

# 2024-25 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	University High School
<b>CDS Code:</b>	10-62166-0114553
<b>LEA Contact Information:</b>	Name: Jeffie Esparza Hickman Position: Principal Email: jhickman@csufresno.edu Phone: 559-278-8263
<b>Coming School Year:</b>	2024-25
<b>Current School Year:</b>	2023-24

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount
Total LCFF Funds	\$6,206,406
LCFF Supplemental & Concentration Grants	\$244,326
All Other State Funds	\$310,507
All Local Funds	\$546,107
All federal funds	\$39,603
Total Projected Revenue	\$7,102,623

Total Budgeted Expenditures for the 2024-25 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,242,844
Total Budgeted Expenditures in the LCAP	\$6,242,844
Total Budgeted Expenditures for High Needs Students in the LCAP	\$279,486
Expenditures not in the LCAP	\$0

Expenditures for High Needs Students in the 2023-24 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$237,517
Actual Expenditures for High Needs Students in LCAP	\$246,463

Funds for High Needs Students	Amount
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$35,160
2023-24 Difference in Budgeted and Actual Expenditures	\$8,946

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

# LCFF Budget Overview for Parents

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CDS Code: 10-62166-0114553

School Year: 2024-25

LEA contact information:

Jeffie Esparza Hickman

Principal

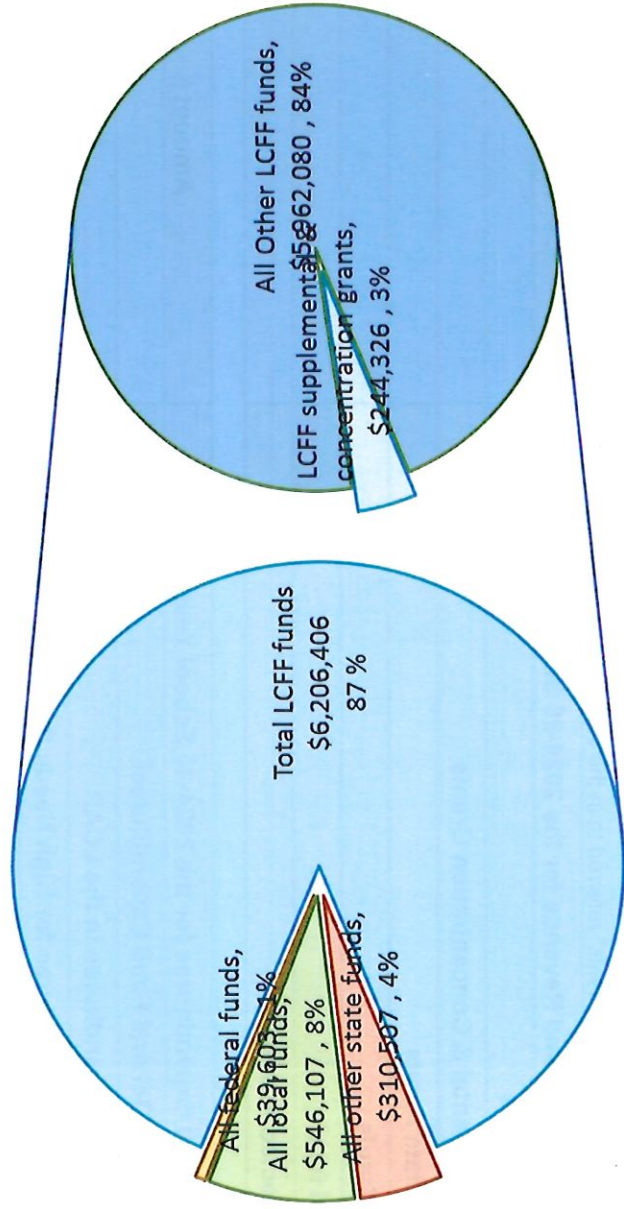
[jhickman@csufresno.edu](mailto:jhickman@csufresno.edu)

559-278-8263

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

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

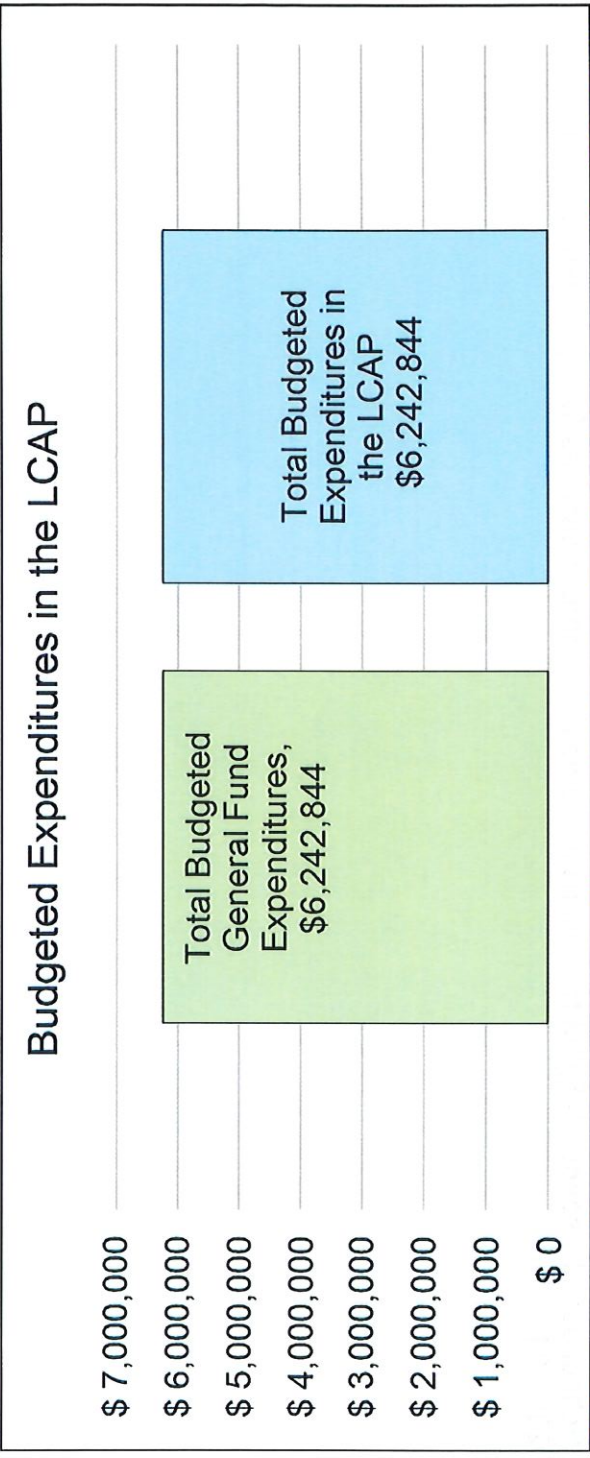


This chart shows the total general purpose revenue University High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University High School is \$7,102,623, of which \$6,206,406 is Local Control Funding Formula (LCFF), \$310,507 is other state funds, \$546,107 is local funds, and \$39,603 is federal funds. Of the \$6,206,406 in LCFF Funds, \$244,326 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much University High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

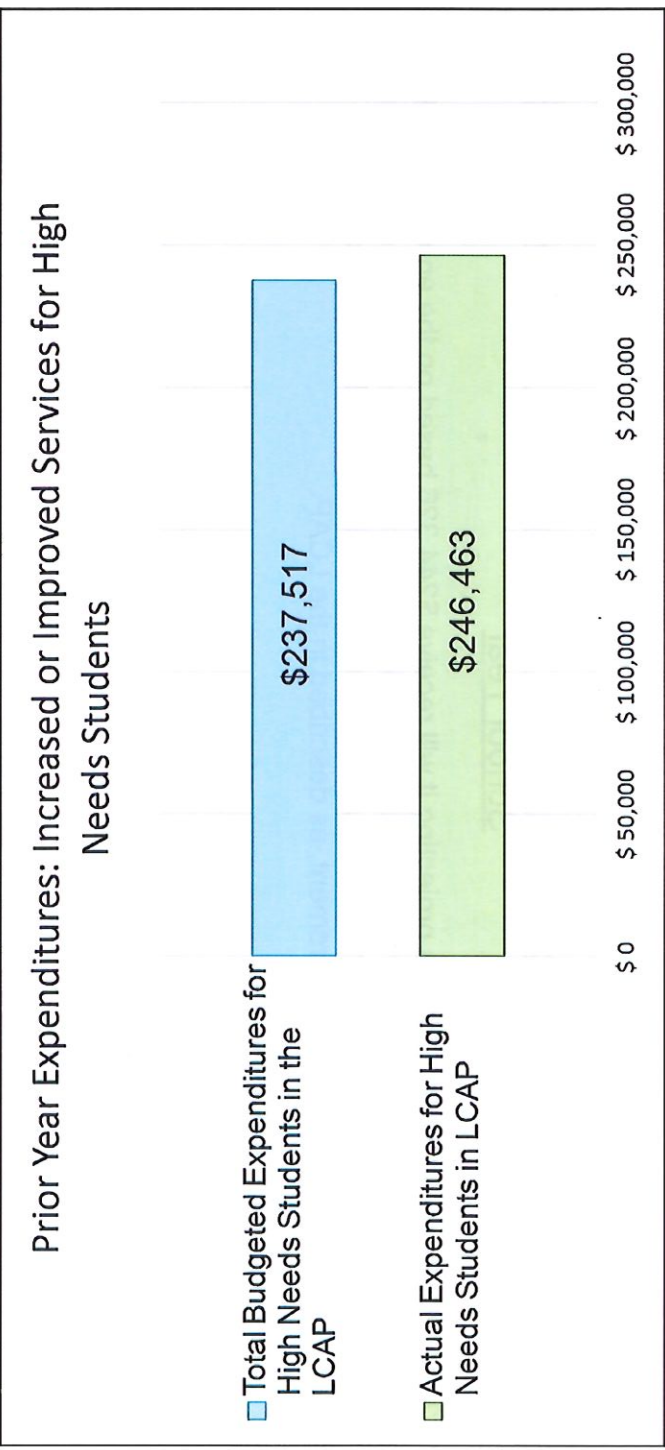
The text description of the above chart is as follows: University High School plans to spend \$6,242,844 for the 2024-25 school year. Of that amount, \$6,242,844 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, University High School is projecting it will receive \$244,326 based on the enrollment of foster youth, English learner, and low-income students. University High School must describe how it intends to increase or improve services for high needs students in the LCAP. University High School plans to spend \$279,486 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, University High School's LCAP budgeted \$237,517 for planned actions to increase or improve services for high needs students. University High School actually spent \$246,463 for actions to increase or improve services for high needs students in 2023-24.

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### General Information

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

University High School is a 9th-12th grade free, public charter high school located on the campus of Fresno State. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefitting from the opportunities available on a large public university campus. Ninth grade students are admitted through a lottery process, and students typically graduate from UHS with at least 24 college credits completed. UHS is known to be a very rigorous high school, specializing in music education and high standards. Students usually come from about 20 different cities and towns, and each freshmen class comes from about 40+ different middle schools, all across the Central Valley.

University High School does not receive Equity Multiplier funding.

### Reflections: Annual Performance

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

University High School has much to be proud of. UHS students are highly successful in taking state and national tests. On Advanced Placement (A.P.) exams, UHS students had a 66% passage rate in 2023. Students are also successful when taking the California Assessment of Student Performance and Progress Tests (CAASPP). In 2023, 98% of UHS students scored "met" or "exceeded" on the English Language Arts exam and 87% scored such on the math exam, both of which are in the Top Ten highest in the State of CA, 6th for ELA and 9th for Math. On the 2023 State Science exam, 95% of UHS students scored at the "met" or "exceeded" level.

The four year course pattern for UHS students is a set pattern that all students follow. There are slight variations due to advanced mathematics abilities and upperclassmen choices regarding A.P. classes. Our course pattern combined with an atmosphere and synergy of

hard work, team work, and strong work ethic, help UHS students to successfully complete A-G requirements for four year universities at a high rate, usually 95% or more. The class of 2023 had a 100% graduation rate and the A-G completion rate was 97.4%.

According to the 2023 California State Dashboard, UHS has all all blue and green areas for academic accountability and graduation rate, which are the highest levels possible. Moreover, all areas are in the highest level of accountability for all subgroups, and the Suspension rate is rated as "very low" for all subgroups. This current Dashboard does not have a comparison to previous years' scores.

UHS also receives positive feedback from outside sources like U.S. News and World Report and Niche.com. In April of 2023, U.S. News and World Report ranked University High as the #1 High School in the Fresno Area, the 7th Best High School in California, the 16th Best Charter School in the Nation, and the 79th Best School in the Nation. In 2024, Niche.com gave UHS an A+ rating, and ranked us as the 2nd Best Charter High School and the 7th Best High School in California. We look forward to continuing success.

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

## Reflections: Technical Assistance

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

Not applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not applicable

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

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

Not applicable

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

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

Not applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Meeting with Department Chairs at a meeting on 3/5/24; initially shared with all teachers at a Faculty Meeting on 3/6/24; also emailed and given a two week timeline for suggestions and input
Administration	Only two on the campus, we wrote the LCAP; also shared at Admin meeting on 3/4/24.
Other School Personnel	Emailed on 3/15/24, given a two week timeline for suggestions and input
Parents	All parents were given access to Annual Parent Survey and a specific survey question was asked about LCAP funding; LCAP also posted on our website for [redacted] weeks
Students	Posted on our website and shared at ASB meeting on 4/18/24.
Submission to Applicable Committees (PAC)	Shared in person at meetings on 3/12/24.
Submission to Applicable Committees (SAC)	Shared at ASB meeting on 4/18/24 and at parent meetings on 3/12/24 in which students are a part
Submission to Applicable Committees (ELAC/DELAC)	n/a
Schools receiving Equity Multiplier funding	n/a
Public Comment	Parents were given access to comment via the Annual Parent Survey for the months of February and March; posted on website on [redacted]
Public Hearing	Public Hearing for LCAP was held on 4/4/24.
Adoption by the Governing Board	Adoption by the Governing Board was on [redacted]
Budget Adoption & Local Indicator Report to Governing Board	Budget Adoption & Local Indicator Report to Governing Board was held on [redacted]

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

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

Goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educator partner feedback:

- Staff suggested additional metrics: 1) number of applicants for incoming freshmen for Goal 1, and 2) attrition rate for Goal 2.
- Parent group feedback centered around helping students of need (e.g., low income students). Suggestions included giving free T-shirts for clubs and activities. Admin explained that low income students do not have to pay for any additional items, including T-shirts, dance tickets, performance tickets for their families, etc. Another suggestion was to have the staff fill out a climate survey, in addition to the students and parents. Admin explained that the staff does fill out an annual climate survey, but the questions are different than the student and parent surveys. Suggestion received to adjust staff survey question(s).
- Parent feedback from the Annual Parent Survey suggested that UHS pay for students' college application fees, out of town music competitions, and field trips. One parent suggested that we lend out laptops for students in need (we do this already). And lastly, throughout the survey, a parent said that UHS needs its own music performance hall. While we do agree with that statement, it is not physically or financially feasible.
- Student feedback included creating a mini-library somewhere on campus in which there could be a check out system or a take a book/leave a book system. A student requested that UHS buys and uses a new/updated textbook for A.P. U.S. History, as well as giving A.P. Music Theory students free copies of the consumable A.P. Baron Music text.
- Additional student feedback consisted of requests for the following:
  - creating a designated safe space for students to decompress and destress
  - tablet or laptop check out system for students to have access at home (side note: we already do this for students that are low income)
  - have all ethnic clubs on campus put on dance demonstrations and presentations about their culture during a specific week
  - put a toaster/toaster oven in the vending room
  - fix the sound on the projection machines in the classrooms where there is no sound
- UHS does not receive Equity Multiplier funding.



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 - Basic Services: Teachers appropriately credentialed	For the 2023-24 school year, 2 of the 20 teachers have an Emergency CLAD credential			100% of teachers will be appropriately credentialed	
1.2	Priority 1 - Basic Services: Degree of implementation of full availability of	Full Implementation and Sustainability Data Year: 2023-24			Full Implementation and Sustainability Data Year: 2023-24	

	standards aligned instructional materials	Data Source: Local Indicator Report Self-Reflection Tool			Data Source: Local Indicator Report Self-Reflection Tool	
1.3	Priority 1 - Basic Services: School facilities in good repair	100% considered to be in GOOD condition			100% considered to be in good repair	
1.4	Priority 2 - Implementation of State Standards	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.5	Priority 2 - Implementation of State Standards: Access for EL students	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
1.7	Priority 4 - Student Achievement: Smarter Balanced English Language Arts Assessment	All:98.2% met or exceeded EL: * SWD: * SED: 100% White: 10% Hispanic: 96.87% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All:95%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.8	Priority 4 - Student Achievement: Smarter Balanced Mathematics Assessment	All: 86.61% met or exceeded EL: * SWD: * SED: 84%			All: 85%+ met or exceeded EL: SWD: SED: 80%+	

		White: 90.91% Hispanic: 70.96 Data Year: 2022-23 results Data Source: CAASPP Website * category too small			White: 80%+ Hispanic: 80%+	
1.9	Priority 4 - Student Achievement: California Science Test	All: 94.65% met or exceeded EL: * SWD: * SED: 96% White: 96.97% Hispanic: 90.32% Data Year: 2022-23 results Data Source: CAASPP Website * category too small			All: 90%+ met or exceeded EL: * SWD: * SED: 90%+ White: 90%+ Hispanic: 90%+	
1.10	Priority 4 - Student Achievement: A-G completion rate	For the class of 2023, the A-G completion rate was 97.4%  Data Year: 2022-23 Data Sources: Data Quest Reports, CALPADS Reports, local school data			95%+	
1.11	Priority 4 - Student Achievement: AP Exam passage rate	Spring 2023 results: 66% passage rate  Data Year: 2022-23 Data Sources: School Reports & College & Career			70%+	

		Measures Report, AP Reports				
1.12	Priority 4 - Student Achievement: CA Dashboard College and Career Readiness Report	College & Career Indicator: 100% or "Very High" Data Year: 2023-24 Data Sources: CA School Dashboard Additional Reports			95%+	
1.13	Priority 4 - Student Achievement: Physical Fitness Testing	Spring 2023 results: 100% participation rate  Data Year: 2022-23 Data Sources: UHS SARC			100% participation rate  Data Year: 2026-27 Data Sources: UHS SARC	
1.14	Priority 4 - Student Achievement: Rate of EL students making progress toward EL proficiency as measured by the ELPAC Summative Assessment	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.15	Priority 4 - Student Achievement: EL reclassification rate	NA due to an insignificant amount of English Learners			Unknown if UHS will have a significant amount of English Learners	
1.16	Priority 4 - Student Achievement: CTE Pathways: NA not applicable to our charter	NA not applicable to our charter			NA not applicable to our charter	
1.17	Priority 7 - Access to a Broad Course of Study	100% of UHS students have access to a broad course of study.			100% of UHS students have	

		Data Year: 2023-24 Data Sources: UHS Course Pattern, UC Course List for UHS			access to a broad course of study.  Data Year: 2026- 27 Data Sources: UHS Course Pattern, UC Course List for UHS	
1.18	Priority 8 - Outcomes in a Broad Course of Study				Local Indicators Rating of "Met" according to 2026- 27 Local Indicators Rating Scale	

## Goal Analysis [2023-24]

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

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

N/A, see 2023-24 LCAP Annual Update Template

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.

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	Working schoolwide to implement Common Core, Advanced Placement, NGSS Standards, A-G requirements, and UHS Charter guidelines.	\$5,371,724.00	No
1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	Ensure that all students have equal access to books, materials, and musical instruments and supplies.	\$100,000.00	No
1.3	Maintenance and continuance of instructional technology.	UHS has 5 laptop carts and a computer lab that must be kept up to date. Additionally, instructional technology programs in use have proven to be helpful, save time, and an effective use of technology.	\$147,203.00	No
1.4	Services for identified students, including low income, foster youth, and English Learners.	<p>Based on educational partner feedback, and data analysis, we have identified that our Hispanic student group needs additional support in math, based on lower SBAC academic data (Math: 70.96% [Hispanic students] meeting or exceeding standard vs. 86.61% of All students). To address this need, we will implement tutoring services to students whose Math scores are below grade level that includes targeted academic support, reinforce foundational concepts, enhance study skills, and build confidence. The individualized approach and focused attention provided by tutors will help students overcome challenges and improve their performance in these subjects.</p> <p>We expect CAASPP Math scores for Hispanic students will increase significantly as the program is designed to meet the needs most associated with the root causes and experiences of minority students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>We expect that Hispanic students' CAASPP scores will increase by at least 3% annually for the following three years.</p>	\$279,486.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

	programs for low income, English Learner, and foster youth students				27 Local Indicators Rating Scale	
2.3	Priority 3: Parental Engagement: How the school will promote parental participation in programs for students with disabilities	Full Implementation: according to 2023-24 Local Indicators Rating Scale			Full Implementation & Sustainability: according to 2026-27 Local Indicators Rating Scale	
2.4	Priority 5 - Student Engagement: School Attendance Rate	For the 2022-23 school year, the attendance rate was 97%.  Data Year: 2022-23 Data Sources: Annual School Attendance Reports, Data Quest Reports)			>95%  Data Year: 2026-27 Data Sources: Annual School Attendance Reports, Data Quest Reports	
2.5	Priority 5 - Student Engagement: Chronic Absenteeism Rate	For the 2022-23 school year, the Chronic absenteeism rate was 4.5%.  Data Year: 2022-23 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports			<5%  Data Year: 2026-27 Data Sources: Annual School Attendance Reports, CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.6	Priority 5 - Student Engagement: High School Dropout Rate	For the 2022-23 school year, the dropout rate was .9%.  Data Year: 2022-23			<1%  Data Year: 2026-27	



		Data Sources: Data Quest Reports, CALPADS Reports			Data Sources: Data Quest Reports, CALPADS Reports	
2.7	Priority 5 - Student Engagement: High School Graduation Rate	For the 2022-23 school year, the cohort graduation rate was 99.1%.  Data Year: 2022-23 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports			98%+  Data Year: 2026-27 Data Sources: CA School Dashboard, Data Quest Reports, CALPADS Reports	
2.8	Priority 5 - Student Engagement: Attendance at school dances	Activities/Events have at least 50% attendance rates: Icebreakers= 285 students (59%) Harvest Dance= 293 students (61%) Winter Formal= 319 students (67%) Prom= 185 students/233 jrs & srs (79.4%)  Data Year: 2023-24 Data Source: Attendance/Ticket Sales from Dances			Activities/Events have at least 60% attendance rates  Data Year: 206-27 Data Source: Attendance/Ticket Sales from Dances	
2.9	Priority 5 - Student Engagement: Annual student/parent counselor meetings	In the 2023-24 school year, 97.2% (345/355) students attended their			Students (w/parents) will attend their annual meeting with their	

		annual meeting with their Counselor.  Data Year: 20223-24 Data Source: Counselor Database			Counselor at least 95% of the time  Data Year: 2026-27 Data Source: Counselor Database	
2.10	Priority 6 - School Climate: Suspension rate	For the 2022-23 school year, the suspension rate is 1%.  Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports			<1%  Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	
2.11	Priority 6 - School Climate: Expulsion rate	For the 2022-23 school year, the expulsion rate is 0%.  Data Year: 2022-23 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports			<1%  Data Year: 2026-27 Data Source: CA Dashboard, CALPADS Reports, Data Quest Reports	
2.12	Priority 6 - School Climate: Sense of school connectedness	80.49% of Students Agree/Strongly Agree to the question: UHS has a unique and positive school environment that I like.  Data Year: 2023-24			85%+  Data Year: 2026-27 Data Source: UHS Annual Climate Survey	

		Data Source: UHS Annual Climate Survey				
2.13	Priority 6 - School Climate: Feeling safe at school	88.58% of Students Agree/Strongly Agree to the question: When it comes to school safety, I feel safe at UHS.  Data Year: 2023-24 Data Source: UHS Annual Climate Survey			90%+  Data Year: 2026-27 Data Source: UHS Annual Climate Survey	

## Goal Analysis [2023-24]

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

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

N/A, see 2023-24 LCAP Annual Update Template

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.

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

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

N/A, see 2023-24 LCAP Annual Update Template

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development for all staff to stay current with present trends.	Staff will be trained, attend conferences, and have learning opportunities for topics that will help to build school spirit and positive school culture, which may include diversity training, among other topics.	\$55,500.00	No
2.2	Provide support for students with mental health issues.	UHS provides two full time counselors, activities, and support for all students that report feeling stressed, anxious, and with poor mental health.	\$273,931.00	No
2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	UHS will plan and implement more activities for students so as to re-establish our school culture.	\$15,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$244,326	\$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
4.098%	0.000%	\$0.00	4.098%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Services for identified students, including low income, foster youth, and English Learners.</p> <p><b>Need:</b></p>	The actions listed are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster	State testing scores, grade reports, anecdotal evidence, meetings with counselors, Tutor Center attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>	<p>youth, and/or low-income students, UHS will achieve the anticipated outcomes to meet each identified student group's stated need(s).</p> <p>The required justification for how the LEA is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.</p> <p>Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.</p>	

**Limited Actions**

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

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

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

NA: UHS does not have any limited actions

**Additional Concentration Grant Funding**

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

NA, a response to this prompt is not applicable

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

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,962,080	\$244,326	4.098%	0.000%	4.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,942,955.00	\$99,761.00	\$56,549.00	\$143,579.00	\$6,242,844.00	\$4,586,535.00	\$1,656,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	All	No					\$3,935,915.00	\$1,435,809.00	\$5,076,835.00	\$99,761.00	\$56,549.00	\$138,579.00	\$5,371,724.00
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	All	No					\$0.00	\$100,000.00	\$100,000.00				\$100,000.00
1	1.3	Maintenance and continuance of instructional technology.	All	No					\$97,203.00	\$50,000.00	\$142,203.00			\$5,000.00	\$147,203.00
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$279,486.00	\$0.00	\$279,486.00				\$279,486.00
2	2.1	Professional development for all staff to stay current with present trends.	All	No					\$0.00	\$55,500.00	\$55,500.00				\$55,500.00
2	2.2	Provide support for students with mental health issues.	All	No					\$273,931.00	\$0.00	\$273,931.00				\$273,931.00
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$5,962,080	\$244,326	4.098%	0.000%	4.098%	\$279,486.00	4.820%	9.51 %	<b>Total:</b>	\$279,486.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$279,486.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$279,486.00	4.82%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$6,070,252.00	\$6,369,715.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	No	\$5,106,804.00	\$5,330,076
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	No	\$100,000.00	\$100,000
1	1.3	Maintenance and continuance of instructional technology.	No	\$130,000.00	\$130,000
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463
2	2.1	Professional development for all staff to stay current with present trends.	No	\$57,000.00	\$63,928
2	2.2	Provide support for students with mental health issues.	No	\$273,931.00	\$284,248
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	No	\$15,000.00	\$15,000
2	2.4	Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch.	No	\$150,000.00	\$200,000

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$225,570	\$237,517.00	\$246,463.00	(\$8,946.00)	4.17%	4.500%	0.33%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463	4.17%	4.50%

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,701,977	\$225,570	0	3.956%	\$246,463.00	4.500%	8.822%	\$0.00	0.000%

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$244,326	\$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
4.098%	0.000%	\$\$0.00	4.098%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Services for identified students, including low income, foster youth, and English Learners.</p> <p><b>Need:</b></p>	The actions listed are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster	State testing scores, grade reports, anecdotal evidence, meetings with counselors, Tutor Center attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>	<p>youth, and/or low-income students, UHS will achieve the anticipated outcomes to meet each identified student group's stated need(s).</p> <p>The required justification for how the LEA is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.</p> <p>Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.</p>	

**Limited Actions**

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

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

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

NA: UHS does not have any limited actions

**Additional Concentration Grant Funding**

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

NA, a response to this prompt is not applicable

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

## 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,962,080	\$244,326	4.098%	0.000%	4.098%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,942,955.00	\$99,761.00	\$56,549.00	\$143,579.00	\$6,242,844.00	\$4,586,535.00	\$1,656,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	All	No					\$3,935,915.00	\$1,435,809.00	\$5,076,835.00	\$99,761.00	\$56,549.00	\$138,579.00	\$5,371,724.00
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	All	No					\$0.00	\$100,000.00	\$100,000.00				\$100,000.00
1	1.3	Maintenance and continuance of instructional technology.	All	No					\$97,203.00	\$50,000.00	\$142,203.00			\$5,000.00	\$147,203.00
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$279,486.00	\$0.00	\$279,486.00				\$279,486.00
2	2.1	Professional development for all staff to stay current with present trends.	All	No					\$0.00	\$55,500.00	\$55,500.00				\$55,500.00
2	2.2	Provide support for students with mental health issues.	All	No					\$273,931.00	\$0.00	\$273,931.00				\$273,931.00
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$5,962,080	\$244,326	4.098%	0.000%	4.098%	\$279,486.00	4.820%	9.51 %	<b>Total:</b>	\$279,486.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$279,486.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$279,486.00	4.82%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$6,070,252.00	\$6,369,715.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Implementation of Standards Based Curriculum by highly qualified teachers.	No	\$5,106,804.00	\$5,330,076
1	1.2	Instructional and supplemental materials and supplies, including the 48 Book program.	No	\$100,000.00	\$100,000
1	1.3	Maintenance and continuance of instructional technology.	No	\$130,000.00	\$130,000
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463
2	2.1	Professional development for all staff to stay current with present trends.	No	\$57,000.00	\$63,928
2	2.2	Provide support for students with mental health issues.	No	\$273,931.00	\$284,248
2	2.3	Provide schoolwide and grade level activities for all students in which to get students involved and engaged at school.	No	\$15,000.00	\$15,000
2	2.4	Build a structure (covered awning) to provide shade and a safe location for students to gather and eat lunch.	No	\$150,000.00	\$200,000

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$225,570	\$237,517.00	\$246,463.00	(\$8,946.00)	4.17%	4.500%	0.33%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.4	Services for identified students, including low income, foster youth, and English Learners.	Yes	\$237,517.00	\$246,463	4.17%	4.50%

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,701,977	\$225,570	0	3.956%	\$246,463.00	4.500%	8.822%	\$0.00	0.000%