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).

The budget overview for the 2023-2024 school year is as follows:

- Total LCFF Funds: $3,603,993.00 (64%)
- All federal funds: $725,178.00 (13%)
- All local funds: $54,914.00 (1%)
- All other state funds: $1,239,658.00 (22%)
- LCFF supplemental & concentration grants: $1,008,840.00 (18%)

This chart shows the total general purpose revenue PUC Excel Charter Academy 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 PUC Excel Charter Academy is $5,623,743.00, of which $3,603,993.00 is Local Control Funding Formula (LCFF), $1,239,658.00 other state funds, $54,914.00 is local funds, and $725,178.00 is federal funds. Of the $3,603,993.00 in LCFF Funds, $1,008,840.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 PUC Excel Charter Academy 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: PUC Excel Charter Academy plans to spend $5,555,915.00 for the 2023-2024 school year. Of that amount, $2,077,629.07 is tied to actions/services in the LCAP and $3,478,285.93 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP include some Certificated Salaries including teachers, Directors, A portion of lease payment

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

In 2023-2024, PUC Excel Charter Academy is projecting it will receive $1,008,840.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Excel Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. PUC Excel Charter Academy plans to spend $1,507,128.07 towards meeting this requirement, as described in the LCAP.
This chart compares what PUC Excel Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC Excel Charter Academy 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, PUC Excel Charter Academy's LCAP budgeted $1,210,129.00 for planned actions to increase or improve services for high needs students. PUC Excel Charter Academy actually spent $1,210,416.00 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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC Excel Charter Academy</td>
<td>GERARD MONTERO DIRECTOR OF COMPLIANCE</td>
<td><a href="mailto:g.montero@pucschools.org">g.montero@pucschools.org</a> 818-559-7699</td>
</tr>
</tbody>
</table>

Plan Summary 2023-2024

General Information

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

PUC Excel Charter Academy is part of Partnerships to Uplift Communities [PUC Schools]. PUC Schools is a charter management organization consisting of 14 schools in Los Angeles County. The first school opened in 1999 and in 2004, as the community need for quality public schools continued to rise, PUC Schools was created. PUC Excel Charter Academy was founded in 2006 to serve and uplift the vision and mission in Northeast Los Angeles. PUC Schools has over twenty years of proudly serving two specific communities, Northeast San Fernando Valley & Northeast Los Angeles, with an unwavering commitment to uplift its communities through quality education for all students. The vision at PUC Schools is to have high quality charter schools, serving Northeast San Fernando Valley & Northeast Los Angeles, where all stakeholders work together united in a common vision and mission of success for all students. This includes intentional and highly relational collaboration between school leaders, teachers, school staff, parents, community members, local community-based organizations, community colleges, and universities. The mission of PUC Schools is ‘to ensure every student graduates from high school prepared for college success’. PUC Schools also participates in LAUSD's Charter Operated Programs (COP) SELPA, Option 3. PUC is an active member of the COP Option 3 community through active participation in Fiscal, Coordinating, and Executive Councils. PUC Schools also has representatives within the SELPA's Director's Advisory Council, B-SET Training for the SELPA community, and Optio8 Application Committee, among others. PUC Schools paraprofessionals, teachers, and leaders participate regularly in trainings and community options provided by COP SELPA. PUC Schools offers a Collaborative Inclusion Model for special education by providing a continuum of supports and services to students with a full range of ability within the general education classroom to the greatest extent possible. PUC believes that every student has the opportunity to reach their fullest potential, offers a school-wide approach to providing academic and social emotional supports for all students, and values every student as a member of the integrated school community. General Education Teachers and Special Education staff work collaboratively to ensure appropriate supports that provide access to Student(s) receiving special education services (SPED) or Student With Disabilities (SWD). Math and ELA teachers formally collaborate with Special Education Teachers at least 2x per month to co-plan and create a division of responsibilities. All other General Education teachers collaborate with Special Education Teachers at least 1x per month to do the same. Academic and behavior support is provided within the general education classroom by credentialed teachers, or paraprofessionals supervised by credentialed teachers. Paraprofessionals participate in collaboration meetings as well as planning meetings to ensure appropriate supports throughout the school environment. PUC Schools are known in our communities as being a safe and inclusive place for students with disabilities to receive their education. As such, our student population includes between 11% to 24% of Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), across PUC campuses. PUC Schools believes that every student has the opportunity to reach their fullest potential and offers a school-wide approach to providing academic and social emotional supports for all students where every student is a valued member of the integrated school community. The high percentage of students in this subgroup category is a testament to the work the schools have done to create a welcoming, accessible, and inclusive environment for all learners.

The clinical counseling program provides mental health supports to all students and families at PUC schools. In the summer, we provide Family Success Meetings to
new students and families to address the transition to a new school environment. Any student who is struggling with mental health issues can be referred to clinical counseling for support during the year. The clinical counselors at PUC provide individual, family and group therapy. If students are struggling academically, the clinical counseling program can provide Student Success Meetings to address the psycho-social-emotional barriers to learning. Students who also struggle with behavioral issues can be referred for support to learn more positive coping strategies. The clinical counseling program provides a toll free number and email for any student and family needing mental health support.

PUC Schools through the Department of Student and Parent Engagement and Advocacy in response to parent requests for services and education has expanded its partnerships this year with community based organizations to respond to parent feedback. This year we were able to add two Parent Engagement Coordinators and expand our Social Work Internship program by including four more Masters of Social Work Interns to form a network of wraparound services for families. This work has expanded our network of partnerships with service oriented non-profits, city and county organizations. Through these partnerships we are hosting monthly parent workshops where families learn about mental health services and supports along with education related resources for themselves and their family. These community based partnerships allow us to connect parents and students to essential services that benefit the whole family.

PUC Excel Charter Academy has been uplifting and advancing the vision and mission of PUC Schools since 2006. The school follows a small school model with a holistic approach to meeting the unique and diverse needs of every student. The school’s approach is to streamline school supports and services to meet the academic, social-emotional, and behavioral needs of every student through a highly relational approach between students, staff, and families. PUC Excel Charter Academy values the importance of creating, sustaining, and developing strong home-to-school partnerships with families to meet the unique and diverse needs of every student in order to best support individual student success. In addition, the teachers and school staff work collaboratively through a data driven, inquiry based, reflective professional development model to further analyze, respond, and support individual student needs based on data and desired school and student outcomes. Lastly, through the data driven culture that combines the ongoing analysis of both qualitative and quantitative data the school is able to further develop and allocate funding for supports, services, and interventions to meet the unique and diverse needs of all students and each of the school’s significant subgroups [i.e. EL, Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), low income, Latino/a]. PUC Excel Charter Academy has a safe, inclusive, and caring school climate for all. The school's students, staff, and families work together to create and sustain a positive school climate anchored around mutual respect, care, and high expectations. The vision and mission drives decision making, core values, and habits of mind in support of success for all. In addition, PUC’s 3 Commitments which include the following 1) Five times more college graduates within the communities we serve, 2) after four years with us students are proficient, & 3) students commit to uplift our communities now and forever further drive school goals and desired student outcomes at PUC Excel Charter Academy.

PUC Excel Charter Academy’s demographics as of Spring 2023 is as follows: 94.16% of PUC Excel Charter Academy’s students are Hispanic and 1.09% are African American. 17.52% of the student population is served by the Special Education program, and 16.06% of students are identified English Learners (ELs) and 36.50% are Reclassified Fluent English Proficient (RFEP). 92.34% of families qualify for free or reduced lunch. About 18.61% of parents have taken some college coursework or have an Associate’s degree, and 4.74% have graduate degree or higher. In addition, 0.00% students are designated “Homeless.”  *Data from Fall 1 Survey 2022.

PUC Excel Charter Academy is dedicated to uplifting its school community, through the use of research, data, and strategies, that are aimed to close the opportunity, achievement, and mental health gap for students identified by the Local Control Funding Formula [LCFF]. The school’s Local Control Accountability Plan [LCAP] detailed in the plan below guides the school’s goals, outcomes, actions, decision making, and allocation of funds to further support all students and each significant subgroup tied to the school’s mission ‘to ensure every student graduates from high school prepared for college success.'

**Reflections: Successes**

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

PUC EXCEL is proud to report successes and progress, based on the most recent California School Dashboard as well as local data. The school has remained focused this academic school year on supporting the holistic needs of students, staff, and families as the entire school community was impacted at varying degrees by the global pandemic. The school remained responsive to its student, staff, and family needs throughout the school year by focusing supports and resources such as professional development, mental health, technology, & student engagement as it pertains to in-person learning. In the upcoming school year, the school will continue to expand the implementation of its multi-tiered systems of support to ensure that all students are prepared for college, career, and life success. The school has received supplemental funding to further support and advance the learning acceleration needed for all students [particularly priority populations such as EL, SPED, low income, at-risk, and
The school also recognized that we needed to build on strengths by doing the following:

other ELD teachers who had more experience.

from each group of students, as she was also new to the role and to the work of supporting adolescent learners. The training time also allowed her to collaborate with curriculum use and helped us better support our ELD teacher sessions to understand the pedagogy and practices entailed within this curriculum. School leaders also attended. This gave us insight for the expectations of the best practices needed within the designated ELD classroom.

second content. We believe this gave our EL students a more focused experience as the ELD teacher had the time to research the new ELD curriculum and implement years, the ELA teachers taught the designated ELD class which had its benefits. However, having an ELD teacher took the load of the ELA teachers of planning for a classes to support students. Having one key person to focus on this group, get to know students, track their data and advocate for them made a huge difference. In prior root cause analysis for the high performance data shows the following:

? Post distance Learning. While students returned to school performing below grade level from distance learning. However, we observed a willingness to engage. We had previously noted that during distance learning, our students classified as ELs were the most quiet in the virtual classroom. We believe this group had a desire to connect. Thus, being on campus, they were able to get the support they needed and flourish.

? Dedicated ELD Teacher 2021-2022. As we previously described, we hired a full time ELD teacher to teach the designated ELD classes and push into other content classes to support students. Having one key person to focus on this group, get to know students, track their data and advocate for them made a huge difference. In prior years, the ELA teachers taught the designated ELD class which had its benefits. However, having an ELD teacher took the load of the ELA teachers of planning for a second content. We believe this gave our EL students a more focused experience as the ELD teacher had the time to research the new ELD curriculum and implement best practices needed within the designated ELD classroom.

? EL Achieve Initiative (across PUC). In the Fall of 2021 our organization engaged in the adoption of a new ELD curriculum. Teachers attended multiple day long training sessions to understand the pedagogy and practices entailed within this curriculum. School leaders also attended. This gave us insight for the expectations of the curriculum use and helped us better support our ELD teacher's growth and development. The curriculum supported our ELD teacher's understanding of what to expect from each group of students, as she was also new to the role and to the work of supporting adolescent learners. The training time also allowed her to collaborate with other ELD teachers who had more experience.

The school also recognized that we needed to build on strengths by doing the following:
create a plan for improvement.

Finally, students engage with data chats with both staff and their parents. These data chats show students both their growth and their proficiency which allows them to inform strategic small group instruction.

? Teachers that will allow them to use the data actionable. Teachers then analyze the data to create mini sub groups within their classes which they share with support staff.

? Data Transparency. More than allowed the students more independent practice time which allowed more opportunity for productive struggle and growth.

? PUC EXCEL:

Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success. We use NWEA and iReady as our diagnostic assessment tools to determine growth. They give us normative data, which shows how our students do compared to other students. iReady additionally gives us data to group and instruct students. The following is a summary of the data analysis for both the Reading and Math Fall to Winter results. See attached charts.

IREADY READING DATA 2021-2022:

Fall 2021 to Spring 2022-ELA

2021-2022 Reading Growth Data Highlights:

? The data chart shows that overall, more than 50% of students in each grade level at PUC Excel Charter Academy showed at least one year of academic growth in reading.

? All grade levels showed that more than 50% of students showed one or more years of growth for the two significant subgroups of Free and Reduced Lunch and Hispanic/Latino

? Two grade levels (6th & 8th grade) reached the growth target of 50% or more students classified as ELs showing one or more years of growth in reading.

? The eighth grade students showed the most growth, with 72% of students improving by one or more grade levels. This group also had more than 50% of students with IEPs meeting the target of one or more years of reading growth.

Reading Growth Data Celebrations & Attributions:

? Coaching for ELD Teacher. Because our ELD teacher was new, we tried our best to support her. She co-taught with the 6th and 8th grade ELA teachers at the beginning of 2021 to help her transition. They both informally coached her and helped her develop her best practices with managing a classroom. She has developed her teacher voice, and we continue to support her growth. Our consultant and Instructional leader have both continued to work with her to support her thinking aloud and modeling. She is also currently enrolled in the induction program which means she has been assigned a mentor. Coincidentally, her mentor is a 5th grade teacher at Milagro who is implementing many of the best practices we hope to bring to Excel. She has learned a lot from observing her mentor and being coached.

? ELD TA. As previously mentioned, this year we hired a full time TA to focus on supporting the 10% of newcomer ELs throughout the day. We saw the impact of having a full time ELD teacher and we wanted to build on that model. We knew that with all of the responsibilities of that teacher, we also needed someone to focus on this subgroup within the EL subgroup. This TA supports small group instruction in every classroom, pulls out students 3x a week to focus on supporting their emerging reading skills and also hosts an after school tutoring group 3x a week to support their SEL and academic needs.

? iReady Reading. We know that each student classified as an EL is on their own language and literacy journey. This group is also monitored as they practice iReady reading. This program ensures they get the individualized practice they need to grow as a reader and thinker based on their current skills and strengths.

LOCAL ASSESSMENTS:

PUC EXCEL:

Academic growth and achievement for all students and subgroups remains a high priority as we strive to ensure that all students are prepared for college success. We use NWEA and iReady as our diagnostic assessment tools to determine growth. They give us normative data, which shows how our students do compared to other students. iReady additionally gives us data to group and instruct students. The following is a summary of the data analysis for both the Reading and Math Fall to Winter results. See attached charts.

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Fall 2021 to Spring 2022-ELA

2021-2022 Reading Growth Data Highlights:

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? All grade levels showed that more than 50% of students showed one or more years of growth for the two significant subgroups of Free and Reduced Lunch and Hispanic/Latino

? Two grade levels (6th & 8th grade) reached the growth target of 50% or more students classified as ELs showing one or more years of growth in reading.

? The eighth grade students showed the most growth, with 72% of students improving by one or more grade levels. This group also had more than 50% of students with IEPs meeting the target of one or more years of reading growth.

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? ELD TA. As previously mentioned, this year we hired a full time TA to focus on supporting the 10% of newcomer ELs throughout the day. We saw the impact of having a full time ELD teacher and we wanted to build on that model. We knew that with all of the responsibilities of that teacher, we also needed someone to focus on this subgroup within the EL subgroup. This TA supports small group instruction in every classroom, pulls out students 3x a week to focus on supporting their emerging reading skills and also hosts an after school tutoring group 3x a week to support their SEL and academic needs.

? iReady Reading. We know that each student classified as an EL is on their own language and literacy journey. This group is also monitored as they practice iReady reading. This program ensures they get the individualized practice they need to grow as a reader and thinker based on their current skills and strengths.
In question 3 of “School Performance,” we described all of the supports we put in place for our students classified as ELs including the full time ELD teacher and the co-teaching/mentorship model we used to launch 2021-2022 within the 6th and 8th grade classroom. We believe that model allowed for a structured learning environment that also followed the workshop model but with a focus on language development.

? Long Term Impact. The eighth grade students showed the most growth, with 72% of students improving by one or more grade level. This group also had more than 50% of students with IEPs meeting the target of one or more years of reading growth. We believe that time is the reason for this higher level of growth. They had spent the most time with in person learning at PUC Excel from 2019 to 2022. This group began in person as sixth graders. In 7th grade they began with a set of teachers on line for distance learning who looped with them into 8th grade. When they came back to school in person in 2021, they were ready to go! They had already established rapport and trust with their teachers and were bought into the instruction.

IREADY READING DATA 2022-2023:
Fall 2022 to Spring 2023-ELA

Fall 2022-Winter 2023 Reading Growth Data Highlights:
? The data chart shows that overall, there was growth in reading across all grade levels in every major subgroup except for one (7th grader with IEP) as indicated by the iReady winter diagnostic.

? The 6th grade data shows that overall and in two of the major subgroups, 39% or more students have already shown a year of growth.

? The 8th grade data also shows that 33% of more students overall and in 3 of the four major subgroups have already made one year of growth.

Reading Growth Data Celebrations & Attributions:
It should be noted that the data reflects the amount of students who have met the target of growing one year academically in reading from the first Diagnostic taken in August of 2022 to the second Diagnostic taken in November of 2022. In just twelve weeks we have seen this data that should be celebrated including almost half of our 6th graders growing a full year in just 12 weeks. Here is a summary of to what we attribute this growth:

? Block Schedule & Workshop Model. While we experimented with a double block schedule in the 2021-2022 school year, we felt that the two hour model was not conducive to all of our learners. This year (2022-23), we committed to the idea that class time needed to be longer than one hour. As such we have 3 block days a week with 86 minute classes. This continues to allow students more time to practice the reading and writing skills to work toward grade level standards. In question 1 of “Program Update”, we described our Key Instructional Practices of using the workshop model and its components. That professional development began in fall of 2021.

We believe that teachers as facilitators rather than step by step guides allowed the students more independent practice time which allowed more opportunity for productive struggle and growth.

? 6th Grade Systems. The PUC Excel 6th grade team does an amazing job of setting up the systems, expectations and routines for our scholars who are newest to the middle school setting. We attribute the success of these 6th graders to their teacher’s consistency with implementing data chats, iReady practice, and responsiveness to data. This is also our first group of 6th graders who used iReady consistently as Milagro scholars. We believe this group shows buy-in to the idea that they can practice learning on their level in partnership with their teacher to see growth in themselves.

? 8th Grade Long Term Impact. We often say that as middle school educators we do not see the fruits of our labor until students move onto high school and come back to visit with their success stories. We also see that in our data. As previously mentioned in the data analysis of 2021-2022, we saw that the 7th graders showed the lowest growth in comparison to other grade levels. In this case, those 7th graders who matriculated to 8th grade are on track with their growth so early in the year. It makes sense that about one third of 8th graders are already meeting their goal, knowing that this second growth diagnostic was taken about one third of the way into the school year.

? Data Transparency. The data outlined above is familiar to the school administrators, the teachers of PUC Excel and it has been communicated to students and their parents. Prior to the second diagnostic, teachers revisited fall scores with their students to set goals. Each student knew what they were aiming for. After every diagnostic (iReady and MAP) we analyze achievement and growth and triangulate that data with student grades. Teachers shared data with the students and set goals for the MAP assessment in December. In early February we had an event called “Achievement Night” so that parents could come in and familiarize themselves with the student data, and set new goals. It is this cycle of data analysis and responsiveness to which we attribute our growth.

IREADY MATHEMATICS DATA 2021-2022:
Fall 2021 to Spring 2022-Math

2021-2022 Math Growth Data Highlights:
? More than 55% of students in all grade levels showed at least one year’s worth of math growth as indicated by the iReady spring diagnostic.

? English learners showed the most students growing at least one year of math proficiency in comparison to the other significant subgroups.

? All grade levels of students who are classified as socioeconomically disadvantaged or Hispanic/Latino met the growth target of 50% or more students showing one
of growth.

Two grade levels (6th and 7th) met the growth target of 50% or more students showing one year of growth for students who have IEPs. Math Growth Data Celebrations & Attributions: lock Schedule. More than 55% of students in each grade level at PUC Excel Charter Academy showed at least one year of academic growth in math. As previously mentioned, a double block schedule was put in place for the 2021-2022 school year. Thus, students were engaged in math classes for two hours at a time. This allowed students more time to practice the numeracy skills to work toward grade level standards. The Math teacher feedback was positive. They had more time to model and dig deeper into conceptual learning experiences, and more time for students to grapple with productive struggles that lead to long term learning.

Data Transparency. More than 57% of students from the two most significant subgroups of Free and Reduced Lunch and Hispanic/Latino showed at least one year of growth. We attribute this to our transparency with data to all stakeholders. School leaders monitor the data and determine how to create a data analysis experience for teachers that will allow them to use the data actionably. Math teachers, in all their numeracy strengths, are masters of capturing and analyzing data. This allows them to create mini subgroups within their classes which they share with support staff to inform strategic small group instruction. Finally, students engage with data chats with both staff and their parents. These data chats show students both their growth and their proficiency which allows them to create a plan for improvement.

Full Time Math TA. This was the first year that our Math teachers had the support of a full time Math Teacher Assistant. This extra adult in the room, allowed for the rapport with students and build a culture of joyful math interventions. All of the Math teachers have specifically created a system where they identify students who are struggling and those who were absent. Those two groups are invited to tutoring (parent contact included) and supported urgently. As a result, more than 80% of the 6th grade class showed proficiency on the grade level standards taught in semester 1 on internal assessments, some after multiple attempts. Thus, the growth from the classroom practice is transferring to the novel context of the iReady diagnostic.

Data Transparency. We know that our transparency with students during the first semester supported their growth. We shared data with students following diagnostics and set goals during their advisory classes. These goals were shared during parent nights. As a team, we analyzed the data to inform small group instruction within class time and also after school. Teachers talked with their students about their math iReady data including the lessons they were completing, and their performance on those lessons. Math teacher assigned lessons based on what they knew students needed to work on.

Math TAs. As previously discussed, the full time Math TAs have impacted student performance and growth. This practice started in 2021 and continued into Semester 1 of 2022. We know that this support allowed for differentiation, which promoted student growth in math.

IREADY MATHEMATICS DATA2022-2023:
Fall 2022 to Spring 2023-Math

Fall 2022-Winter 2023 Math Growth Data Highlights:

The data chart shows that every grade level and every subgroup have students who have shown at least one year’s worth of growth in math in the first semester of 2022-23.

The 6th grade data shows that overall and in two of the major subgroups, 39% or more students have already shown a year of growth. Two subgroups in 6th grade (EL & IEP) have already met the target with more than 50% of students showing at least one year of growth.

The 7th grade data shows that the IEP subgroup showed almost 30% of students already showing one year of growth in math in just the first semester of school.

The 8th grade data also shows that 35% of more students overall and in 3 of the four major subgroups have already made one year of growth in math. Math Growth Data Celebrations & Attributions:

It should be noted that the data reflects the amount of students who have met the target of growing one year academically in reading from the first Diagnostic taken in August of 2022 to the second Diagnostic taken in November of 2022. In just twelve weeks we have seen this data that should be celebrated including more than half of our 6th graders classified as ELs or with IEPs growing a full year in just 12 weeks. Here is a summary of to what we attribute this growth:

Block Schedule & Workshop Model. As with the literacy classes, our Semester 1 of 2022 had Math classes that were also 86 minutes long twice a week and 68 minutes the other two days. This time allows for students to engage in the various thinking routines of the workshop model as well as number talks and small group instruction. We believe that this extra time students get in class allows for more practice and promotes more growth in numeracy.

6th & 8th Grade Math Systems. The iReady Math growth for 6th & 8th grade in Semester 1 also exceeds that of 7th grade. We attribute this to the systems and routines set forth by those math teachers. Our 8th grade teacher looped with this group from 7th grade, so knows students’ skills and strengths well. We also have the benefit of smaller class sizes in 6th grade, and about half of the students in each grade level at PUC Excel Charter Academy showed at least one year of academic growth in math. As with the literacy classes, our Semester 1 of 2022 had Math classes that were also 86 minutes long twice a week and 68 minutes the other two days. This time allows for students to engage in the various thinking routines of the workshop model as well as number talks and small group instruction. We believe that this extra time students get in class allows for more practice and promotes more growth in numeracy.

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Math TAs. As previously discussed, the full time Math TAs have impacted student performance and growth. This practice started in 2021 and continued into Semester 1 of 2022. We know that this support allowed for differentiation, which promoted student growth in math.

IREADY MATHEMATICS DATA2022-2023:
Fall 2022 to Spring 2023-Math

Fall 2022-Winter 2023 Math Growth Data Highlights:

The data chart shows that every grade level and every subgroup have students who have shown at least one year’s worth of growth in math in the first semester of 2022-23.

The 6th grade data shows that overall and in two of the major subgroups, 39% or more students have already shown a year of growth. Two subgroups in 6th grade (EL & IEP) have already met the target with more than 50% of students showing at least one year of growth.

The 7th grade data shows that the IEP subgroup showed almost 30% of students already showing one year of growth in math in just the first semester of school.

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It should be noted that the data reflects the amount of students who have met the target of growing one year academically in reading from the first Diagnostic taken in August of 2022 to the second Diagnostic taken in November of 2022. In just twelve weeks we have seen this data that should be celebrated including more than half of our 6th graders classified as ELs or with IEPs growing a full year in just 12 weeks. Here is a summary of to what we attribute this growth:

Block Schedule & Workshop Model. As with the literacy classes, our Semester 1 of 2022 had Math classes that were also 86 minutes long twice a week and 68 minutes the other two days. This time allows for students to engage in the various thinking routines of the workshop model as well as number talks and small group instruction. We believe that this extra time students get in class allows for more practice and promotes more growth in numeracy.

6th & 8th Grade Math Systems. The iReady Math growth for 6th & 8th grade in Semester 1 also exceeds that of 7th grade. We attribute this to the systems and routines set forth by those math teachers. Our 8th grade teacher looped with this group from 7th grade, so knows students’ skills and strengths well. We also have the benefit of smaller class sizes in 6th grade, and about half of the students in each grade level at PUC Excel Charter Academy showed at least one year of academic growth in math. As with the literacy classes, our Semester 1 of 2022 had Math classes that were also 86 minutes long twice a week and 68 minutes the other two days. This time allows for students to engage in the various thinking routines of the workshop model as well as number talks and small group instruction. We believe that this extra time students get in class allows for more practice and promotes more growth in numeracy.

Data Transparency. We know that our transparency with students during the first semester supported their growth. We shared data with students following diagnostics and set goals during their advisory classes. These goals were shared during parent nights. As a team, we analyzed the data to inform small group instruction within class time and also after school. Teachers talked with their students about their math iReady data including the lessons they were completing, and their performance on those lessons. Math teacher assigned lessons based on what they knew students needed to work on.

Math TAs. As previously discussed, the full time Math TAs have impacted student performance and growth. This practice started in 2021 and continued into Semester 1 of 2022. We know that this support allowed for differentiation, which promoted student growth in math.
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.

PUC EXCEL:
The school uses a School Success Plan, developed each year by the school, to communicate academic and school climate goals, actions, and outcomes for overall school success and school improvement to its stakeholders. The School Success Plan works in conjunction with the school's LCAP. The school's implementation of multi-tiered systems of support continue to focus on the areas of greatest need at the school based on CA School Dashboard and local data.
Need #1: English Language Arts:
PUC Excel Charter Academy’s 2022 California School Dashboard report on the school’s performance in ELA indicates that the school has earned a Status level of “Low” for All Students which is the same as the state’s Status level of “Low”. The report shows an average Distance from Standard (DFS) of -49.7 in ELA for the All-Students group, which is below the State average (DFS) of -12.2. The school has four numerically significant student groups: English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Four out of four numerically significant student groups, English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities has a DFS lower than the State’s average DFS for that student group.

ELA “Low” Root Cause Analysis:
? Distance Learning Achievement Gap Widening. One root cause of the low achievement was the low reading proficiency of students returning to school post distance learning. At the end of the 2020-2021 school year, 57% of our students were “At Risk for Tier 3” according to iReady data. However, in the Fall of 2021-2022 school year, we began the school year with 75% of students “At Risk for Tier 3” according to iReady data. The highest group of students “At Risk for Tier 3” were the eighty 6th graders who started at PUC Excel during distance learning in the 2020-2021 school year and who matriculated into 7th grade at PUC Excel. The size of this class also grew from 80 students to 106 students. Many of those new students were also in the “At Risk for Tier 3” category.

? New ELA teacher in 7th grade. A second root cause of the low achievement in ELA was the onboarding of a new ELA teacher into 7th grade. As a small school, each ELA teacher plays a major role in the data story of the school. While the history and science teachers contribute to growing our students as readers, the ELA teacher is the lead in growing our students’ literacy skills. This specific teacher is new to the CA common core standards and to 7th grade. With curriculum training and coaching, we saw improvement in content knowledge and workshop teaching practices. However, we know that the end of year data specifically for this grade level shows that we, as a leadership team, must continue to support this teacher’s development.

? New literacy curriculum adjustment. In the 2021-2022 school year we began implementing new curriculum in both the ELA and History content areas. We now use Amplify ELA and Discovery Social Sciences. The first year of implementation showed some growing pains. Teachers tried to show as much fidelity to the curriculum scope and sequence as possible and engage students in the rigorous tasks. We realized that both curriculums include rich literacy tasks. However, sometimes the metacognitive modeling and use of exemplars by the teacher were missing. This critical step was causing students to disengage because they weren’t confident in approaching the rigorous tasks. This is what led us to our initiatives around our key instructional practices and classroom observation focus areas outlined in question 1. We knew we could be better in being transparent with students about the deep thinking we expected from them.

Need #2: Mathematics:
PUC Excel Charter Academy’s 2022 California School Dashboard report on the school’s performance in Math indicates that the school has earned a Status level of “Very Low” for All Students which is below the state’s Status level of “Low”. The report shows an average Distance from Standard (DFS) of -112.6 in Math for the All-Students group, which is below the State average (DFS) of -51.7. The school has four numerically significant student groups English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. All four numerically significant student groups English Learners, Latino, and Socioeconomically Disadvantaged have DFS scores lower than the State’s average DFS for those four student groups.

Math “Very Low” Root Cause Analysis:
? Distance Learning Achievement Gap Widening. Similar to our analysis of ELA data, One root cause of the low math achievement was the low math proficiency of students returning to school post distance learning. At the end of the 2020-2021 school year, 48% of our students were “At Risk for Tier 3” according to iReady data. However, in the Fall of 2021-2022 school year, we began the school year with 73% of students “At Risk for Tier 3” according to iReady data. The highest group of students “At Risk for Tier 3” were the eighty 6th graders who started at PUC Excel during distance learning in the 2020-2021 school year and who matriculated into 7th grade at PUC Excel. The size of this class also grew from 80 students to 106 students. Many of those new students were also in the “At Risk for Tier 3” category.

? Long-Term Substitute in Math. In December of 2021, our 8th grade math teacher decided to step away from the classroom. While he was able to stay on to support lesson planning and consulting with the substitute, our students experienced a lot of change. They had multiple substitute teachers in the second semester, which led to inconsistent learning routines which we know has a big impact on student learning. Due to the lack of qualified candidates, we were unable to fill the position. Despite this challenge, 55% of our eighth graders still showed at least one year of growth on the final iReady diagnostic. The EL subgroup exceeded this with 65% growth. However, only 33% of the students with IEPs showed one or more year growth.

? New Math Curriculum Adjustment. Our Math team also adopted a new curriculum, enVision Math by Saavas. While they were part of the adoption process and selected from three curriculums, implementation still had its challenges. Our teachers were accustomed to creating their own materials or using a variety of free online tools (EngageNY and Illustrative Math). enVision has a heavy focus on conceptual math, which we know is very beneficial to students. However, our math team can tend...
to lean into the procedural over conceptual. We know we need to develop our teachers to support students building conceptual understanding.

Areas of Improvement for Math Proficiency

? Conceptual Understanding. As previously mentioned, we have observed that our teachers lean into the procedural expectations of math over developing conceptual understanding. As a result, we know we need to improve how teachers hold space for students to build conceptual understanding. We’ve been developing in our implementation of Number Talks and academic discourse in the math classroom. Number talks allow students to unpack problems using mental math and discussion with their group. We began implementing in the Fall of 2022 and have observed that while teachers are implementing, our students are still growing in their willingness to share their thinking aloud. We want to keep practicing and building that comfort so that students are confident in themselves and their ideas.

? Metacognition & Math. Another way to build conceptual understanding is to engage students in metacognitive thinking about math. Observation data showed that teachers were not engaging students in processes to identify their background knowledge, make inferences about story problems, ask questions, synthesize information and reflect on their new knowledge. We realized we needed to spend more time helping math teachers build their own schema around the metacognitive thinking strategies that students were being taught in their literacy classes. We see an opportunity to use common language and strategies to show students the cross curricular connection.

PUC Excel will continue to address the needs of all students and significant student populations in Math through ongoing professional development, data driven progress monitoring, and student centered evidence based practices that support math. The ongoing professional development of teachers, scheduled throughout the school year, will be intentional and strategic to further develop teachers and support staff around best practices that support planning, instruction, and interventions for students. The school will progress monitor student data in math, through internal assessments, at various times during the school year to further analyze and reflect on student data.

Need #3: Chronic Absenteeism:

PUC Excel Charter Academy’s 2022 California School Dashboard report in the area of Chronic Absenteeism (the percentage of students who are absent 10% or more of the instructional days in which they were enrolled) indicates that the school’s rate of chronic absenteeism for All Students at 40.6% is considered “Very High” and is the same as the state’s Status level of “Very High”, although the state’s rate is lower at 30%. In addition to the All-Students group, the school has four numerically significant student groups that received performance levels on this indicator: English Learners, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The Status level of these four student groups is “Very High”.

Root Cause Analysis:

? Illness & Quarantine. In 2020-2021 the neighborhood in which PUC Excel is located, Lincoln Heights, was one of the most impacted by COVID. Due to the high concentration of community members in shared living spaces, many of our students and their families contracted COVID early on in the pandemic. As we returned to campus this did not change. We had many students and their family members testing positive. In early September of 2022 we had to quarantine 3 cohorts of students over a span of two weeks. Eventually the country rules changed and allowed exposed individuals to remain on campus. However, the attendance for those quarantined was abysmal. We attempted systems of sending home work and touching base every day via telephone but it did not always work for each family and we did not expect students to complete work if they were sick. For the 2022-2023 school year we are not able to count attendance for those quarantined and completing work. We’ve had a new wave of COVID positive cases this winter that have greatly impacted our current attendance.

? Mental Health Needs. Through our daily phone calls to check in with students who are absent, we were able to ascertain that some students do not come to school due to mental health issues. Parents describe symptoms of depression and struggling with helping their child get out of bed each morning. We also have certain students who complain of chronic somatic symptoms such as stomach aches and other bodily aches connected to anxiety. We know that we serve a community in which many members experience complex trauma that is ongoing and that can make it challenging as a parent to bring your child to school each day, or as a child to get out of bed. We have a handful of students who are choosing to self-medicate using marijuana and vape pens. We know that can cause a lack of desire to attend school.

? Transportation Issues. Again, our data collection sometimes reveals that due to parent’s working schedules, they often are unable to pick up their child from school at a reasonable time. This is especially true when our school has an adjusted schedule like an early release day. In addition, when the family has car troubles, they often do not have other resources for getting their child to school.

? Family Lacking Resources. We have also found that some students are embarrassed to come to school without a clean uniform. There was a period of a “national coin shortage” where families confessed they could not find quarters to use at the laundromat. Or, perhaps the family was short on cash and could not afford to do the laundry for the week. While wearing uniforms can help “equalize” the experience at school, there are also challenges when a student does not have a clean uniform.

? Interpersonal issues. Sometimes we find out that a student missed school because they were having a conflict with another student or an adult on campus. We know that conflict is expected as our students grow from pre-teen into adolescence, and often to them, the world feels very unfair. We know that creating a safe and inclusive space at school prevents absences for these reasons.

LOCAL ASSESSMENTS:
English Language Arts:
ELA 2021-2022:
Reading Growth Data Areas of Improvement & Root Cause:
? Students not showing growth. Almost half (43%) of the 6th and (44%) of 7th graders did not show a full year of growth as indicated by the iReady reading diagnostic. More than 60% of 7th grade English Learners did show a full year of growth as well. In addition, 6th & 7th graders with IEPs did not meet our one year growth target of 50%.

? ELA Achievement. In question 1 of School Performance, we discussed root causes of low ELA achievement on the CA Dashboard. We believe that those same root causes that led to students not meeting grade level proficiency, are the root causes that led to low growth. We previously discussed that many 7th graders were new to our school in general, and all of them were new to campus after distance learning. We had a new 7th grade ELA teacher and a new ELD teacher who were gaining their footing and figuring out the rigor of the grade level standards. The PUC Excel ELA teachers were adjusting to a new curriculum. All of this paired with our students arriving at school in person in the fall of 2021, more below grade level than ever before.

? Chronic Absenteeism. Many of the students who did not show growth were those who were chronically absent. They missed important instruction in their content classes as well as the opportunity to practice iReady reading lessons that were meant to meet them at their level.

We also found that students with whom we wanted to host tutoring sessions, often missed tutoring due to being absent.

? Mental Health & Testing Dispositions. As previously discussed, our students are experiencing many mental health struggles. This impacts students testing dispositions. We often find that students are much more capable of showing independence and mastery on classroom assignments but it doesn’t translate to the iReady or MAP diagnostic.

? Testing Calendar. Due to our balancing of all the summative assessments, the spring iReady diagnostic was administered in March of 2022. This allowed us time to collect data and be responsive prior to students taking the CAAASPP, CAST, and MAP assessment. We believe that some students might have shown more growth had we administered the final iReady reading assessment closer to the end of the school year.

ELA 2022-2023:
Reading Growth Data Areas of Improvement & Root Cause:
? Growth Over Time. The 7th graders did not show as much growth as the other grade levels. We also see that less students with IEPs and students classified as ELs showed one year’s growth from August to November. One root cause is that students need more time to show a year’s growth. Again, this second diagnostic was taken in early November after students had only been in school for about 12 weeks. We know that our responsiveness to data will ensure that more students are meeting the growth target by the 3rd and 4th diagnostic.

? 7th Grade Needs. This year 30 new 7th graders joined our school. Most of these students are experiencing middle school for the first time. We know that they need extra support in acclimating to the middle school setting. They are the biggest class at PUC Excel compared to other grade levels. Internal SEL data from our 7th grade students show that they need a lot of support with mental health. We are finding a trend of students who are participating in activities outside of school not conducive to learning including gang affiliation or self-medicating. We know that we need to address these needs in order for our students to show academic growth.

? Chronic Absenteeism. In the first semester, we continued to struggle with chronic absenteeism especially when the fall and winter months began and there were multiple illnesses being passed around (Colds, flu, respiratory illnesses & COVID.) The absences were very apparent when we did makeup testing. Many students did makeup testing outside of the classrooms they are accustomed to, with students from different classes. In order to keep learning and regular logistics moving forward for the students who were not absent, those who were did not engage in makeup testing in optimal testing conditions.

PUC Excel will continue to address the needs of all students and significant student populations in ELA through ongoing professional development, data driven progress monitoring, and student centered evidence based practices that support language development. The ongoing professional development of teachers, scheduled throughout the school year, will be intentional and strategic to further develop teachers and support staff around best practices that support planning, instruction, and interventions for students. The school will progress monitor student data in ELA, through internal assessments, at various times during the school year to further analyze and reflect on student data.

Mathematics:
Mathematics 2021-2022:
Math Growth Data Areas of Improvement & Root Cause:
? Students not showing growth. About 40% of students did not show a full years worth of growth in mathematics as indicated by the iReady spring diagnostic. Students with IEPs showed the least amount of growth in comparison to other subgroups. Specifically, only 33% of 8th graders with IEPs showed one year’s growth on iReady in math.

? Low Math Proficiency. In question 1 of School Performance, we discussed root causes of low math achievement on the CA Dashboard. We believe that those same
root causes that led to students not meeting grade level proficiency in math, are the root causes that led to low growth. We previously discussed Distance learning as a root cause of low math achievement. At the end of the 2020-2021 school year, 48% of our students were “At Risk for Tier 3” according to iReady data. However, in the Fall of 2021-2022 school year, we began the school year with 73% of students “At Risk for Tier 3” according to iReady data. It was a struggle for teachers to balance their intervention teaching with introducing students to the grade level content. Because of their learning gaps, students often had low confidence in themselves as they learned new grade level content.

8th Grade Growth. Eighth graders showed the lowest growth in compared to the other grade levels across three of the four major subgroups. In December of 2021, our 8th grade math teacher decided to step away from the classroom. While he was able to stay on to support lesson planning and consulting with the substitute, our students experienced a lot of change. They had multiple substitute teachers in the second semester, which led to inconsistent learning routines which we know has a big impact on student learning, differentiation and growth. Due to the lack of qualified candidates, we were unable to fill the position. Despite this challenge, 55% of our eighth graders still showed at least one year of growth on the final iReady diagnostic. The EL subgroup exceeded this with 65% growth. However, only 39% of the students with IEP's showed one or more year growth.

Chronic Absenteeism & Mental Health. Similar to what was discussed previously with respect to ELA growth (or lack thereof) we believe that the high level of chronic absenteeism impacts student’s learning and ability to grow proficiency in math. Mental health issues also impact student’s test taking dispositions. Often, what they are able to do on pencil and paper with their teachers, does not translate to computer generated test questions. iReady includes about 50-60 questions in math. Students who do not have stamina or confidence in themselves often struggle.

Testing Calendar. Due to our balancing of all the summative assessments, the spring iReady diagnostic was administered in March of 2022. The data above does not include growth that we saw for the full school year. We believe that some students might have shown more growth had we administered the final iReady reading assessment closer to the end of the school year.

Mathematics 2022-2023:

Reading Growth Data Areas of Improvement & Root Cause:

Growth Over Time. The 7th graders did not show as much growth as the other grade levels. We also see that less students with IEPs and students classified as ELs showed one year’s growth from August to November. One root cause is that students need more time to show a year's growth. Again, this second diagnostic was taken in early November after students had only been in school for about 12 weeks. We know that our responsiveness to data will ensure that more students are meeting the growth target by the 3rd and 4th diagnostic.

7th Grade Needs. This year 30 new 7th graders joined our school. Most of these students are experiencing middle school for the first time. We know that they need extra support in acclimating to the middle school setting. They are the biggest class at PUC Excel compared to other grade levels. Internal SEL data from our 7th grade students show that they need a lot of support with mental health. We are finding a trend of students who are participating in activities outside of school not conducive to learning including gang affiliation or self-medicating. We know that we need to address these needs in order for our students to show academic growth.

Chronic Absenteeism. In the first semester, we continued to struggle with chronic absenteeism especially when the fall and winter months began and there were multiple illnesses being passed around (Colds, flus, respiratory illnesses & COVID.) The absences were very apparent when we did makeup testing. Many students did makeup testing outside of the classrooms they are accustomed to, with students from different classes. In order to keep learning and regular logistics moving forward for the students who were not absent, those who were did not engage in makeup testing in optimal testing conditions.

LCAP Highlights

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

PUC Excel uses the Local Control Accountability Plan (LCAP) to guide student outcomes, engagement, and conditions of learning. The LCAP communicates the school's plan for student success guided by student outcomes, engagement, and conditions of learning tied to all (8) LCFF state priorities and highlighted in a total of (6) LCAP goals for SY 2023-2024. The LCAP goals drive our collaborative planning and budget process where we use multiple data sets to determine our school’s desired next steps tied to desired student outcomes for all students and each significant subgroup.

In addition, The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California’s ESSA State Plan.
PUC Excel Charter Academy has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to the English Learner subgroup receiving all indicators at the lowest status level (or all indicators at the lowest status level but one indicator at another status level).

Schools eligible for ATSI are required to collaborate with educational partners to develop and implement a plan to improve student outcomes for each subgroup of students that led to the identification.

Education Code 64001(h) allows the School Plan for Student Achievement (SPSA) to serve as the school improvement plan required under ESSA for schools identified for ATSI as long as the SPSA also meets the federal planning requirements noted above. Since the LCAP serves as the school’s SPSA, the LCAP will also serve as the ATSI improvement plan. The LCAP Plan for the 2023-2024 SY has goals, outcomes/metrics and actions that support the school in improving the areas of need. The focus areas/indicators are the following: English Language Arts, Mathematics, and Chronic Absenteeism, as applicable.

The key features of the SY 2023-2024 LCAP are listed below:

Conditions of Learning Goals:
Goal 1) Highly qualified credential teachers for all students. We want to ensure that all our teachers are highly qualified to teach all students and our subgroups. We also want to ensure our school continues to recruit, retain, develop, and evaluate highly qualified teachers in support of all students.
Goal 2) School facilities and maintenance. We want to ensure that our school facility is safe, maintained, and complaint for all throughout the school year. If/when any repairs or corrective repairs are needed at the school we want to ensure our school handles them in a timely manner.
Goal 3) Standards-aligned academic program for all students. We want to ensure our school offers a broad standards-aligned academic program for all students and our subgroups in support of college and career readiness. We also want to ensure that our school is allocating time, funding, and resources to the ongoing professional development needed for teachers, administrators, and school staff in support of the broad standards-aligned course of study.

Engagement Goals:
Goal 4) Parent, Student, & Community Engagement: We want to ensure our school offers multiple ways for our parents, students, and community to have voice and engage with the school site in support of success for all. We also want to ensure that our school is allocating time, funding, and resources to the ongoing professional development, trainings, and/or workshops needed for teachers, administrators, school staff, students, and parents to support strong parent, student, and community engagement at the site in support of success for all.
Goal 5) Safe & Inclusive School Climate: We want to ensure our school promotes and maintains a strong, safe, and inclusive school climate for all. The school wants to ensure that all stakeholder voices, suggestions, feedback, and insights are welcomed and valued to support the school’s continuous improvement. In addition, we want to ensure the school is allocating time, funding, and resources to the ongoing professional development, trainings, and/or workshops needed for teachers, administrators, school staff, students, and parents to support a strong safe and inclusive school climate at the site in support of success for all.

Student Outcome Goal:
Goal 6) Student Achievement & Student Outcomes: We want to ensure our school maintains strong student achievement and student outcomes for all students and subgroups. We want to ensure that our students are ‘graduating from high school prepared for college success’ and that our school is supporting each student’s college and career readiness throughout their years at our school. In addition, we want to ensure the school is allocating time, funding, and resources to the ongoing professional development, trainings, and/or workshops needed for teachers, administrators, and school staff to support student achievement for all students and subgroups. The school’s data, stakeholder feedback, and continued learnings from the transition from distance learning to in-person further informed the development of the LCAP 2023-2024 SY. One distinct feature for the LCAP 2023-2024 SY, based on the review of stakeholder input from this last school year, is that the LCAP 2023-2024 SY will continue with the (6) goals from the 2022-2023 SY. This decision is based on stakeholder and school administrator feedback. The school looks forward to implementing the actions tied to each of the (6) goals that cover the (8) state priorities. In addition, the school will continue to engage with stakeholders in the coming year, through the school’s yearly LCAP timeline and process, to further gather stakeholder feedback on LCAP goals, outcomes, and actions per goal through intentional collaboration and planning around conditions of learning, engagement, and student outcomes 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.

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 and how this engagement was considered before finalizing the LCAP.

PUC Excel has a strong commitment, from its foundation as a school, to stakeholder engagement to drive student success. The commitment to stakeholder engagement is directly tied to its vision, mission, and charter. The school has developed various platforms to engage stakeholders, in-person and virtual, to further its efforts for the success of all students and each significant subgroup. The school has a yearlong stakeholder engagement calendar, with touch points throughout the school year, to gather stakeholder feedback, suggestions, questions, and input for school-based reflection and use in future planning [i.e. students, school staff, and families]. This school year the school continues to rely on various virtual platforms [i.e. online surveys, social media/websites, phone calls/texts, and virtual meetings] and in-person events to remain connected to stakeholders and continuously gather feedback. The details below highlights the school's efforts for stakeholder engagement related to the school's LCAP development for 2023-2024 school year.

Meetings included School Site Council and English Learner Advisory Committees that served as the LCAP Parent Advisory Committee. These meetings were held: Q1: 10/6/22, Q2: 12/15/22, Q3: 3/28/23 & 4/18/23 and Q4: 5/23/23. These meetings are offered via in-person and/or ZOOM. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection question: What, if any, recommendations do you have for changes to these goals?

In addition, various meetings continued to be held throughout the year with stakeholder focus groups that included staff, teachers, administrators, parents, students, and community members. Our Director of Student and Parent Engagement hosted these meetings. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with the current year’s LCAP (2022-23) and provided a space where they could ask questions. LCAP items
A summary of the feedback provided by specific educational partners.

Stakeholder feedback from the LCAP Survey and the May 11, 2023 LCAP Stakeholder meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Stakeholders included: parents of general education, parents of English Learners, Low-Income, and parents of students with special needs, administrators, teachers. In addition to receiving feedback from directors, administrators, teachers, parents, and students, PUC Schools met with and received valuable input and feedback from LAUSD’s Division of Special Education. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting the following: well qualified teachers, student growth and achievement, parent engagement, and support for English Learners. Participants expressed support for proposed changes and identified progress and areas of need.

Some of the current and key feedback that helped inform the development of the 2023-2024 LCAP include the following:

Goal 1: Our stakeholder feedback demonstrates a positive response to how the school is making sure there are appropriately assigned and/or credentialed teachers in all classes/subject areas at our school. There is an overall sentiment in the feedback that students are under the education and care of highly qualified school staff, small class sizes, and positive teacher-parent relationships. The school, however, has experienced challenges due to lack of qualified candidates, labor shortages, and other varying factors brought forth many challenges in recruiting and maintaining both teachers and school staff. These vacancies were identified as concerns by stakeholders around its development.

Goal 2: Our stakeholder feedback reflects an overall positive response to the action items to keep schools in good repair and safe. Parents were in agreement with the addition of security cameras and/or updating cameras at the school site. They also liked that the school has and continues to have monthly safety inspections. In addition, parents were glad that the school provides supplies for student use.

The Health & Safety of our students and staff is and will continue to be a top priority at PUC Schools. Our Operations Team continues to stay well-informed with the County Health Department updates and any updates from the Center for Disease Control (CDC) even as mandates have expired or modified. Currently, PUC Schools will continue to follow its COVID-19 Containment, Response, & Control Plan.
A description of the aspects of the LCAP that were influenced by specific input from educational partners.
The school continued to follow health requirements and guidelines from the LA County Department of Public Health, CDC, CAL-OSHA, CDE, and LAUSD, and worked to provide stakeholders various opportunities to provide feedback. The stakeholder feedback during the 2022-2023 school year highly informed the development of the 2023-2024 LCAP. For the 2023-2024 LCAP the school will continue with the (6) goals from the 2022-2023 school year. Based on stakeholder feedback there is a further desire to condense the goals for the next 3-year LCAP plan. The 2023-2024 LCAP goals continue to be the following (based on the description of stakeholder feedback above): 1) highly qualified teachers 2) school facilities and maintenance 3) standards aligned academic program 4) parent and student engagement 5) school climate & 6) student outcomes and student achievement. The language of each goal, outcomes, and actions have been updated with current and relevant language to further our desired student outcomes and student achievement [for all students and each significant subgroup] based on the CA School Dashboard. In support of the parent stakeholder feedback, detailed above, the school has incorporated actions in the following ways for each goal:

Goal 1: In response to the continued challenge of making sure the school is fully staffed, funding for Human Resource personnel continues to be a priority within Goal 1. In addition, through the Office of the CEO, PUC Schools has partnered with the Center for Powerful Public Schools, non-profit working to learn more about their needs and priorities related to diversity, equity, and inclusion (DEI) and wellness. The research shows that schools, particularly those serving historically underserved communities, that are grounded in equity and wellness for the school staff help promote stronger equity and wellness with students and families. It is PUC Schools goal to be an employer of choice for school employees committed to retaining, developing, and attracting talent for our students.

Goal 2: There will continue to be protocols in place to ensure the safety of all staff, students, and parents. All staff will continue to be trained on any updated safety protocols. Professional development, trainings, and orientations for school staff will also be a focus under this goal. PPE will continue to be made available as needed.

Hand-washing stations will continue to be utilized and maintained at all PUC School sites. Parents continue to voice concerns about traffic safety. Depending on the school site, additional staff has been added for overall safety which has helped with traffic safety. This is reflected in the LCAP action under this Goal. In addition, the use of volunteers is encouraged.

Goal 3: Each school works to design a comprehensive educational program for all students. Based on parent and teacher feedback the school will continue to invest in technology to ensure students have current computers and programs. The school will also continue to invest in professional development in the Arts and for English Learners. The school will also continue to invest in additional academic support in classrooms. In-person instruction and in-person summer school using supplemental funds for academic and social emotional supports for all students and each significant subgroup have been made a priority and included under this goal. Additionally, mental health one-to-one counseling, positive behavior intervention support, and social emotional learning tied to has been made a priority and continues to be included. This includes workshops for students and families to get support for their child’s academic progress. The Office of the Chief Executive Officer (CEO) has provided vision, strategy, and resources to further support and uplift parent and community engagement. There is a Department of Student & Family Engagement & Advocacy that further uplifts the vision and resources through dedicated personnel supporting the schools. The Department of Student & Family Engagement & Advocacy provides support and services to the school that are further embedded in our LCAP Parent Engagement Goal. Actions and services in support of this goal are: 1. Providing support personnel during parent meetings (in-person) that ensure a smooth and safe experience for parents and families. 2. Providing funding for educational materials. 3. Connecting with outside agencies as either consultants or providing workshops at “free” or minimal cost to the school. 4. We have created new partnerships with organizations such as Peer Health Exchange and GRYPD. 5. Supplemental funds have been allocated to add staffing for this department. It is our goal to provide more opportunities for professional development for staff in the area of parent engagement and to also provide continued parent workshops and/or opportunities for parent classes.

Goal 5: This goal will continue to provide actions that are focused on social and emotional supports and learning. This includes workshops for students and families to get resources and continuing with programs like PBIS and Peer Health Exchange that continue counseling services, and outreach. The school will continue working with Meaning Makers for the staff. The school will continue to use supplemental funds to further fund additional staffing in support of students, families, and school staff. Professional development, trainings, and orientations for school staff, parents, and students tied to Goal 5. 2) mental health one-to-one counseling, positive behavior intervention support, and social emotional learning tied to Goal 5

Goal 6: PUC Schools recognizes the importance of maintaining college readiness expectations. This goal includes college-readiness for students that are grades 9th through 12th. Within this goal PUC Schools continues to place a priority in providing the following actions to increase college readiness: 1. College Credit Courses, 2. Advanced Placement professional development for teachers and online instructional materials to help students and teachers monitor progress, 3. Students receive Common Core Math and English interventions and test prep. This goal focuses on a rigorous academic program for all students. Outcomes are aligned to CA Local Indicators Priority 4: Pupil Achievement. Actions under this goal continue to reflect the importance of increasing academic support for students, including SWD, EL, Homeless & Foster Youth. For example, adoption of anchor materials/textbooks, intervention programs that include after school, Saturday School, and Summer School for all significant subgroups. Additionally, a focus on English Learner supports and ELD curriculum and professional development are a priority and will continue to be a priority in the 2023-2024 school year. Data reflection cycles throughout the year will continue to be used to ensure monitoring and successful implementation of academic supports. And finally, the continued use of Individual Academic Plans for each student that is supported by school's master schedule, course offerings and inclusion support for SWD to ensure course access.

The school will communicate, connect, and progress monitor its LCAP while gathering ongoing stakeholder feedback, suggestions, and input in support of the school’s yearly LCAP process.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goal 1: 100% of teachers hold a valid CA teaching credential with appropriate English Learner Authorization and are appropriately assigned. (State Priorities 1 / Local Priority 1)</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

According to the National Educational Association’s “Rankings of the States 2017 and Estimates of School Statistics 2018” report dated April 2018, California is second in the nation in terms of number of teachers. California expects teaching positions to rise in the coming years along with 19% of current teachers having more than 20 years of experience and reaching retirement age. New teachers will be needed to fill these growing positions. PUC Excel wants to ensure that it is ready to meet this current and future need by making it a goal that 100% of teachers hold valid CA teaching credentials. In addition, with PUC Excel’s English Language Learner population, the school wants to ensure that these credentials come with appropriate English Authorization.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Efficient Recruitment and Hiring Process to ensure all teacher candidates hold valid CA credentials with appropriate English Learner Authorization. Human Resources will regularly review credential status as required by law and the charter.</td>
<td>EXCEL: FALL 2020 100% APPROPRIATELY ASSIGNED 94.44% FULLY CREDENTIALED</td>
<td>EXCEL: FALL 2021 100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</td>
<td>EXCEL FALL 2022 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 82%</td>
<td>100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</td>
<td></td>
</tr>
</tbody>
</table>
### Metric/Method for Measuring: CALPADS Assignments and CALSAAS

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 1: Professional Development, coaching and evaluation of all teachers</td>
<td>The on-going professional development academic coaching and evaluation of all teachers by school administrators to support highly qualified teachers, retention, growth, and teacher impact for all students.</td>
<td>$128,255.07</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process for all teachers</td>
<td>Human Resources will implement an efficient recruitment hiring and assignment process to ensure all teachers are compliant with CTCC and CDE regulations to include English Authorization. Human Resources will regularly review teacher status as required by law and the charter.</td>
<td>$96,542.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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.

| For Action Item #1 there is not substantive difference.  We have weekly professional development meetings and either weekly or bi-weekly coaching sessions with teachers. |
| For Action Item #2 there is not a substantive difference.  We are currently staffed for the 2022-2023 school year.  We have been able to fill any opening throughout the year and have not had teacher shortage. |

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 are not any material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services |

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

| Teachers were 100% appropriately placed and 79% were fully credentialed.  In order to fully meet this goal, we will continue to maintain the metric and desired outcomes.  However, for Action #2, we will continue to fund a full-time credential analyst to work with the Human Resources Team.  In addition, Recruitment will increase efforts to recruit fully credentialed teachers. |

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.
No changes will be made to the planned goal, metrics and 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.
Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Goal 2: Annually, the school scores 90% or greater in the Quality Assurance Operations Review performed in August. (State Priority 1/ Local Priority 1)</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

PUC EXCEL is located in the Northeast Los Angeles that is surrounded mostly by single family dwellings and business. The school is a converted business building. Understanding that the building is an integral part of the conditions of learning much work went into ensuring that the building provide a physical environment that is comfortable, safe, secure, accessible, well lit, well ventilated, and aesthetically pleasing. PUC EXCEL has added this as a goal to ensure that the building's physical structure and building systems are maintained. This includes playground, areas for outdoor learning and vehicular access and parking.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
</table>

Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
<td>Supervision and staffing of custodial, security, and maintenance staff and Operating cost of facilities</td>
<td>$115,116.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Goal Analysis for 2022-2023
An analysis of how this goal was carried out in the previous year.

<table>
<thead>
<tr>
<th>A description of any substantive differences in planned actions and actual implementation of these actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is not a substantive difference in planned actions and actual implementation of this action. The school has fully hired classified staff for supervision, custodial work, security, and maintenance of the facility. In addition, all maintenance and repairs are on track.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.</td>
</tr>
</tbody>
</table>

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

| The specific actions for this goal were highly effective in making progress toward the goal’s target of having a 90% or higher on the Quality Assurance Operations Review (QAR). The supervision and staffing of custodial positions and maintenance staff along with consistent ongoing monthly visits and data collection were instrumental in keeping the facility safe, secure, and up to date. |

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.</td>
</tr>
</tbody>
</table>

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.
Goal

Goal #3: The school will provide a broad standards-aligned academic program that supports college and career readiness for all students.

(State Priorities: 2, 4, 7, & 8 /Local Priority 2, 7)

An explanation of why the LEA has developed this goal.

PUC EXCEL understands the importance of a sound academic foundation that includes the full implementation of all CA Common Core standards. As stated in the Common Core State Standards Initiative, Common Core State Standards provide “all students with the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school...” In addition, annual professional development will ensure that each teacher is prepared and ready to meet the needs of each student.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: 100% of students have access to Standards-aligned materials Metric/Method for Measuring: SARC Report</td>
<td>100% had access to Standards-aligned materials.</td>
<td>100% had access to Standards-aligned materials.</td>
<td>100% had access to Standards-aligned materials.</td>
<td>100% have access to Standards-aligned materials</td>
<td></td>
</tr>
<tr>
<td>Outcome #2: 100% implementation of all CA standards Metric/Method for Measuring: Local Indicator and professional development agendas and sign-in sheets, scope and sequences, unit and weekly lesson plans,</td>
<td>100% implementation of all CA standards.</td>
<td>100% implementation of all CA standards.</td>
<td>100% implementation of all CA standards.</td>
<td>100% implementation of all CA standards</td>
<td></td>
</tr>
</tbody>
</table>
### Outcome #3: 100% of ALL students including all subgroups have access to and enrollment in a broad course of study

Metric/Method for Measuring: Local Indicator Priority 7 or Local Data and CALPADS-EOY Report 2.14, 3.9, 3.10

<table>
<thead>
<tr>
<th></th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Outcome #4: Programs and services developed and provided to unduplicated pupils (ELs/Foster Youth/Low-income) and Student(s) receiving special education services (SPED) or Student With Disabilities (SWD)

Metric/Method for Measuring: Local Indicator Priority 7: Access to a broad course of study or Local Data

<table>
<thead>
<tr>
<th></th>
<th>Met</th>
<th>Met</th>
<th>Met</th>
<th>Local Indicator Priority 7: Access to a broad course of study: Met</th>
</tr>
</thead>
</table>
## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
<td>Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility. PUC Functional &amp; Foundational Courses are available for students with 504 or special education eligibility, pursuing an alternate graduation pathway: California High School Minimum Diploma OR Certificate of Completion (as noted in IEP as alternate curriculum). - Foundation Courses - Align with CA Minimum Diploma or Certificate of Completion - Functional Courses - Align only with Certificate of Completion (IEP only not 504 eligible</td>
<td>$362,066.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
<td>Action 2: Instructional and supplemental materials purchased, including resources for the Arts to achieve VAPA standards, will be aligned to CA Common Core State Standards and the charter petition.</td>
<td>$138,800.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: Funding of Arts Personnel</td>
<td>Action 3: Portion of Arts Personnel will be funded to ensure continued emphasis of the Arts at PUC Schools.</td>
<td>$35,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: Teacher Professional Development</td>
<td>Action 4: Teachers will participate in school-level Professional Development, trainings and workshops anchored in CA CCSS. which include PD for the VAPA Standards.</td>
<td>$40,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Action 5: Outside Teacher Professional Development</td>
<td>Action 5: Selected teachers will participate in outside Professional Development, Trainings and workshops focused on literacy, learning acceleration, math/science/English/history/VAPA development.</td>
<td>$20,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Action 6: Data Reflection Cycles</td>
<td>Action 6: Implementation of data reflection cycles throughout the academic school year.</td>
<td>$86,600.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Action 7: Resources to Accelerate Learning</td>
<td>Action 7: Purchase of Resources to accelerate learning for all students and significant subgroups.</td>
<td>$43,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Action 8: ELD Standards Professional Development</td>
<td>Action 8: ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings.</td>
<td>$20,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Action 9: Individual Academic Plans</td>
<td>Action 9: Creation of individual Academic Plans for each student that is supported by the school’s master schedule, course sequencings, and inclusion support for all students, with a focus on students with IEPs and ELs to ensure course access.</td>
<td>$127,500.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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.
Action 1: There is not a substantive difference in planned actions and actual implementation of this action. The school has provided foundational courses for all Students With Disabilities (SWD) and/or 504 eligibility.

Action 2: There is not a substantive difference in planned actions and actual implementation of this action. The school has fully purchased all instructional and supplemental materials, including resources for the Arts that are aligned to CA Common Core State Standards. All instructional materials and books have been and will be continually purchased throughout the year based on need. Funding has been set aside to update classroom libraries in ELA classrooms second semester.

Action 3: There is not a substantive difference in planned action and actual implementation of this action. The school has provided for an arts person to ensure full implementation of the arts program.

Action 4: There is not a substantive difference in planned action and actual implementation of this action. This semester, teachers had a release day in November where they focused on planning and alignment with SBAC. Continued opportunities for planning will be provided in the Spring.

Action 5: There is not a substantive difference in planned action and actual implementation of this action. Selected teachers will participate in outside Professional Development, Trainings and workshops focused on literacy, learning acceleration, math/science/English/history/VAPA development. The curriculums for each content area also include professional development throughout the year.

Action 6: There is not a substantive difference in planned action and actual implementation of this action. Implementation of student data reflection cycle, throughout the academic school year, to support student growth and achievement. Teachers plan through the data they analyze and incorporate that into small group instruction.

Action 7: There is not a substantive difference in planned action and actual implementation of this action. We purchased resources to accelerate learning for all students and significant subgroups. We were trained by SIIP for our students that need phonetic and reading intervention.

Action 8: There is not a substantive difference in planned action and actual implementation of this action. We held ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings.

Action 9: There is not a substantive difference in planned action and actual implementation of this action. Creation of Individual Academic Plans for each student that is supported by the school’s master schedule, course sequencings, and inclusion support for all students, with a focus on students with IEPs and ELs to ensure course access. We have added an English language learner teacher assistant and also have the English Language Learners in the phonics and reading development intervention program.

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

There is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Overall, the specific actions were effective in making progress toward the goal as demonstrated from the Outcomes Mid-Year update. Common Core standards (Action 2) were 100% implemented at the school site through the purchase and use of instructional and supplemental materials and resources. The school provided professional development at the site-level and participated in outside professional development such as Data Reflection cycles (Action 4 and Action 6) which occurred on a quarterly basis providing teachers opportunities to review and analyze data and to plan for each quarter. In addition, ELD Standards professional development (Action 8) occurred providing teachers additional tools to use when lesson planning and implementing those lessons within the classroom focusing on their English Learners.

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 is no change to the planned goal, metrics and desired outcomes. For Action 8 Professional development will continue to grow and improve for this goal based on needs arising from achievement data in addition to the needs of the staff and leaders. We will continue to seek ways to expand opportunities for outside professional development for our teachers.

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.
### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Goal 4:</strong> The school will maintain strong parent, student, and community engagement in support of all stakeholders.</td>
</tr>
</tbody>
</table>

(State Priority 3/ Local Priority 3)

### An explanation of why the LEA has developed this goal.

PUC EXCEL believes that parent involvement cannot be "random acts of family involvement" as coined by K. Gill Kressley. Family involvement must be systemic and have sustained approaches. This reframing or paradigm shift in the way we approach family involvement will translate into increased student learning and achievement. The philosophy of the charter school is to encourage, honor and respect the parent voice and contribution to their child’s education. The School believes the best way to accomplish this is through family engagement and building school capacity. Family engagement has proven to have significant short- and long-term academic benefits for those students with parent involvement. The school will focus on additional parent workshops around core areas of college knowledge, technology, and parenting.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
</table>
Engagement have supported and augmented school sites by enriching parent participation and engagement. PUC Schools Department of Student and Parent Engagement have hosted multiple PUC wide workshops including Vaping/Marijuana, QPR (suicide prevention), Social Media Management, Anxiety/Stress Management. It has also facilitated the creation of PACs (Parent Engagement boards) at the Valley Schools hosting almost 10 Meetings thus far. PUC Schools’ Department of Student and Parent Engagement and Advocacy have supported and augmented PUC Excel’s parent engagement opportunities by offering organization wide workshops, trainings, focus groups, interventions, and resources. It has also provided multiple PUC wide Parent Engagement home visits providing individual Parent support on parenting, counseling, and programs for families. It has also facilitated site-

PUC-wide Offerings:
5 workshops with certificate at end of workshop series that covered some of these topics:
- Vaping Use
- Home Structure
- How to Communicate with Youth Regarding Drug Use
- Discipline
- Limiting Tech Use & the Web
- How to Identify Anxiety & Depression-Stress Management
- L.A. Mission Discussion on Different Programs
- Community Health Worker Share Experience with Getting Funds for College
- Parent Forums on Different Topics such as dealing with loss and grief.

1/19/23: Coffee with the Principal
1/26/23: Achievement Night-Student Data Sahred
1/27/23: 8th Grade Parent Meeting-Graduation Goals
2/2/23: 7th Grade Parent meeting-Social Media Awareness and Dangers
2/27/23: Coffee with the Principal
3/8-3/10: FST Meetings
3/22/23: Coffee with the Principal
4/13/23: 7th Grade Parent Meeting
4/25-4/27: FST Meetings
Outcome #2: Scheduled and held 4 SAC/ELAC meetings
Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, SAC/ELAC agendas/sign-in sheets

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30/21</td>
<td>SSC &amp; ELAC MEETINGS</td>
</tr>
<tr>
<td>12/10/21</td>
<td>SSC &amp; ELAC MEETINGS</td>
</tr>
<tr>
<td>3/22/22</td>
<td>SSC &amp; ELAC MEETINGS</td>
</tr>
<tr>
<td>5/19/22</td>
<td>SSC &amp; ELAC MEETINGS</td>
</tr>
</tbody>
</table>

PUC EXCEL held their 4 SSC(formerly SAC)/ELAC meetings during the 23-23 SY:

Q1: 10/6/22  
Q2: 12/15/22  
Q3: 3/28/23 & 4/18/23  
Q4: 5/23/23

Schedule and hold 4 SAC/ELAC meetings.

Outcome #3: Minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent representation from English Learner, Homeless, and Low-Income sub-groups on SAC.

Metric/Method for Measuring: SAC/ELAC agendas/sign-in sheets

PUC Excel had a minimum of 2 parents on school advisory committees.

PUC EXCEL has a minimum of 2 parents on school advisory committees.

PUC EXCEL has a minimum of 3 parents of their SSC and 3 EL parents on their ELAC.

Minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent representation from English Learner, Homeless, and Low-Income sub-groups on SAC.
### Outcome #4: The school will maintain ≥ 96% average daily attendance (ADA)

Metric/Method for Measuring: End of year ADA or EOY Report

<table>
<thead>
<tr>
<th>Year</th>
<th>Metric/Method for Measuring</th>
<th>Data for SY 2022 as of 05/05/22</th>
<th>Data for SY 2023 as of 02/24/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>≥ 96% average daily attendance (ADA)</td>
<td>Data from PowerSchool.</td>
<td>Data from PowerSchool.</td>
</tr>
<tr>
<td></td>
<td>Overall: 89.4% EL: 89.6% SPED: 89.4% Free/Reduced Lunch: 89.8% Hispanic/Latino: 89.3%</td>
<td>Overall: 90.8% EL: 92.0% SPED: 90.9% Free/Reduced Lunch: 90.7% Hispanic/Latino: 90.7%</td>
<td></td>
</tr>
</tbody>
</table>

#### Data for SY 2022 as of 05/05/22
- Overall: 94.9%
- EL: 94.9%
- SPED: 94.9%
- Free/Reduced Lunch: 94.9%
- Hispanic/Latino: 94.9%

#### Data for SY 2023 as of 02/24/23
- Overall: 89.4%
- EL: 89.6%
- SPED: 89.4%
- Free/Reduced Lunch: 89.8%
- Hispanic/Latino: 89.3%

### Outcome #5: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) for K-8 will be less than 5% annually.

Metric/Method for Measuring: CA Dashboard > Chronic Absenteeism Indicator (K-8)

<table>
<thead>
<tr>
<th>Year</th>
<th>Metric/Method for Measuring</th>
<th>Data for SY 2022 as of 05/05/22</th>
<th>Data for SY 2023 as of 02/24/23</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>&gt; 5% Chronic Absenteeism Annually</td>
<td>Data from PowerSchool.</td>
<td>Data from PowerSchool.</td>
</tr>
<tr>
<td></td>
<td>Overall: 48.0% EL: 47.4% SPED: 47.4% Free/Reduced Lunch: 46.0% Hispanic/Latino: 48.8%</td>
<td>Overall: 39.9% EL: 29.5% SPED: 39.6% Free/Reduced Lunch: 40.2% Hispanic/Latino: 40.6%</td>
<td></td>
</tr>
</tbody>
</table>

#### Data for SY 2022 as of 05/05/22
- Overall: 14.5%
- EL: 14.5%
- SPED: 14.5%
- Free/Reduced Lunch: 14.5%
- Hispanic/Latino: 14.5%

#### Data for SY 2023 as of 02/24/23
- Overall: 29.5%
- EL: 29.5%
- SPED: 29.5%
- Free/Reduced Lunch: 29.5%
- Hispanic/Latino: 29.5%

### Outcome #6: PUC-wide Special Education Advisory Committee (SEAC) meets 4 times a year.

The SEAC has held four meetings during the 22-23 SY:
- Q1: 12/1/22
- Q2: 2/16/23
- Q3: 4/27/23
- Q4: 5/25/23

Actions
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 1: Family Events/Meetings</td>
<td>Provide for a minimum of 6 family events/meetings throughout the school year.</td>
<td>$22,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: SAC/ELAC Meetings</td>
<td>SAC/ELAC meetings held a minimum of 4 times during the school year.</td>
<td>$20,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: SAC &amp; ELAC Legally Required Representation</td>
<td>Ensure that a minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent representation from English Learner, Homeless, and Low-Income sub-groups on SAC.</td>
<td>$54,150.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: Attendance Incentives Program</td>
<td>School will maintain an Attendance Incentives Program that will include, for example, assemblies with recognition awards for outstanding attendance, and other incentives.</td>
<td>$12,500.00</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
<td>Professional development, workshops, training and/or institute on parent and student engagement advocacy.</td>
<td>$43,500.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.

Actions 1-3: There was no substantive difference in planned actions and the actual implementation of these actions. The school has engaged families and stakeholders through various opportunities that include various family events and meetings throughout the school year. The school has held four School Advisory Council (SAC) and English Language Advisory Committee (ELAC) meetings throughout the school year. In addition, both SAC and ELAC had a minimum of parent representation of English Learners, Homeless, and Low-Income.

Action 4: There is not a substantive difference in planned actions and actual implementation of this action. The school implemented an Attendance Incentive Program and have social work intern also reaching out to the families to check in regarding any circumstance that may have students out and how we can support families to ensure that students are at school and was able to safe and productive.

Action 5: There is not a substantive difference in planned actions and actual implementation of this action. We have been successful with our coffee with the principal and council meetings. We are continuing to work on surveying parents on what workshops/ learning opportunities they would like to see.

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 is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The specific actions taken in alignment with this goal not only ensured access but also increased offerings, stakeholder input opportunities during the school year. The school offered in-person community activities. Increased offerings were done through on-line family events and meetings such as modified Family Nights and student-led conferences. The School scheduled and held 4 School Advisory Council (SAC) meetings as well as four English Learner Advisory Committee meetings (Action 3 and 4). Stakeholder input opportunities were done through various meetings hosted by PUC Schools' Director of Student and Parent Engagement. In addition, professional development were provided to provide training on parent and student engagement advocacy. (Action 5).
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 is no change to the goal, metrics and desired outcomes. The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal.

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.
Goal

Goal 5: The school will provide a safe, positive, and inclusive climate for all.
(State Priorities: 5 & 6/ Local Priority 6)

An explanation of why the LEA has developed this goal.

PUC EXCEL understands that to maintain the high academic level that has distinguished the school and set it apart from surrounding schools it must increase its effort to have a school culture that supports and encourages the school’s academic rigor. The school will do this through working to maintain low suspension and expulsion rates, and increasing the Family Survey and Student Survey scores.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Annual Stakeholder Satisfaction Surveys shows positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%. Metric/Method for Measuring: Annual Stakeholder Satisfaction Surveys (Students, Teachers, Parents)</td>
<td>Return Rate 2020: 28% - Students 73% - Parents</td>
<td>SY2020-21 Return Rates: Student: 65% Family: 74% Teachers: 57% SY2020-21 Performance: Student: - 89% favorable - 4.51/5 avg score - Level 3/4 Family: - 89% favorable - 4.3/5 avg score - Level 3/4 Teachers: - 4.29/5 avg score</td>
<td>SY2022-23 Return Rates: Student: 83% Family: 57% SY2022-23 Return Rates: Teachers: 51% SY2022-23 Performance: Student: 76% favorable 4.16/5 avg score Level 3/4 Family: 89% favorable 4.39/5 avg score Level 3/4 Teachers: 4.26/5 avg score</td>
<td>Minimum response rate of 50% Level 3 out of 4</td>
<td></td>
</tr>
<tr>
<td>Outcome 2: Less or equal to 1% of students will be</td>
<td>0.3% 2020</td>
<td>0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool.</td>
<td>0% for SY2023 as of 02/24/23 (all subgroups). Data from PowerSchool.</td>
<td>1% Suspension Rate</td>
<td></td>
</tr>
<tr>
<td>Outcome 3: Less or equal to 1% of students will be expelled. Metric/Method for Measuring: DataQuest &gt; Expulsion and Suspension &gt; Expulsion Rate or CALPADS &gt; Reports 7.6 &gt; 8.1 (as of date)</td>
<td>0% 2020</td>
<td>0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool.</td>
<td>0% for SY2023 as of 02/24/23 (all subgroups). Data from PowerSchool.</td>
<td>Less or equal to 1% Expulsion Rate</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Outcome #4: Minimize Middle School Dropout Rate Metric/Method for Measuring: CALPADS &gt; Fall1 &gt; Report 8.1c or CALPADS EOY &gt; Report 1.10 Completers and Dropouts Student List</td>
<td>93.6% of students (2019-20 students returning 2020-21)</td>
<td>94.9% of students from 2020-21 returned in 2021-22. Data from PowerSchool.</td>
<td>87.2% of students from 2021-22 returned in 2022-23. Data from PowerSchool.</td>
<td>97% Student Return Rate</td>
<td></td>
</tr>
<tr>
<td>Outcome #5: Minimize High School Dropout Rate Metric/Method for Measuring:</td>
<td>Not Applicable.</td>
<td>Not Applicable.</td>
<td>Not Applicable.</td>
<td>Equal to or less than 4% Dropout Rate</td>
<td></td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
<td>Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
<td>$103,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Social Emotional Counseling Services</td>
<td>Social Emotional Counseling Services and Social Emotional Intervention such as: Family Success Team, Incentives, and Student/Family Engagement</td>
<td>$87,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Goal Analysis for 2022-2023

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

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

For Actions 1 and 2, there are no material differences in planned actions and actual implementation of these actions. Our PUC Counseling program is fully staffed and is servicing multiple students and families on a weekly basis. We have 3 Clinical Counselors assigned to our school. We have a full Campus Aide Team and a Campus Aide Lead. We have a full afterschool program Team and a School Site Coordinator. The school has implemented a Social Emotional Learning Curriculum two times a week in Advisory.

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 is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Overall, the specific actions were effective in making progress toward the goal as demonstrated from the Outcomes Mid-Year update. The Student Behavior Intervention Department has worked to ensure that the school has the guidance and support to respond to all student behavior(s). The response to student behavior(s) is restorative and responsive to the various unique and diverse needs of students inside and outside of the school setting. The approach is holistic by working with students, parents, teachers, and school leaders in support of student behavior data, student behavior observations, and desired student behavior(s) in support of a positive, inclusive, and safe school climate. (Action 1) The Clinical Counseling Department offered various opportunities for students, staff, and families to engage in clinical counseling. The mental health/clinical counseling for groups and individual counseling sessions are offered through in-person and telehealth conferencing by clinical counselors. The clinical counselors have added extra hours as a response to the demand for services. In addition, a student virtual classroom program is being piloted this school year. Support for teacher drop-in groups continues to be offered. (Action 2)
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 is no change to the goal, metrics, and desired outcomes. The Clinical Counseling Department is looking into increasing the number of counselors to meet the increased demand for social-emotional counseling services.

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.
Goal

Goal # | Description
--- | ---
6 | Goal 6: The school will maintain strong student achievement and student outcomes for all students. (State Priorities: 4, 5, & 8)

An explanation of why the LEA has developed this goal.

PUC Excel affirm the importance of college and career readiness. “Readiness” means much more than academic proficiency. Social competency and student behavior serve as a better indicator for future success in college. Research indicates 4 out of 10 students transition to college or university not ready for college or university level work and who require remedial classes that may add up to additional tuition fees and prolong timeline to graduation. In addition, lack of preparation at the beginning of a student’s higher educational path is shows a larger trend: not graduating from college or university. The “readiness gap” is a large road-block to being accepted at a college or university and the likelihood of graduating on time. According to the research students that take one to two remedial classes in college, only 29% will go on to earn their college degree. Moreover, 38% fail to graduate with a bachelor’s degree within four years.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Overall annual growth in Reading Comprehension for all sub-groups. Metric/Method for Measuring: Internal Benchmarks Fall to Winter Growth by 10% for All Students</td>
<td>ALL: 53% EL: 64% SPED: 46% LOW-INCOME: 54% LATINO: 54%</td>
<td>ALL: 43% EL: 32% SPED: 35% LOW-INCOME: 43% LATINO: 43% 2021-22 Fall to Winter MAP</td>
<td>2022-23 Fall to Winter ALL: 44% EL: 40% SPED: 41% LOW-INCOME: 43% LATINO: 43%</td>
<td>Internal Benchmarks Fall to Winter Growth by 10% for All Students</td>
<td></td>
</tr>
<tr>
<td>Outcome #2: Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAASPP ELA</td>
<td>ALL: -23.8 EL: -71.1 SPED: -88.4 LOW-INCOME: -24.8 LATINO: -29.2</td>
<td>Per CAASPP webpage, “Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be</td>
<td>All: 28.05% EL: 5.17% SPED: 16.67% Low-Income: 28.07% Latino: 27.08% DFS ALL: -49.7</td>
<td>1.2 Average Distance from Standard</td>
<td></td>
</tr>
</tbody>
</table>
| Assessment Metric/Method for Measuring: DataQuest CAASPP ELA Test Results | used when interpreting results.” Due to this there is no update available. | EL: -99.5  
SPED: -111.3  
Low-Income: -51.5  
Latino: -50.7  
2022 public data |
|---|---|---|
| Outcome #3: Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAASPP Mathematics Assessment. Metric/Method for Measuring: DataQuest CAASPP Mathematics Test Results | All: -68.4  
EL: -104.4  
SPED: -130.4  
LOW-INCOME: -74.9  
LATINO: -69 | Per CAASPP webpage, “Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.” Due to this there is no update available. |
| | All: 11.88%  
EL: 0%  
SPED: 5.56%  
Low-Income: 11.93%  
Latino: 11.46% |
| Outcome #4: Percentage of EL students advancing at least one performance level on the ELPAC Metric/Method for Measuring: CA Dashboard English Learner Progress Indicator or Percentage of students advancing at least one performance level on the ELPAC. | ELPAC 2018-19  
EXCEL: 100%  
2020 Optional ELPAC and 2021 ELPAC. | ECA: 52%  
2021 and 2022 SA ELPAC  
ELPI: 72.2%  
2022 CA Dashboard |
| | Students advancing at least one performance level on the ELPAC increase by 2%. |
| Outcome #5: Increase annual EL RECLASSIFICATION RATE-CDE DATE AS OF 2020-21 5.6% 2020-21 0% | Annual EL Reclassification rate increased by 2%. |

-18. 4 Average Distance from Standard
### Reclassification rate.

**Metric/Method for Measuring:** DataQuest English Learners Annual Reclassification (RFEP) Counts and Rates

| 28-2020: | 48.60% |

**Outcome 6:** Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAST (SCIENCE) Assessment

**Metric/Method for Measuring:** DataQuest CAST (SCIENCE) Test Results

- **Met/Exceeded Standards**
  - All: 15.69%
  - EL: 0%
  - SPED: 8%
  - Low-Income: 12.90%
  - Latino: 16.84%

- 2021 public and internal data.

- **2022**
  - Met/Exceeded Standards
  - All: 14.42%
  - EL: 0%
  - SPED: 0%
  - Low-Income: 14.43%
  - Latino: 13.27%

- 2022 public data.

2020-21 Reclassification reports were updated with reprocessed data to correct an issue with the previous data on 1/27/22. [https://dq.cde.ca.gov/dataquest/whatsnew.asp](https://dq.cde.ca.gov/dataquest/whatsnew.asp)

These are the latest rates as of 2/22/23.

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Action 2: Access to Intervention and Support</td>
<td>Action 2: Students will access available student intervention and support early in the academic year and access intervention and support services to ensure successful achievement (ELA and MATH).</td>
<td>$172,100.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: Implementation of Differentiated Instruction and Intervention</td>
<td>Action 3: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</td>
<td>$98,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: Increased academic, social-emotional</td>
<td>Action 4: Increased academic, social-emotional and behavioral support for all students to accelerate learning returning from distance learning, including SPED, EL, Homeless &amp; Foster</td>
<td>$110,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

CAST 2024: MS-ONLY 8th:  
- ALL: 21.69%  
- EL: 6%  
- SPED: 14%  
- LOW-INCOME: 18.90%  
- LATINO: 22.84%
and behavioral support Youth, and “At-Risk” students using supplemental funds.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Cost</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Action 1: Intervention Programs for ELA and Math.</td>
<td>$140,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Action 1: Implementation of Intervention programs (after school, Saturday School, Summer School) for English Learners, SPED, Low-Income, and Foster Students with focus on ELA and Math.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

For all 4 actions there was no substantive differences in planned actions and actual implementation of these actions. All data systems have been purchased and are being actively used to support students academically. Our shared cost spending allows us to receive much needed support from both our IT department and our data department. With each classroom having a second adult in the room, either a Teacher’s Assistant or Inclusion Assistant, allows for differentiated instruction and intervention for subgroups. Student achievement in the areas of each content class, as well as Grade Point Average, are acknowledged at the end of the semester. Festivals allow for students to “cash out” hard earned Hero Points points for positive behavior and participation in class.

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 is no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Overall, the specific actions were effective in making progress toward the goal as demonstrated from the Outcomes Mid-Year update. The school has reviewed all available information and data in order to monitor the progress of interventions that are utilized to address students’ needs, both academic and social-emotional. The school has reviewed its Quarter 1 and Quarter 2 data during the first semester. Here is a summary of academic and social-emotional data.

**ACADEMIC:** Here are the students that are at grade level prior to quarter 4 retakes.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>OVERALL</th>
<th>EL</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>59%</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>7</td>
<td>45%</td>
<td>53%</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>56%</td>
<td>36%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**MATH:**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>OVERALL</th>
<th>EL</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>63%</td>
<td>64%</td>
<td>82%</td>
</tr>
<tr>
<td>7</td>
<td>48%</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>8</td>
<td>56%</td>
<td>50%</td>
<td>55%</td>
</tr>
</tbody>
</table>

**SOCIAL-EMOTIONAL:**

The school’s community continues to experience high levels of stress from the disruption of COVID-19. In addition, as we move away from COVID-19 restrictions and many of financial supports that were provided during COVID-19 are ending, many families find themselves under financial strains. Children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. There continues to be a need of additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community as is evident by the increase in . The school’s site leader has utilized the PUC School’s Counseling Department and the PUC Student & Family Support Team to support through several levels or Tiers of support. Tier 1: Conducting universal screening to identify social-emotional needs of students on a daily basis. Conducting routine check-ins using a trauma and
resilience-informed lens. The school also connects with students and families to promote attendance. In addition, the school engages with students and families using culturally responsive techniques. Staff have been trained in the use of Psychological First Aid to assess immediate needs and provide support and how to destigmatize mental health. In addition, the school uses professional development time to increase trauma knowledge and skills. Community and family engagement and support is also a focus. Tiers 2 and 3 focus on early and targeted intervention for students. For example, Social Emotional Learning (SEL) has been implemented or scaled up to promote social-emotional competencies among students.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no changes made to the goal, metrics, desired outcomes. All four actions will continue for the 2022-2023 school year. Academic supports will be increased with the addition of enrichment opportunities for our students. (Action 4).</td>
</tr>
</tbody>
</table>

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 2023-2024

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,008,840.00</td>
<td>$513,785.00</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.87%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>38.87%</td>
</tr>
</tbody>
</table>

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.

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 91.60%. The school also notes that there is an overlap in unduplicated subgroups - most specifically with Students with Disabilities who may also be English Learners.

The needs for foster youth, English Learners, and Low-income student were considered first and was done through a strategic plan aimed at ensuring all of our students are college and career ready, graduating at a higher rate, provided access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The goals that drive school's LCAP and highlighted in the School Success Plan (SSP) provide a roadmap for targeting resources and improving outcomes through more accountability. The additional supplemental and concentration funds identified in the school's LCAP provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes.

ENGLISH LEARNERS:
Because of our unduplicated student population count, all of these actions and services are offered school-wide with the exception of specific and targeted actions and services that support identified English Language Learners. Specifically, as of February 27, 2023, 16.06% are English Learners. The school did an analysis of the needs of English Learner students as part of developing their School Success Plan. Even though the school has provided English Learners with an evidenced-based literacy program, support and interventions, there is need for continued support and interventions. The school found that English Learners continue to struggle with English Language Arts and Mathematics. The school also found that there is a need to continue monitoring both their language development and academic progress. The school found the following conditions of English learner students affected their language development and academic growth. Students continue experiencing feelings of anxiety and isolation even as they are fully in-person. Parents not fluent in English and who are not able to support with completion of homework continues to be an area of focus. The school also found that teachers needed support with differentiating instruction, knowing how to provide culturally responsive instruction, and need additional support with EL strategies. The effect of lack of in-person instruction due to COVID-19 is still being felt in the classroom. In the 2022-23 school year,
teachers are still struggling with instruction and interacting with students. This includes an increase in social and emotional challenges for students that have influenced academic learning.

We will continue to focus on specific English Learner professional development. The Director of Language and Literacy continues working with the school to develop lesson plans with classroom teachers to provide collaborative teaching to increase daily small group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in all grade levels. (This will ensure that school staff have access to the latest best practices such as differentiated instruction, and resources to accelerate learning for English Learners. (Goal 3: Actions 7 & 8/Goal 6: Action3)).

Director of Student and Parent Engagement and after school coordinator will also support with providing parent training to support literacy at home, and while students participate in after-school programs that integrate literacy and the arts. (Goal 4: Action 5)
The school will provide intervention programs early in the school year targeting English Language Arts and Math through After-school, Saturday School, and Summer sessions. (Goal 6: Actions 1 & 2)

Our English Learner students will increase comprehension, which will be measured through district benchmark data (i-Ready and MAP) and teacher observation logs.

**LOW INCOME & FOSTER YOUTH:**

As of February 27, 2023, 92.34% of our students qualify for either free or reduced lunch. As of February 27, 2023, 1.09% of students are classified Foster Youth. The school understands that there are many student needs that the school must address. The needs of low-income and Foster Youth students at the school are varied but similar.

The majority of low-income and those in foster care continue to need academic support such as access to additional support, help with homework, and access to classroom libraries. Additionally, there is a continued need for daily routines The parents of low-income students need parental support. This support will focus on strategies to help their child, support with understanding the academic content being taught. Additional needs are not having materials for school, not having access to technology, no access to devices, and no internet service. The school noted the following conditions of the low-income students currently attending the school.

A majority of low-income student have poor educational outcomes as evident from the local assessments taken, lack of physical activity, obesity, greater risk of dropping out of school, lack of access to college-higher education. Parents that worked multiple jobs and parents who were single were conditions that also attributed to students struggling. Lack of academic programs that support student progress and the need to improve school culture and teachers’ perception of students’ ability to achieve were also conditions that were noted. The key circumstances of the school's low-income students included homelessness, federally subsidized public housing or foster home, and a distressed neighborhood. Students were exposed to alcohol and drug abuse, violence and trauma. Parents struggled with transportation or had no car.

We continue to create and expand a trauma-informed and trauma-sensitive environment that provides the critical resources students need to overcome and cope with adversity. Our Director of Clinical Counseling and Clinical Supervisors provide low-income students with social-emotional support through clinical social workers addressing mental health/trauma related services. The school will also increase restorative justice programming with the support of the Director of Behavior Intervention. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment. (Goal 6: Action 4).

As the school supports low-income students and their families dealing with trauma to assist students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to supportive adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies.

These investments are aimed at providing new and updated classroom libraries, reducing class size for English Language Arts and Mathematics through additional support personnel, increasing counseling support, and providing intervention and support programs to youth on their path to graduation. The decision to use the funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student members. These funded programs are supported by a number of evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes. Continue investing in data systems for tracking student progress, including homeless youth.

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

The details of the action and services and expenditures of the Supplemental and Concentration grant funds are articulated in this plan. These include teacher and administrative recruitment and development, intervention programs, social/emotional supportive programs, strategic professional development, data tracking, programs and software to better serve all our students including low income, Foster Youth and English Learner population. Additionally, funds support parent engagement, parent education, as well as stakeholder involvement support and resources. Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and additional action and services that support identified English Language Learners and Low-Income. Students with IEPs who are also low income, foster youth and English learners will receive stated support.
In addition to the LEA-wide actions described in Prompt 1, we will provide the following actions to meet our required percentage to increase or improve services. As identified in the Engaging Educational Partners and Metrics sections, and ELPAC scores, ELD teacher feedback, and input from the English Learner Advisory Committee identified EL students are struggling with writing and grammar skills. To address this need, we will continue with the EL Achieve supplemental ELD curriculum, provide professional development for ELD teachers in utilizing the curriculum, and training for parents of EL students to enable them to assist students at home (Goal 3: Action 8 and Goal 6: Action 3).

We anticipate our EL students' ELPAC scores will increase. Feedback from both the ELD teachers and English Learner Advisory Committee will continue to inform the trainings.

Additionally, as described in the Engaging Educational Partners and Metrics sections, Socio-Economically disadvantaged students' chronic absenteeism rate, discipline rates and referrals and feedback from the Student Engagement Coordinators and Director of Student and Parent Engagement, students and their families have led to the determination that some socio-economically disadvantaged students are struggling to engage in school academics.

To address this need, the LEA's Director of Student and Parent Engagement has implemented the Social Worker Intern program. The program will include social worker interns from local universities who will work with the Director of Student and Parent Engagement in partnerships with the Director of Clinical Counseling in engaging parents and students especially to Socio-Economically disadvantaged students and their families. The Director of Parent and Student Engagement and the Student Engagement Coordinator will provide consistent contact and resources to help them feel more connected and engaged at school. (Goal 4; Action 5 and Goal 6: Action 4). We anticipate this program will increase our students' attendance rate, especially English Learners and Socio-Economically disadvantaged students, decrease their discipline referrals, and that there will be increased engagement at school.

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.

PUC EXCEL is dedicated to increasing the number of staff who provide direct services to students that are low-income, English Learners, and/or foster youth. The school continues to use funds to retain staff that are providing direct services to students at the school. New roles were added at both the organization level and school site level in support of funding priorities. The positions below are based on the needs of our students as determined by student demographic data, student academic needs, and school site needs in order to best support all students particularly those identified as highest need as determined by the funding priorities at the school.

PUC Schools [Additional Positions]:
- Director of Digital Learning and Assessment works directly to support sites with 1) State Assessments 2) PUC Internal Assessments 3) PUC Digital Learning Systems. Director of Language and Literacy supports leaders, teachers and students and will work directly to support sites with 1) ELD needs, 2) literacy across the curriculum, and 3) curriculum needs.
- EL Coordinator supports sites directly with 1) English Language development, 2) Implementation of the EL Achieve initiative, and 3) Monitoring of English Language Progress Special Education Learning & Engagement Coach providing direct support and coaching to school teachers and leaders to further support student achievement outcomes for our students with disabilities School Psychologist supporting with social-emotional needs of students.
- Director of Behavior Intervention supporting schools with behavior intervention by directly working with schools to best support students who are in need of additional and comprehensive behavior intervention support.
- Parent Engagement Coordinator supporting schools to further advance and enhance the school-to-parent engagement at each school by providing additional and comprehensive parent engagement support and services to schools
- Academic Coaches to provide additional support to school leaders and teachers through professional development and coaching in support of student academic achievement and academic outcomes

Additional Positions:
- Teacher's Assistants to provide classroom support for academic and social-emotional needs.
- Inclusion Assistants to provide classroom support for academic and social-emotional needs in alignment with the Individual Educational Plan (IEP).
- Afterschool support (Tutors and Enrichment Leaders) for both ASES and Expanded Learning Opportunities (ELO) grant. Tutors support with homework. Tutors also provide academic enrichment opportunities and daily physical activities such as sports.
- Learning and Engagement Coordinator
- Learning and Engagement Teacher
- Behavior Interventionist

Specifically, the school added or retained the following staff positions to provide direct services to students with the intent of not having services interrupted for students:
- Teacher's Assistants will provide students with social-emotional and academic support especially those related to learning loss due to the pandemic.
- Campus Aides will provide students with social-emotional supports in the campus and ensure that a safe learning environment is created and maintained.
<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<td>Not applicable.</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
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<td>Not applicable.</td>
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## 2023-2024 Total Planned Expenditures Table

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Action 1: Professional Development, coaching and evaluation of all teachers</td>
<td>English learner (EL), Foster Youth, Low Income</td>
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<td>$0.00</td>
<td>$24,678.00</td>
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<td>$128,255.07</td>
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<td>Action 2: Efficient Recruitment and Hiring Process for all teachers</td>
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<td>$0.00</td>
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<td>$96,542.00</td>
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<tr>
<td>2</td>
<td>1</td>
<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
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<td>3</td>
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<td>Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
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<td>Action 5: Outside Teacher Professional Development</td>
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<table>
<thead>
<tr>
<th>Totals:</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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### Totals
- **Total Planned Expenditures Table**
- **LCFF Funds**
- **Other State Funds**
- **Local Funds**
- **Federal Funds**
- **Total Funds**
- **Total Personnel**
- **Total Non-personnel**
<table>
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<th>Action Number</th>
<th>Action Description</th>
<th>Portfolio</th>
<th>Start</th>
<th>Current</th>
<th>Mid-Year</th>
<th>End</th>
<th>Total</th>
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<tr>
<td>3 6</td>
<td>Action 6: Data Reflection Cycles</td>
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<td>Action 7: Resources to Accelerate Learning</td>
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<td>$43,000.00</td>
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<td>Action 8: ELD Standards Professional Development</td>
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<td>Action 9: Individual Academic Plans</td>
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<td>Action 1: Family Events/Meetings</td>
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<td>Action 4: Attendance Incentives Program</td>
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<td>$43,500.00</td>
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<td>5 1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
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<td>5 2</td>
<td>Action 2: Social Emotional Counseling Services</td>
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<td>#</td>
<td>Action</td>
<td>Description</td>
<td>Target Population</td>
<td>Budget 1</td>
<td>Budget 2</td>
<td>Budget 3</td>
<td>Budget 4</td>
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<tr>
<td>6</td>
<td>2</td>
<td>Access to Intervention and Support</td>
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<td>6</td>
<td>3</td>
<td>Implementation of Differentiated Instruction and Intervention</td>
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<td>6</td>
<td>4</td>
<td>Increased academic, social-emotional and behavioral support</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>$95,000.00</td>
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<td>$0.00</td>
<td>$15,000.00</td>
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<tr>
<td>6</td>
<td>5</td>
<td>Intervention Programs for ELA and Math.</td>
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## 2023-2024 Contributing Actions Table

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<thead>
<tr>
<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Action 1: Professional Development, coaching and evaluation of all teachers</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$103,577.07</td>
<td>0.00%</td>
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<tr>
<td>1</td>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process for all teachers</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$96,542.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$115,116.00</td>
<td>0.00%</td>
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<tr>
<td>3</td>
<td>1</td>
<td>Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$320,943.00</td>
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<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total Percentage of Improved Services (%)</th>
</tr>
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<tbody>
<tr>
<td>LEA-wide Total:</td>
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<tr>
<td>Limited Total:</td>
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<td>Schoolwide Total:</td>
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<td>6</td>
<td>Action 2: Access to Intervention and Support</td>
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<td>Action 1: Intervention Programs for ELA and Math.</td>
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## 2022-2023 Annual Update Table

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<th>Prior Action/Service Title</th>
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<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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## 2022-2023 Contributing Actions Annual Update Table

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<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%</th>
<th>Estimated Actual Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)</th>
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### 2022-2023 LCFF Carryover Table

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<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover – Percentage (Percentage from prior year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services(%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover – Percentage (12 divided by 9)</th>
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### Federal Funds Detail Report

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<th>Title III</th>
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<td>1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-</td>
<td>$0.00</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
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</tbody>
</table>

Page 58 of 59
<table>
<thead>
<tr>
<th>Action 1: Intervention Programs for ELA and Math.</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2: Social Emotional Counseling Services</td>
<td>2</td>
</tr>
<tr>
<td>Action 2: Access to Intervention and Support</td>
<td>2</td>
</tr>
<tr>
<td>Action 3: Implementation of Differentiated Instruction and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Action 4: Increased academic, social-emotional and behavioral support</td>
<td>4</td>
</tr>
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</table>

| 5 |
| 2 |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $3,500.00 | $87,000.00 |
| 6 |
| 2 |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $3,500.00 | $172,100.00 |
| 6 |
| 3 |
| $0.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $15,000.00 | $98,500.00 |
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| 4 |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $15,000.00 | $110,000.00 |

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| 5 |
| $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $140,000.00 |
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning**: The process of developing and annually updating the LCAP supports comprehensive strategic planning (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:
  
  - Demonstrate 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/](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.
Explain 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.

Explain 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/](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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>
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:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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 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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
   - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
   - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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