UPA will provide a Summer Bridge Program for incoming Integrated Math 2/Chemistry students and Integrated Math 3/Physics students to ensure they have the foundational skills necessary to be successful in these courses.	$63,632.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	UPA students, staff, and families will feel a sense of safety and belonging on campus.	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)

An explanation of why the LEA has developed this goal.

Students must feel safe and supported in order to learn. UPA conducts student, staff, and parent/community surveys, and one metric that is an opportunity for improvement is parent and family outreach. A positive effect of the work that will be done for this goal will allow us greater contact with our underrepresented and unduplicated families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Panorama Annual Survey	2022-2023 Survey Data School Fit - 83% School Climate - 63% Educating All Students - 77% Resources - 65% Student Mindset - 62% Family Engagement - 32%	2023-2024 Survey Data School Fit - 67% School Climate - 39% Educating All Students - 67% Resources - 60% Student Mindset - 50% Family Engagement - 29%	2025 Fall Survey Data School Fit - 72% School Climate - 44% Educating All Students - 71% Resources - 55% Student Mindset - 53% Family Engagement - 38%	School Fit - 88% School Climate - 73% Educating All Students - 82% Resources - 70% Student Mindset - 67% Family Engagement - 52%	School Fit -9% School Climate - 19% Educating All Students -8% Resources -10% Student Mindset -11% Family Engagement +6%
3.2	Suspension /Expulsion Rates	2022-2023 Suspension Rates	2023-2024 Suspension Rates	2024-25 Suspension Rates	Suspension Rates	Suspension

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American - 7.1% EL - 11.8% Hispanic/LatinX - 6.3% SED - 6.8% 2022-2023 Expulsion Rates Black/African American - 0% EL - 0% Hispanic/LatinX - 0% SED - 0%	Black/African American - 1.4% EL - 3.4% Hispanic/LatinX - 3.5% SED - 2.1% 2023-2024 Expulsion Rates Black/African American - 0% EL - 0% Hispanic/LatinX - 0% SED - 0%	Black/African American - 9.5% EL - 12.5% Hispanic/LatinX - 7.4% SED - 5.2% 2024-25 Expulsion Rates Black/African American - 0% EL - 0% Hispanic/LatinX - 0% SED - 0%	Black/African American - 1.0% EL - 3.0% Hispanic/LatinX - 2.5% SED - 1.0% Expulsion Rates Black/African American - 0% EL - 0% Hispanic/LatinX - 0% SED - 0%	Black/African American +2.4 EL +0.7 Hispanic/LatinX +1.1 SED -1.6 Maintained 0%
3.3	Attendance Rates	2022-2023 Absenteeism Rates Black/African American - 2.3% EL - TBD % Hispanic/LatinX - 2.6% SED - 5.7%	2023-2024 Absenteeism Rates Black/African American - 2.4% EL - 0 % Hispanic/LatinX - 1.9% SED - 2.8%	2024-25 Absenteeism Rates Black/African American - 2.3% EL - * Hispanic/LatinX - 9.4% SED - 3.4%	Absenteeism Rates Black/African American - 2.0% EL - 0 % Hispanic/LatinX - 1.0% SED - 2.0%	Black/African American: Maintained EL: N/A Hispanic/LatinX: +6.8 SED: -2.3
3.4	Panorama Family Survey	2023 Data Family Engagement - 29%	2024 Data: Family Response to Family Engagement - 56% Student Family Engagement 32%	Fall 2025 Data Family Engagement - 55%	Family Engagement - 52%	+33
3.5	Facilities Condition Data Source: SARC	Exemplary Data Year: 2024-25	N/A New Metric 2026	N/A New Metric 2026	Good or better	N/A New Metric 2026
3.6	Middle School Dropout Rate	0%	0.39%	0%	0%	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CALPADS	Data Year: 2022-23	Data Year: 2023-24	Data Year: 2024-25		
3.7	High School Dropout Rate Data Source: Dataquest	0.9% Data Year: 2022-23	1% Data Year: 2023-24	0% Data Year: 2024-25	1%	-0.9
3.8	Graduation Rate	98.3% Data Year: 2022-23	98% Data Year: 2023-24	100% Data Year: 2024-25	>97%	+1.7

Goal Analysis [2025-26]

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

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

For Previous Goal 3, See Goal 1 Reflections

Previous Goal 4 actions were mostly implemented as planned, but the implementation of the Restorative Justice action needs to be reset and strengthened going forward.
4.1 School Community
4.2 Restorative Justice

Student data indicates that the seminar program is not currently being viewed as highly valuable. Online SEL, in particular, does not appear to resonate with younger students. Feedback suggests that some topics are more useful and relevant than others, such as 9th-grade CPR and 12th-grade college applications. Seminar is currently one hour long. Moving forward, we may want to consider offering more student choice in seminar topics and exploring whether administrators can play a role in supporting or facilitating sessions. ASB, student clubs, and student activities are thriving and continue to be a strong part of the school community.

Student feedback on the updated LCAP was overwhelmingly positive, and students ranged from discussing issues pertinent to their lives such as dress code to relationships with teachers. Students appreciate the small community UPA has to offer and value interpersonal relationships with their teachers. A concern brought up is if staff do not seek to have a conversation with a student before issuing a consequence as the students value the Q & A learning opportunity that comes with discussion. They look to their teachers for regulation, and it appears that the push for restorative practices training is something that the students would be pleased to have implemented on campus.

Families praised the disciplined and rigorous learning environment; this feedback directly aligns with the LCAP's focus on restorative practices - which equip staff with the tools to effectively address and manage student behavior. Families recommended expanding our sports programs to make student experience more enriching beyond core academics.

4.3 Absenteeism
Positive energy in classrooms and strong teacher-student relationships help create a school environment where students want to attend. Maintaining rigor also supports student focus and engagement, which may contribute to improved attendance.

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

There were no material differences between estimated actuals and budgeted expenditures for Goal 4.

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

For Previous Goal 3, See Goal 1 Reflections

Previous Goal 4
Effective:
Action 4.3 Absenteeism is highly effective as evidenced by the very low chronic absenteeism rate.
Action 4.4 Parent Outreach is highly effective as evidenced by the increases in family survey responses indicating high levels of family engagement.

Not Yet Effective:
Action 4.1 School Community is not yet showing effectiveness as evidenced by the decrease in positive responses on the student survey.
Action 4.2 Restorative Justice is not yet showing effectiveness as evidenced by the increase in suspensions last year.

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.

Goal 3 and its actions have been integrated into Goal 1 to reduce redundancy of actions and metrics across the LCAP. Many of the new Goal 3 actions were previously Goal 4 actions.

Action 3.2 Restorative Justice has been modified to better describe the current plan for implementation.

Additional actions and metrics have been added to describe Student Health and Safety and Facilities actions and monitor student engagement outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Community	The Director of Student Services, working with the ASB and Seminar Coordinators, will lead a year-long plan to provide seminar lessons, student-led activities, structured breaks, lunchtime events, and after-school experiences that build positive peer relationships, strengthen adult-to-student connections, and create a greater sense of belonging on campus. The school will also provide an athletics program and field trips when appropriate that support stronger connection to the school community and greater enjoyment of school. This action will intentionally support unduplicated students, English Learners, socioeconomically disadvantaged students, and students with exceptional needs. interventions.	$173,777.00	Yes
3.2	Restorative Practices	The Director of Student Services will implement a restorative justice program with all staff trained in de-escalation techniques in 2026-27, and recognizing implicit bias as it relates to interpreting student behavior in 2027-28. A cohort of teachers will pilot implementation of classroom community circles in 2026-27 as well. Beginning in 2027-28, the Restorative Practices team will also engage families in the Restorative Practices work. The goal of the program is to positively intervene with students before an incident becomes more serious. The reflective process helps students improve their actions.	$303,200.00	Yes
3.3	Student Health & Safety	UPA provides students with additional staff and services to address physical and/or mental health needs. The school provides nutritional meals to students and ensures they are appropriately supervised while on school campus. The school provides Socio-Emotional Wellness Counseling services through the Wellness Team. Referrals to outside health and counseling services are also available.	$223,177.00	No
3.4	Parent Outreach	UPA provides additional staffing and resources to support families in being active partners with the school in the education of their students. Families are provided communication and resources to support them in overseeing their child's academic progress, attendance, and adherence to the	$312,187.00	No

Action #	Title	Description	Total Funds	Contributing
		expectations that UPA holds. UPA will identify chronically absent students and conduct outreach (including home visits) along with evening parent classes to help families understand the importance of daily attendance. UPA will extend the sense of belonging to all parents and families through consistent and intentional outreach efforts. The Student Support Specialist will maintain a calendar of events such as Back to School Night, the Parent BBQ, Spring Mixer, Coffee Talks, and family volunteering opportunities. The Executive Assistant will develop a calendar of monthly Coffee Talks with families and will distribute weekly newsletters to provide consistent communication. Outreach activities will prioritize building authentic relationships with families of unduplicated pupils, English Learners, socioeconomically disadvantaged students, and students with exceptional needs, ensuring they are welcomed, informed, and connected to school life.		
3.5	Facilities	University Preparatory Academy provides a safe, clean, well-maintained school facility.	$1,956,730.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	UPA will improve collaboration between staff members in order to increase the use of instructional practices that benefit diverse learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Teacher feedback indicates the need for more mentorship between veteran teaching staff and younger teaching staff, intentional time for classified staff to receive feedback, and a desire for techniques to be differentiated between middle school and high school teachers. Improvement in instructional practices through instructional coaching will benefit our diverse learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Level of Implementation of State Academic Standards Data Source: CA Dashboard	22/23 areas rated as Full Implementation and above Data Year: 2024-25	N/A - New metric in 2026	N/A - New metric in 2026	23/23 areas rated Full Implementation and above	N/A - New metric in 2026
4.2	Staff/Teacher Panorama Annual Survey	2023 Data: Staff Satisfaction - 58% Teacher Satisfaction - 52% Staff: School Climate - 42% Teacher: School Climate - 70% Staff Feedback and Coaching - 42%	2024 Data: Staff Satisfaction - 57% Teacher Satisfaction - 65% Staff: School Climate - 57% Teacher: School Climate - 69%	Fall 2025 Data: Staff Satisfaction - 78% Teacher Satisfaction - 68% Staff: School Climate - 61% Teacher: School Climate - 72%	Survey Data: Staff Satisfaction - 68% (10) Teacher Satisfaction - 70% (13) Staff: School Climate - 60% (18) Teacher: School Climate - 75% (5)	Staff Satisfaction +20% Teacher Satisfaction +16% Staff: School Climate +18% Teacher: School Climate +2% Staff Feedback and Coaching +31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teacher Feedback and Coaching - 31% Staff Resources - 36% Teacher Resources - 54% Staff School Leadership - 36% Teacher School Leadership - 55%	Staff Feedback and Coaching - 69% Teacher Feedback and Coaching - 59% Staff Resources - 40% Teacher Resources - 50% Staff School Leadership - 67% Teacher School Leadership - 61%	Staff Feedback and Coaching - 73% Teacher Feedback and Coaching - 69% Staff Resources - 56% Teacher Resources - 55% Staff School Leadership - 70% Teacher School Leadership - 64%	Staff Feedback and Coaching - 75% (15) Teacher Feedback and Coaching - 60% (29) Staff Resources - 60% (14) Teacher Resources - 70% (16) Staff School Leadership - 65% (19) Teacher School Leadership - 75% (20)	Teacher Feedback and Coaching +38% Staff Resources +20% Teacher Resources +1% Staff School Leadership +34% Teacher School Leadership +9%
4.3						
4.4	Teacher Credentials Data Source: Dataquest	In the 2021-2022 SARC, UPA had a staff of 34.7 teachers, 83.4% were appropriately assigned and fully credentialed and 13.9% had emergency credentials.	In the 2022-23 SARC, UPA had a staff of 38.2 teachers, 89.38% were appropriately assigned and fully credentialed and 9.2% had emergency or intern credentials.	2023-24 85.27% were appropriately assigned and fully credentialed	UPA has 95% of the staff appropriately assigned and fully credentialed. 5% have emergency credentials.	UPA has 85% of the staff appropriately assigned and fully credentialed. Improvement of 2%

Goal Analysis [2025-26]

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

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

Previous Goal 5: All actions were implemented as planned, with the exception of some transparent policies and procedures, which are still being developed by the HR department under Action 5.4.

5.1 Feedback Cycles
Communication has improved, and reciprocal coaching is going well. NTP coaches have been instrumental in supporting this work. A remaining challenge is that administrative practice has not yet shifted toward more frequent coaching sessions, observations, and written feedback. Classified staff would also benefit from coaching opportunities.

5.2 Staff Input
Staff have had many opportunities to provide input. A continued focus should be updating existing board policies with input from teachers and staff.

5.3 Staff Morale
Staff morale appears to be positive, supported by increased bonding opportunities, professional development, and off-campus staff connection activities.

5.4 Transparent Policies and Procedures
This area has improved and continues to be developed by HR. Merit-based pay is now more transparent, which has been helpful for busy teachers.

5.5 Student Engagement
Student engagement efforts have been implemented, but this area remains in need of improvement.

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 5.4 Transparent Policies and Procedures estimated actuals ($511,326) were less than budgeted expenditures ($2,049,678) due to including personnel expenses that were attached to other actions, as well as budgeting for more staff than was needed to implement these actions.

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

Previous Goal 5 Actions have all been effective based on teacher/staff increases in positive survey responses, except 5.5 Student Engagement.
5.1 Feedback Cycles
5.2 Staff Input
5.3 Staff Morale
5.4 Transparent Policies and Procedures

5.5 Student Engagement is not yet demonstrating effectiveness based on decreases in positive responses on the student survey. (See Goal 3 Analysis)

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.

Goal 5 has been removed. The actions to improve staff participation and morale will now be addressed through the Goal 4 actions where teachers, administrators, and staff engage collaboratively in service of student progress, 5.5 Student Engagement activities are now part of Goal 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher Coaching	Teachers will engage in reciprocal coaching practices, where partners set goals, conduct observations, and provide feedback on progress towards goal attainment. UPA will continue to provide professional development in Universal Design for Learning (UDL) strategies. Staff will be trained in the use of clear and positive expectations for learning, developing student persistence and sustained effort, using varied language and images to build context and understanding, incorporating voice and choice into learning, building course-specific executive functioning skills, and providing multiple methods for students to demonstrate their learning. The majority of coaching cycles will focus on improving UDL implementation. New teachers who need to clear their credentials will also receive separate Induction program coaching designed to meet the needs of teachers new to the profession.	$91,905.00	No
4.2	Administrator/TOSA/ Classified Staff Coaching	All administrators, teachers on special assignment (TOSAs), and classified staff will receive professional development to ensure continued growth based on identified needs and interests.	$91,905.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$510,582	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.700%	0.000%	$0.00	5.700%

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	**Action:** Professional Development **Need:** EL and SED students are significantly below the standard average on the ELA CAASPP. **Scope:** LEA-wide	This action provides additional staffing and resources to ensure that teachers are provided professional development to promote literacy development for unduplicated students. This action is designed specifically to address the needs of unduplicated students, but since it will benefit all students, it is being provided on a LEA-wide basis.	Metrics 1.1 CAASPP ELA Scores and 1.2 NWEA Reading and Language Use Scores

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
2.1	**Action:** Mathematics Instructional Program **Need:** In 2023, SED students scored 37.1 points below the standard on the CAASPP, 16% below the school pass rate for all classes, and are not represented in AP courses equivalent to their population within the school. **Scope:** LEA-wide	This action provides additional staffing to coordinate additional mathematics supports for unduplicated students. The action was designed to address the specific needs of unduplicated students, but since it will benefit all students, it is being provided on a LEA-wide basis.	2.1 CAASPP Math 2.2 NWEA MAP Math
3.1	**Action:** School Community **Need:** Unduplicated students need additional structures to support positive behavior and feel included in the school community. **Scope:** LEA-wide	This action provides additional resources to provide a positive school community that promotes student inclusion in school activities. This action is implemented LEA-wide to promote academic access, social-emotional wellness, and inclusive opportunities for all students; however, they are principally directed toward unduplicated pupils, English Learners, socioeconomically disadvantaged students, and students with exceptional needs, who face greater barriers to academic success and school engagement.	3.2 Suspension /Expulsion Rates for SED and EL subgroups
3.2	**Action:** Restorative Practices **Need:** Unduplicated students need additional structures to support positive behavior and feel included in the school community. **Scope:**	This action provides additional staff who provide restorative practices training and support school-wide restorative practices implementation that will decrease exclusionary discipline practices and support students in feeling more connected to the school community. This action is designed to meet the needs of unduplicated students, but since it will benefit all students, it is being provided on a LEA-wide basis.	3.2 Suspension /Expulsion Rates for SED and EL subgroups

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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Learner Support **Need:** English Learners need targeted instruction to address their English language acquisition needs. They also need support during content instruction to ensure they can access the material and progress towards standard mastery. **Scope:** Limited to Unduplicated Student Group(s)	UPA will provide an ILP (individual learner plan) for each EL student which will be developed by our EL coordinator and shared with our teaching staff.	Metrics 1.3 English Learner Progress and 1.4 EL Reclassification rate

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.

Not 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.

Not applicable

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,957,581	$510,582	5.700%	0.000%	5.700%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,439,134.00	$1,739,870.00	$141,423.00	$40,697.00	$9,361,124.00	$6,528,427.00	$2,832,697.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$136,441.00	$110,863.00	$233,396.00	$0.00	$0.00	$13,908.00	$247,304.00	
1	1.2	Curriculum & Instructional Materials	All	No			All Schools	Ongoing	$122,541.00	$402,525.00	$525,066.00	$0.00	$0.00	$0.00	$525,066.00	
1	1.3	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$35,409.00	$0.00	$35,409.00	$0.00	$0.00	$0.00	$35,409.00	
1	1.4	Special Education	Students with Disabilities	No			All Schools	Ongoing	$93,501.00	$50,000.00	$93,501.00	$50,000.00	$0.00	$0.00	$143,501.00	
1	1.5	High Quality Teachers	All	No			All Schools	Ongoing	$4,524,935.00	$0.00	$4,354,245.00	$170,690.00	$0.00	$0.00	$4,524,935.00	0%
1	1.6	College Counseling Services	All	No			All Schools	Ongoing	$458,288.00	$0.00		$431,499.00		$26,789.00	$458,288.00	
2	2.1	Mathematics Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$63,632.00	$0.00	$63,632.00	$0.00	$0.00	$0.00	$63,632.00	
2	2.2	Tier 2 Math Support (LREBG)	All	No			All Schools	Ongoing	$146,476.00	$0.00	$0.00	$146,476.00	$0.00	$0.00	$146,476.00	
2	2.3	Summer Bridge Program	All	No			All Schools	Ongoing	$63,632.00	$0.00	$63,632.00	$0.00	$0.00	$0.00	$63,632.00	
3	3.1	School Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,078.00	$149,699.00	$32,354.00	$0.00	$141,423.00	$0.00	$173,777.00	0%
3	3.2	Restorative Practices	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$303,200.00	$0.00	$303,200.00	$0.00	$0.00	$0.00	$303,200.00	

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
			Low Income			Low Income										
3	**3.3**	Student Health & Safety	All	No			All Schools	Ongoing	$117,602.00	$105,575.00	$223,177.00	$0.00	$0.00	$0.00	$223,177.00	
3	**3.4**	Parent Outreach	All	No			All Schools	Ongoing	$151,089.00	$161,098.00	$312,187.00	$0.00	$0.00	$0.00	$312,187.00	0%
3	**3.5**	Facilities	All	No			All Schools	Ongoing	$103,793.00	$1,852,937.00	$1,015,525.00	$941,205.00			$1,956,730.00	
4	**4.1**	Teacher Coaching	All	No			All Schools		$91,905.00	$0.00	$91,905.00	$0.00	$0.00	$0.00	$91,905.00	
4	**4.2**	Administrator/TOSA/Classified Staff Coaching	All	No			All Schools	Ongoing	$91,905.00	$0.00	$91,905.00		$0.00	$0.00	$91,905.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,957,581	$510,582	5.700%	0.000%	5.700%	$667,991.00	0.000%	7.457 %	**Total:**	$667,991.00
								LEA-wide Total:	$632,582.00
								Limited Total:	$35,409.00
								Schoolwide Total:	$0.00

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**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,396.00	0%
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,409.00	0%
2	**2.1**	Mathematics Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,632.00	0%
3	**3.1**	School Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,354.00	0%
3	**3.2**	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,200.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,378,120.64	$5,394,017.33

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**	Universal Design for Learning	No	$275,168.00	$276,586.3
1	**1.2**	Literacy Skill Development in ELA Courses	Yes	$62,081.00	$48,258.64
1	**1.3**	Literacy across the curriculum	Yes	$91,357.00	$93,530.22
1	**1.4**	Student Support Tier 2	Yes	$181,255.00	$153,086.22
1	**1.5**	High Quality Teachers	No	$4,538,507.00	$2,523,156.34
1	**1.6**	English Language Learner Support	Yes	$150,000.00	$134,218.37
2	**2.1**	Universal Design for Learning	No	$0.00	$0.00
2	**2.2**	Numeracy Skill Development in Mathematics Courses	Yes	$145,047.00	$0.00
2	**2.3**	Numeracy across the curriculum	No	$76,001.00	$0.00
2	**2.4**	Student Support Tier 2 - Shared with Goal 1 and Goal 3	No	$200,779.00	$209,869.98
3	**3.1**	Universal Design For Learning	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Vertical Alignment for AP Access	No	$97,415.00	$46,399.10
3	**3.3**	Counseling Support for AP Access	No	$398,618.00	$312,343.67
3	**3.4**	From PSAT to AP Bootcamp	No Yes	$49,356.21	$27,160.60
4	**4.1**	Student Community	No	$119,304.01	$119,206.08
4	**4.2**	Restorative Justice	No Yes	$150,000.00	$175,110.91
4	**4.3**	Absenteeism	Yes	$100,000.00	$118,309.11
4	**4.4**	Parent Outreach	No	$100,206.31	$125,353.60
5	**5.1**	Feedback Cycles	No	$125,104.00	$136,390.90
5	**5.2**	Staff Input	No	$131,041.26	$118,268.27
5	**5.3**	Staff Morale	No	$148,711.83	$97,424.27
5	**5.4**	Transparent Policies and Procedures	No	$2,049,678.00	$511,325.52
5	**5.5**	Student Engagement	No	$188,491.02	$168,019.23

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$512,241	$654,096.21	$679,674.07	($25,577.86)	24.000%	0.000%	-24.000%

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	1.2	Literacy Skill Development in ELA Courses	Yes	$62,081.00	$48,258.64	0%	0%
1	1.3	Literacy across the curriculum	Yes	$91,357.00	$93,530.22	0%	0%
1	1.4	Student Support Tier 2	Yes	$181,255.00	$153,086.22	0%	0%
1	1.6	English Language Learner Support	Yes	$25,000.00	$134,218.37	0%	0%
2	2.2	Numeracy Skill Development in Mathematics Courses	Yes	$145,047.00	$0.00	0%	0%
3	3.4	From PSAT to AP Bootcamp	Yes	$49,356.21	$27,160.60	0%	0%
4	4.2	Restorative Justice	Yes	$50,000.00	$105,110.91	0%	0%
4	4.3	Absenteeism	Yes	$50,000.00	$118,309.11	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,594,646	$512,241	0	5.960%	$679,674.07	0.000%	7.908%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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