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).

This chart shows the total general purpose revenue PUC Community Charter Middle and PUC Community Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUC Community Charter Middle and PUC Community Charter High School is $14,992,182.00, of which $11,497,118.00 is Local Control Funding Formula (LCFF), $1,628,808.00 is other state funds, $894,366.00 is local funds, and $971,890.00 is federal funds. Of the $11,497,118.00 in LCFF Funds, $[Enter dollar amount] 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 Community Charter Middle and PUC Community Charter High School plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

#VALUE!

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

In 2023-2024, PUC Community Charter Middle and PUC Community Charter High School is projecting it will receive $[Enter dollar amount] based on the enrollment of foster youth, English learner, and low-income students. PUC Community Charter Middle and PUC Community Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. PUC Community Charter Middle and PUC Community Charter High School plans to spend $[Enter dollar amount] towards meeting this requirement, as described in the LCAP.
This chart compares what PUC Community Charter Middle and PUC Community Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC Community Charter Middle and PUC Community Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, PUC Community Charter Middle and PUC Community Charter High School's LCAP budgeted $[Enter dollar amount] for planned actions to increase or improve services for high needs students. PUC Community Charter Middle and PUC Community Charter High School actually spent $[Enter dollar amount] 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 Community Charter Middle and PUC Community Charter Early College High</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 Community Charter Middle School & PUC Community Charter Early College High School is part of Partnerships to Uplift Communities [PUC Schools]. PUC Schools is a charter management organization consisting of 14 independent charter 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 Community Charter Middle School was founded in 1999 and a few years later, based on family and community need, PUC Community Charter Early College High School was founded in 2004. In 2014, the schools merged to become one school, PUC Community Charter Middle School & PUC Community Charter Early College High School, continuing to serve and uplift the vision and mission in Northeast San Fernando Valley. 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 Option3 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 1x 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
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

PUC CCMS-CCECHS 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 homeless/foster youth] due to the continued impact and challenges caused by COVID-19. In addition to the academic, social-emotional, and behavioral needs of students PUC CCMS-CCECHS is focused on increasing school-based resources and staffing, using supplemental funding, to further ensure equity for all students in the school’s distribution and access to those additional supports, resources, and staff for all students and each significant subgroup.

CA SCHOOL DASHBOARD 2022:
Due to the COVID-19 pandemic the CAASPP data parts of the California School Dashboard for 2020 and 2021 were suspended. To monitor this year's academic progress the school has shifted to using local assessments such as iReady and MAP for both ELA and Math Spring 2022. The school fully participated in the CAASPP ELA, CAASPP Math and CAASPP Science testing in the 2021-22 school year. However, as stated on the California School Dashboard for 2022, due to COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data, also known as “status.” For the 2022 dashboard, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). Status level for Chronic Absenteeism and Suspension Rate indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

The 2022 CA School Dashboard indicate success in the following four indicators:

1. English Language Arts
2. Suspension Rate
3. English Learner Progress
4. Graduation Rate

Highlight #1: English Language Arts:
The PUC Community Charter MS & ECHS 2022 California School Dashboard report on the school’s performance in English Language Arts (ELA) indicates that the school has earned a Status level of Medium for All Students (i.e., schoolwide), which is above the state’s Status level of Low. The report shows an average Distance from Standard (DFS) of 7.4 in ELA for the All Students group, which is above the State average DFS of -12.2. In addition to the All Students group, the school has four (4) numerically significant student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic. The Socioeconomically Disadvantaged and Hispanic student groups each show a Status level of Medium with an average DFS of 4.6 and 7.7 respectively, which is above the state’s level of performance for the two groups (average DFS of -41.4 and -38.6 respectively). The English Learners group has a Status level of Low, with an average DFS of -61.3, which is the same as the state’s level of performance (average DFS of -61.2). The Students with Disabilities group has a Status level of Very Low with an average DFS of -79.9, which is the same level of performance as the state, although the state’s average DFS of -97.3 is almost twenty points lower than the school’s DFS.

PUC Community Charter attribute the school’s overall performance in English Language Arts to the continued use of Common Core aligned curriculum, school-wide focus on all content courses integrating the four language modalities into their lessons, professional development focused on analyzing the CAASPP assessment and internal school data, and additional support staff in the classrooms. PUC Community Charter continued to refine instruction using curriculum resources aligned with Common Core state standards in all English courses. Grades 6 through 8 continued to use Houghton Mifflin Harcourt Into Literature and grades 9 through 12 utilized the California State University Expository Reading and Writing (ERWC) curriculum.

In 2021-22, PUC Community Charter continued a school-wide focus of every teacher contributing to the culture of literacy on campus. During periodic professional development meetings, English Language Arts, History, and Science content teams gathered to discuss and share best practices in regards to their integration of the four language modalities of reading, writing, speaking, and listening in their courses. After individual analysis of NWEA MAP reading data, teachers on the same grade-level also collaborated on common next steps to be implemented across the grade level. Professional development for ELA teachers focused on a data analysis cycle centered around the implementation of the CAASPP IAB’s, ICA’s, or another internal assessment such as MAP or iReady. By implementing an internal assessment cycle, teachers and students are able to progress monitor and identify standards and skills that might require reteaching prior to the summative May assessment.

Additionally, every teacher at PUC Community Charter engaged in bi-weekly coaching meetings with a member of the administration to receive feedback on lesson plans, debrief observations, and co-plan additional instructional support for students who struggled to make progress toward the mastery of content standards. To support the SWD subgroup, all teachers also met bi-weekly with the special education teacher for their grade level to further discuss and collaborate about how to plan for more targeted accommodations for the subgroup and determine how special education teacher’s assistants can most effectively support in the classroom during
specific lessons.

During the 2022-23 school year, PUC Community Charter facilitated differentiated professional development for assistants who support in the classroom in order to provide additional check-ins with students in our SWD subgroup. The topics addressed in professional development for the assistants focused on effective redirection methods and instructional strategies. In order to improve overall student academic performance in ELA, both PUC Community Charter will continue to focus on professional development, data analysis, and collaboration. To further gather formative reading skills data and enhance the NWEA internal assessment data analysis occurring throughout the school year, students in grades 6-10 incorporate i-Ready into their ELA classroom experiences. The i-Ready instructional technology assesses students' reading abilities using three diagnostic assessments throughout the year administered during fall, winter, and spring. Based on students' individual diagnostic results, they are assigned standards-based lessons focused on kindergarten through eighth grade reading skills. Both PUC Community Charter MS & ECHS embed time into students' schedules to make progress on their i-Ready reading lessons.

Highlight #2: Suspension Rate:
The Suspension Rate Indicator had a score of “Very Low.” The school had 0% of students suspended at least one day. This is attributed to the school’s focus on Multi-Tiered Systems of Support (MTSS) which include the following: Positive Behavior Intervention and Support (PBIS) and Restorative Justice practices. The school's efforts also include the use of a Behavior Intervention Plan, a Student Success Plan, and alternatives to suspension strategies to help mitigate the need for suspension.

The PUC Schools’ Behavior Intervention Department also provides on-going support and on-site support as needed. Site leaders are given resources such as Behavioral Intervention Strategies and Supports-School Environment from the CA Department of Education, California Safe and Supportive Schools (wested.org), Positive Behavior Interventions and Support RP / PBIS RP Home (lauds.net), and Center on PBIS. In addition, PUC Schools' Behavior Intervention Department also provides site leaders with Standard Operating Procedures (SOPs) such as the “SOP for Threat Assessment.” In addition, the Department provides on-going training that cover topics such as current alternatives to suspension and best practices.

Highlight #3: English Learner Progress:
The PUC Community Charter MS & ECHS 2022 California School Dashboard report on the school’s performance in the area of English Learner Progress indicates that the school has earned a Status level of Very High for the English Learner student group. The report shows that 65.4 percent of English Learners are making progress towards English language proficiency, which is above the State's level of Medium (50.3 percent).

In order to support our English Learner student group and achieve the Status level of Very High, 65.4 percent, with English Learners making progress towards English language proficiency, PUC Community Charter MS & ECHS continued to include English Language Development (dELD) courses into our daily schedule as well as implementation of a purchased school-wide curriculum called E.L. Achieve in grades 6 through 12. Additionally, we adopted curriculum resources aligned with Common Core state standards in all English courses. In grades 6 through 8, we adopted Houghton Mifflin Harcourt Into Literature and in grades 9 through 12, we utilized the California State University Expository Reading and Writing (ERWC) curriculum.

Within the English Language Development (dELD) course, teachers continued to refine their instructional practices in order to expand proficiency. During the 2021-2022 school year, all dELD teachers participated in professional development hosted by E.L. Achieve in order to collaborate with various educators and identify the most effective facilitation strategies. Also, all students participated in ELPAC practice assessments in order to build their comfort navigating the technology and being assessed in four different modalities including a speaking and listening component. In dELD, all students utilized our individualized instructional program, iReady, to complete assigned lessons in identified reading areas of growth. Students also reflected on multiple data pieces including their NWEA MAP Reading data, iReady Reading data, and course grades to reflect on their own progress toward English proficiency.

The Director of Language and Literacy, under the Department of School Instruction provides the school with additional ELD support. This includes monitoring of EL Achieve implementation and training, monitoring of EL student progress with a goal of 2% of EL students moving at least one performance level on the ELPAC, and ELPAC progress monitoring to ensure the school reaches the highest possible participation rate.

Highlight #4: Graduation Rate:
The PUC Community Charter MS & ECHS 2022 California School Dashboard report on the school’s performance in the area of Graduation indicates that the school’s schoolwide graduation rate, 99.0%, has earned a Status level of Very High, which is substantially above the State’s graduation rate of 87.4% and Status level of Medium. The school’s two significant student groups in this data set, Socioeconomically Disadvantaged and Hispanic, likewise each have a Status level of Very High and similarly high graduation rates. In addition, although it is not a numerically significant student group under the LCFF legislation, it is important to note that the Students with
Disabilities group of 21 students achieved a 100% graduation rate in 2022.

PUC Community Charter has worked hard to maintain its consistently high graduation rate while holding rigorous A-G aligned graduation requirements for all students. It is the mission and vision of PUC CCECHS School & College Counselors, Administrators, and teachers to ensure that all students are college and career ready by the time they graduate. PUC Community Charter implements various practices to support students in achieving academic success, college and career readiness and social/emotional development. Incoming 9th graders are provided with an introductory presentation by the School and College Counseling Team to support the transition to high school. All students at each grade level participate in Fall and Spring individual academic meetings with their School and College Counselor to review academic progress, A-G requirements, transcript reviews, future course planning, dual enrollment options, post-graduation plans, and social/emotional 1:1 conferences. Each grade level attends college campus visits to a CSU, UC, or Private school. The school and college counseling department schedules college presentations with various college representatives to provide our students with information and opportunities for Q & A sessions. PUC Community Charter promotes career workshops for our students to attend with local career professionals, including military representatives. School and College Counseling team provides restorative circles, conflict resolutions, coping skills, and peer mediation to help students navigate through the challenges of being a high school student. The 11th grade students participate in a College and Career event that introduces core academic strategies, employability, and technical and job-specific skills. The 12th graders attend the Senior Institute which supports all students in the college application process, financial aid, and preparedness for career and life skills. The School and College Counselors connect with families through virtual and in person presentations with information that supports their child's educational journey.

PUC Community Charter's high graduation rate can also be attributed to the multi-tiered academic interventions that are provided to all students, including targeted early prevention, targeted intervention, and intensive intervention. The targeted early prevention includes culturally responsive academic curriculum design and instruction, academic data analysis professional developments focus on NWEA MAP/iReady, subgroups, and grades, in-class academic interventions and Titan Hour Intervention (Advisory), as well as quarterly meetings with school and college counselors for graduation progress. The targeted interventions include Titan Support Plans which consist of meetings with school and college counselors focused on academic goal setting and progress, and individual or grade level parent conferences. The intensive interventions include academic success plan and credit recovery opportunities such as Edgenuity and Summer School extension. Additionally, PUC Community Charter has utilized supplemental resources to hire a School & College Counseling Assistant to further support student achievement and access to opportunities in and after high school. PUC Community Charter offers Advisory Intervention known as Titan Hour three times a week. Titan Hour allows students to participate in learning experiences that center around academic interventions and enrichment experiences. Additionally, students attend a weekly Advisory period in which the focus is social emotional learning and utilizing our career and college platform, Naviance. This program supports students with researching colleges, scholarships, career exploration, resume building, SMART goals, personality assessments, and self-advocacy skills. The School and College Counseling team utilizes data, programs, and assessments to best support student growth and development, create culturally sustaining strategies and activities. Our goal is to build an equitable program that helps students achieve their highest potential and become college, career, and life ready.

In addition, PUC School & College Counseling department implements a variety of graduation focused supports with the goal of all students successfully graduating high school in 4-years. These counseling program supports include:

- Academic advisement – Individual meetings and strategic scheduling aligned with PUC’s “A-G” Graduation Requirements
- Progress monitoring – Data driven practice to target supports & intervention (i.e. Grades, students, teachers, and families.
- Motivation and engagement – Focusing on students’ strengths, growth areas and relationships at school with all stakeholders.
- Academic skills development - Note taking, study-skills, organization skills, and test-taking strategies via classroom guidance, individual counseling and/or external resources (Los Angeles Community Colleges (LACC) courses and workshops, Los Angeles Public Library (LAPL) – Student Success resources: FREE online tutoring, test-prep and writing support, as well as local branch supports.
- Career Knowledge – Helping students find relevance between their academics and career aspirations (i.e.: Counseling, career interest assessments, Expert speakers (Video & in-person), college courses).

LOCAL ASSESSMENTS:

PUC CCMS-CCECHS:
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.

NWEA READING DATA 2021-2022:
Fall 2021 to Spring 2022-ELA
The highlighted areas in green for all students and subgroups of students shows growth greater than 50% of similar students in the NWEA norm group. PUC Community Charter is growing students more than one year’s worth of growth to support the closing of learning gaps caused by the pandemic. We attribute this overall growth to an effective transition back to in-person learning focused on standards aligned curriculum and impactful data driven instruction. Time was spent in professional development and in weekly coaching meetings with teachers and staff analyzing the MAP assessment data in order to make instructional decisions that promoted student achievement.

NWEA MATH DATA 2021-2022:
Fall 2021 to Spring 2022-Math:

The mathematics NWEA data from the 21-22 school year shows growth in all grades and all significant subgroups except for 7th grade English Language Learners. The school attributes the growth in these areas due to the impactful return to in-person instruction. Students struggled with math instruction over distance learning. Teachers had difficulty with effective progress monitoring and frequent checks for understanding in the virtual space. The transition to in-person instruction allowed for increased student engagement and more authentic real time checks for understanding. Teachers could more effectively adjust instruction and provide small group reteaching or enrichment opportunities based on student needs.

NWEA ELA DATA 2022-2023:
Fall 2022 to Spring 2023-ELA

The data from this school year shows overall growth in student achievement in 11th and 12th grade. The significant 11th and 12th grade subgroups of Free and Reduced Lunch, and Hispanic/Latino also show growth, as do 12th grade Students with Disabilities. As students continue to matriculate through PUC Community Charter, they are able to improve their academic achievement and display growth greater than 50% of similar students in the NWEA norm group.

NWEA MATH DATA 2022-2023:
Fall 2022 to Spring 2023-Math:

The chart shows growth in 9th, 10th, 11th, and 12th grade. In the 6th grade the subgroups of Free and Reduced Lunch, and Students With Disabilities showed growth as did the 7th grade Students With Disabilities subgroup. In 8th grade, growth was seen in the Free and Reduced Lunch and Hispanic Latino subgroup. The school attributes this growth to a school-wide emphasis on numeracy practices, a focus on small group instruction, strategic grouping to support higher order cognitive engagement and inquiry based teaching practices. Teachers across contents create learning experiences that promote the application of mathematical functions to real world phenomena. Learning experiences include interpreting graphs, charts, and tables found in news articles, personal and financial literacy, understanding and generating sports statistics, and understanding costs and benefits of social policies. As in ELA, i-Ready is incorporated in all math classes in grades 6-10.

Our students enter the 6th grade with a wide range of proficiency levels and from a wide range of local elementary schools. Strategic and effective differentiation is required to meet the needs of students in various proficiency levels. As identified in the reading data, as students continue to matriculate through PUC Community Charter they are able to improve their academic achievement and display growth greater than 50% of similar students in the NWEA norm group. Effective collaboration between our general education teachers and our special education team has supported the achievement of our students with disabilities subgroup. We will continue to support further collaboration within the 8th grade team and our Inclusion department to ensure our 8th grade Students With Disabilities also show growth greater than 50% of similar students in the NWEA norm group.
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 CCMS-CCECHS:
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.
CA SCHOOL DASHBOARD 2022:
The 2022 CA School Dashboard indicate area of need with the following two indicators:

1. Chronic Absenteeism
2. Mathematics

Need #1: Chronic Absenteeism:
The PUC Community Charter MS & ECHS 2022 California School Dashboard report on the school’s performance 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, 16.6%, is considered High and is below (better than) the state’s Status level of Very High with a rate of 30%. In addition to the All Students group, the school has four (4) numerically significant student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic. The Status level for all of these student groups is High.

PUC Community Charter attributes the school’s chronic absenteeism for all student groups of 16.6% and below the state’s rate of 30% to consistent attendance monitoring and school to parent communication. While the continued prevalence of Covid-19 in the community, Covid-19 exposure and isolation protocols, and overall increased parent cautionness regarding Covid-like symptoms has impacted our chronic absenteeism rate, we continue to maintain procedures to foster student and parent outreach and support. The addition of the supplemental funds has allowed us to hire a parent engagement coordinator and an intern to engage with parents that needs exceed more than the actual school provides. The role of the parent engagement coordinator is to build alliances with local resources to offer additional support for parents and students. The use of the intern also enhances the ability to connect with students and parents in live time during the school day of concerns that mostly happen at home and spills onto campus that ultimately impacts their access to academics.

Need #2: Mathematics:
The PUC Community Charter MS & ECHS 2022 California School Dashboard report on the school’s performance in Mathematics (Math) indicates that the school has earned a Status level of Low for All Students (i.e., schoolwide), which is the same as the state’s Status level of Low. The report shows an average DFS of -37.7 in Math for the school’s All Students group, which is 14 points above the State average DFS of -51.7. In addition to the All Students group, the school has four (4) numerically significant student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic. The Socioeconomically Disadvantaged and Hispanic student groups also show a Status level of Low; the English Learner and Students with Disabilities groups both have Status levels of Very Low. The school’s DFS averages for the first two groups are well above the State averages for those groups, the English Learner group’s average DFS is well below the State’s average DFS for the group, and the Students with Disabilities group has an average DFS that is about the same as the State average for the same group. Math courses at PUC Community Charter are designed to provide students opportunities to practice, apply, and problem-solve using mathematical practices, skills, and concepts. In addition to a focus on mathematical achievement, we have continued to plan instruction towards a more student-centered approach that will continue to support student growth. Through regular professional development aligned with school-wide goals, teachers have explored and implemented strategies such as varied forms of checks for understanding and academic discourse. A school wide emphasis on numeracy practices focuses on small group instruction, strategic grouping to support higher order cognitive engagement and inquiry based teaching practices. Teachers across content areas create learning experiences that promote the application of mathematical functions to real world phenomena. Learning experiences include interpreting graphs, charts, and tables found in news articles, personal and financial literacy, understanding and generating sports statistics, and understanding costs and benefits of social policies.

At PUC Community Charter, math teachers work collaboratively with special education teachers and assistants to determine strategies to best support student achievement. Collaboration centers on identifying the most effective strategies in supporting students with their ability to recall steps, increase their consistency in correct computation, and formulate and solve equations based on word problems. To address these needs, math teachers along with the special education department implemented increased use of visuals when appropriate, modeled and showed students how to use flash cards, demonstrated and embedded opportunities for students to annotate word problems for key information, and increased small group instruction as an in-class structure to provide immediate feedback to students regarding their calculations. As a school, we have continued to address this area of growth and refine these practices.

LOCAL ASSESSMENTS:

English Language Arts:
Growth was not seen in grades 6 through 10. After conducting a root cause analysis, reasons for lack of growth can be attributed to a continued need for addressing foundational skill gaps that occurred as a result of the pandemic. Although we are in our second year of in-person instruction after the pandemic, teachers and staff are still attempting to address the significant academic and social emotional learning gaps that occurred during virtual learning. As a result, teachers needed to adjust lessons and pacing guides to address foundational concepts and skills in addition to grade level content and standards. The additional time spent on remediation
impacted grade level mastery.

In response to the data, PUC Community Charter focused on data driven instruction, professional development and continued collaboration. Teachers have spent time in professional development and in weekly coaching conversations analyzing winter MAP data. Analysis of class breakdown by RIT band and analysis of achievement status and growth summary quadrant charts allowed teachers and staff to effectively identify and group students in each of the four quadrants. In analyzing the reports, teachers and staff were able to make strategic instructional decisions to promote individual student achievement. Students in the high achievement/high growth quadrants were supported with enrichment activities to further support their engagement and achievement. Students in the high achievement/low growth categories who are at or above grade level need to be further challenged to reach their potential. Students in the low achievement/high growth quadrant are progressing but have not yet hit the benchmark. Analysis of the MAP learning continuum allows teachers the ability to target the specific standards students need support with. For students in the low achievement/low growth quadrant teachers and staff collaborated to identify potential reasons for the low growth. Depending on individual student needs, teachers were able to identify which standards required reteaching and which students required additional support through tutoring and small group instruction. We hope that further emphasis on social emotional learning, goal setting, and motivation through engagement, along with continued instructional support will allow our students in the low growth category to increase their growth percentile.

PUC CCMS-CCECHS 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:
Growth greater than 50% was not seen overall for grades 6 through 8. In addition, the English Learner subgroup in grades 6 through 8 and 11 did not see much growth. The Hispanic/Latino subgroup in grades 6 and 7 also did not show growth greater than 50%. Similar to the ELA root cause analysis, reasons for lack of growth can be attributed to a continued need for addressing foundational skill gaps that occurred as a result of the pandemic. Although we are in our second year of in-person instruction after the pandemic, teachers and staff are still attempting to address the significant academic and social emotional learning gaps that occurred during virtual learning. As a result, teachers needed to adjust lessons and pacing guides to address foundational concepts and skills in addition to grade level content and standards. The additional time spent on remediation impacted grade level mastery.

In the 2022-23 school year, we continue to focus on improving student academic performance in Math. To gather formative math skills data and inform data analysis, i-Ready access continues to be provided to all students in grades 6 through 10. The i-Ready instructional technology assesses students in math skills using three diagnostic assessments throughout the year administered during fall, winter, and spring. Based on students’ individual diagnostic results, they are assigned standards-based lessons focused on kindergarten through eighth grade math skills. Both PUC Community Charter MS & ECHS embed time into students’ weekly schedules to make progress on their i-Ready math lessons. As in ELA, professional development for Math teachers focused on a data analysis cycle centered around the implementation of the CAASPP IAB’s, ICA’s, MAP NWEA, or iReady. By implementing an internal assessment cycle, teachers and students are able to progress monitor and identify standards and skills that might require reteaching prior to summative May assessment.

During the 2022-2023 school year, in an effort to improve outcomes for our English Learners and students with disabilities group, math teachers increased the consistency of visuals used in math classrooms. This includes projected instructional materials, anchor charts, and word walls. As an additional support for the students with disabilities group, PUC Community Charter facilitated differentiated professional development for assistants who support in the classroom in order to provide additional check-ins with students in our SWD subgroup. The topics addressed in professional development for the assistants focused on effective redirection methods and instructional strategies.

In an effort to improve outcomes for all student groups, PUC Community Charter continued after school tutoring in math. Students were identified for after school tutoring using internal assessment data with a particular focus on students near proficiency, students who are English Learners, and students with disabilities.

PUC CCMS-CCECHS 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.
## LCAP Highlights

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

<table>
<thead>
<tr>
<th>Conditions of Learning Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Goal 2) School facilities and maintenance. We want to ensure that the school facility is safe, maintained, and compliant 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 4) Parent, Student, &amp; 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, training, 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.</td>
</tr>
<tr>
<td>Goal 5) Safe &amp; 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, training, 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcome Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 6) Student Achievement &amp; 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.</td>
</tr>
</tbody>
</table>
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 CCMS-CCECHS 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: 09/30/22, Q2: 12/09/22, Q3: 4/21/23 and Q4: 05/19/23. 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 included: academic, culture, safety and parent voice.

During the 2022-23 school year, the Chief Financial Officer and school principals of both schools met to review LCAP Budget for 2023-24.
1/31/23: Site Leaders, Directors and Leaders of Compliance were invited to attend LACOE’s LCAP Workshop-Part I in support of the LCAP development.

2/15/23: Site Leaders, Directors and Leaders of Compliance were invited to attend LACOE’s LCAP Workshop-Part II in support of the LCAP development.

January-May 2023: Director of Compliance through the Monthly Compliance meeting working discusses the LCAP with Site Leaders who are given opportunities for input around its development.

3/9/23: Compliance provided updates on the LCAP development to the PUC Board and provided opportunity to ask clarifying questions and provide input.

March 2023: LCAP Survey-The survey was updated from to reflect the change from eight goals to the current six goals. A notification was sent out to parents, students, and staff asking for their feedback. This survey was kept open until mid-May 2023.

March and April 2023: Director of Compliance had one-on-one meetings with school principals to review LCAP 2022-23 plan updates and discuss each goal’s actions and expenditures in anticipation of answering Goal Analysis section for each goal.

School Site Council (SSC) and English Learner Committee (ELAC) held the Quarter 4 meeting with a focus on LCAP Stakeholder Input which included review of the rough draft for LCAP 2022-23 Update sections, LCAP 2023-24, Budget Overview for Parents. Utilizing the LCAP Stakeholder template, site leaders recorded all feedback from all the various stakeholders.

During the months of April and May Site Leaders were provided an opportunity to give feedback and input into the formation of the goals, metrics, and actions/services for the 3-year Plan.

5/24/23: PUC Board of Directors hosted the LCAP Public Hearing during the PUC Board regular meeting. This meeting was held both via ZOOM and in-person. Stakeholders were also provided Spanish translation as needed. During this meeting an overview of the LCAP plan was presented along with the Budget Overview for Parent (BOP). During this meeting all stakeholders were provided the opportunity to give further input into the development of the LCAP.

May 2023: Stakeholder feedback continued to be gathered. PUC Schools Director of Inclusion and SPED, Director of Compliance, and PUC CEO and PUC CAO met with LAUSD SPED Division for review and further feedback.

The PUC Schools Chief Executive Officer (PUC CEO) analyzed stakeholder feedback gathered from March to May 2023. The PUC CEO considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Once finalized, the CEO Stakeholder Feedback and responses were placed on the school’s website.

6/8/23: The school’s Board of Directors reviewed and approved the LCAP.

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 based on feedback gathered.

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.

Goal 3: Our stakeholder feedback reflects an overall satisfaction with the provision of educational programs provided by the school. Curriculum is aligned to the state standards overall. Parents are pleased with the instructional materials that are being used with their students (Schoology, iReady, Khan Academy, etc.). Parents appreciated that the school invested in materials and technology. Parents were glad that students were provided computers for use at home. As one parent stated, “I appreciate the computers for my children. I could not afford 3 computers.” In addition, parents thought that instructional materials were sufficient for students. It was also noted that schools put funding toward the arts. Staff have noticed that professional development has allowed for the development of more interesting and engaging lesson plans. Specifically, schools continue to partner with EL Achieve to provide English Learner professional development. Also, the additional academic support was noted and appreciated. Parents think the school is doing a great job at providing the necessary academic content for each subject matter. Teacher provided positive feedback on the new math program. Teachers are comfortable with the new curriculum and growing with it. Finally, stakeholders were pleased with the variety of classes offered at the school and the types of instruction and learning that take place.

In the area of need, some parents requested that the school continue to invest in upgrading computers. They also feel that teachers take too long to grade student work. It was also suggested that the advisory class be shortened. Although the school has invested in additional Professional Development for English Learners, parents wanted possibly additional instructional materials for English Learners. There is also a request for additional electives in middle schools.

Goal 4: Our parent feedback demonstrates that stakeholders were pleased with the regular parent engagement opportunities. Parents, for example, liked meetings being offered options for meeting online via Zoom or in-person this year. This has allowed parents to attend meetings and share feedback with the school. Parents liked Family Night/Family Fun Night, which provided something they could do with the students and opportunities to meet other parents. Parents indicated the importance of workshop topics being offered to them, such as Vaping, have been helpful (parent). Parents also feel that the school addresses concerns as they come up in a timely manner (parent). Parents also thought that communication with families has been good overall and is appreciated (parent).

Parents also provided feedback on how to better engage parents. Parents would like to see text messages sent in Spanish. Parents are asking for meetings that cover the following topics: Mental Health, How to help my child with homework and discipline and how to handle certain situations. Parents would like to see a Parent Coordinator in support of open dialogue. Parents would love to see parent programs such as PIQUE. Parents also wish there was more parent participation. Families are not showing up to several of the virtual meetings. Parents would like to see potlucks, raffle a gift card so that more parents can attend. Parent also want more opportunities for parents to volunteer on campus. They also expressed concern over navigating the multitude of technology platforms used to facilitate communication and engagement such as connecting on Zoom.

Goal 5: Our stakeholder feedback demonstrates that stakeholders are pleased with the various platforms to support social-emotional wellbeing through training, professional development, social settings, and/or in-class learning experiences. There was an overwhelming appreciation for having students back in-person socializing with peers and adults. At PUC Schools we have a longstanding practice of mental health support, education, and resources for students, staff, and families. The stakeholder feedback suggests that stakeholders appreciate the on campus mental health interns that support the mental health needs of students, families, and staff as needed and/or desired. Even though students are doing better overall, there is still an increased need for social and emotional support based on stakeholder feedback. Staff agree that the incorporation of SEL curriculum SEE Learning has been an important resource for students. The stakeholders were pleased with the variety of types of support offered to students. They appreciate the emphasis on social-emotional learning. Parents are happy that the school has counselors. The fact that counselors talk with the children and follow up with them is very helpful. It has helped students and parents. Parents are happy that the school continues to practice PBIS initiatives and that the school continues to practice restorative practices when dealing with behavior. School has implemented the SEL curriculum through Edgenuity Modules.

With all that is being done to maintain a healthy and safe environment, stakeholders feel there is additional work to be done in the area of social and emotional support for both students and staff. The school continues to see an increase in social emotional and behavioral issues after the pandemic. This includes behavior referrals and an
increase in bullying. Staff feedback shows an interest in additional training in restorative justice practices and how to talk about emotions. Parents suggest that anti-bullying lessons for all students could help prevent additional bullying situations from happening. In addition, there is still a struggle with engagement.

Goal 6: There is positive stakeholder feedback about the implementation of state-adopted ELA and Math content and performance standards. They are especially pleased with the group structure, engagement and support from staff. This includes SCC, Office Hours, intervention, summer school, and afterschool program. The iReady program continues to be a positive addition, based on parent feedback. Parents also appreciate the use of small groups in making learning more accessible for students. As one parent put it, “We like that the school offers so much from in-class intervention to Academic Enrichment hour to summer school. Despite our efforts, feedback indicates a need for additional academic support such as summer school and Saturday school. Parents continue to support additional tutoring programs, summer school, and afterschool programming. This is reinforced by the fact that student proficiency scores are very low, especially in English Language Arts and Math.

Stakeholders expressed concern over how to support students that are struggling with their classes. In addition, stakeholders expressed the need to provide students with more time to study and work through the problems.

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 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.

Goal 4: One of PUC Schools’ core values is parent engagement and the importance of supporting our parents with navigating through their child’s educational experience. We are committed to ensuring that our parents are provided with the understanding and tools needed to support 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 Pukuu and GRYD. 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, Hero, and 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 schools 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>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 CCMS-CCECHS 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 CCMS-CCECHS’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>CCMS-CCECHS: FALL 2020 100% APPROPRIATELY ASSIGNED 89.36% FULLY CREDENTIALED</td>
<td>CCMS-CCECHS: FALL 2020 100% APPROPRIATELY ASSIGNED 98% FULLY CREDENTIALED</td>
<td>CCMS-CCECHS: FALL 2022 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 83%</td>
<td>100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</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: 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>$268,087.00</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>$137,525.00</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 no substantive difference.  
For Action Item #2 There is n a substantive difference.  We have recruited for the following school year. We are currently staffed for the 2023-2024 school year.

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.

The school had 100% appropriately assigned staff. Furthermore, the school had 83% of the certificated staff 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 such as attending job fair events.

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

Goal # | Description
--- | ---
2 | Goal 2: The school will maintain a safe and compliant school facility as evidenced by a minimum monthly score of 90% or higher on the Quality Assurance Operations Review (QAR) for a safe, maintained, and compliant school facility for all.

(State Priority 1/ Local Priority 1)

An explanation of why the LEA has developed this goal.

PUC CCMS-CCECHS is located in the Northeast San Fernando Valley that is surrounded mostly by single family dwellings. The school is a converted medical 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 CCMS-CCECHS 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>
<tbody>
<tr>
<td>Outcome: Annually, the school scores 90% or greater in the Quality Assurance Operations Review</td>
<td>PUC CCMS=95.71% on the Quality Assurance Operations Review</td>
<td>AVERAGE % AUGUST-DECEMBER 2021: CCECHS: 96.77% CCMS: 98.20%</td>
<td>AVERAGE % AUGUST 2022-FEBRUARY 2023: CCECHS: 97.60% CCMS: 99.60%</td>
<td>94% on the Quality Assurance Operations Review</td>
<td></td>
</tr>
</tbody>
</table>

Actions

<table>
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<th>Description</th>
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<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>$127,875.00</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>

<table>
<thead>
<tr>
<th>An explanation of how effective the specific actions were in making progress toward the goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<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

3 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 CCMS-CCECHS 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</td>
<td>100% have access to Standards-aligned materials</td>
<td>100% have access to Standards-aligned materials</td>
<td>100% have access to Standards-aligned materials</td>
<td></td>
<td>100% have access to Standards-aligned materials</td>
</tr>
<tr>
<td>Metric/Method for Measuring: SARC Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #2: 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>
<td>100% implementation of all CA standards</td>
</tr>
<tr>
<td>Metric/Method for Measuring: Local Indicator and professional development agendas and sign-in sheets, scope and sequences, unit and weekly lesson plans, classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #3: 100% of ALL students including all subgroups have access to and enrollment in a broad course of study</td>
<td>100% of student, including significant subgroups, have access to broad course of study</td>
<td>100% of student, including significant subgroups, have access to broad course of study</td>
<td>100% of each student subgroups have access to broad course of study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| 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) | Met | Met | Met |

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

<p>|  |  |  |  | Local Indicator Priority 7: Access to a broad course of study: Met |</p>
<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: Advanced Placement (AP) Courses and College Courses</td>
<td>PUC high schools offer an array of courses aligned with the University of California “a-g” college preparatory undergraduate admissions requirements, and The California Dashboard Career/College Preparedness metrics. PUC CCMS-CCECHS offers a variety of Advanced Placement (AP) courses, and College Courses through our partnership with our local community college.</td>
<td>$73,876.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
<td>Action 2: 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>$45,966.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
<td>Action 3: 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>$52,851.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: Funding of Arts Personnel</td>
<td>Portion of Arts Personnel will be funded to ensure continued emphasis of the Arts at PUC Schools.</td>
<td>$30,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Action 5: Teacher Professional Development</td>
<td>Action 5: Teachers will participate in school-level Professional Development, trainings and workshops anchored in CA CCSS. which include PD for the VAPA Standards.</td>
<td>$28,700.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Action 6: Outside Teacher Professional Development</td>
<td>Selected teachers will participate in outside Professional Development, Trainings and workshops focused on literacy, learning acceleration, math/science/English/history/VAPA development.</td>
<td>$32,137.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Action 7: Data Reflection Cycles</td>
<td>Action 7: Implementation of student data reflection cycle, throughout the academic school year, to support student growth and achievement.</td>
<td>$122,930.00</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Action 8: Resources to Accelerate Learning</td>
<td>Action 8: Purchase of Resources to accelerate learning for all students and significant subgroups.</td>
<td>$1,552,340.00</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Action 9: ELD Standards Professional Development</td>
<td>Action 9: ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings.</td>
<td>$43,752.00</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Action 10: Individual Academic Plans</td>
<td>Action 10: 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>$27,850.00</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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1</td>
<td>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.</td>
</tr>
<tr>
<td>Action 2</td>
<td>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.</td>
</tr>
<tr>
<td>Action 3</td>
<td>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.</td>
</tr>
<tr>
<td>Action 4</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 Reflections 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. (HS) The school offered Foundation Courses aligned with CA Minimum Diploma or Certificate of Completion and Functional Courses aligned only with Certificate of Completion-IEP only not 504 eligible (Action 1). The School Site, led by School & College Counseling Department, has been given time to develop and/or review Individual Academic Plans for students who have any area of need due to learning loss. (Action 9)

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

Goal # Description

4 Goal 4: The school will maintain strong parent, student, and community engagement in support of all stakeholders. (State Priority 3/ Local Priority 3)

An explanation of why the LEA has developed this goal.

PUC CCMS-CCECHS 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>
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<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
</table>
5/24/23: Spring Student led Parent Conferences
5/24/23: Coffee with the Principal

CCECHS:

9/2022: Title I Meeting
8/8/22: Freshman Orientation
9/15/22: Back to School Night
11/2-11/3: Parent-Teacher Conferences
12/7/22: Winter Arts Festival with Parents

CCMS-CCECHS Specific:
- Vaporing & Marijuana Use
- Social Media Impact on Youth

PUC-wide Offerings:
5 workshops with certificate at end of workshop series that covered some of these topics:
- Vaping Use

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### Outcome #2:
Scheduled and held 4 SAC/ELAC meetings

| PUC CCMS and PUC CCECHS scheduled and held 4 SAC/ELAC meetings. |
| PUC CCMS & PUC CCECHS has held Q1 & Q2 SAC/ELAC meetings. Q3 will be held in March 2022. |
| PUC CCMS-CCECHS held their 4 SSC(formerly SAC)/ELAC meetings during the 23-23 SY: Orientation: 8/30/22 Q1: 9/30/22 Q2: 12/9/22 Q3: 4/21/23 Q4: 5/19/23 |

#### Metric/Method for Measuring:
- Weekly flyers, monthly calendars and newsletters, family sign-in sheets, SAC/ELAC agendas/sign-in sheets, family meeting agendas/sign-in sheets

### Outcome #3:
Minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent

| PUC CCMS-CCECHS had a minimum of 2 parents on school advisory committees. |
| PUC CCMS & PUC CCECHS has a minimum of 2 parents on school advisory committees. |
| PUC CCMS & PUC CCECHS has a minimum of 3 parents of their SSC and 3 EL parents on their ELAC |

#### Metric/Method for Measuring:
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 #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, family meeting agendas/sign-in sheets

PUC CCMS and PUC CCECHS scheduled and held 4 SAC/ELAC meetings.

PUC CCMS & PUC CCECHS has held Q1 & Q2 SAC/ELAC meetings. Q3 will be held in March 2022.

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

- Orientation: 8/30/22
- Q1: 9/30/22
- Q2: 12/9/22
- Q3: 4/21/23
- Q4: 5/19/23

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

PUC CCMS-CCECHS had a minimum of 2 parents on school advisory committees.

PUC CCMS & PUC CCECHS has a minimum of 2 parents on school advisory committees.

PUC CCMS & PUC CCECHS 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.
representation from English Learner, Homeless, and Low-Income sub-groups on SAC.
Metric/Method for Measuring: SAC/ELAC agendas/sign-in sheets, Attachment K for ELAC.

| Outcome #4: The school will maintain ≥ 96% average daily attendance (ADA) Metric/Method for Measuring: End of year ADA or EOY Report 14.1>14.2 (as of date) | 95.8% 2020 | Data for SY2022 as of 05/05/22. Data from PowerSchool.
Overall: 92.8%
EL: 91.5%
SPED: 92.1%
Free/Reduced Lunch: 93.0%
Hispanic/Latino: 92.7% | Data for SY2023 as of 02/24/23. Data from PowerSchool.
Overall: 91.5%
EL: 93.1%
SPED: 93.7%
Free/Reduced Lunch: 93.2%
Hispanic/Latino: 92.4% | ≥ 96% average daily attendance (ADA) |

| 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) | 9.6% 2020 | Data for SY2022 as of 05/05/22. Data from PowerSchool.
Overall: 26.6%
EL: 34.1%
SPED: 30.9%
Free/Reduced Lunch: 25.8%
Hispanic/Latino: 26.7% | Data for SY2023 as of 02/24/23. Data from PowerSchool.
Overall: 35.4%
EL: 25.6%
SPED: 23.1%
Free/Reduced Lunch: 25.9%
Hispanic/Latino:28.8% | >5% Chronic Absenteeism Annually |

| Outcome #6: PUC-wide Special Education Advisory | TBD | The SEAC has held two meetings:
Q1:November , 2021 | The SEAC has held four meetings during the 22-23 SY:
Q1: 12/1/22 | 4 SEAC meetings are held during the school year. |
Committee (SEAC) meets 4 times a year.

Q2: December 14, 2021
Q3: 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>$25,890.00</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>$34,432.00</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>$23,167.00</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>$29,532.00</td>
<td>Yes</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>$36,606.00</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.

Action 5: There is not a substantive difference in planned actions and actual implementation of this action.

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, and participation during the...
Increased offerings were done through on-line and in-person 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.

| Action 5 | 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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Goal 5: The school will provide a safe, positive, and inclusive climate for all. (State Priorities: 5 &amp; 6/ Local Priority 6)</td>
</tr>
</tbody>
</table>

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

PUC CCMS-CCECHS 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>
</table>
| 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) | Return Rate 2020: 32% - Students (HS) 77% - Parents (HS) 62% - Students (MS) 41% - Parents (MS)  
Survey Data 2020:  
Level 3/4 - Students (HS) 3.3/5 avg - Teachers (HS)  
Level 4/4 - Parents (HS)  
Level 3/4 - Students (MS) 3.5/5 avg - Teachers (MS)  
Level 3/4 - Parents (MS)  
SY2020-21 Return Rates:  
Student (HS): 67%  
Family (HS): 51%  
Teachers (HS): 32%  
Student (MS): 82%  
Family (MS): 98%  
Teachers (MS): 71%  
SY2020-21 Performance:  
Student (HS):  
- 89% favorable  
- 4.48/5 avg score  
- Level 3/4  
Family (HS):  
- 82% favorable  
- 4.07/5 avg score  
- Level 3/4  
Teachers (HS):  
- 4.15/5 avg score  
Student (MS):  
- 90% favorable | SY2022-23 Return Rates:  
Student (HS): 80%  
Family (HS): 51%  
Student (MS): 92%  
Family (MS): 66%  
SY2022-23 Return Rates  
Teachers (HS): 24%  
Teachers (MS): 73% | SY2022-23 Performance:  
Student (HS):  
- 85% favorable  
4.36/5 avg score  
Level 3/4  
Family (HS):  
- 84% favorable  
4.17/5 avg score  
Level 3/4  
Student (MS):  
- 83% favorable  
4.35/5 avg score  
Level 3/4  
Family (MS):  
- 90% favorable | Minimum response rate of 50% Level 3 out of 4 |
<table>
<thead>
<tr>
<th>Outcome 2: Less or equal to 1% of students will be suspended</th>
<th>0.4% 2020</th>
<th>0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool.</th>
<th>0% for SY2023 as of 02/24/23 (all subgroups). Data from PowerSchool.</th>
<th>Equal to or less than 1% Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Method for Measuring: CA Dashboard &gt; Suspension Rate Indicator or CALPADS &gt; Reports needing cross referencing 7.1 &gt; 7.3 &gt; 7.4 (as of date)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Outcome 3: Less or equal to 1% of students will be expelled. Metric/Method for Measuring: DataQuest > Expulsion and Suspension > Expulsion Rate or CALPADS > Reports 7.6 > 8.1 (as of date) | 0% 2020 | 0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool. | 0% for SY2023 as of 02/24/23 (all subgroups). Data from PowerSchool. | Less or equal to 1% Expulsion Rate |

| Outcome #4: Minimize Middle School Dropout Rate Metric/Method for 89.6% of students (2019-20 students returning 2020-21) | 93.8% of students from 2021-22 returned in 2022-23. MS only. Data from PowerSchool. | 97% Student Return Rate | | |
Measuring: CALPADS
> Fall1 > Report 8.1c
or CALPADS EOY > Report 1.10
Completers and Dropouts Student List

Outcome #5: Minimize High School Dropout Rate
Metric/Method for Measuring:
DataQuest > Four-Yr Adjusted Cohort Graduation Rate and Outcome

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year</th>
<th>Data from CDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize High School Dropout Rate</td>
<td>91.8% 2020</td>
<td>2.8% for SY2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0% for SY2022</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 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.

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>$42,449.00</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>$77,328.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.

<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>
</table>

<table>
<thead>
<tr>
<th>An explanation of how effective the specific actions were in making progress toward the goal.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
</table>

<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>
</table>

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</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

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 CCMS-CCECHS 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>CCMS: ALL: 47% EL: 38% SPED: 44% LOW-INCOME: 47% LATINO: 48% CCECHS: ALL: 63% EL: 22% SPED: 46% LOW-INCOME: 63% LATINO: 64%</td>
<td>CCMS: ALL: 51% EL: 36% SPED: 59% LOW-INCOME: 53% LATINO: 50% CCECHS: ALL: 72% EL: 70% SPED: 50% LOW-INCOME: 76% LATINO: 73% 2021-22 Fall to Winter MAP</td>
<td>2022-23 Fall to Winter CCMS: ALL: 50% EL: 41% SPED: 34% LOW-INCOME: 50% LATINO: 50% CCECHS: ALL: 65% EL: 47% SPED: 54% LOW-INCOME: 63% LATINO: 64%</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 DFS: 2019: ALL: 2.4 EL: -34.6 SPED: -66.4 LOW-INCOME: -1.2 LATINO: +2.3</td>
<td>Per CAASPP webpage, “Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 was lower than previous years. Therefore, the identified gain for 2021–2022 is the largest for any year. This is due to the continued decline in achievement for ELs and SPED students.”</td>
<td>CCMS: ALL: 48.74% EL: 5.00% SPED: 8.51% Low-Income: 46.52% Latino: 48.20%</td>
<td>DFS: ALL: +2 EL: +30 SPED: +60 LOW-INCOME: +13 LATINO: +15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **CAASPP ELA 2019:**
  **CCMS:**
  - ALL: 48.43%
  - EL: 3.70%
  - SPED: 20.00%
  - LOW-INCOME: 45.25%
  - LATINO: 47.58%
  **CCECHS:**
  - ALL: 73.27%
  - EL: 0%
  - SPED: 5.88%
  - LOW-INCOME: 79.71%
  - LATINO: 73.40%

**CCECHS:**
- ALL: 78.79%
- EL: 0%
- SPED: 5.88%
- LOW-INCOME: 79.71%
- LATINO: 79.35%

| DFS 2019:
- ALL: -26.7
- EL: -63.9
- SPED: -115.1
- LOW-INCOME: -26.8
- LATINO: -27.2

**CAASPP MATH 2019:**
- ALL: 40.46%
- EL: 3.70%
- SPED: 14.00%
- LOW-INCOME: 36.67%
- LATINO: 40.00%

**CCECHS:**
- ALL: 46.08%
- EL: 0%
- SPED: 23.53%
- LOW-INCOME: 50.00%
- LATINO: 46.81%

**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.

| **DFS:**
- ALL: -37.7
- EL: -105.4
- SPED: -128.9
- LOW-INCOME: -40.2
- LATINO: -37.1

2022 public data and internal data.

**Outcome #4: Percentage of EL students advancing ELPAC 2018-19**
- **CCMS:** 50%
- **CCECHS:** 14%

| **CCECHS:** 0%
- **CCMS:** N/A
- **CCECHS:** 41%

| **CCMS:**
- All: 34.45%
- EL: 2.50%
- SPED: 8.51%
- LOW-INCOME: 33.86%
- Latino: 33.83%

| **CCECHS:**
- All: 43.43%
- EL: 0%
- SPED: 0%
- LOW-INCOME: 43.01%
- Latino: 44.57%

| **DFS:**
- ALL: +3
- EL: +40
- SPED: +20
- LOW-INCOME: +3
- LATINO: +3

Students advancing at least one performance level on the ELPAC increase by 2%.
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.

| Outcome #5: Increase annual EL Reclassification rate. Metric/Method for Measuring: DataQuest English Learners Annual Reclassification (RFEP) Counts and Rates | RFEP RECLASSIFICATION RATE-CDE DATE AS OF 2-28-2020: CCMS: 49.40% CCECHS: 49.40% | 2020-21 9.3% | 2020-21 2.7% | These are the latest rates as of 2/22/23. The 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 | Annual EL Reclassification rate increased by 2%. |

| Outcome #6: Increase annual EAP % of students prepared for College ELA. Metric/Method for Measuring: DataQuest CAASPP Tests Results % Standard Exceeded (Ready) and % Met (Conditionally Ready) | 24.75% Ready 2019 48.51% Conditionally Ready 2019 | 2021 Ready: 15% Conditionally Ready: 31% 2021 internal data. Data are not publicly available. 2022 Ready: 36.36% Conditionally Ready: 42.42% 2022 public data. | 30.75% Ready 54.51% Conditionally Ready | 22.67% Ready |
## Outcome #7:
Increase annual EAP % of students prepared for College Math

<table>
<thead>
<tr>
<th>Metric/Method for Measuring: DataQuest CAASPP Tests Results % Standard Exceeded (Ready) and % Met (Conditionally Ready)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
</tr>
<tr>
<td>Ready: 16.67%</td>
</tr>
<tr>
<td>Conditionally Ready: 29.41%</td>
</tr>
<tr>
<td>2021 internal data. Data are not publicly available.</td>
</tr>
<tr>
<td>35.41% Conditionally Ready</td>
</tr>
</tbody>
</table>

Outcome #8. *CA Dashboard College-Career: Greater than 90% of PUC students will earn a final grade of a C or higher in their college courses. Metric/Method: Students’ College Course final grades (student’s official transcripts, or grades verified through students’ college portals by School & College Counselors).

<table>
<thead>
<tr>
<th>CCECHS COLLEGE COURSES 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL: 80%</td>
</tr>
<tr>
<td>EL: N/A%</td>
</tr>
<tr>
<td>SPED: 50%</td>
</tr>
<tr>
<td>LOW-INCOME: 79%</td>
</tr>
<tr>
<td>LATINO: 80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL: 96%</td>
</tr>
<tr>
<td>EL: 100%</td>
</tr>
<tr>
<td>SPED: 100% LOW-INCOME: 95%</td>
</tr>
<tr>
<td>LATINO: 95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL: 90%</td>
</tr>
<tr>
<td>EL: 100%</td>
</tr>
<tr>
<td>SPED: 100% LOW-INCOME: 91%</td>
</tr>
<tr>
<td>LATINO: 89%</td>
</tr>
</tbody>
</table>

Internal PowerSchool data

Outcome #9: PUC high schools will graduate a minimum of 90% of seniors with the subgroup-cohort graduation rate annually, to meet the state identified target subgroup graduation rate requirement.

<table>
<thead>
<tr>
<th>95.8% 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021 CA Dashboard Graduation Rate Indicator (Additional Reports)</td>
</tr>
<tr>
<td>All Students - 96.2% English Learners - 84.6% Socioeconomically Disadvantaged - 96.1% Students with Disabilities - 90.9% Hispanic - 95.8%</td>
</tr>
</tbody>
</table>

| 2022 CA Dashboard Graduation Rate Indicator (Additional Reports) |
| All Students - 99.0% English Learners - * Socioeconomically Disadvantaged - 98.9% Students with Disabilities - 100.0% Hispanic - 98.9% |

*No data for subgroups

<90% of PUC students will earn a final grade of a C or higher

Page 38 of 62
<table>
<thead>
<tr>
<th>Metric/Method for Measuring: CA Dashboard Graduation Rate Indicator</th>
<th>No data for subgroups with &lt;11 students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 10: PUC High Schools will graduate a minimum of 90% of seniors will meet the A-G compliance requirements, with SPED subgroup outcome consistent with the IEP program.</td>
<td>97.1% All Students 2020</td>
<td>96.2% for SY2021. Data from CDE.</td>
</tr>
<tr>
<td>Metric/Method for Measuring: DataQuest 4-Year Adjusted Graduation Outcome Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome 11: AP Exam Scores: Greater than 50% of students taking AP courses will earn an AP exam score of 3 or higher as defined by College Board’s AP exams (5% of students each year) Metric/Method: AP teachers’ professional development school year plans, AP Classroom Dashboard Formative Reports, College Board AP Central</td>
<td>55% 2020</td>
<td>2021 53%</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: Intervention Programs for ELA and Math.</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>$346,300.00</td>
<td>Yes</td>
</tr>
<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>$144,850.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: College Admission Preparation and Common Core Math &amp; English Intervention</td>
<td>Students in grades 9-11 will receive Common Core Math &amp; English interventions, which includes preparing students for college course rigor, test-prep for college admissions exam and career readiness English &amp; Math skills development.</td>
<td>$76,595.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: PUC College Counseling Support</td>
<td>Action 4: Students taking College Credit Courses will receive PUC college counseling support, helping students self-monitor their progress; develop college navigational skills (i.e. – communications, communication with professor, technology requirements, utilize college resources: Office Hours, Online assignment submission, Math/English Labs, etc.).</td>
<td>$100,489.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Action 5: Implementation of Differentiated Instruction and</td>
<td>Action 5: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</td>
<td>$63,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Intervention

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Budgeted Expenditures</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Action 6: Increased academic, social-emotional and behavioral support for all students to accelerate learning returning from distance learning, including SPED, EL, Homeless &amp; Foster Youth, and “At-Risk” students using supplemental funds.</td>
<td>$0.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Action 7: Advanced Placement (AP) teachers will attend professional development and use AP Classroom online instructional resources to help students and teachers monitor students’ progress throughout the year and prepare students for the AP exam and rigors of college.</td>
<td>$109,800.00</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 all 4 actions there were 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:**

**PUC CCMS-CCECHS:** When looking at sub-groups for Reading and Math, we see most subgroups improved from Fall to Winter or were static. Here are the comparisons by subgroups for PUC CCMS-CCECHS:

*2022-23 MAP Fall to Winter*

**CCMS:**

- **ALL:** 50%
- **EL:** 41%
- **SPED:** 34%
- **LOW-INCOME:** 50%
- **LATINO:** 50%

**CCECHS:**

- **ALL:** 65%
- **EL:** 47%
- **SPED:** 54%
LOW-INCOME: 63%
LATINO: 64%

SOCIAL-EMOTIONAL:
The school's community continues to experience high levels of stress from the disruption from 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.

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 are 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 the Learning and Engagement Coordinator and Academic Literacy Coach. (Action 4).

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>$3,172,388.00</td>
<td>$1,647,553.00</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>38.68%</td>
<td>67.94%</td>
<td>$4,983,947.28</td>
<td>106.62%</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 90.01%. 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, 8.54% 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 afterschool 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, 89.36% of our students qualify for either free or reduced lunch. As of February 27, 2023, 0% 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 students 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 will 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.
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 CCMS-CCECHS** 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:
• Teachers 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>
<td>Not applicable.</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
</tr>
</tbody>
</table>
## 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>
<td>$250,137.00</td>
<td>$15,450.00</td>
<td>$0.00</td>
<td>$2,500.00</td>
<td>$268,087.00</td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process for all teachers</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$120,485.00</td>
<td>$12,540.00</td>
<td>$0.00</td>
<td>$4,500.00</td>
<td>$137,525.00</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$112,875.00</td>
<td>$6,500.00</td>
<td>$0.00</td>
<td>$8,500.00</td>
<td>$127,875.00</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>ACTION 1: Advanced Placement (AP) Courses and College Courses</td>
<td>Foster Youth, English learner (EL), Low Income</td>
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<td>$45,698.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
<td>$73,876.00</td>
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<td>3</td>
<td>2</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>$15,768.00</td>
<td>$13,698.00</td>
<td>$0.00</td>
<td>$16,500.00</td>
<td>$45,966.00</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Action 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>$14,500.00</td>
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<tr>
<td>3</td>
<td>4</td>
<td>Action 4: Funding of Arts Personnel</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>$0.00</td>
<td>$5,500.00</td>
<td>$30,500.00</td>
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<tr>
<td>3</td>
<td>5</td>
<td>Action 5: Teacher Professional Development</td>
<td>Low Income, Foster Youth, English</td>
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<td>$5,700.00</td>
<td>$0.00</td>
<td>$10,500.00</td>
<td>$28,700.00</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>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$3,179,388.00</td>
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<td>$218,000.00</td>
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<td>Action</td>
<td>Description</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>English learner (EL)</td>
<td>Foster Youth, Low Income</td>
<td>ELD Standards Professional Development</td>
<td>$22,137.00</td>
<td>$5,000.00</td>
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<tr>
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</tr>
<tr>
<td>6</td>
<td>Action 6: Outside Teacher Professional Development</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>$22,137.00</td>
<td>$5,000.00</td>
<td>$0.00</td>
<td>$5,000.00</td>
<td>$32,137.00</td>
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<td>7</td>
<td>Action 7: Data Reflection Cycles</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>$36,500.00</td>
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<td>$122,930.00</td>
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<tr>
<td>8</td>
<td>Action 8: Resources to Accelerate Learning</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
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<td>$6,500.00</td>
<td>$0.00</td>
<td>$8,500.00</td>
<td>$1,552,340.00</td>
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<tr>
<td>9</td>
<td>Action 9: ELD Standards Professional Development</td>
<td>English learner (EL)</td>
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<td>$43,752.00</td>
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<td>10</td>
<td>Action 10: Individual Academic Plans</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
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<td>$6,500.00</td>
<td>$27,850.00</td>
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<tr>
<td>1</td>
<td>Action 1: Family Events/Meetings</td>
<td>English learner (EL), Foster Youth, Low Income</td>
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<td>$25,890.00</td>
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<td>2</td>
<td>Action 2: SAC/ELAC Meetings</td>
<td>English learner (EL), Foster Youth, Low Income</td>
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<td>3</td>
<td>Action 3: SAC &amp; ELAC Legally Required Representation</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$1,537,340.00</td>
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<td>$8,500.00</td>
<td>$1,552,340.00</td>
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<td>4</td>
<td>Action 4: Attendance Incentives Program</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>$29,532.00</td>
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<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>$7,000.00</td>
<td>$36,606.00</td>
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<tr>
<td>1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
<td>English learner (EL), Foster Youth, Low Income</td>
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<td>$0.00</td>
<td>$12,000.00</td>
<td>$42,449.00</td>
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<td>Action 2: Social Emotional Counseling Services</td>
<td>Low Income, Foster Youth, English</td>
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<td>$0.00</td>
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<td></td>
<td></td>
<td>Action</td>
<td>Population</td>
<td>Description</td>
<td>ELA and Math.</td>
<td>Foster Youth</td>
<td>Low Income</td>
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<tr>
<td>---</td>
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<tr>
<td>6</td>
<td>1</td>
<td>Action 1: Intervention Programs for ELA and Math.</td>
<td>English learner (EL), Foster Youth, Low Income</td>
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<td>$335,800.00</td>
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<td>2</td>
<td>Action 2: Access to Intervention and Support</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
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<td>$125,850.00</td>
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<td>6</td>
<td>3</td>
<td>Action 3: College Admission Preparation and Common Core Math &amp; English Intervention</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td></td>
<td>$60,595.00</td>
<td>$9,500.00</td>
<td>$0.00</td>
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<td>6</td>
<td>4</td>
<td>Action 4: PUC College Counseling Support</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
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<td>$85,689.00</td>
<td>$6,200.00</td>
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<tr>
<td>6</td>
<td>5</td>
<td>Action 5: Implementation of Differentiated Instruction and Intervention</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td></td>
<td>$45,000.00</td>
<td>$8,500.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Action 6: Increased academic, social-emotional and behavioral support</td>
<td>Low Income, English learner (EL), Foster Youth</td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Action 7: Advanced Placement (AP) Teacher Professional Development</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td></td>
<td>$98,500.00</td>
<td>$4,500.00</td>
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</table>
### 2023-2024 Contributing Actions Table

<table>
<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>$250,137.00</td>
<td>0.00%</td>
</tr>
<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>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$120,485.00</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>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$112,875.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>ACTION 1: Advanced Placement (AP) Courses and College Courses</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Foster Youth, English learner (EL), Low Income</td>
<td>All Schools</td>
<td>$24,678.00</td>
<td>0.00%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover – Percentage (Percentage from prior year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,201,958.00</td>
<td>$3,172,388.00</td>
<td>38.68%</td>
<td>67.94%</td>
<td>106.62%</td>
<td>$3,179,388.00</td>
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<td>38.76%</td>
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**Total:**

**LEA-wide Total:** $3,179,388.00

**Limited Total:**

**Schoolwide Total:** $0.00
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<tr>
<th></th>
<th></th>
<th>Action</th>
<th>Response</th>
<th>Disaggregation</th>
<th>All Schools</th>
<th>Amount</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>Action 2: 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>Foster Youth, Low Income, English learner (EL)</td>
<td>All Schools</td>
<td>$15,768.00</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Action 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$25,698.00</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Action 4: Funding of Arts Personnel</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$25,000.00</td>
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<tr>
<td>3</td>
<td>5</td>
<td>Action 5: Teacher Professional Development</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$12,500.00</td>
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<tr>
<td>3</td>
<td>6</td>
<td>Action 6: Outside Teacher Professional Development</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$22,137.00</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>Action 7: Data Reflection Cycles</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$43,580.00</td>
</tr>
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<td>3</td>
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<td>Action 8: Resources to Accelerate Learning</td>
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<td>All Schools</td>
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<td>Action 1: Family Events/Meetings</td>
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<td>Low Income, English learner (EL), Foster Youth</td>
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<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
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## 2022-2023 Annual Update Table

<table>
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<tr>
<th>Last Year's Goal#</th>
<th>Last Year's Goal Action#</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Action 1: Professional Development, coaching and evaluation of all teachers.</td>
<td>No</td>
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<td>No</td>
<td>$6,250.00</td>
<td>$6,850.00</td>
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<td>3</td>
<td>Action 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
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<td>$13,568.00</td>
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Totals: $1,260,828.00 $1,306,865.00
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<td>Yes</td>
<td>Resources to Accelerate Learning</td>
</tr>
<tr>
<td>3 9</td>
<td>Yes</td>
<td>ELD Standards Professional Development</td>
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<td>3 10</td>
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<td>Individual Academic Plans</td>
</tr>
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<td>4 1</td>
<td>Yes</td>
<td>Family Events/Meetings</td>
</tr>
<tr>
<td>4 2</td>
<td>Yes</td>
<td>SAC/ELAC Meetings</td>
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<tr>
<td>4 3</td>
<td>No</td>
<td>SAC &amp; ELAC Legally Required Representation</td>
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<tr>
<td>4 4</td>
<td>No</td>
<td>Attendance Incentives Program</td>
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<tr>
<td>4 5</td>
<td>Yes</td>
<td>Parent and Student Engagement Institute and workshops</td>
</tr>
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<td>5 1</td>
<td>Yes</td>
<td>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>No</td>
<td>Social Emotional Counseling Services</td>
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<td>Intervention Programs for ELA and Math.</td>
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<tr>
<td>6 2</td>
<td>Yes</td>
<td>Access to Intervention and Support</td>
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<tr>
<td>6 3</td>
<td>Yes</td>
<td>College Admission Preparation and Common Core Math &amp; English Intervention</td>
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<td>6 4</td>
<td>Yes</td>
<td>PUC College Counseling Support</td>
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<td>6 5</td>
<td>Yes</td>
<td>Implementation of Differentiated Instruction and Intervention</td>
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<tr>
<td>6 6</td>
<td>Yes</td>
<td>Increased academic, social-emotional and behavioral support</td>
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<tr>
<td>6 7</td>
<td>Yes</td>
<td>Advanced Placement (AP) Teacher</td>
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### 2022-2023 Contributing Actions Annual Update Table

<table>
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<tr>
<th>Last Year’s Goal#</th>
<th>Last Year’s Action#</th>
<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 (Input Percentage)</th>
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<tbody>
<tr>
<td>3</td>
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<td>ACTION 1: Advanced Placement (AP) Courses and College Courses</td>
<td>Yes</td>
<td>$15,000.00</td>
<td>$15,000.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>Action 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
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<td>$8,000.00</td>
<td>$8,000.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>3</td>
<td>4</td>
<td>Action 4: Funding of Arts Personnel</td>
<td>Yes</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Action 6: Outside Teacher Professional Development</td>
<td>Yes</td>
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<td>$4,500.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
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<td>8</td>
<td>Action 8: Resources to Accelerate Learning</td>
<td>Yes</td>
<td>$12,000.00</td>
<td>$12,250.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>3</td>
<td>9</td>
<td>Action 9: ELD Standards Professional Development</td>
<td>Yes</td>
<td>$9,000.00</td>
<td>$9,500.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>Action 1: Family Events/Meetings</td>
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<td>Action 2: SAC/ELAC Meetings</td>
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<td>$6,840.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>Action 1: Parent and Student Engagement Institute and workshops</td>
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<td>$5,500.00</td>
<td>$5,620.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>5</td>
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<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
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<td>$245,796.00</td>
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<td>Action 2: Access to Intervention and Support</td>
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<td>Action 3: College Admission Preparation and Common Core Math &amp; English Intervention</td>
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<td>$46,785.00</td>
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<td>Action 5: Implementation of Differentiated Instruction and Intervention</td>
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<td>6</td>
<td>Action 6: Increased academic, social-emotional and behavioral support</td>
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<td>$0.00</td>
<td>0.00%</td>
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<td>7</td>
<td>Action 7: Advanced Placement (AP) Teacher Professional Development</td>
<td>Yes</td>
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### 2022-2023 LCFF Carryover Table

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<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated 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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<tbody>
<tr>
<td>$7,335,807.00</td>
<td>$3,137,743.00</td>
<td>32.58%</td>
<td>75.35%</td>
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<td>7.41%</td>
<td>$4,983,947.28</td>
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### Federal Funds Detail Report

#### Totals:
- **Title I**: $4,500.00
- **Title II**: $20,000.00
- **Title III**: $0.00
- **Title IV**: $5,500.00
- **CSI**: $0.00
- **Other Federal Funds**: $188,000.00

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<th>Goal #</th>
<th>Action #</th>
<th>Action Title</th>
<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
<th>Other Federal Funds</th>
<th>Total Funds</th>
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<td>Supervision, Custodial, &amp; Security &amp;</td>
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<table>
<thead>
<tr>
<th></th>
<th>Operating Cost of Facility</th>
<th>ACTION 1: Advanced Placement (AP) Courses and College Courses</th>
<th>ACTION 2: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</th>
<th>ACTION 3: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</th>
<th>ACTION 4: Funding of Arts Personnel</th>
<th>ACTION 5: Teacher Professional Development</th>
<th>ACTION 6: Outside Teacher Professional</th>
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<td>3</td>
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<td>$0.00 $0.00 $0.00 $0.00 $0.00 $14,500.00 $52,851.00</td>
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<td>Action 7: Data Reflection Cycles</td>
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<td>Action 2: SAC/ELAC Meetings</td>
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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:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- 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.
Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

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

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

**Required Goals**

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

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](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:
  
  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
• **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

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

• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  o **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.
  
  o 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:

- **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).

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