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>
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</thead>
<tbody>
<tr>
<td>PUC Nueva Esperanza Charter Academy</td>
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<td>COMPLIANCE</td>
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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 Nueva Esperanza Charter Academy is part of Partnerships to Uplift Communities [PUC Schools]. PUC Schools is a charter management organization consisting of 14 schools in Los Angeles County. The first school opened in 1999 and in 2004, as the community need for quality public schools continued to rise, PUC Schools was created. PUC Nueva Esperanza Charter Academy was founded in 2009 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 Option8 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 least2x per month to co-plan and create a division of responsibilities. All other General Education teachers collaborate with Special Education Teachers at least1x per month to do the same. Academic and behavior support is provided within the general education classroom by credentialed teachers, or paraprofessionals supervised by credentialed teachers. Paraprofessionals participate in collaboration meetings as well as planning meetings to ensure appropriate supports throughout the school environment. PUC Schools are known in our communities as being a safe and inclusive place for students with disabilities to receive their education. As such, our student population includes between 11% to 24% of Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), across PUC campuses. PUC Schools believes that every student has the opportunity to reach their fullest potential and offers a school-wide approach to providing academic and social emotional supports for all students where every student is a valued member of the integrated school community. The high percentage of students in this subgroup category is a testament to the work the schools have done to create a welcoming, accessible, and inclusive environment for all learners.

The clinical counseling program provides mental health supports to all students and families at PUC schools. In the summer, we provide Family Success Meetings to new students and families to address the transition to a new school environment. Any student who is struggling with mental health issues can be referred to clinical
Reflections: Successes

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

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

PUC Nueva Esperanza Charter Academy has been uplifting and advancing the vision and mission of PUC Schools since 2009. The school follows a small school model with a holistic approach to meeting the unique and diverse needs of every student. The school’s approach is to streamline school supports and services to meet the academic, social-emotional, and behavioral needs of every student through a highly relational approach between students, staff, and families. PUC Nueva Esperanza Charter Academy values the importance of creating, sustaining, and developing strong home-to-school partnerships with families to meet the unique and diverse needs of every student in order to best support individual student success. In addition, the teachers and school staff work collaboratively through a data driven, inquiry based, reflective professional development model to further analyze, respond, and support individual student needs based on data and desired school and student outcomes.

Lastly, through the data driven culture that combines the ongoing analysis of both qualitative and quantitative data the school is able to further develop and allocate funding for supports, services, and interventions to meet the unique and diverse needs of all students and each of the school’s significant subgroups [i.e. EL, Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), low income, Latino/a]. PUC Nueva Esperanza Charter Academy has a safe, inclusive, and caring school climate for all. The school’s students, staff, and families work together to create and sustain a positive school climate anchored around mutual respect, care, and high expectations. The vision and mission drives decision making, core values, and habits of mind in support of success for all. In addition, PUC’s 3 Commitments which include the following 1) Five times more college graduates within the communities we serve, 2) after four years with us students are proficient, & 3) students commit to uplift our communities now and forever further drive school goals and desired student outcomes at PUC Nueva Esperanza Charter Academy.

PUC Nueva Esperanza Charter Academy’s demographics as of Spring 2023 is as follows: 96.84% of PUC Nueva Esperanza Charter Academy’s students are Hispanic, and 2.08% are White. 14.58% of the student population is served by the Special Education program, and 20.83% of students are identified English Learners (ELs) and 35.71% are Reclassified Fluent English Proficient (RFEP). 90.18% of families qualify for free or reduced lunch. About 24.40% of parents have taken some college coursework or have an Associate's degree, and 2.68% have graduate degree or higher. In addition, 0.87% students are designated “Homeless.” *Data from Fall 1 Survey 2022.

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

Highlight #1: 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. Additionally, at PUC NECA, there is a team of four individuals who work to support a positive student culture on campus. These individuals include a Behavior Intervention Specialist, Associate MFT and two Student Service Coordinators. They are able to intervene and provide support to students as a follow up when behavior concerns arise and to provide preventative measures to prevent the need for suspension.

Highlight #2: English Learner Progress:
The PUC Nueva Esperanza 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 High for the English Learner student group, which is higher than the State’s Medium level. The report shows that 60.3 percent of English Learners are making progress towards English language proficiency, which is higher than the State’s percentage of 50.3.

Successful Practices:
? EL Achieve Initiative (across PUC). In the Fall of 2021 our organization engaged in the adoption of a new ELD curriculum. Teachers attended multiple day long training sessions to understand the pedagogy and practices entailed within this curriculum. School leaders also attended. This gave us insight for the expectations of the curriculum use and helped us better support our ELD teacher’s growth and development. The curriculum supported our ELD teacher’s understanding of what to expect from each group of students, as she was also new to the role and to the work of supporting adolescent learners. The training time also allowed her to collaborate with other ELD teachers who had more experience. This is our second year using the curriculum and attending annual training.
? ELA Teacher Support. For the past two years our ELA teacher has supported with the Designated ELD class. This has allowed for stronger cross curriculum connections as well as reinforcement of reading and writing skills that are being worked on from ELA class to be practiced in Designated ELD.
? Release Days. During the 2021-2022 school year our ELD teachers also participated in a series of Release days, day-long professional development opportunities. The focus of these PDs was twofold: 1) teachers reviewed student data (CAASPP, ELPAC, and I-Ready) to engage in a root cause analysis and 2) Teachers used their analysis to inform their instructional plans for the next unit. During these collaborations, teachers refined their scope and sequence, unit assessments, and determined which students would work in small groups.

Areas of Practice in Need of Improvement & Next Steps:
? Integrated ELD. While our school has implemented a strong and consistent structure for designated ELD, we can definitely work on our approach to Integrated ELD. We are not currently consistent with setting and sharing language objectives, or implementing structured discussion protocols. Our future Scope & Sequence for PD will incorporate tangible resources and training that our teaching team can utilize. Our continued partnership with EL Achieve will be critical in this work.
? Data Analysis (ownership of all subgroups). As a schoolwide practice during PD and during coaching meetings, we will make sure to keep our students classified as English Learners at the top of our mind. Some of our ELs also have an IEP, making them one of our most vulnerable populations. We must share ownership across the school for supporting this subgroup and align on schoolwide best practices for responding to the data. We will incorporate opportunities to look more closely at sub-group data and progress at our Data Days. These days are set aside for professional development for our team approximately every 5-6 weeks and correspond with the progress reporting period.
Data Chats with LTELs. 88% of EL students last year were considered LTELs. We have more we can be doing around data chats with this group. While we are working on academic strategies, we can also be more transparent around setting goals for test taking dispositions, perseverance and stamina. We know that our students are capable of doing better. We will work with each grade level team to identify and provide follow up support to students who are LTELs. Opportunities for check-ins with students can be provided during the Advisory period when students are in the Designated ELD class.

LOCAL ASSESSMENTS:
IREADY READING DATA 2021-2022:
Fall 2021 to Spring 2022-ELA:

2021-2022 Reading Growth Data Highlights:
- The data chart above shows that overall, we had 58% or more students in each grade level meet their projected growth goal.
- All grade levels show more than 57% of students met their projected growth goal for three significant subgroups of English Language Learner, Free and Reduced Lunch, and Hispanic/Latino.
- In 7th and 8th grade we had 70% or more of our students in inclusion meet their projected growth.
- 8th grade students showed the most growth, with 72% of students meeting their projected growth.

Reading Growth Data Celebrations and Attributions:
- PD Scope and Sequence Planning. Before the school year began, our teachers had a series of professional development sessions in which content teams reflected their scope and sequence planning. Content teams reflected on their unit essential questions, assessments and projects for each unit, and mapped our instructional units using our school-wide common unit template. In content teams, teachers were able to reflect on the content standards, relevance of essential questions, and collaborate with their content teachers on vertical alignment of instructional practices (ex. ELA teachers discussed a common strategy for teaching annotations, using the C-E-R model for paragraph writing (Claim, Evidence, Reasoning), and writing rubrics).
- Professional Development & Collaboration. In our year-long professional development scope and sequence content teams were able to meet more frequently to provide each other feedback on their lesson planning. Because our two main instructional focuses last year were grounded on creating (a) clear measurable objectives and (b) creating strategic groups for small group instruction, our teachers were able to review, reflect, and provide feedback on lesson plans and share best practices among content experts. Connected to our professional development, we calendared planned Release Days which were day-long professional development opportunities for content teachers, grounded on data reflection (i-Ready and CAASPP). As an outcome of these sessions, teachers created strategic groups of students based on skill and need to then inform their small group instruction for the upcoming unit.
- Coaching Cadence. Coupled with our Professional Development scope and sequence, our coaching sessions with teachers mirrored the practice or strategy we discussed in our professional development. Our coaching conversations and observations occurred on a tired basis guided by our PUC Wide Teacher Development System (TDS) or based on individual teacher needs.

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

2021-2022 Math Growth Data Highlights:
- Overall our math goals show that 6th and 7th are on track to reach their 51% annual growth goal but fell short at this mid-year check-in.
- The data shows that 8th grade students generally have already met their projected growth goals in Math.
- In 8th grade, Free and Reduced Lunch, Students with IEPs, and Hispanic/Latino subgroups met their projected growth with at least 52%.
- For 6th and 7th grade, Free and Reduced Lunch, Students with IEPs, and Hispanic Latino subgroups met their project growth with at least 44%. Math Growth Data Celebrations and Attributions:
- Persistent Enrollment. Our 8th grade students, who have been with us the longest, had more students meet their projected growth goals than other grade levels. This is a testament to the consistent work of our Math team. We have been fortunate to have the same math team for the past four years.
- Data Chats. Given our previous year’s LAUSD oversight feedback and our own reflection of making data meaningful to students we created a system to be more transparent with students about their benchmark data. In advisory classes, our teachers review student diagnostic data three times a year (fall, winter, spring). During
these 1:1 conversations, our students reflect on their growth and set goals for the next administration of the benchmark. In addition, our teachers have developed class-
wide trackers of students’ completion of their i-Ready lessons to increase student participation and successful completion of their personalized lessons.

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

Fall 2022-Winter 2023 Reading Growth Data Highlights:
? The data chart above shows that overall, there was measurable growth in reading across all grade levels in every major subgroup as indicated by the Winter 2023 i-
Ready reading diagnostic as measured by the 12 weeks between Diagnostic #1 and #2
? This growth shows that NECA is on-track for meeting our overall annual growth goals of 51% in each grade/subgroup. We have already previewed the 3rd diagnostic
test, currently in progress, and we feel confident that we are on track to meeting the annual goals.
? The 6th grade data shows that overall and in the major subgroups, 35% or more of students have already shown a year of growth.
? The 7th grade data shows that overall and in the major subgroups, 36% or more of students have already shown a year of growth.
? The 8th grade data shows that overall and in the major subgroups, 35% or more of students have already shown a year of growth. ELA Growth Data Celebrations and
Attributions:
? Targeted Small Group Instruction. Our ELA team has made a concerted effort to create intentional small groups during classroom instruction time to focus on
differentiated instruction. In ELA classes both Inclusion Specialists and Teachers have been running groups consistently all year.
? i-Ready Monitoring. Although we consistently used the i-Ready diagnostic for our benchmark last school year (fall, winter, spring), we did not have a strong system to
monitor students progress on the intervention program. This year we have implemented a tracker and regular check-ins during Advisory on student progress in Reading.

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

Fall 2022-Winter 2023 Math Growth Data Highlights:
? The data chart above shows that every grade level and every subgroup has a portion of students who have already met their projected growth in math in the first
semester of 2022-23. Again, this data is for only a 12 week period between early September and early December. Our preliminary data from the 3rd diagnostic (currently in progress) confirms we are on track to reaching our 51% goal.
? The 6th grade data shows that overall and in two of the major subgroups (FRL and Hispanic), 32% or more students have already shown a year of growth.
? The 7th grade data shows that the EL subgroup showed 33% of students already showing one year of growth in math.
? The 8th grade data also shows that 37% or more of students overall and in all four subgroups have already made one year of growth in math. Math Growth Data
Celebrations and Attributions:
? Targeted Small Group Instruction. Our Math team has made a concerted effort to create intentional small groups during classroom instruction time to focus on
differentiated instruction. In Math classes both Inclusion Assistants and Teachers have been running groups consistently all year.
? i-Ready Monitoring. Although we consistently used the i-Ready diagnostic for our benchmark last school year (fall, winter, spring), we did not have a strong system to
monitor students progress on the intervention program. This year we have implemented a tracker and regular check-ins during Advisory on student progress in Math.

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

PUC NECA:
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 three indicators:

**Need #1: English Language Arts:**

The PUC Nueva Esperanza 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 Low for All Students (i.e., schoolwide), which is the same as the State’s Status level of Low. The report shows an average Distance from Standard (DFS) of -33.6 in ELA for the All Students group, which is below the State average DFS of -12.2. In addition to the All Students group, the school has four (4) numerically significant student groups for this indicator: English Learner, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The Hispanic/Latino and Socioeconomically Disadvantaged student groups show a Status level of Low as well, with DFS averages that are higher than the State’s averages for the same groups. The English Learner and Students with Disabilities groups show the Status level of Very Low with DFS averages that are lower than the State’s averages for the same two groups.

**Root Cause Analysis:**

Upon our return from distance learning we found many of our students had significant skill and content gaps coupled with diverse social emotional needs. Routines, procedures, and learning in person required realignment to post-pandemic realities that called for student choice and voice. Our team has been working diligently to collect accurate data of our students strengths and areas of growth so that we can target these needs in the classroom. Our dashboard data indicates that we are low in the area of English Language arts. We attribute this performance to the following:

? Students writing and reading stamina. Overall last school year we noticed a need to increase student reading and writing stamina in the classroom. In reading, students were having challenges staying engaged when reading class or independent novels. In writing, students were producing short paragraphs with little to no evidence and elaboration. With the transition back to in person instruction we recognize that we don’t have accurate data to show us how much reading and writing students produced or how much feedback was provided for students during distance learning.

? New ELA teacher in 6th grade and a long term substitute in 8th Grade. A second root cause of the low achievement in ELA was the onboarding of a new ELA teacher into 6th grade and a long term substitute in 8th Grade. As a small school, each ELA teacher plays a major role in the data story of the school. While the history and science teachers contribute to growing our students as readers, the ELA teacher is the lead in growing our students’ literacy skills. Both of our teachers were new to the CA common core standards and to the grade levels they were assigned. With curriculum training and coaching, we saw improvement in content knowledge and teaching practices. However, we know that the end of year data shows that we, as a leadership team, must continue to support teacher development as well as teacher sustainability.

**Areas of improvement for Reading Proficiency:**

? CAASPP ELA PT. A careful review of our 21-22 CAASPP ELA performance task data provided a slightly new direction and/or area of focus for us this year. Our analysis showed that 78 students scored a “no response” score or scored very low (2) on the Written Extended Response (WER).

? Small Group Instruction. Although we have focused last year on analyzing internal benchmark data together with instructional data to inform the creation of small groups, there was a disconnect with the purpose of small group instruction. While some teachers were creating differentiated groups, many were not. Our small groups were happening, but limited modeling of concepts and differentiation was happening during small group instruction. In addition, we offered differentiated professional development opportunities to our Teacher Assistants so that they too felt confident in executing and leading a mini-lesson.

? Mini-lessons in small groups. The intention of small group instruction at NECA was to use data to determine which students would benefit from re-teaching/ pre-teaching of a skill. As the year progressed we noticed a disconnect between the objective of the lesson and purpose of the activities in the small group. We identified a need for instructional planning during coaching sessions and in Professional development so that the alignment between the standard, lesson objective, and purpose of the small group was clear. In addition, our staff normed on using the mini-lesson architecture from Writers Workshop as a model for small group mini lessons: connection, teaching, active engagement, link.

? Revamping Testing Culture at NECA. As we returned to campus in fall of 2022, we identified a need to celebrate and recognize our students for their growth on benchmark and state assessments. Building a positive culture around testing has pushed us to think of ways in which we also create a culture leading up to testing that is motivating for students. In Spring 2023 we look forward to recognizing students with awards, assemblies, and luncheons for students showing growth or reaching proficiency.

**PUC NECA** 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
Need #2: Mathematics:
The PUC Nueva Esperanza 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 -92.9 in Math for the school’s All Students group, which is lower than the State average DFS of -51.7. In addition to the All Students group, the school has four (4) numerically significant student groups for this indicator: English Learner, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The Hispanic/Latino and Socioeconomically Disadvantaged student groups show a Status level of Low as well, with DFS averages that are lower than the State’s averages for the same groups. The English Learner and Students with Disabilities groups show the Status level of Very Low with DFS averages that are lower than the State’s averages for the same two groups.

Root Cause Analysis:
? Conceptual Understanding. Historically, we have observed that our teachers focus on the procedural expectations of math more than developing conceptual understanding. This has shown the most difficulty as it relates to students’ hesitancy on the Math Performance Task.
? Deconstructing Text. Last school year, our teachers adopted a new curriculum (Big Ideas) that has taken time to adjust the pacing and familiarize with the resources available for students and teachers. In addition, students have had difficulty reading and deconstructing text (word problems) from the textbook. Math teachers are also working on reading comprehension with students to determine what information is given in word problems and what questions are asking for.

New and/or Improved Systems, Strategies, Programs, Practices
? Performance Task Prep. Increased focus on Performance Task preparation. Teachers were able to attend a professional development session focused on unpacking Math Performance Tasks. Through this session, teachers also gained access to additional resources including a bank of example performance tasks. Teachers have been able to implement practice on the example performance tasks during small group instruction as well as during a series of Intervention days provided after school to a targeted group of students.
? All Teacher PD. The math teachers participate in the whole staff PD to address our key instructional strategies & practices (Classroom Observation focus areas). They have been working on writing measurable objectives as well as building out strategic groupings.
? Math Content PD w/ LACOE Consultant. We have been very fortunate to be working with a STEM Mathematics Coordinator from LACOE. She is supporting us in partnership with another PUC School. She has been leading the initiative around number talks, and hosting PD with the two school sites together to build teacher knowledge around the purpose and process for Number Talks.

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

Need #3: Chronic Absenteeism:
The PUC Nueva Esperanza 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, 27.8%, is Very High, though it is lower than the State’s rate of 30%, which is also considered Very High. In addition to the All Students group, the school has four (4) numerically significant student groups for this indicator: English Learner, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The Status level for all of these student groups is Very High as well. The school’s rates of chronic absence for the Hispanic/Latino and Socioeconomically Disadvantaged groups are lower (better) than the State’s rates for the same groups; the chronic absence rates for the English Learner and Students with Disabilities groups are higher (worse) than the State’s rates for the same two groups.

Root Cause Analysis:
? Illness & Quarantine. Due to the effects of the pandemic, parents have often been overly cautious with their child’s health and have kept their child at home if they are experiencing minor cold symptoms or if a family member is experiencing symptoms. During the winter months, we also saw an increase in the amount of illness which had a greater impact on attendance.
? Transportation Issues. Families have had to move further from the school due to rising housing costs and transportation has become more difficult. Inclement weather and distance has made it difficult for some students to regularly attend school.
? Interpersonal Challenges. In some cases students have continued to have difficulty in their interactions with peers. Parents have reported that students have not come to school due to feeling uncomfortable by classmates. Lastly, students have reported feeling overwhelmed academically.

New/improved Systems
? Designated Office Attendant. One of our Office Assistants has been able to focus her time on attendance this school year. As a result, she has been able to identify students of concern and seek support from additional resources on campus.
Family Communication. Letters have routinely been sent to families after the fourth consecutive absence of their child in an effort to clearly communicate impact and next steps. Voicemails/calls are automated via our SIS system PowerSchool and a second system called Swift K-12. This system calls parents the same day an absence is noted in PowerSchool and notifies them of their child’s absence.

Parent & Student Advocacy Team. This team has been able to connect families with needed resources like metro cards, housing assistance and home visits.

Culture Team Follow Up. In instances where parents have communicated social emotional challenges or academic concerns, our Culture Team which includes two Student Service Coordinators, Behavior Intervention Specialist, Learning & Engagement Teacher as well as MFT Associate, has been able to intervene. Our culture team has investigated claims of bullying, conducted family meetings and checked in with students to create goals and add support.

Tiered Supports. We have been able to utilize internal data such as our reports on Mosaic to determine and tier student supports. Our Social Work intern and Promotora (health worker) have been able to conduct wellness calls to inquire with families if any additional resources are needed. Teachers have also continued to upload assignments onto our LMS platform, Schoology, to ensure that students have access to lessons missed while absent and have systems in place for students to make up assignments when they return to school. Adult staff members have also been utilized to check in with students to ensure they feel supported as they return to campus.

LOCAL ASSESSMENTS:

English Language Arts:
IREADY READING DATA 2021-2022:
Fall 2021 to Spring 2022-ELA:
Reading Growth Data Areas of Improvement & Root Cause:
? Students not showing growth. Only 43% of our 6th grade students in inclusion met their projected growth goals. Overall our 6th grade students did not show as much growth as our 7th and 8th grade students. Although we understand that our 6th grade students had inconsistent instruction in 5th grade due to distance learning, our team has identified foundational skill gaps for students upon returning to in person instruction.
? Chronic Absenteeism. Many of our students who did not show growth were those who were chronically absent. These students missed important instruction in their content classes as well as the opportunity to practice i-Ready lessons that were meant to meet them at their level.
? Students writing and reading stamina. Overall last school year we noticed a need to increase student reading and writing stamina in the classroom. In reading, students were having challenges staying engaged when reading class or independent novels. In writing, students were producing short paragraphs with little to no elaboration. With the transition back to in person instruction we recognize that we don’t have accurate data to show us how much reading and writing students produced or how much feedback was provided for students during distance learning.

IREADY READING DATA 2022-2023:
Fall 2022 to Spring 2023-ELA
ELA Growth Data Areas of Improvement & Root Cause:
? Students not meeting growth. NECA did not meet the necessary growth percentages for the Fall 2022 to Winter 2023 ELA for any grade level with the single exception of 7th grade EL students. The first I-Ready diagnostic was administered in early September, and the second in early December. This allowed for only 12 weeks of “growth” to be measured in between diagnostics, or roughly 1/3rd of a school year. Our initial results from the 3rd diagnostic, which is currently in progress and will be finalized by April 15th, 2023, will provide much stronger results.
? i-Ready Monitoring. Although we consistently used the i-Ready diagnostic for our benchmark last school year (fall, winter, spring), we did not have a strong system to monitor students progress on the intervention program. We found that the i-Ready personalized lessons were not being completed, students were not passing their lessons, or in some cases, students were not progressing on their level. This year we are leveraging a new Data Wall report that tracks grade level completion of lessons in both I-Ready ELA and Math. This is bringing us closer and closer to the weekly goal of 45 minutes per student per subject as we can now see a “30,000 foot” view of lesson progression and completion.

Spring 2023 Improvement Plan for Improving Reading Growth:
? Readers Workshop. In the Spring of 2023 our team will pilot Readers Workshop as continued collaboration from this year’s adoption of Writer’s Workshop. Given the growth our teachers have seen in this year's students’ writing skills and strategies, we will move forward with using the workshop model to teach students reading.
? Classroom Libraries. During our Winter Site Day (Full Professional Development Day) our ELA team will build their leveled classroom libraries in each ELA classroom.
Mathematics:
IREADY MATH DATA 2021-2022:
Fall 2021 to Spring 2022-MATH:

Math Growth Data Areas of Improvement & Root Cause:
? Foundational Skill Gaps. Reasons for lack of growth can be attributed to a continued need for addressing foundational skill gaps. Teachers and staff are still attempting to address the significant academic and social emotional learning gaps that occurred during virtual learning. Teachers adjusted lessons and pacing guides to address foundational concepts and skills in addition to grade level content and standards. While small group instruction was implemented in the Math classrooms last year, it was limited in its scope of differentiation.
? Progress Monitoring. Limited conversation occurred at the school-wide level about the progress monitoring and systems of accountability for students to utilize and maximize the personalized instruction provided by the i-Ready program.
? New Curriculum (Big Ideas). Teachers implemented a new curriculum last school year. Given that it was new, there was a learning curve for our teachers to navigate the textbook and online student platform.
? Academic Language. For our EL subgroup, there has been a struggle in accessing math academic language. This language barrier led to prerequisite skills not being learned. Additionally, students attend Designated ELD during Advisory which limited the time for Math intervention practices, which usually occur during advisory.

IREADY MATH DATA 2022-2023:
Fall 2022 to Spring 2023-MATH:

Math Growth Data Areas of Improvement & Root Cause:
? Students Not Meeting Growth. NECA did not meet the necessary growth percentages (51%) for the Fall 2022 to Winter 2023 Math for any grade level. The first I-Ready diagnostic was administered in early September, and the second in early December. This allowed for about 12 weeks of “growth” to be measured in between diagnostics, or roughly 1/3rd of a school year. Our initial results from the 3rd diagnostic, which is currently in progress and will be finalized by April 15th, 2023, will provide much stronger results. Additionally, we are tracking lesson progress in a new “Data Wall” report to better monitor the learning going on through that intervention program. See screenshot below.
Spring 2023 Improvement Plan for Improving Math Growth:
? Consistent Math Curriculum. We continued using our adopted math curriculum, Big Ideas Math, to ensure standards alignment to standardized testing.
? Inclusion Assistants. Our Inclusion Assistants have also been integral in our co-teaching practices, to support students in their growth and achievement.

LCAP Highlights

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

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

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

Engagement Goals:
Goal 4) Parent, Student, & Community Engagement: We want to ensure our school offers multiple ways for our parents, students, and community to have voice and engage with the school site in support of success for all. We also want to ensure that our school is allocating time, funding, and resources to the ongoing professional development, trainings, and/or workshops needed for teachers, administrators, school staff, students, and parents to support strong parent, student, and community engagement at the site in support of success for all.

Goal 5) Safe & Inclusive School Climate: We want to ensure our school promotes and maintains a strong, safe, and inclusive school climate for all. The school wants to ensure that all stakeholder voices, suggestions, feedback, and insights are welcomed and valued to support the school’s continuous improvement. In addition, we want to ensure the school is allocating time, funding, and resources to the ongoing professional development, trainings, and/or workshops needed for teachers, administrators, school staff, students, and parents to support a strong safe and inclusive school climate at the site in support of success for all.

Student Outcome Goal:

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

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.
Not applicable.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
Not applicable.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.
Not applicable.

Engaging Educational Partners
A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.
PUC NECA 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: 9/27/22, Q2: 12/13/22, Q3: 3/28/23 and Q4: 5/23/23. These meetings are offered via in-person and/or ZOOM. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection question: What, if any, recommendations do you have for changes to these goals?
In addition, various meetings continued to be held throughout the year with stakeholder focus groups that included staff, teachers, administrators, parents, students, and community members. Our Director of Student and Parent Engagement hosted these meetings. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with the current year’s LCAP (2022-23) and provided a space where they could ask questions. LCAP items 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.
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
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, 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 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

Goal # | Description
--- | ---
1 | Goal 1: 100% of teachers hold a valid CA teaching credential with appropriate English Learner Authorization and are appropriately assigned. (State Priorities 1 / Local Priority 1)

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 NECA 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 NECA’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>NUEVA ESPERANZA: FALL 2020 100% APPROPRIATELY ASSIGNED 68.42% FULLY CREDENTIALED</td>
<td>NUEVA ESPERANZA: FALL 2021 100% APPROPRIATELY ASSIGNED 85% FULLY CREDENTIALED</td>
<td>NUEVA ESPERANZA FALL 2022 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 79%</td>
<td></td>
<td>100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</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>$115,705.40</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process of 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>$110,260.85</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 not a substantive difference.  We have recruited for the transition from distance learning to in person learning effectively.  We are currently staffed for the 2022-2023 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.

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

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

There is no change to the goal, metrics and desired outcomes.
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
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 NECA is located in the Northeast San Fernando Valley that is surrounded mostly by single family dwellings. 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 NECA 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

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

Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
<td>Supervision and staffing of custodial, security, and maintenance staff and Operating cost of facilities</td>
<td>$133,363.20</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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>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, &amp; 8 /Local Priority 2, 7)</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

PUC NECA 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

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

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<table>
<thead>
<tr>
<th>Outcome #3: 100% of ALL students including all subgroups have access to and enrollment in a broad course of study</th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
<th>100% of student, including significant subgroups, have access to broad course of study</th>
<th>100% of each student subgroups have access to broad course of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Method for Measuring: Local Indicator Priority 7 or Local Data and CALPADS-EOY Report 2.14, 3.9, 3.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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)</th>
<th>Met</th>
<th>Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Method for Measuring: Local Indicator Priority 7: Access to a broad course of study or Local Data</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Local Indicator Priority 7: Access to a broad course of study: Met
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
<th>Total Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
<td>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>$146,486.75</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
<td>Action 2: Instructional and supplemental materials purchased, including resources for the Arts to achieve VAPA standards, will be aligned to CA Common Core State Standards and the charter petition.</td>
<td>$87,760.85</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: Funding of Arts Personnel</td>
<td>Action 3: Portion of Arts Personnel will be funded to ensure continued emphasis of the Arts at PUC Schools.</td>
<td>$99,177.90</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Action 4: 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>$22,077.50</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Action 5: Outside Teacher Professional Development</td>
<td>Action 5: Selected teachers will participate in outside Professional Development, Trainings and workshops focused on literacy, learning acceleration, math/science/English/history/VAPA development.</td>
<td>$25,597.00</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Action 6: Data Reflection Cycles</td>
<td>Action 6: Implementation of student data reflection cycle, throughout the academic school year, to support student growth and achievement.</td>
<td>$44,879.00</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Action 7: Resources to Accelerate Learning</td>
<td>Action 7: Purchase of Resources to accelerate learning for all students and significant subgroups.</td>
<td>$30,236.50</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Action 8: ELD Standards Professional Development</td>
<td>Action 8: ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings.</td>
<td>$23,119.00</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Action 9: Individual Academic Plans</td>
<td>Action 9: Creation of individual Academic Plans for each student that is supported by the school’s master schedule, course sequencings, and inclusion support for all students, with a focus on students with IEPs and ELs to ensure course access.</td>
<td>$64,331.50</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis for 2022-2023**

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

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

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

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

Action 4: There is not a substantive difference in planned action and actual implementation of this action. This year, teachers received regular professional development from the Administration team.

Action 5: There is not a substantive difference in planned action and actual implementation of this action. This year, teachers received regular professional development from outside companies included Crescendo Group and Powerful Choices.

Action 6: There is not a substantive difference in planned action and actual implementation of this action. The school provided Professional Development opportunities to reflect on academic data as well as provide academic interventions for students after school.

Action 7: There is not a substantive difference in planned action and actual implementation of this action. The school purchased all needed resources such as the iReady online intervention program.

Action 8: There is not a substantive difference in planned action and actual implementation of this action. The school purchased all needed resources such as curriculum and training from EL Achieve.

Action 9: There is not a substantive difference in planned action and actual implementation of this action. Inclusion Specialists work closely with teachers and administrators to ensure all accommodations and services are provided as outlined in each student’s IEP.

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

Measuring and Reporting Results

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

PUC Schools Department of Student and Parent Engagement have supported and augmented school sites by enriching parent participation and engagement. PUC Schools Department of Student and Parent Engagement have hosted multiple PUC wide workshops including Vaping/Marijuana, QPR (suicide prevention), Social Media Management, Anxiety/Stress Management. It has also facilitated the creation of PACs (Parent Engagement boards) at the Valley Schools hosting almost 10 Meetings thus far. PUC Schools’ Department of Student and Parent Engagement and Advocacy have supported and
augmented PUC Excel’s parent engagement opportunities by offering organization wide workshops, trainings, focus groups, interventions, and resources. It has also provided multiple PUC wide Parent Engagement home visits providing individual Parent support on parenting, counseling, and programs for families. It has also facilitated site-based student/Parent Engagement opportunities including a communal mural at PUC NECA and PUC Inspire with the culmination with a family resource fair in May 2022.

| 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: PUC Nueva Esperanza PUC NECA has a Minimum of legally required
<table>
<thead>
<tr>
<th>Outcome #4: The school will maintain ≥ 96% average daily attendance (ADA)</th>
<th>95.7% 2020</th>
<th>Data for SY2022 as of 05/05/22. Data from PowerSchool. Overall: 91.7% EL: 90.1% SPED: 89.7% Free/Reduced Lunch: 91.5% Hispanic/Latino: 91.9%</th>
<th>≥ 96% average daily attendance (ADA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Method for Measuring: End of year ADA or EOY Report 14.1&gt; 14.2 (as of date)</td>
<td>Data for SY2023 as of 02/24/23. Data from PowerSchool. Overall: 90.9% EL: 90.5% SPED: 89.0% Free/Reduced Lunch: 91.1% Hispanic/Latino: 90.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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. | 8.8% 2020 | Data for SY2022 as of 05/05/22. Data from PowerSchool. Overall: 29.6% EL: 38.0% SPED: 41.2% Free/Reduced Lunch: 28.8% Hispanic/Latino: 28.4% | >5% Chronic Absenteeism Annually |
| Metric/Method for Measuring: CA | Data for SY2023 as of 02/24/23. Data from PowerSchool. Overall: 37.5% EL: 44.3% SPED: 42.9% Free/Reduced Lunch: 36.6% Hispanic/Latino: 37.6% | |
Dashboard > Chronic Absenteeism Indicator (K-8)

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

The SEAC has held two meetings:  
Q1: November, 2021  
Q2: December 14, 2021

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

4 SEAC meetings are held during the school year.

### 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>$49,780.00</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>$30,033.00</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>$35,655.75</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>$28,107.75</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>$22,587.60</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 Site Council (SSC) and English Language Advisory Committee (ELAC) meetings throughout the school year. In addition, both SSC 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. The school will continue to increase opportunities for parent engagement on campus.
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 even though during the 2022-2023 school year the school was limited in offering in-person community activities. Family Nights were held each semester. The School also scheduled and held 4 School Site Council (SSC) meetings as well as four English Learner Advisory Committee (ELAC) meetings (Action 3 and 4). Stakeholder input opportunities were done through various meetings hosted by PUC Schools' Director of Student and Parent Engagement. In addition, professional development were provided to provide training on parent and student engagement advocacy. (Action 5).

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

There is no change to the goal, metrics and desired outcomes. The school plans to continue with the initiatives around parent access and engagement to continue to meet the goal.

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

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Annual Stakeholder Satisfaction Surveys shows positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%. Metric/Method for Measuring: Annual Stakeholder Satisfaction Surveys (Students, Teachers, Parents)</td>
<td>Return Rate 2020: 31% - Students 77% - Parents</td>
<td>SY2020-21 Return Rates: Student: 79% Family: 54% Teachers: 73%</td>
<td>SY2020-21 Performance: Student: - 87% favorable - 4.43/5 avg score - Level 3/4 Family: - 87% favorable - 4.23/5 avg score - Level 3/4 Teachers: - 4.45/5 avg score</td>
<td></td>
<td>Minimum response rate of 50% Level 3 out of 4</td>
</tr>
</tbody>
</table>

| Outcome 2: Less or equal to 1% of | 0% 2020 | 0% for SY2022 as of 05/05/22 (all subgroups). | Data for SY2023 as of 02/24/23. Data from |  | Equal to or less than 1% Suspension Rate |

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<table>
<thead>
<tr>
<th>Outcome 3: Less or equal to 1% of students will be expelled.</th>
<th>0% 2020</th>
<th>0% for SY2022 as of 05/05/22 (all subgroups).</th>
<th>0% for SY2023 as of 02/24/23 (all subgroups).</th>
<th>Less or equal to 1% Expulsion Rate</th>
</tr>
</thead>
</table>

Metric/Method for Measuring: DataQuest > Expulsion and Suspension > Expulsion Rate or CALPADS > Reports 7.6 > 8.1 (as of date)

<table>
<thead>
<tr>
<th>Outcome #4: Minimize Middle School Dropout Rate</th>
<th>95.1% of students (2019-20 students returning 2020-21)</th>
<th>92.6% of students from 2020-21 returned in 2021-22. MS only.</th>
<th>90.7% of students from 2021-22 returned in 2022-23.</th>
<th>97% Student Return Rate</th>
</tr>
</thead>
</table>

Metric/Method for Measuring: CALPADS > Fall1 > Report 8.1c or CALPADS EOY > Report 1.10 Completers and Dropouts Student List

<table>
<thead>
<tr>
<th>Outcome #5: Minimize High School Dropout Rate</th>
<th>Not Applicable.</th>
<th>Not Applicable.</th>
<th>Not Applicable.</th>
<th>Equal to or less than 4% Dropout Rate</th>
</tr>
</thead>
</table>

Metric/Method for Measuring: Not Applicable.
Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Action 2: 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>$130,683.90</td>
<td>No</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. Additionally, a Behavior Intervention Specialist has been added to the staff to provide additional support to students in creating a safe and inclusive climate. The BIS has been able to provide training to staff such as non-violent intervention training.

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

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

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

Overall, the specific actions were effective in making progress toward the goal as demonstrated from the Outcomes Mid-Year update. The Student Behavior Intervention Department has worked to ensure that the school has the guidance and support to respond to all student behavior(s). The response to student behavior(s) is restorative and responsive to the various unique and diverse needs of students inside and outside of the school setting. The approach is holistic by working with students, parents, teachers, and school leaders in support of student behavior data, student behavior observations, and desired student behavior(s) in support of a positive, inclusive, and safe school climate. (Action 1) The Clinical Counseling Department offered various opportunities for students, staff, and families to engage in clinical counseling. The mental health/clinical counseling for groups and individual counseling sessions are offered through in-person and telehealth conferencing by clinical counselors. The
clinical counselors have added extra hours as a response to the demand for services. Support for teacher drop-in groups continues to be offered. (Action 2)

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

There is no change to the goal, metrics, and desired outcomes. The Clinical Counseling Department is looking into increasing the number of counselors to meet the increased demand for social-emotional counseling services.

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

**Goal #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 Nuevas Esperanza 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 10 students transition to college or university not ready for college or university level work and who require remedial classes that may add up to additional tuition fees and prolong timeline to graduation. In addition, lack of preparation at the beginning of a student’s higher educational path is shows a larger trend: not graduating from college or university. The “readiness gap” is a large road-block to being accepted at a college or university and the likelihood of graduating on time. According to the research students that take one to two remedial classes in college, only 29% will go on to earn their college degree. Moreover, 38% fail to graduate with a bachelor’s degree within four years.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Overall annual growth in Reading Comprehension for all sub-groups. Metric/Method for Measuring: Internal Benchmarks Fall to Winter Growth by 10% for All Students</td>
<td>ALL: 53% EL: 45% SPED: 48% LOW-INCOME: 54% LATINO: 52%</td>
<td>ALL: 43% EL: 40% SPED: 45% LOW-INCOME: 42% LATINO: 43%</td>
<td>2022-23 Fall to Winter ALL: 51% EL: 43% SPED: 55% LOW-INCOME: 50% LATINO: 51%</td>
<td>Internal Benchmarks Fall to Winter Growth by 10% for All Students</td>
<td></td>
</tr>
<tr>
<td>Outcome #2: Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAASPP ELA Assessment</td>
<td>DFS 2019 All: -31.3 EL: -62.5 SPED: -104 Low-Income: -33.6 Latino: -31.4</td>
<td>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</td>
<td>All: 37.65% EL: 5.8% SPED: 20% Low-Income: 36.67% Latino: 36.96%</td>
<td>DFS Spring 2023: All: -5 EL: -5 SPED: -70 Low-Income: -5 Latino: -5</td>
<td></td>
</tr>
</tbody>
</table>
Metric/Method for Measuring: DataQuest CAASPP ELA Test Results

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFS 2019: All: -76.8 EL: 102 SPED: -78.2 Low-Income: -78.2 Latino: -77.3 CAASPP MATH 2019: ALL: 18.93% EL: 2.22% SPED: 4.88% LOW-INCOME: 18.09% LATINO: 19.02%</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>All: 15.62% EL: 4.35% SPED: 5% Low-Income: 15.61% Latino: 15.79%</td>
</tr>
<tr>
<td>DFS ALL: -92.9 EL: -133.0 SPED: -148.6 Low-Income: -93.1 Latino: -93.1</td>
</tr>
<tr>
<td>2022 public data.</td>
</tr>
</tbody>
</table>

Outcome #4: Percentage of EL students advancing at least one performance level on the ELPAC Metric/Method for Measuring: CA Dashboard English Learner Progress Indicator or Percentage of students advancing at least one performance level on the ELPAC.

| NUEVA ESPERANZA: 0% 25% 2020 Optional ELPAC and 2021 ELPAC. |
| NUEVA ESPERANZA: 0% 25% 2020 Optional ELPAC and 2021 ELPAC. |
| NECA: 63% 2021 and 2022 SA ELPAC ELPI: 60.3% 2022 CA Dashboard |

Outcome #5: Increase annual EL RFEP RECLASSIFICATION RATE-CDE DATE AS OF 2-22-2021 2.2% 2020-21 2.2% | Annual EL Reclassification rate increased by 2%. |


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

28-2020: 20.00%

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

Outcome 6:
Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAST (SCIENCE) Assessment
Metric/Method for Measuring:
DataQuest CAST (SCIENCE) Test Results

2021
Met/Exceeded Standards
All: 11.76%
EL: 0%
SPED: 0%
Low-Income: 11.30%
Latino: 12.28%

2021 public data

Outcome added during the 2022-2023 SY. No Data Reported during the 21-22 SY.
2022
Met/Exceeded Standards
All: 21.55%
EL: 0%
SPED: 4.76%
Low-Income: 20.37%
Latino: 21.93%

2022 public data.

CAST 2024: MS-ONLY 8th):
ALL: 17.76%
EL: 6%
SPED: 6%
LOW-INCOME: 17.30%
LATINO: 18.28%

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>$269,195.20</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>$119,728.90</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Action 3: Implementation of Differentiated Instruction and</td>
<td>Action 3: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.</td>
<td>$14,754.50</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 actions there was no substantive differences in planned actions and actual implementation of these actions. All data systems have been purchased and are being actively used to support students academically. Our shared cost spending allows us to receive much needed support from both our IT department and our data department. With each classroom having a second adult in the room, either a Teacher’s Assistant or Inclusion Assistant, allows for differentiated instruction and intervention for subgroups. Student achievement in the areas of each content class, as well as Grade Point Average, are acknowledged at the end of the semester.

### 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.

### 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 changes made to the goal, metrics, desired outcomes. All actions will continue for the following school year. Academic supports will be increased with the addition of the Learning and Engagement Coordinator. (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>$1,170,585.00</td>
<td>$613,029.00</td>
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</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>38.00%</td>
<td>46.65%</td>
<td>$1,379,175.54</td>
<td>84.65%</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 ________%. 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, 20.83% 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/Gal 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, 90.18% of our students qualify for either free or reduced lunch. As of February 27, 2023, 0.30% 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.

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 NECA 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.
PUC NECA 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.
- **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.

### Staff-to-student ratios by type of school and concentration of unduplicated students

<table>
<thead>
<tr>
<th>Staff-to-student ratio of classified staff providing direct services to 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>Not applicable.</td>
<td>Not applicable.</td>
<td>Not applicable.</td>
</tr>
</tbody>
</table>

| Staff-to-student ratio of certificated staff providing direct services to students | Not applicable. | Not applicable. |
## 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>$109,705.40</td>
<td>$3,500.00</td>
<td>$0.00</td>
<td>$2,500.00</td>
<td>$115,705.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process of all teachers</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>$110,260.85</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$110,260.85</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>$133,363.20</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$133,363.20</td>
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<tr>
<td>3</td>
<td>1</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED)</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>$134,486.75</td>
<td>$5,000.00</td>
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<td>Action 2: Instructional and supplemental aligned to CA Common Core State</td>
<td>Low Income, English learner (EL), Foster Youth</td>
<td>$75,760.85</td>
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<td>3</td>
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<td>Action 3: Funding of Arts Personnel</td>
<td>All</td>
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<td>3</td>
<td>4</td>
<td>Action 4: Teacher Professional Development</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$17,077.50</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$5,000.00</td>
<td>$22,077.50</td>
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<td>3</td>
<td>5</td>
<td>Action 5: Outside Teacher Professional Development</td>
<td>All</td>
<td>$21,597.00</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>
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<tbody>
<tr>
<td>Totals</td>
<td>$1,633,092.05</td>
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<td>Action</td>
<td>Student Description</td>
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<tr>
<td>3</td>
<td>6</td>
<td>Action 6: Data Reflection Cycles</td>
<td>Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL)</td>
<td>$19,619.00</td>
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<td>$0.00</td>
<td>$3,500.00</td>
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<td>9</td>
<td>Action 9: Individual Academic Plans</td>
<td>Student with Disabilities (SWD), Low Income, English learner (EL)</td>
<td>$42,331.50</td>
<td>$7,000.00</td>
<td>$0.00</td>
<td>$15,000.00</td>
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<tr>
<td>4</td>
<td>1</td>
<td>Action 1: Family Events/Meetings</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>$40,380.00</td>
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<tr>
<td>4</td>
<td>2</td>
<td>Action 2: SAC/ELAC Meetings</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$20,033.00</td>
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<tr>
<td>4</td>
<td>3</td>
<td>Action 3: SAC &amp; ELAC Legally Required Representation</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>$23,695.75</td>
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<tr>
<td>4</td>
<td>4</td>
<td>Action 4: Attendance Incentives Program</td>
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<tr>
<td>4</td>
<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
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<tr>
<td>5</td>
<td>1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional</td>
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<td></td>
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<td>Learning (SEL).</td>
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<tr>
<td>5</td>
<td>2</td>
<td>Action 2: Social Emotional Counseling Services</td>
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<td>6</td>
<td>1</td>
<td>Action 1: Intervention Programs for ELA and Math.</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
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<td>6</td>
<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>6</td>
<td>3</td>
<td>Action 3: Implementation of Differentiated Instruction and Intervention</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
<td>$14,754.50</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>6</td>
<td>4</td>
<td>Action 4: Increased academic, social-emotional and behavioral support</td>
<td>English learner (EL), Low Income, Foster Youth</td>
<td>$74,232.50</td>
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<td>$4,300.00</td>
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### 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>$109,705.40</td>
<td>0.00%</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Action 2: Efficient Recruitment and Hiring Process 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>$110,260.85</td>
<td>0.00%</td>
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<tr>
<td>2</td>
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<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
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<td>LEA-wide</td>
<td>Low Income, Foster Youth, English learner (EL)</td>
<td>All Schools</td>
<td>$133,363.20</td>
<td>0.00%</td>
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<td>3</td>
<td>1</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED)</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$134,486.75</td>
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</table>

**Totals by Type**

- **Total:** $1,326,522.75
- **LEA-wide Total:** $1,326,522.75
- **Limited Total:**
  - **Schoolwide Total:** $0.00
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<th>No</th>
<th>School Year</th>
<th>Action</th>
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<th>District Pupil Population</th>
<th>School Pupil Population</th>
<th>Cost</th>
<th>Percentage</th>
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<tbody>
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<td>3</td>
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<td>Action 2: Instructional and supplemental aligned to CA Common Core State Standards and VAPA standards</td>
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<td>Low Income, English learner (EL), Foster Youth</td>
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<td>Action 7: Resources to Accelerate Learning</td>
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<td>Foster Youth, English learner (EL), Low Income</td>
<td>All Schools</td>
<td>$24,736.50</td>
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<td>All Schools</td>
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<td>Yes</td>
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<td>All Schools</td>
<td>$40,380.00</td>
<td>0.00%</td>
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<tr>
<td>4</td>
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<td>Action 3: SAC &amp; ELAC Legally Required Representation</td>
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<td>4</td>
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<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
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<td>All Schools</td>
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<td>All Schools</td>
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<td>Action 4: Increased academic, social-emotional and behavioral support</td>
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<td>English learner (EL), Low Income, Foster Youth</td>
<td>All Schools</td>
<td>$74,232.50</td>
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## 2022-2023 Annual Update Table

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<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 (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<tbody>
<tr>
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<td>Action 1: Professional Development, coaching and evaluation of all teachers.</td>
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<td>$116,945.00</td>
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<td>$21,510.00</td>
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<td>8</td>
<td>Action 8: ELD Standards</td>
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<td>$17,060.00</td>
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<td>Task Description</td>
<td>Compliance</td>
<td>2023 Budget</td>
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<td>$20,605.00</td>
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<td>4</td>
<td>Action 4: Attendance Incentives Program</td>
<td>No</td>
<td>$16,925.00</td>
<td>$17,485.00</td>
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<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
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<td>$14,424.00</td>
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<td>$107,650.00</td>
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<td>Action 2: Social Emotional Counseling Services</td>
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<td>$221,648.00</td>
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<td>$98,286.00</td>
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<td>$12,830.00</td>
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<td>4</td>
<td>Action 4: Increased academic, social-emotional and behavioral support</td>
<td>Yes</td>
<td>$64,550.00</td>
<td>$65,985.00</td>
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## 2022-2023 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,129,741.00</td>
<td>$848,496.00</td>
<td>$883,160.00</td>
<td>($34,664.00)</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00% - No Difference</td>
</tr>
<tr>
<td>Last Year’s Goal#</td>
<td>Last Year’s Action#</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</td>
<td>Planned Percentage of Improved Services</td>
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<tr>
<td>1</td>
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<td>Action 1: Professional Development, coaching and evaluation of all teachers.</td>
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<td>$89,458.00</td>
<td>0.00%</td>
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<tr>
<td>2</td>
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<td>Supervision, Custodial, &amp; Security &amp; Operating Cost of Facility</td>
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<td>$104,968.00</td>
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<tr>
<td>3</td>
<td>1</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>$101,598.00</td>
<td>$101,598.00</td>
<td>0.00%</td>
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<tr>
<td>3</td>
<td>7</td>
<td>Action 7: Resources to Accelerate Learning</td>
<td>Yes</td>
<td>$13,980.00</td>
<td>$13,980.00</td>
<td>0.00%</td>
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<td>3</td>
<td>8</td>
<td>Action 8: ELD Standards Professional Development</td>
<td>Yes</td>
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<td>$12,860.00</td>
<td>0.00%</td>
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<td>4</td>
<td>1</td>
<td>Action 1: Family Events/Meetings</td>
<td>Yes</td>
<td>$36,780.00</td>
<td>$36,780.00</td>
<td>0.00%</td>
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<td>4</td>
<td>5</td>
<td>Action 5: Parent and Student Engagement Institute and workshops</td>
<td>Yes</td>
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<td>$6,990.00</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).</td>
<td>Yes</td>
<td>$98,650.00</td>
<td>$98,860.00</td>
<td>0.00%</td>
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<tr>
<td>6</td>
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<td>Action 1: Intervention Programs for ELA and Math.</td>
<td>Yes</td>
<td>$221,648.00</td>
<td>$250,678.00</td>
<td>0.00%</td>
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<td>6</td>
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<td>Action 2: Access to Intervention and Support</td>
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<td>$96,368.00</td>
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<td>Yes</td>
<td>$58,790.00</td>
<td>$62,758.00</td>
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</tbody>
</table>
### 2022-2023 LCFF Carryover Table

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

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<th>Title I</th>
<th>Title II</th>
<th>Title III</th>
<th>Title IV</th>
<th>CSI</th>
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<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>$0.00</td>
<td>$0.00</td>
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<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>3</td>
<td>Action 2: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility</td>
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| Action No. | Action Description                                                                 | Total Amount
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<td>Action 5: Parent and Student Engagement Institute and workshops</td>
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<td>Action 1: Intervention Programs for ELA and Math.</td>
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<td>Action 2: Access to Intervention and Support</td>
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<td>6</td>
<td>3</td>
<td>Action 3: Implementation of Differentiated Instruction and Intervention</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Action 4: Increased academic, social-emotional and behavioral support</td>
</tr>
</tbody>
</table>
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/](https://www.cde.ca.gov/fg/aa/lc/).

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

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

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

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.
The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>
The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs
may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:
After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.
For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:
- **Table 1: Total Planned Expenditures Table (for the coming LCAP Year)**
- **Table 2: Contributing Actions Table (for the coming LCAP Year)**
- **Table 3: Annual Update Table (for the current LCAP Year)**
- **Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)**
- **Table 5: LCFF Carryover Table (for the current LCAP Year)**

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

**Data Entry Table**

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

  **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

  **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

  **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
• **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

• **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

• **Goal #**: Enter the LCAP Goal number for the action.

• **Action #**: Enter the action’s number as indicated in the LCAP Goal.

• **Action Title**: Provide a title of the action.

• **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

• **Contributing to Increased or Improved Services?**: Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

• If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

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

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### Contributing Actions Table

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

### Annual Update Table

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

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

**Calculations in the Action Tables**

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

**Contributing Actions Table**

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

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column

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

**Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

**LCFF Carryover Table**

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

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

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

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

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