# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory School
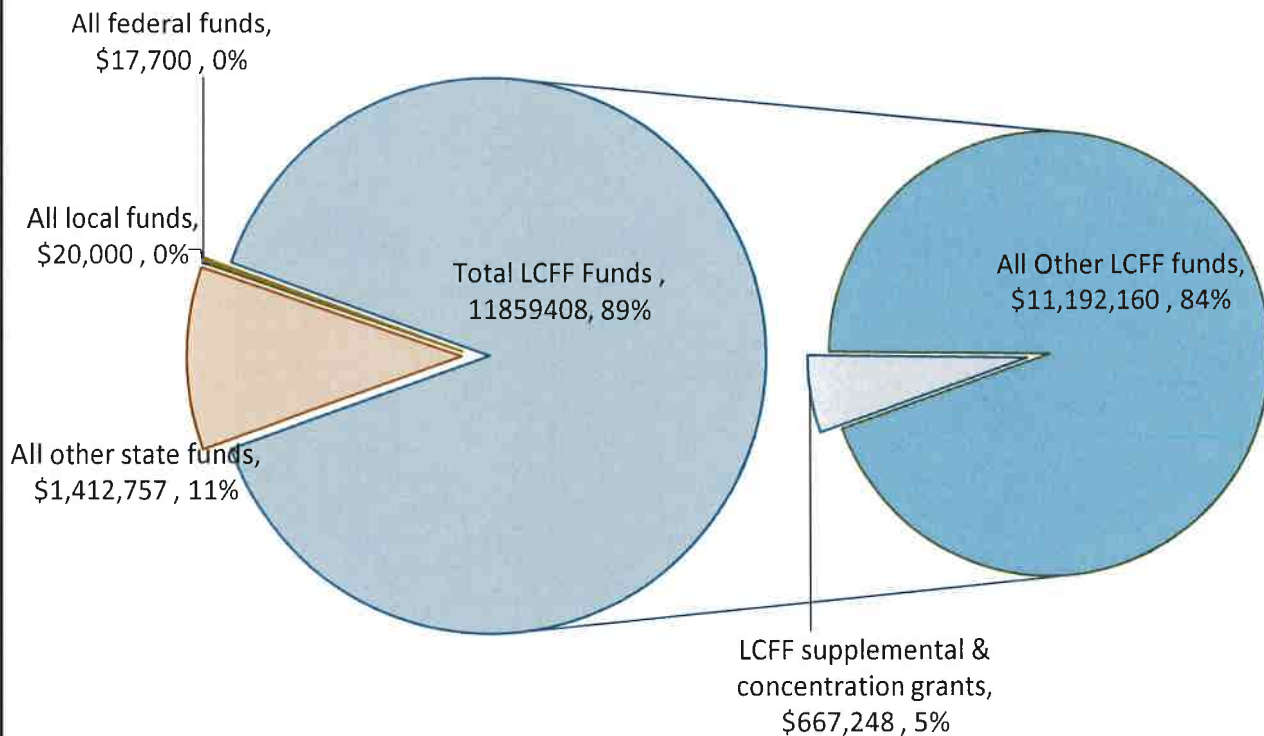
CDS Code: 45-70136-0106013

School Year: 2023-2024

LEA contact information: Rochelle Angley, Superintendent/Principal rangley@suhsd.net (530) 245-2790

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 2023-2024 School Year

### Projected Revenue by Fund Source

All federal funds, $17,700 , 0%

All local funds, $20,000 , 0%

Total LCFF Funds , 11859408, 89%

All other state funds, $1,412,757 , 11%

All Other LCFF funds, $11,192,160 , 84%

LCFF supplemental & concentration grants, $667,248 , 5%
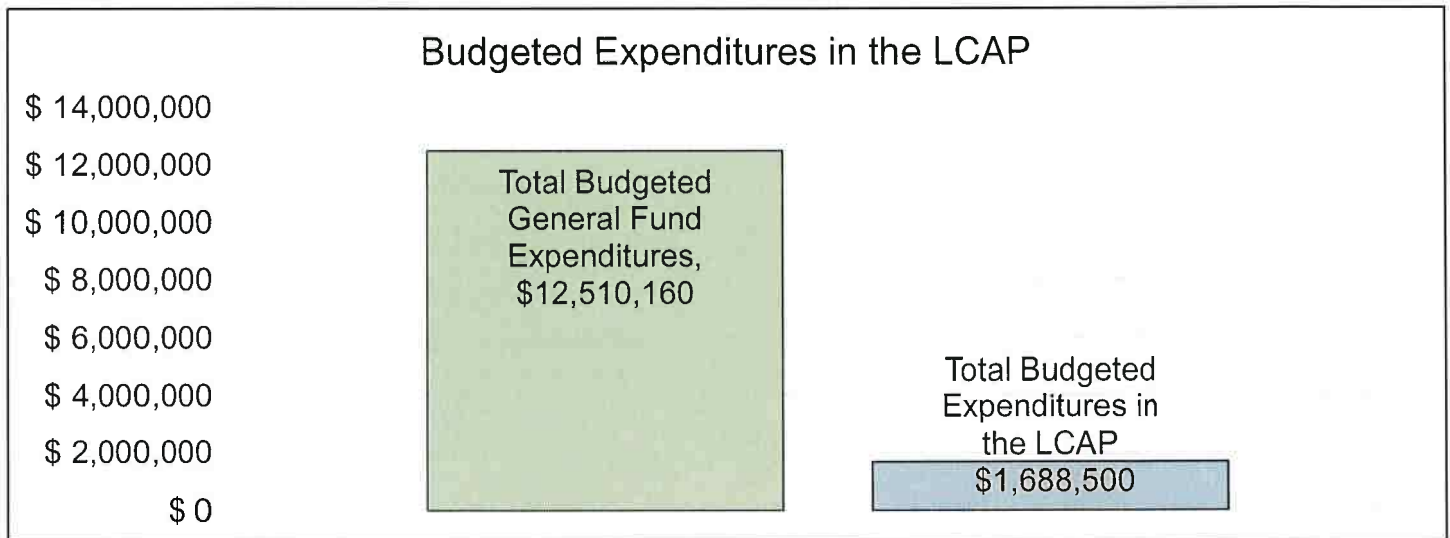
This chart shows the total general purpose revenue University Preparatory School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory School is $13,309,865.00, of which $11,859,408.00 is Local Control Funding Formula (LCFF), $1,412,757.00 is other state funds, $20,000.00 is local funds, and $17,700.00 is federal funds. Of the $11,859,408.00 in LCFF Funds, $667,248.00 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.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| $ 14,000,000 | |
| $ 12,000,000 | Total Budgeted General Fund Expenditures, $12,510,160 |
| $ 10,000,000 | |
| $ 8,000,000 | |
| $ 6,000,000 | |
| $ 4,000,000 | Total Budgeted Expenditures in the LCAP |
| $ 2,000,000 | $1,688,500 |
| $ 0 | |

This chart provides a quick summary of how much University Preparatory School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: University Preparatory School plans to spend $12,510,160.00 for the 2023-2024 school year. Of that amount, $1,688,500.00 is tied to actions/services in the LCAP and $10,821,660.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
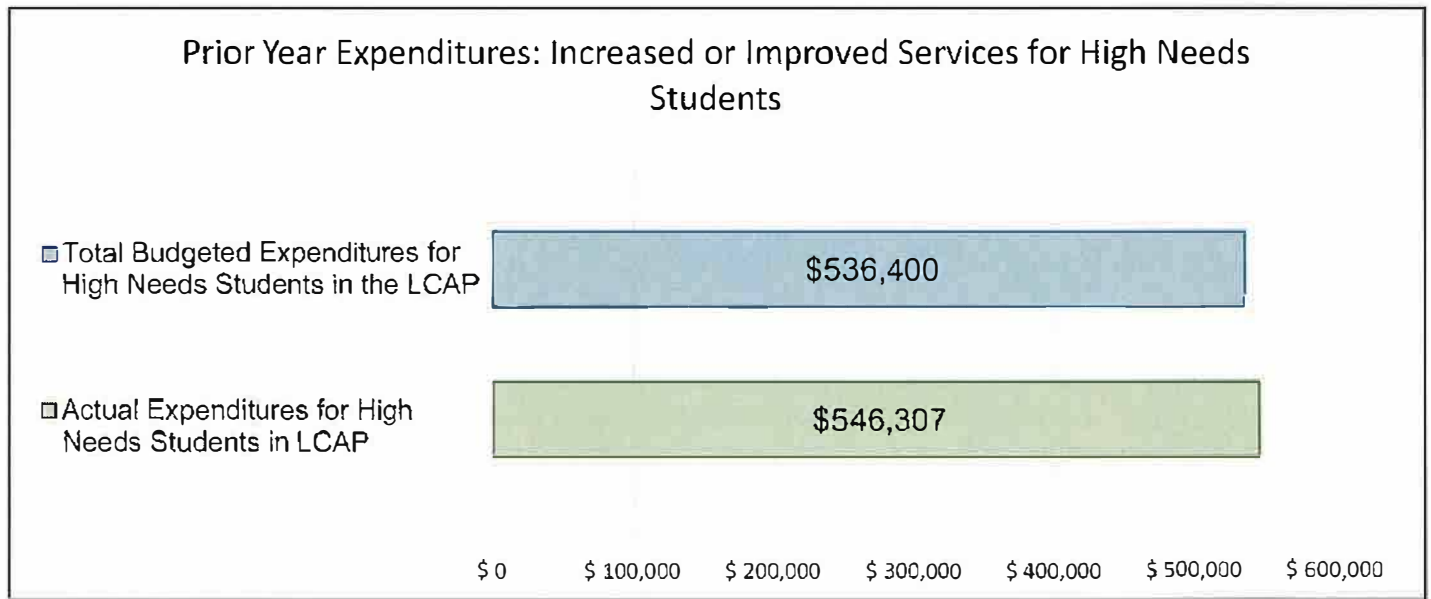
Expenditures not inlcuded in the LCAP include salaries and befenfits including STRS on Behalf within standard course offerings and school operations.  Additionally, The costs associated with the facility lease and oversight by district authroizer.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, University Preparatory School is projecting it will receive $667,248.00 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory School plans to spend $697,500.00 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 2022-2023

Prior Year Expenditures: Increased or Improved Services for High Needs Students

| | |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $536,400 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $546,307 |

$ 0    $ 100,000    $ 200,000    $ 300,000    $ 400,000    $ 500,000    $ 600,000

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

The text description of the above chart is as follows: In 2022-2023, University Preparatory School's LCAP budgeted $536,400.00 for planned actions to increase or improve services for high needs students. University Preparatory School actually spent $546,307.00 for actions to increase or improve services for high needs students in 2022-2023.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| University Preparatory School | Rochelle Angley, Superintendent/Principal | rangley@suhsd.net (530) 245-2790 ext. 16501 |

**Plan Summary [LCAP Year 2023-2024]**

## General Information

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

University Preparatory School is entering our 20th year (2023-2024) as a thriving public charter school. U-Prep is recognized as a high achieving school focused on immersing students in rigorous academics and meaningful extracurricular activities. This endeavor is supported by a collaborative and close-knit community of staff, students, and parents. Practices are based on educational research and professional experience. The U-Prep staff works together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century. A rich and varied extracurricular program provides ample opportunity for students to develop holistically. This vision is supported by offering a seven-period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, visual art, and music.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 2021, U-Prep was acknowledged by the Western Association of Schools and Colleges for earning the highest accreditation possible, a 6-year clear. All 20 areas of examination conducted by the WASC Visiting Team were awarded the highest individual score possible. The embedded continuous improvement model is serving our students and community very well as represented trend data from state achievement tests, College Board AP exams (participation and scores), PSAT data (administered at no-cost to all 8th, 10th, and 11th grade students), SAT/ACT data, enrollment and pass rates on seven dual enrolled courses, and UC/CSU A-G admission rates. The most recent Dashboard Indicators are Very High, High and Medium except the Suspension Indicator.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The current Dashboard Suspension Indicator is Low; a closer analysis of the data indicated that the suspensions occurred as a result of an incident involving multiple students. Documentation of the incident indicated additional supports which resulted in discontinuance of the behavior. The local data analysis was completed regarding overall rates of suspension and expulsion. The data revealed that the rate of U-Prep suspensions has been consistently low. The expulsion rate is zero.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As a function of a school accreditation robust self-study process, stakeholders have actively engaged in a thorough continuous improvement model since 2020. Stakeholder engagement has been ongoing and collaborative with all staff, the school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents (Parent Venture group), students (Challenge Success Executive Board), the U-Prep School Board, WASC Focus Groups (staff, students, parents, Board member), and the WASC Leadership Team. A Schoolwide Action Plan was developed and finalized in December of 2020. This plan correlates the LCAP priorities, broad school goals, WASC Student Learning Outcomes, and the specific action steps moving forward. Overarching broad goals align to the Charter school's mission, the school accreditation self-study process, and robust stakeholder engagement; SMART goals within these broad areas represent specific areas of emphasis. The overarching goals are as follows:

1) To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.
2) To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip them to sustain the effort in the postsecondary setting of their choice.
3) To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.
4) To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors and school staff. To offer high quality, effective social emotional support services for all students.

# 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.

[Identify the eligible schools here]

## 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 support for schools here]

## Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Stakeholder engagement is ongoing and collaborative which includes all staff, our school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents, students, and the U-Prep School Board. An educational partner meeting was held in April (2023) and a Public Hearing in May of 2023. Both parents and students were surveyed in the spring of 2023. In addition, the Superintendent/Principal and School Business/HR Manager met individually with each staff member to discuss program progress and resources needed for the 2023-2024 school year.

A summary of the feedback provided by specific educational partners.

With the feedback provided from staff, our school's Leadership Team (Department Chairs, Grade-level team leaders, administration), parents, students (Challenge Success Executive Board), and the U-Prep School Board our plan will be to:

Increase support in all areas of Literacy and Math.

Expand Academic Saturday School offerings for both junior high and high school students (additional staffing).

Hire an Instructional & Literacy Coach (duties to include coordinating and monitoring Benchmark assessments for ELA teachers & students grades 6-10)

Hire a Director of School Culture to align with our schoolwide action plan.

Provide Professional Development for student and staff wellbeing (Social/Emotional Wellness)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Actions and services under Goals 1 & 4 were updated to reflect feedback provided by our educational partners.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

This goal is developed to ensure ongoing monitoring of student academic progress of all students relative to teaching and learning; through progress monitoring, students are preemptively identified for academic support services; early intervention is triggered and monitored through U-Prep's Multi-tiered System of Support (MTSS).

# Goals and Actions

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

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# Measuring and Reporting Results

| Benchmark Assessment Data<br><br>PSAT for 8, 10, 11 | 75% Academic Departments utilize aligned benchmark assessments when progress monitoring all students<br><br>70% of all students will meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11 | The PSAT was administered to grades 10 and 11 in October of 2021. The grade 8 test was administered in March or 2022.<br><br>81% of 8th grade students met or exceeded benchmarks in ERW and 63% in math.<br><br>88% of 10th grade students met or exceeded benchmarks in ERW and 65% in math.<br><br>81% of 11th grade students met or exceeded benchmarks in ERW and 58% in math. | 100% of our ELA and Math teachers grades 6-8 utilized benchmark assessments while progress monitoring all students.<br><br>The PSAT was administered to grades 10 and 11 in October of 2022. The grade 8 test was administered in March or 2023.<br><br>87% of 8th grade students met or exceeded benchmarks in ERW and 84% in math.<br><br>78% of 10th grade students met or exceeded benchmarks in ERW and 64% in math.<br><br>85% of 11th grade students met or exceeded benchmarks in ERW and 51% in math. | [Insert outcome here] | 100% Academic Departments utilize aligned benchmark assessments when progress monitoring students<br><br>80% of students will demonstrate meet or exceed PSAT benchmarks in ELA and Math in grades 8, 10, 11 |
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| Academic Grade Reports, state test, ELPAC, PSAT | 70% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress towards being career and college ready (A-G) | 86% of EL, low-income, foster youth, and homeless seniors met A-G requirements. | 75% of EL, low-income, foster youth, and homeless seniors met A-G requirements. | [Insert outcome here] | 80% of EL, low-income, foster youth, homeless, and underachieving students will show positive academic progress |
|---|---|---|---|---|---|

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Benchmark Assessments | Revaluate alignment of current assessments with core standards and update accordingly. Aligned, updated, and user-friendly assessments will improve instructional services and learning. | $ 0.00 | Y |
| 2 | Leadership Team Collaboration | Host a summer leadership team meeting to identify action steps and plans for the upcoming school year to include; data analysis, collaboration calendar, and staff development. Through providing a collaborative continuous improvement model involving key stakeholders, curriculum, instruction, assessment, and academic &social-emotional supports will continue to improve services for students. | $ 20,000.00 | Y |
| 3 | Professional Development | Professional Development focused on the analysis of performance data and academic supports for all students. A thorough data analysis will inform focus areas for professional development which improves services for student learning. | $ 15,000.00 | Y |
| 4 | Student Support Services (EL) | Provide resources and training for staff on ELPAC administration, interpretation, and program administration. Due to the increasing number of EL students, program services requires a formalized approach to ensure EL students are receiving appropriate support. | $ 1500.00 | Y |

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# Comprehensive Support and Improvement

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## Actions

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| 3 | Professional Development | Professional Development focused on the analysis of performance data and academic supports for all students. A thorough data analysis will inform focus areas for professional development which improves services for student learning. | $ 15,000.00 | Y |
| 4 | Student Support Services (EL) | Provide resources and training for staff on ELPAC administration, interpretation, and program administration. Due to the increasing number of EL students, program services requires a formalized approach to ensure EL students are receiving appropriate support. | $ 1500.00 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Literacy/Academic Skills (BRIDGE) and Math Lab | Allocate sections in the Master Schedule to address literacy/academic skills and math intervention needs.  Services may increase depending upon assessment data; program services continually improve based on student outcomes from services provided (guided by MTSS). | $ 85,000.00 | Y |
| 6 | Study Hall | Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students. Survey data indicates that students desire independent time during the day to engage in schoolwork; the school-wide action plan will address improved services regarding how time may be utilized during these course sections. | $180,000.00 | Y |
| 7 | Homeless Student Resources | Provide resources for homeless students including instructional, supplies, fuel cards, etc. By designating key personnel, coordination of services will be consistent and monitored more closely. | $ 1,500.00 | Y |
| 8 | Academic Saturday School | Offer Academic Saturday School to middle school students to address learning loss.  By providing additional instructional time for students, services are increased based on individual student needs. | $  1,500.00 | Y |
| 9 | PSAT for 8th, 10th, and 11th Grade Students | Purchase and administer the PSAT for all students in grades 8, 10, and 11. | $  6,000.00 | N |
| 10 | National Latin Exams | Purchase and administer the National Latin Exams at the following levels; Intro to Latin, Latin I, Latin II, Latin III Prose, and Latin III Poetry | $  1,500.00 | N |
| 11 | Math and Literacy Remediation | Increased supports in both Math and Literacy to address remediation needs. | $ 60,000.00 | Y |
| 12 | Increase Math Lab Offerings | Increase in Math Lab offerings in the Master Schedule | $ 25,000.00 | Y |
| 13 | Student Study Skills and Organization | Provided Academic Planners for all 6th and 7th Grade Students | $  4,000.00 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | Literacy/Academic Skills (BRIDGE) and Math Lab | Allocate sections in the Master Schedule to address literacy/academic skills and math intervention needs. Services may increase depending upon assessment data; program services continually improve based on student outcomes from services provided (guided by MTSS). | $ 85,000.00 | Y |
| 6 | Study Hall | Provide academic support services for all students through the offering of Study Halls in the Master Schedule for both middle and high school students. Survey data indicates that students desire independent time during the day to engage in schoolwork; the school-wide action plan will address improved services regarding how time may be utilized during these course sections. | $180,000.00 | Y |
| 7 | Homeless Student Resources | Provide resources for homeless students including instructional, supplies, fuel cards, etc. By designating key personnel, coordination of services will be consistent and monitored more closely. | $ 1,500.00 | Y |
| 8 | Academic Saturday School | Offer Academic Saturday School to middle school students to address learning loss. By providing additional instructional time for students, services are increased based on individual student needs. | $ 1,500.00 | Y |
| 9 | PSAT for 8th, 10th, and 11th Grade Students | Purchase and administer the PSAT for all students in grades 8, 10, and 11. | $ 6,000.00 | N |
| 10 | National Latin Exams | Purchase and administer the National Latin Exams at the following levels; Intro to Latin, Latin I, Latin II, Latin III Prose, and Latin III Poetry | $ 1,500.00 | N |
| 11 | Math and Literacy Remediation | Increased supports in both Math and Literacy to address remediation needs. | $ 60,000.00 | Y |
| 12 | Increase Math Lab Offerings | Increase in Math Lab offerings in the Master Schedule | $ 25,000.00 | Y |
| 13 | Student Study Skills and Organization | Provided Academic Planners for all 6th and 7th Grade Students | $ 4,000.00 | Y |

# Goal Analysis for 2022-2023

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

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

Our Instructional & Literacy Coach worked on implementation of Benchmark assessments with grades 6-8 in ELA and Math. The free CAASPP Interim Assessments were used in both ELA and Math. Academic planners were provided to all students in grades 6 and 7 to help assist with organization and study skills.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

Teachers continue to progress monitor all students. Utilizing interim and summative performance data throughout the year, students were preemptively identified in a timely manner for additional academic support services. For the 2023-2024 school year, at the end of the first quarter, we will utilize this plan to move sixth-grade students (as needed) into the Bridge program as one early intervention strategy. In addition, we will begin to use our Instruction & Literacy Coach for small group instruction focuses on ELA for grades 6-9. Teachers will also use collaboration time to strategize the implementation of benchmark assessments that will be added to our yearly assessment calendar.

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

Through engagement with Educational Partners both at the local and community level, two actions/services will be added to the 2023-2024 LCAP. The first is to implement a Bridge 6 section into the master schedule. Secondly, supports to increase high school math lab sections. These supports will be available through various means including increased staffing. An administrator and certificated teacher will continue to be assigned to address academic performance, standards, and benchmark assessments through data analysis and professional development.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| Goal #2 | To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip to sustain the effort in the postsecondary setting of their choice. |

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicates that U-Prep students will Demonstrate Leadership, Apply a Growth Mindset, and Contribute to Their Community. Through addressing student social-emotional needs (e.g. mindset, goal attainment) and opportunities for leadership, student engagement and success will continue to be positive and productive. Ongoing training for staff is essential to support students in this endeavor.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Survey | 70% of students report knowledge and application of a growth mindset when responding to challenging work | 76% of students report knowledge and application of a growth mindset when responding to challenging work | 98.6% of students report knowledge and application of a growth mindset when responding to challenging work | [Insert outcome here] | 80% of students report knowledge and application of a growth mindset when responding to challenging work |
| Parent Survey | 70% of parent participants report increased engagement and support as a result of programs | 70% of parent participants report increased engagement and support as a result of programs | 77% of parent participants report increased engagement and support as a result of programs | [Insert outcome here] | 80% of parent participants report increased engagement and support as a result of programs |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Survey | 70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness | 70% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness | 74% of students engage with CCGI, a career-related activity, and/or other event to increase career and college readiness | [Insert outcome here] | 80% of students engage with Naviance, a career-related activity, and/or other event to increase career and college readiness |
| UC a-g Data | 75% of graduates meet UC a-g admissions requirements | 88% of students from the Class of 2022 met A-G admissions requirements. | 86% of students from the Class of 2023 met A-G admissions requirements. | | 80% of graduates meet UC a-g admissions requirements |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Challenge Success Action Plan | Student activities, resources, workshops, and trainings related to the Challenge Success program. | $ 5,000.00 | N |
| 2 | Professional Development | Professional Development focused in the areas of Challenge Success and Growth Mindset. | $ 15,000.00 | N |
| 3 | College and Career Activity/Event | Select and contribute funding to a real world experience to enhance career/college readiness at U-Prep | $ 5,000.00 | N |
| 4 | Parent Engagement | Provide opportunities for parent engagement and seek input through Parent Venture and surveys. Provide a "Transition Into High School" parent program focused on homebased support for student success in high school; this is a new effort written in to the schoolwide action plan. The goal is to provide parents and their students with frontloaded support as they navigate into an all AP/Honors high school program. Parent Venture is growing; there is an increase in the number of parents involved in this program. | $ 1,000.00 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | College and Career Exploration | Utilize Naviance or other similar software tool for self-awareness inventories, career exploration, interest profiling, academic planning, college prep & admissions.<br><br>Support school-sponsored college campus visits through the semi-annual (interest based) College Trip field trips | $10,000.00 | N |

# Goal Analysis for 2022-2023

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

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

College and Career Exploration as well as College Visits and full implementation of the Challenge Success program continue to be a priority. For the 2023-2024 school year, the counseling department will continue to focus on the implementation of CCGI school wide. College and career exploration including college visits, career fairs, STEM days, and other local activities will be attended by U-Prep students.

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

U-Prep continues to pursue professional development. Staff members attended the Learning and Brain Conference in San Francisco as well as the Student Mental Wellness Conference in San Diego put on by CDE. We will continue to send staff to growth mindset focused (Challenge Success) professional development and learning opportunities. In addition, we will focus on the academic, social and emotional wellness of all students.

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

We have transitioned from Naviance to California College Guidance Initiative (CCGI) for our college and career exploration program.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

The school's Student Learning Outcomes indicate that U-Prep students will: Engage in Critical Thinking. This is an essential element of providing an authentically rigorous academic program within a college-going learning environment and in concert with adolescent-appropriate developmental experiences. Critical thinking is fostered through instruction, curriculum, and extra/co-curricular programs.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| # Dual Enrolled Courses | 6 DE courses at 100% pass rate | 7 DE courses were offered to students. The pass rate was 96% | 7 DE courses were offered to students. The pass rate was 99% | [Insert outcome here] | 7 DE courses at 100% pass rate |
| AP scores | 51% Participation rate among grades 9-12 students; 69% Pass Rate | In 2021 U-Prep had a participation rate of 44% and a pass rate of 61%. Spring 2022 data will be available in the late Summer of 2022. | U-Prep had a participation rate of 42% and a pass rate of 65%. | [Insert outcome here] | 65% Participation rate among grades 9-12; Pass Rate 73% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| State Test Scores (ELA, math, science) | Varies at each grade level and content area | Students met or exceeded benchmarks in both ELA and Math based on 2020-2021 test scores as follows; | Students met or exceeded benchmarks in both ELA and Math based on 2021-2022 test scores as follows; | [Insert outcome here] | 5% increase from baseline score |

Year 1 Outcome detail:

| | ELA | Math | CAST |
|---|---|---|---|
| 6th | 71.22% | 59.57% | N/A |
| 7th | 65.07% | 63.64% | N/A |
| 8th | 62.14% | 54.04% | 51.49% |
| 11th | 80.61% | 69.30% | N/A |
| 12th | N/A | N/A | 63.73% |

Year 2 Outcome detail:

| | ELA | Math | CAST |
|---|---|---|---|
| 6th | 68% | 59% | N/A |
| 7th | 80% | 72% | N/A |
| 8th | 52% | 43% | 53% |
| 11th | 74% | 58% | N/A |
| 12th | N/A | N/A | 61% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Professional Development | Professional Development focused on academic content area, technology, teaching, and learning. To ensure current research-based best practices are utilized, this service is considered as ongoing improvement. | $ 15,000.00 | N |
| 2 | AP Program | Provide resources for students to prepare for the AP Test through test prep materials, software, and the AP Retreat. | $ 20,000.00 | N |
| 3 | Pre-AP Program | Provide resources including textbooks and supplemental materials for the Pre-AP (Biology) program. | $ 5,000.00 | N |
| 4 | Dual Enrollment | Continue to expand partnership with Shasta College to provide duel enrollment offerings.  Support the dual enrollment program through materials, section allocation, and stipends. | $250,000.00 | N |
| 5 | Summer School for Advance Math | Provide a summer school program that offers an advanced math course | $ 3,500.00 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6 | Technology | Enhance learning opportunities through new and replacement technology. | $275,000.00 | N |
| 7 | Instructional Resources | Provide all students with sufficient instructional materials including textbooks, support materials, lab materials, equipment, instruments, software, and other program specific needs. Includes only those items not included in other Actions/Services. | $200,000.00 | N |
| 8 | Summer School | Remedial Math Summer School in Summer of 2023 | $ 3,000.00 | Y |

# Goal Analysis for 2022-2023

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

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

An additional Guitar course was added to the master schedule for Junior High. U-Prep will offer remedial math in the summer of 2023.

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.

Due to the increase in LCFF funding, technology investments were made for students and classrooms.

An explanation of how effective the specific actions were in making progress toward the goal.

As evidenced in the Course Guide, students are engaged in an authentically rigorous academic program within a college-going learning environment and in concert with adolescent-appropriate developmental experiences. Critical thinking is fostered through instruction, curriculum, and extra/co-curricular programs provided by U-Prep staff.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

A positive school climate and culture as reflected in healthy relational supports offered within a close-knit community significantly contribute to sense of safety and student success, personally and academically. Through the school's continuous improvement processes and stakeholder engagement, key resources and supports were identified as essential to this goal.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Climate Survey | 84% 8th grade students and 71% of 11th grade students report feeling safe in all areas of campus; 89% of all students report feeling welcome at their school; 73% 8th grade | The Student Climate Survey indicates that overall, 93% of students feel safe on campus and 91% of students feel welcomed at school. School Safety data indicates that 94.6% | The Student Climate Survey indicates that overall, 94% of students feel safe on campus and 91% of students feel welcomed at school. School Safety data indicates that 97.2% | [Insert outcome here] | 85% 8th grade students and 80% of 11th grade students report feeling safe in all areas of campus; 92% students report feeling welcome at their school; 78% of 8th grade students |

|  |  |  |  |  |  |
|---|---|---|---|---|---|
|  | students cite ASAP/Tutorial as most helpful to their academic success; 11th grade students cite the Resource Center and individual time with teacher as most helpful to their academic success (top two resources) | of 8th grade students and 89.9% of 11th grade students report feeling safe on campus. Over 90% of Junior High students continue to report Advisory and Tutorial time as their most helpful resource for academic success followed by office hours. 100% of High school students report that extra time spent with teachers, access to the resource center, and Study Hall opportunities are the resources that contribute most to their academic success. | of 8th grade students and 96.7% of 11th grade students report feeling safe on campus. Over 81% of Junior High students report Office Hour time as their most helpful resource for academic success followed by office hours. 100% of High school students report that extra time spent with teachers, access to the resource center, and Study Hall opportunities are the resources that contribute most to their academic success. |  | cite ASAP/Tutorial as most helpful to their academic success; Maintain the Resource Center and individual time with teacher as a primary support for academic success in the high school. |
| Staff Survey | 92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed. | 92% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed. | 94% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed. | [Insert outcome here] | 95% of staff report that ALICE school safety training has increased their confidence and ability to take action as needed. |
| Parent Survey | 94% of parents indicate they feel well | 97% of parents indicate they feel well | 97% of parents indicate they feel well |  | 97% of parents report positively regarding |

| | informed regarding school activities/events | informed regarding school activities/events | informed regarding school activities/events | | home-school communications |
|---|---|---|---|---|---|
| Big Sister/Brother Program | 0 students are involved in Big Brother/Sister program | There was little Student interest in the Big Brother/Sister program in 2021-2022. The Big Brother/Sister program will be re-introduced in the Fall of 2022. | Student interest is focused on our LINK and WEB programs which will implement strategies of the Big Brother/Sister program. At this time there is no student interest for the Big Brother/Sister program. | [Insert outcome here] | 80% of students engaged with Big Brother/Sister report that it contributed to a positive school experience. |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Advisory Program | Junior High Advisory lessons/curriculum related to academic, social emotional, and college/career. Compensation for assigned teachers. | $ 35,000.00 | Y |
| 2 | School Counselor | Maintain additional counselor position added in 2015-2016 to address the social emotional well-being of all students and to provide support for those students who are struggling to achieve academic success and/or who are struggling with social-emotional challenges. This counselor is also designated to coordinate services for homeless, foster youth, low-income, EL, special education and 504 students. | $140,000.00 | Y |
| 3 | Resource Center | Provide a safe facility and personnel for students to access before school, during school, and after school for the purpose of instructional help through peer tutoring, and technology access. | $ 80,000.00 | Y |
| 4 | School Safety Supervisor | Provide a full-time Student Safety Supervisor to assist campus security and implement the School Safety Plan. | $ 75,000.00 | N |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | School-wide Safety Program | Training and Support through ALICE program | $ 3,000.00 | N |
| 6 | Transportation | Provide after-school transportation to the YMCA for students enrolled in the YMCA after-school care program. | $ 5,000.00 | Y |
| 7 | School Communications | Maintain student and home-to-school communication methods through automated caller system, school app, and signage | $ 5,000.00 | N |
| 8 | Marketing | Promote school culture and history with students and community | $ 2,000.00 | N |
| 9 | Director of School Culture | .5 FTE School Culture Director | $ 70,000.00 | N |
| 10 | Professional Development | Teams attended the School Culture Summit and California Association of Directors of Activities Conference. | $ 20,000.00 | N |
| 11 | LMFT Counseling | Licensed Marriage and Family Therapist | $ 50,000.00 | N |

# Goal Analysis for 2022-2023

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

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

Given increase in LCFF funding, we were able to invest in areas of culture and school safety.

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.

Investments were made in school safety: cameras, lock-bloks, vape sensors, staff identification, school signage, and a LMFT to provide services to our students. Staff attended the School Culture Summit and California Association of Directors of Activities conferences.

An explanation of how effective the specific actions were in making progress toward the goal.

U-Prep's positive school climate and culture continue to place priority on school safety and student success both personally and academically through a variety of resources and supports. Our junior high advisory program continues to develop grade-level appropriate lessons based on the academic, social, and emotional needs of all students. Our counseling department looks to grow resources and services in the areas of social/emotional wellness (i.e. Challenge Success and Growth Mindset). School safety is our top priority and we continue to utilize ALICE trainings for both staff and students throughout the school year.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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.


## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $407,308 | $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 |
|---|---|---|---|
| 6.05% | 0% | $0 | 6.05% |

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

# Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Actions taken support a continuous improvement model that allows for progress monitoring of foster youth, English learners, low-income and underachieving students; the school's leadership team plays a key role in evaluating progress towards achievement of the school's mission, which includes supports for foster youth, English learners, low-income, and underachieving students. Through additional counseling services, students receive frequent progress monitoring as articulated in the school's MTSS model. Additional prioritized support services include the BRIDGE program, Academic Saturday School (extended learning time with instructional support), and Study Hall classes which embed additional study/prep time within the school day.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Improvement of services for foster youth, English learners, and low-income students includes allocating a designated coordinator in addition to a counselor to ensure program services are meeting individual students. Academic achievement of students is reviewed annually by the leadership team and school staff; student performance is contrasted with local and statewide results. Other measures used to review services for improvement include CELDT scores, academic grades, attendance, student surveys/interviews, AP scores, dual enrollment pass rates, PSAT scores, and state test scores.

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.

University Preparatory School does not receive Concentration Grant dollars and is therefore not required to respond to the prompt.

| 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 | [Provide ratio here] | [Provide ratio here] |
| Staff-to-student ratio of certificated staff providing direct services to students | [Provide ratio here] | [Provide ratio here] |

# 2022-2023 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| Totals: | $ 1,564,900.00 | $ 1,777,373.71 |

| 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 | Benchmark Assessments | Yes | $ 5,000 | $ - |
| 1 | 2 | Leadership Team Collaboration | Yes | $ 20,000 | $ 14,226 |
| 1 | 3 | Professional Development | Yes | $ 15,000 | $ 4,430 |
| 1 | 4 | Student Support Services (EL) | Yes | $ 1,500 | $ - |
| 1 | 5 | Literacy/Academic Skills (Bridge) and Math Lab | Yes | $ 85,000 | $ 80,708 |
| 1 | 6 | Study Hall | Yes | $ 180,000 | $ 176,149 |
| 1 | 7 | Homeless Student Resources | Yes | $ 1,500 | $ 325 |
| 1 | 8 | Academic Saturday School | Yes | $ 1,500 | $ 2,679 |
| 1 | 9 | PSAT for 8th, 10th, and 11th Grade Students | No | $ 6,000 | $ 3,988 |
| 1 | 10 | National Latin Exams | No | $ 1,500 | $ 1,135 |
| 1 | 11 | Increase Supports for both Math and Literacy to address remediation needs | No | $ 60,000 | $ 53,826 |
| 1 | 12 | Provided Academic Planners for all 6th and 7th Grade Students | | $ - | $ 3,825 |
| 2 | 1 | Challenge Success Action Plan | No | $ 7,500 | $ - |
| 2 | 2 | Professional Development | No | $ 15,000 | $ 9,502 |
| 2 | 3 | College and Career Activity/Event | No | $ 5,000 | $ 158 |
| 2 | 4 | Parent Engagement | Yes | $ 1,000 | $ - |
| 2 | 5 | College and Career Exploration | No | $ 10,000 | $ - |
| 3 | 1 | Professional Development | No | $ 15,000 | $ 35,980 |
| 3 | 2 | AP Program | No | $ 20,000 | $ 2,977 |
| 3 | 3 | Pre-AP Program | No | $ 5,000 | $ 3,979 |
| 3 | 4 | Dual Enrollment | No | $ 250,000 | $ 250,070 |
| 3 | 5 | Summer School for Advance Math | No | $ 3,500 | $ - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 6 | Technology | No | $ | 275,000 | $ | 404,243 |
| 3 | 7 | Instructional Resources | No | $ | 200,000 | $ | 255,219 |
| 3 | 8 | Added additional Gitar Course for Middle School | | $ | - | $ | 4,101 |
| 3 | 9 | Offer Remedial Math Summer School in Summer 2023 | | $ | - | $ | 2,700 |
| 4 | 1 | Advisory Program | Yes | $ | 35,000 | $ | 22,243 |
| 4 | 2 | Big Brother/Big Sister Program | No | $ | 3,000 | $ | - |
| 4 | 3 | School Counselor | Yes | $ | 130,000 | $ | 137,094 |
| 4 | 4 | Resource Center | Yes | $ | 71,000 | $ | 76,400 |
| 4 | 5 | School Safety Supervisor | No | $ | 60,000 | $ | 69,892 |
| 4 | 6 | School-wide Safety Program Including Cameras | No | $ | 10,000 | $ | 1,498 |
| 4 | 7 | Transportation | Yes | $ | 4,900 | $ | 4,900 |
| 4 | 8 | School Communications | No | $ | 3,500 | $ | 12,165 |
| 4 | 9 | Marketing | No | $ | 3,500 | $ | 1,900 |
| 4 | 11 | Director of School Culture | No | $ | 60,000 | $ | 67,745 |
| 4 | 12 | School Culture Summit and CADA | No | $ | - | $ | 19,015 |
| 4 | 13 | Student ID Card System | No | $ | - | $ | 4,457 |
| 4 | 14 | New and Replacement Security Cameras | No | $ | - | $ | 15,966 |
| 4 | 15 | Vape Sensors and Installation | No | $ | - | $ | 23,105 |
| 4 | 16 | Staff Identification | No | $ | - | $ | 1,290 |
| 4 | 17 | Safety Supplies (Parking and Classroom) | No | $ | - | $ | 485 |
| 4 | 18 | Lock-Bloks | No | $ | - | $ | 952 |
| 4 | 19 | Licensed Marriage and Family Therapist | No | $ | - | $ | 6,773 |
| 4 | 20 | Wellness Room | No | $ | - | $ | 1,275 |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |
| | | | | $ | - | $ | - |

# 2023-2024 Total Planned Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 1,673,500 | $ - | $ - | $ 15,000 | 1,688,500 $ | 1,086,500 $ | 602,000 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Benchmark Assessments | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 1 | 2 | Leadership Team Collaboration | All | $ 20,000 | $ - | $ - | $ - | $ 20,000 |
| 1 | 3 | Professional Development | All | $ - | $ - | $ - | $ 15,000 | $ 15,000 |
| 1 | 4 | Student Support Services (EL) | All | $ 1,500 | $ - | $ - | $ - | $ 1,500 |
| 1 | 5 | Literacy/Academic Skills (Bridge) and Math Lab | All | $ 85,000 | $ - | $ - | $ - | $ 85,000 |
| 1 | 6 | Study Hall | All | $ 180,000 | $ - | $ - | $ - | $ 180,000 |
| 1 | 7 | Homeless Student Resources | Homeless | $ 1,500 | $ - | $ - | $ - | $ 1,500 |
| 1 | 8 | Academic Saturday School | All | $ 1,500 | $ - | $ - | $ - | $ 1,500 |
| 1 | 9 | PSAT for 8th, 10th, and 11th Grade Students | All | $ 6,000 | $ - | $ - | $ - | $ 6,000 |
| 1 | 10 | National Latin Exams | All | $ 1,500 | $ - | $ - | $ - | $ 1,500 |
| 2 | 1 | Challenge Success Action Plan | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 2 | 2 | Professional Development | All | $ 15,000 | $ - | $ - | $ - | $ 15,000 |
| 2 | 3 | College and Career Activity/Event | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 2 | 4 | Parent Engagement | All | $ 1,000 | $ - | $ - | $ - | $ 1,000 |
| 2 | 5 | College and Career Exploration | All | $ 10,000 | $ - | $ - | $ - | $ 10,000 |
| 3 | 1 | Professional Development | All | $ 15,000 | $ - | $ - | $ - | $ 15,000 |
| 3 | 2 | AP Program | All | $ 20,000 | $ - | $ - | $ - | $ 20,000 |
| 3 | 3 | Pre-AP Program | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 3 | 4 | Dual Enrollment | All | $ 250,000 | $ - | $ - | $ - | $ 250,000 |
| 3 | 5 | Summer School for Advance Math | All | $ 3,500 | $ - | $ - | $ - | $ 3,500 |
| 3 | 6 | Technology | All | $ 275,000 | $ - | $ - | $ - | $ 275,000 |
| 3 | 7 | Instructional Resources | All | $ 200,000 | $ - | $ - | $ - | $ 200,000 |
| 4 | 1 | Advisory Program | All | $ 35,000 | $ - | $ - | $ - | $ 35,000 |
|  |  |  |  | $ - | $ - | $ - | $ - | $ - |
| 4 | 2 | School Counselor | All | $ 140,000 | $ - | $ - | $ - | $ 140,000 |
| 4 | 3 | Resource Center | All | $ 80,000 | $ - | $ - | $ - | $ 80,000 |

| 4 | 4 | School Safety Supervisor | All | $ 75,000 | $ - | $ - | $ - | $ 75,000 |
|---|---|---|---|---|---|---|---|---|
| 4 | 5 | School-wide Safety Program Including Cameras | All | $ 3,000 | $ - | $ - | $ - | $ 3,000 |
| 4 | 6 | Transportation | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 4 | 7 | School Communications | All | $ 5,000 | $ - | $ - | $ - | $ 5,000 |
| 4 | 8 | Marketing | All | $ 2,000 | $ - | $ - | $ - | $ 2,000 |
| 1 | 11 | Increase Supports for both Math and Literacy to address remediation needs | All | $ 60,000 | - | $ - | $ - | $ 60,000 |
| 4 | 9 | Director of School Culture | All | $ 60,000 | $ - | $ - | $ - | $ 60,000 |

## 2023-2024 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 11,028,857 | $ 667,248 | 6.05% | 0.00% | 6.05% | $ 697,500 | 0.00% | 6.32% | Total: | $ 697,500 |
| | | | | | | | | LEA-wide Total: | $ 696,000 |
| | | | | | | | | Limited Total: | $ 1,500 |
| | | | | | | | | Schoolwide Total: | $ - |

| 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 | Benchmark Assessments | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 5,000 | 0.00% |
| 1 | 2 | Leadership Team Collaboration | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 20,000 | 0.00% |
| 1 | 3 | Professional Development | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ - | 0.00% |
| 1 | 4 | Student Support Services (EL) | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 1,500 | 0.00% |
| 1 | 5 | Literacy/Academic Skills (Bridge) and Math | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 85,000 | 0.00% |
| 1 | 6 | Study Hall | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 180,000 | 0.00% |
| 1 | 7 | Homeless Student Resources | Yes | Limited | Homeless | All | $ 1,500 | 0.00% |
| 1 | 8 | Academic Saturday School | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 1,500 | 0.00% |
| 2 | 4 | Parent Engagement | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | High | $ 1,000 | 0.00% |
| 4 | 1 | Advisory Program | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 35,000 | 0.00% |
| 4 | 2 | School Counselor | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 140,000 | 0.00% |
| 4 | 3 | Resource Center | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 80,000 | 0.00% |
| 4 | 6 | Transportation | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 5,000 | 0.00% |
| 1 | 11 | Increase Supports for both Math and Literacy | Yes | LEA-wide | Low-income, English Learners, Foster Youth, Homeless | All | $ 60,000 | 0.00% |

## Instructions

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

## 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 (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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

# Requirements and Instructions

*General Information* – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

*Reflections: Successes* – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

*Reflections: Identified Need* – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

*LCAP Highlights* – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

**Prompt 2:** "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## Focus Goal(s)

**Goal 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.

**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.

## Broad Goal

**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.

**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*

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

## *Required Goals*

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

## *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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

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 self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

## *Goal Analysis:*

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

**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 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.

# Requirements and Instructions

*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 low income, foster youth, and English learner students.

*Projected Additional LCFF Concentration Grant (15 percent):* 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 LEAs 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:*

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

*Unduplicated Percentage > 55 percent:* For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

*Unduplicated Percentage < 55 percent:* For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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.

- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

## Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## *Contributing Actions Annual Update Table*

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o 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 + Carryover %)

  - o 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)

  - o 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)

  - o 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)

  - o 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).

California Department of Education
January 2022