LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: PUC Milagro Charter Academy
CDS Code: 19 64733 0102426
School Year: 2022 – 23
LEA contact information: Gerardo Montero G.Montero@pucschools.org 818-559-7699

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

- $2,395,299 (49.8%)
- $903,024 (18.8%)

This chart shows the total general purpose revenue PUC Milagro Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUC Milagro Charter Academy is $4,809,942.00, of which $3,299,165.00 is Local Control Funding Formula (LCFF), $903,024.00 is other state funds, $52,172.00 is local funds, and $555,581.00 is federal funds. Of the $3,299,165.00 in LCFF Funds, $903,866.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much PUC Milagro Charter Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: PUC Milagro Charter Academy plans to spend $4,734,670.00 for the 2022 – 23 school year. Of that amount, $4,726,785.00 is tied to actions/services in the LCAP and $7,885.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, PUC Milagro Charter Academy is projecting it will receive $903,866.00 based on the enrollment of foster youth, English learner, and low-income students. PUC Milagro Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. PUC Milagro Charter Academy plans to spend $903,866.00 towards meeting this requirement, as described in the LCAP.
Update on Increased or Improved Services for High Needs Students in 2021 – 22

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

The text description of the above chart is as follows: In 2021 – 22, PUC Milagro Charter Academy's LCAP budgeted $361,610.00 for planned actions to increase or improve services for high needs students. PUC Milagro Charter Academy actually spent $361,610.00 for actions to increase or improve services for high needs students in 2021 – 22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC Milagro Charter Academy</td>
<td>Gerard Montero, Director of Compliance</td>
<td><a href="mailto:g.montero@pucschools.org">g.montero@pucschools.org</a> 818-294-2293</td>
</tr>
</tbody>
</table>

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

I. A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The additional funds that were allocated and received by PUC Milagro Charter Academy and were not included in the 2020-21 Local Control & Accountability Plan (LCAP) approved by the governing board in May of 2021, were the following: Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, and LCFF Mega-COLA. The school has not received its allotted A-G Improvement Grant funding however when the school does receive the funds it will continue to engage its educational partners, using the structures listed below, on the use of those funds.

The school engaged its educational partners on the use of the funds provided through the Budget Act of 2021 through its School Site Council (SSC), English Language Advisory Council (ELAC), and through surveys such as the LCAP Annual Survey and PUC Stakeholder Surveys, and stakeholder Focus Groups during the 2020-21 academic school year.

The use of LCFF Mega-COLA funds were determined through engaging the school’s educational partners at various times during the 2020-21 school year related to student needs and incorporating the feedback into the school’s budget process.

In regards to the Educator Effectiveness Block Grant, site leaders used site level feedback from teachers, staff, and parents collected during the 2020-21 school year and the 2021-22 school year to help inform how funds would be spent by the school to further support school educators.

In regards to the Expanded Learning Opportunities Program, the school presented educational partners with the following opportunities:

Parents and other community members:
- Information was presented at the May SAC and ELAC committees to receive feedback on the proposed ELO plan.
- During a general parent meeting in May, open to all parents, the proposed plan was shared.
Meetings were held in English and Spanish to ensure parents were fully engaged. Documents being reviewed were provided online and shared on screen during the meetings.

Teachers, including Special Education Teachers/Adms:
- During professional development, the school surveyed and discussed with teacher focus groups held during the month of May to review the overall requirements to develop the ELO plan.

School Staff:
- The school, during weekly professional development meetings, surveyed and discussed the requirements of the proposed ELO plan to receive feedback.

The educational partner engagement opportunities that will help inform future expenditures for Educator Effectiveness Block Grant, Expanded Learning Opportunities Program, LCFF Mega-COLA, A-G Improvement Grant and any other funding source will include the following:

1) School Advisory Council (SAC) will hold its SAC Quarter 3 Meeting in March 2022 and SAC Quarter 4 Meeting in May 2022.
2) English Learner Advisory Committee (ELAC) will hold ELAC Quarter 3 Meeting in March 2022 and ELAC Quarter 4 Meeting in May 2022.
3) Parent Advisory Committee (PAC) will hold PAC Meetings throughout the second semester of the 2021-22 school year.
4) Special Education Advisory Committee (SEAC) will hold SEAC Quarter 3 Meeting in February 2022 and SEAC Quarter 4 Meeting in May 2022.

II. A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

PUC Milagro Charter Academy is a single school charter school. The school has an enrollment of unduplicated student groups greater than 55%. Specifically, the Unduplicated Pupil Percentage is:

PUC Milagro Charter: 87.94%

PUC Milagro Charter Academy 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 is using funds to retain staff that are providing direct services to students at the school. With the additional funding 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]:

2021–22 LCAP Supplement Template Page 2
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

PUC Milagro Charter Academy 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.

School site specific additional positions:
Learning & Engagement Coordinator [if applicable]
Learning & Engagement Teacher [if applicable]
Marital & Family Therapist [if applicable]

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:

Position 1: This position supports direct services and will allow for uninterrupted services to students by...(explain how direct services to students will be uninterrupted.)
Position 2: This position supports direct services and will allow for uninterrupted services to students by...(explain how direct services to students...
A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

At PUC Milagro Charter Academy stakeholder feedback is an important core practice to our work with our educational partners (parents, teachers, students, and school staff). Throughout the 2020-2021 school year, the school collected feedback from parents, teachers, students, and school staff related to student needs and the use of supplemental funding using the following platforms: online surveys, virtual meetings, and one-to-one virtual meetings to support our school’s response to the school year under COVID-19. Our parents, teachers, students, and school staff are surveyed at various times throughout a school year allowing us at the school to continuously gather stakeholder feedback related to our school’s response, supports, and services. Our stakeholder feedback structure and yearlong survey cadence have allowed us to remain responsible, relational, responsive, and adaptive to the ever-changing demands caused by COVID-19 on our students, school staff, families, and communities throughout the academic school year.

The school used the following platforms to gather continuous feedback from educational partners when planning expenditures for other federal resources (ex: CARES Act (ESSER I), LLMF, GEER I, CRRSA-ESSER II, ARP-ESSER III).

The school engaged school community members in September 2021, through its School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to gather school community member feedback (i.e. parents, school staff, students, and community members, including Individuals representing children with disabilities, English Learners, Homeless Students, Foster Youth, related to the school’s use of additional funds. The school also used scheduled professional development with school staff, including the principal, school leaders, paraprofessionals, special education teachers to gather school staff feedback, input, and suggestions to further the school’s collective planning. Lastly, the school also engaged students, other community members, and the public at large using focus groups hosted by the school to further gather feedback, input, and suggestions and also via Instagram, Facebook, and Twitter. The ongoing engagement with school community members described above allowed the school to create plans that are responsible and responsive to the various and unique needs of all students, particularly those disproportionately impacted by COVID-19.

In addition, the school shared its School Success Plan, LCAP, & use of Supplemental Funds (ex: CARES Act (ESSER I), LLMF, GEER I, CRRSA-ESSER II, ARP-ESSER III) for 2021-22 SY at scheduled focus group sessions at the start of the year.

The following funds, ESSER I, GEER I, CRRSA – ESSER II were informed by previous stakeholder feedback and the PUC Priorities for use of supplemental funds.

The ESSER III Expenditure Plan includes meaningful consultation with required community members in the Community Engagement section (include link to plan and page number, if applicable).

The link to the school’s ESSER Expenditure III Plan can be found here:
The Expanded Learning Opportunities Grant has allowed the school to further our stakeholder feedback gathering and planning by using our school’s stakeholder feedback structure to support our planning and use of these funds for school-based opportunities tied to supplemental instruction and support for our identified students. The school used the Expanded Learning Opportunity Grant priorities to specifically gather stakeholder feedback to further our planning related to Expanded Learning Opportunity Grant funding for our identified students. We also used our School Advisory Committee (SAC) and English Learning Advisory Committee (ELAC) to gather stakeholder feedback related to the Expanded Learning Opportunity Grant priorities to help us create a plan that is responsible and responsive to the various and unique needs of our identified students as we plan for their future success.

- Specifically, we presented each group with the following opportunities:
  - Parents:
    - Information was presented at May 2021, SAC and ELAC committees to receive feedback on the proposed ELO plan. During a general parent meeting in May 2021, open to all parents, the proposed plan was shared.
    - Meetings were held in English and Spanish to ensure parents were fully engaged.
    - Documents being reviewed were provided online and shared on-screen during the meetings.
  - Teachers:
    - During professional development, the school surveyed and discussed with teacher focus groups held during the month of May 2021 to review the overall requirements to develop the ELO plan.
  - School Staff:
    - The school, during weekly professional developments, surveyed and discussed the requirements of the proposed ELO plan to receive feedback.
  - The Expanded Learning Opportunities Grant (ELO) Plan’s link can be found here:
    - MILAGRO: https://www.pucschools.org/milagro/lcap/
### III. A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PUC Milagro Charter Academy has followed the PUC Schools COVID-19 Response Plan dedicated to remaining responsible, responsive, and adaptive throughout the course of the pandemic in support of the highest health and safety for all students, staff, and families. PUC Schools tests all students and staff for COVID-19 on a weekly basis and has administered 46,000 weekly tests organization-wide, with a COVID-19 positivity rate of .02%, during the first semester of the 2021-2022 school year. PUC Milagro Charter Academy efforts to maintain the health and safety of students, teachers, and other staff and to ensure continuity of services and the implementation of the ESSER III Expenditure Plan are as follows:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAILY COVID-19 SCREENING:</strong></td>
<td>Screening includes temperature checks and COVID-19 related questions that must be filled out prior to entering a school site or workplace.</td>
</tr>
<tr>
<td><strong>COVID-19 TESTING:</strong></td>
<td>We required Baseline COVID-19 testing for all students and staff, as a response to the Omicron variant winter surge. Approximately 9% positivity rate of those tested prior to entering our school when returning in January 2022. In addition, require weekly COVID-19 testing for both vaccinated and unvaccinated staff and students.</td>
</tr>
<tr>
<td><strong>PUC COVID-19 Vaccination Clinics:</strong></td>
<td>During the month of October and November COVID-19 vaccination clinics for eligible students, staff, families, and community, were held in the PUC Sylmar Education Complex, Northeast San Fernando Valley, River District Complex and PUC CALS campus, Northeast LA.</td>
</tr>
<tr>
<td><strong>COVID-19 VACCINATION:</strong></td>
<td>PUC Schools will continue to promote vaccination for all eligible students and staff. This will be updated based on state and/or local district requirements.</td>
</tr>
<tr>
<td><strong>ILLNESS DAYS:</strong></td>
<td>We have approved up to five (5) COVID-19 days for any COVID-19 related absence for teachers and staff during the OMICRON surge up to the end of March.</td>
</tr>
<tr>
<td><strong>PPE:</strong></td>
<td>Universal masking for both indoors and outdoors.</td>
</tr>
<tr>
<td><strong>Health and Hygiene Practices:</strong></td>
<td>The school will continue to provide adequate supplies such as hand sanitizer, hand-washing stations.</td>
</tr>
<tr>
<td><strong>At-Home-Test Kit Distribution &amp; Data Collection:</strong></td>
<td>The school has a system to distribute testing kits to students through a Grab &amp; Go structure that allows for safety and minimal traffic congestion at the site. In addition, the school team will collect the results. This will support the effort to ensure continuity of services.</td>
</tr>
<tr>
<td><strong>COVID-19 Negative Test Results (Staff &amp; Students):</strong></td>
<td>Internal system to weekly collect negative test results for all staff and students.</td>
</tr>
<tr>
<td><strong>Food Services:</strong></td>
<td>The school continues to outreach to the food vendor for an overall wellness check and to get a pulse on projected delivery times and/or any anticipated challenges.</td>
</tr>
<tr>
<td><strong>After School Program:</strong></td>
<td>School outreach to the After School Coordinator for an overall wellness check and to plan and/or coordinate a safe and orderly after-school program based on anticipated staff and student absences.</td>
</tr>
<tr>
<td><strong>IEP Related Service Providers:</strong></td>
<td>School outreach to most used SPED service providers at the site for an overall wellness check and to get a pulse on any anticipated challenges or staff shortages.</td>
</tr>
</tbody>
</table>
• Ongoing ventilation monitoring: (MERV-13) filters are checked on an ongoing basis.
• School Janitorial/Maintenance & Other Staff Outreach: School outreach to staff and/or vendors for an overall wellness check and to get a pulse on any anticipated challenges or staff shortages.
• Mental health: We value the wellness and mental health of students, staff, and families. The school provides Health and Wellness professional development and on-site clinical counseling support to students, families, and staff. In addition, we show gratitude and appreciation to all our school staff providing direct services to our students for their ongoing and unwavering dedication to our students and families.

ESSER III Plan Successes:

• The PUC COVID-19 Task Force which is composed of various department leaders in support of our collective organization-wide response to COVID-19 [i.e., Operations, Facilities, HR, Finance, IT, Data/SIS, Food Services, Parent & Student Engagement, Compliance, Academics, Nursing Services, Communications, etc]
• The School Site COVID-19 Task Force composed of various school site personnel, led by the school principal, in support of the school’s COVID-19 response
• COVID-19 Case Management for staff and students in partnership with LACDPH. COVID-19 positivity rate continues to decline and is currently below 1% (.88%) at the end of January 2022.
• The implementation of PUC COVID-19 Containment, Response, & Control Plan 2021-22 SY.
• The various partnerships such as LACOE, LACDPH, CCSA, UCLA/USC, LAUSD and other agencies to further support our PUC Schools response to COVID-19 [i.e. health agencies, universities/academia, charter authorizer, and community partners]
• We have provided N95 masks for all teachers and staff per LACDPH updated guidance through a partnership with LACOE

ESSER III Plan Challenges:

Staff Shortages:

• teacher positions and classified staff positions continue to be difficult to fill due to the following reasons:
• Lack of qualified candidates
• Competition with other school districts
• Competition with other industries
• Credentialing programs producing less graduates
• Compensation competition
• Remote work vs. front facing
• Movement out of the area and the state
In addition, there are challenges with resignations in Fall 2021 due to the following:

- The desire to work remotely
- Moved during the pandemic
- Fearful of getting sick
- Compensation is a moving target with competitors paying higher wages
- Many option to select from within the field
- Burnout due to increased workload, dual instruction, catch up with learning loss, and not enough staff.

PUC Milagro Charter Academy has made every effort to implement the actions and expenditures as stated in the ESSER III Expenditure Plan in order to address student needs. Quarterly expenditure reports indicate that ESSER III funding has not been used by the school as of this update. The school has prioritized utilizing both ESSER I funds as they must be expended by September 30, 2022 and ESSER II funds must be expended by September 30, 2023. The school is still utilizing ESSER I and ESSER II funds in support of the various action items listed below. The school anticipates that ESSER III funds will begin being expended by the first semester of the 2022-2023 school year and will be included in the LCAP Plan for 2022-2023. Here is a breakdown of how both ESSER I and ESSER II funds have been spent as of January 2022:

<table>
<thead>
<tr>
<th>PUC MILAGRO CHARTER ACADEMY</th>
<th>ESSER I</th>
<th>ESSER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Federal Revenues</td>
<td>98,201</td>
<td>378,387</td>
</tr>
<tr>
<td>EXPENSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries</td>
<td></td>
<td>39,500</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>7,011</td>
<td>2,500</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>350</td>
<td>5,503</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>58,484</td>
<td></td>
</tr>
<tr>
<td>Services &amp; Other Operating Exp.</td>
<td>11,507</td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>1,995</td>
<td></td>
</tr>
<tr>
<td>Total EXPENSES</td>
<td>79,347</td>
<td>47,503</td>
</tr>
<tr>
<td>Action Title(s)</td>
<td>Progress Update</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Custodial Staff</td>
<td>The school’s custodial staff continue to ensure campus cleanliness on a daily basis as is evident by the maintenance of the Bathroom Log. In addition, health and safety protocols continue to be followed and adjusted based on new LACDPH, CDPH, CDC, CDE, and LAUSD guidance and requirements for public schools. PUC School’s positive rate from January 17- January 21, 2022 is 0.88% demonstrating the overall effectiveness of custodial staff efforts. Chart below shows numbers of positive cases by school last 14 days (as of February 4, 2022).</td>
<td></td>
</tr>
</tbody>
</table>
|                              | ![Total Number of Positive Cases - Last 14 Days](image)
<p>|                              | Operations Manager and Office Manager continue monitoring through the Quality Assurance Operations Review Checklist which is done on a monthly basis. The target is a 90% or greater. All PUC schools met and exceeded the target percent. The average QAR score (from August-December for PUC Milagro Charter Academy was:  |
|                              | MILAGRO: 96.64%                                                                                                                                                                                                    |
| Campus aides &amp; Supervision staff | The Site Leader monitored, on a monthly basis, the need for additional campus aides and/or supervision staff and posted any openings as soon as possible. As of January, the school fully or mostly staffed their campus aide and supervision staff positions. |
| Cleaning and PPE Equipment    | The School Site, led by the Site Leader, along with Operations Manager, has monitored and continues to monitor site-level need for cleaning and PPE equipment on a monthly basis via review of purchase order and GL reports. In response to the updated requirements from the County, the Operations Manager acquired additional N95 masks for use by both school staff and |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources to accelerate learning</td>
<td>The Site Leader reviewed purchase orders and GL reports to ensure appropriate resources to accelerate learning are being purchased. At the time of this report, ESSER III funds had not been expended for this item.</td>
</tr>
<tr>
<td>Individual Academic Plan</td>
<td>The School Site, led by School &amp; College Counseling Department, has been given time to develop and/or review Individual Academic Plans for students who have any area of need due to learning loss.</td>
</tr>
<tr>
<td>Intervention Programs for ELA and Math</td>
<td>The Site Leader and teachers analyzed iReady and MAP ELA and Math data during Quarter 1 and Quarter 2 data analysis days in semester 1 of 2021-22 school year.</td>
</tr>
<tr>
<td></td>
<td>When comparing PUC Milagro’s Spring 2020-21 to Fall 2021-22 iReady Reading overall data we see that there was a drop from 43% students met/above grade level in Spring 2020-21 to 21% students met/above grade level in Fall 2021-22.</td>
</tr>
<tr>
<td></td>
<td>When comparing PUC Milagro’s Spring 2020-21 to Fall 2021-22 iReady Math overall data we see that there was a drop from 38% students met/above grade level in Spring 2020-21 to 11% students met/above grade level in Fall 2021-22.</td>
</tr>
<tr>
<td>EL Achieve</td>
<td>The school was provided a five day EL Achieve professional development in November. This was provided to schools with 6th-12th grade. Blueprint for serving ELs was covered. This included looking at ELD instructional units, backward planning (lesson preparation), and how to analyze assessment results with teachers. Beginning in January, PUC Schools began “Academic Learning Walks” in support of monitoring the progress and implementation of EL Achieve.</td>
</tr>
<tr>
<td>Personnel for Extended Day</td>
<td>Milagro has posted and repeatedly tried to hire for their extended day program. As of January 2022, no one has applied. The school site has exhausted all efforts to secure extended day staff and will continue to post the position at a competitive rate to secure extended day staff for the school while working collaboratively with various partners such as the Expanded Day Program at CDE for continued ideas and supports.</td>
</tr>
<tr>
<td>Personnel for Summer School</td>
<td>Hiring personnel for summer school will be monitored in the coming months as we enter into the second semester. Currently, the school is focused on maintaining enough personnel for the</td>
</tr>
<tr>
<td>Personnel to Support Learning &amp; Engagement</td>
<td>The Director of Student and Parent Engagement Coordinator has provided on-going and on-site director support to both students and families. Parent engagement data, such as referrals from the school, has been reviewed on a weekly and monthly basis and used to provide outreach to parents and provide parent groups as needed.</td>
</tr>
<tr>
<td>Social-emotional Support</td>
<td>The Clinical Counseling Department offers various opportunities for students, staff, and families to engage in clinical counseling. The mental health/clinical counseling for groups and individual counseling sessions are offered through in-person and telehealth conferencing by clinical counselors. The clinical counselors have added extra hours as a response to the demand for services. In addition, a student virtual classroom program is being piloted this school year. Support for teacher drop-in groups continues to be offered. The Clinical Counseling Department offers various opportunities for students, staff, and families to engage in clinical counseling.</td>
</tr>
<tr>
<td>Behavioral Support</td>
<td>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.</td>
</tr>
<tr>
<td>Edgenuity for Independent Study</td>
<td>Edgenuity/Genius is currently being used for students who are in Independent Study. Site Leader, Learning and Engagement Coordinator, and the Office Manager monitor and track student progress and attendance through Schoolzilla School-level Dashboard on a daily basis. The process for tracking continues to be adjusted and refined.</td>
</tr>
<tr>
<td>Saturday School to support In-person Study</td>
<td>The school did not offer Saturday School due to the various impacts and staffing shortages caused by COVID-19 this school year. The desire and intent was there however staffing shortages during the day program and extended day program has limited the school’s ability to offer Saturday School. The school will continue to look into offering Saturday School during the second semester as the school continues to monitor the staffing shortages and COVID-19.</td>
</tr>
<tr>
<td>Independent Study Stipend &amp; Staff to support Quarantine Study</td>
<td>The school is providing Independent Study supplemental compensation [i.e. Independent Study Stipends] to teachers and other school personnel who are supporting the additional duties related to maintaining Independent Study at the school. The Site Leader and the Office Manager are monitoring payment through GL reports on a monthly basis.</td>
</tr>
</tbody>
</table>
Site Leader Development

The PUC Leader Development System is used to support school leader development, coaching, and accountability in support of student and school outcomes. Each school leader must review student/school data and reflect on their practice through the following performance standards: Academic Achievement, Leader Growth Goals, Survey Feedback, & Professional Leadership tied to the PUC Leader Development System.

PUC Milagro Charter Academy has reviewed all available information and data in order to monitor the progress of interventions that are utilized to address students’ needs, both academic and social-emotional. The school has reviewed its Quarter 1 and Quarter 2 data during the first semester. Here is a summary of both academic and social-emotional data.

When looking at sub-groups we see the same trend, all subgroups dropped from Spring 2020-21 to Fall 2021-22. Here are the comparisons by subgroups for PUC Milagro:

- **Reading:**
  - Spring 2020-21: 20%
  - Fall 2021-22: 7%
  - English Learners:
  - Spring 2020-21: 23%
  - Fall 2021-22: 5%
  - Hispanic:
  - Spring 2020-21: 39%
  - Fall 2021-22: 10%
  - Low-Income:
  - Spring 2020-21: 36%
  - Fall 2021-22: 9%
  - SWD:
  - Spring 2020-21: 21%
  - Fall 2021-22: 0%
PUC Milagro Charter Academy’s community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person continues to be in need of additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community. The school’s site leader has utilized the PUC School’s Counseling Department and the PUC Student & Family Support Team to support through several levels or Tiers of support. Tier 1: Conducting universal screening to identify social-emotional needs of students on a daily basis. Conducting routine check-ins using a trauma and resilience-informed lens. The school also connects with students and families to promote attendance. In addition, the school engages with students and families using culturally responsive techniques. Staff have been trained in the use of Psychological First Aid to assess immediate needs and provide support and how to destigmatize mental health. In addition, the school uses professional development time to increase trauma knowledge and skills. Community and family engagement and support is also a focus. The school also collaborates with stakeholders, such as county behavioral health departments and local health care facilities. There is also a focus on staff wellness. Trainings that focus on secondary traumatic stress and self-care are being provided. Routine communication (in-person or virtual) to staff members to encourage self-care. Staff support groups have been created and utilized to support staff cohesion and coping. Classroom strategies are being utilized to promote safety and consistency in the classroom. For example, daily routines for both in-person and remote delivery have been established. Also, stress management or mindfulness practices in daily classroom routine have been incorporated. Tiers 2 and 3 focus on early and targeted intervention for students and staff. For example, staff have been provided with resources from their Employee Assistance Program (EAP). Social Emotional Learning (SEL has been implemented or scaled up to promote social-emotional competencies among students. This includes promoting and supporting adult SEL.

The school also utilizes the PUC School’s Counseling Department to provide clinical counseling to individual students, family and group therapy to the students and families, there are additional supports happening at the school site. Here are some highlights:

**MILAGRO:**

- Socioemotional group for 1st graders

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IV. **A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.**
The Safe Return to In-Person Instruction and Continuity of Services Plan (PUC COVID-19 Containment, Response, & Control Plan is aligned to the 2020-21 LCAP plan). LCAP Goal 2 states that the school will maintain a safe and compliant school facility. Action 1 states that custodians, supervision staff, and operating cost for the facility will be provided. These actions are aligned with the PUC COVID-19 Containment, Response, & Control Plan Section III: Operations, pages 9-12.

- The link to the Safe Return to In-Person Instruction and Continuity of Services Plan can be found here: https://www.pucschools.org/containment-response-control-plan/

- PUC Schools has coordinated and used the resources to address the needs of the community (staff, students, parents, and community members) in the following ways:
  
  - Social-emotional Supports: As previously stated, the entire education community has been affected by the COVID-19 pandemic and has experienced high levels of stress from the disruption of daily living and the worries for our loved ones. The school has support our community through community and family engagement. WE have shared information and links to increase access to mental health and wellness resources.
  
  - COVID-19 At-Home-Test Kits: The school continues to distribute the testing kits to students through a Grab & Go structure that allows for safety and minimal traffic congestion at the school.
  
  - COVID-19 Shot Clinics: PUC Schools has provided COVID-19 shot clinics in the Northeast San Fernando Valley and the Northeast Los Angeles areas which were open to all employees, students, parents, and community members.
  
  - Parent Engagement and Support: PUC Schools has increased its outreach and collaboration with parents by the addition of Parent Engagement Coordinator positions who will work with PUC Schools Director of Student and Parent Engagement. These positions provide parents with a personal connection to the school. In addition, the school and parents connect on a level that allows for a more specific response to family or personal needs. For example, PUC Schools was able to support a family with groceries, a new washer and dryer and a new refrigerator through the outreach efforts of the Director and Coordinator. It is our hope to continue this type of support to our families in need.
  
  - Community Outreach: We have shared resources for basic needs such food banks in partnership with our Food Services department, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access.

The school has coordinated the Educator Effectiveness Block Grant (EEBG), Expanded Learning Opportunities Program (ELO), and Mega-COLA with both state and federal funds as outlined in the school’s LCAP and ESSER III plan. The school’s LCAP Goals and actions are aligned with ESSER III plan and ELO Plan. Specifically, LCAP Goal 2, Action 1 is aligned with addressing and ensuring continuous and safe in-person learning. For example, ESSER III plan includes providing custodial staff, campus aides and supervision staff, in addition to cleaning and PPE Equipment to ensure a safe in-person learning. LCAP Goal 3, Actions 7 and 9 are aligned with addressing the academic impact of lost instructional time. LCAP Goal 3 and Action 7 addresses the need for additional resources to accelerate learning. LCAP Goal 3, Action 9 provides for the providing time for teachers
to create and implement Individual Academic Plans. Goal 6, Action 1 provides for Intervention Programs for ELA and Math. In addition, personnel for Extended Day were added in alignment with ELO plan. The EEBG, which is focused on professional development, is aligned with ESSER III with including “Site Leader Development” action under “Ensuring Interventions are Addressing Student Needs” section. The school’s LCAP Goal 1, Action 1, Goal 3, Actions 4, 5, 8 and Goal 4, Action 5, are also aligned with EEBG grant.

- The link to the ESSER III Expenditure Plan can be found here:
  - Milagro:

The health and safety efforts are a testament to the tremendous team that supports daily health and safety at each school site. There are additional and required duties of certain roles at our schools based on COVID-19 and our safe return to in-person. We have used supplemental funds, such as ESSER II to compensate, via our compensation system and ESSER II criteria, to compensate employees with roles and titles that acquired and are required to take on additional duties. The positions include the following: teachers, school leaders, office managers, operations managers, and directors with direct service to the safe return to in-person and impacts to their roles caused by COVID-19.

The school utilized the additional concentration grant add-on funding it received to increase the number of certificated and classified staff or their hours of work, who provide direct services to students who are low-income, English Learners, and/or foster youth.
Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

**Instructions**

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.
In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page ([https://www.cde.ca.gov/fg/cr/relieffunds.asp](https://www.cde.ca.gov/fg/cr/relieffunds.asp)) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page ([https://www.cde.ca.gov/fg/cr/](https://www.cde.ca.gov/fg/cr/)) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
**GOAL 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)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Supervision and staffing of instructional program and administrative support for all</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Outcome #2: Efficient Recruitment and Hiring Process to ensure core teacher candidates hold valid CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter. Metric/Method for Measuring: CALPADS Annual Credential Report</td>
<td>MILAGRO: FALL2020 100% APPROPRIATELY ASSIGNED 100% FULLY CREDITIALED</td>
<td>MILAGRO: FALL 2021 100% APPROPRIATELY ASSIGNED 100% FULLY CREDITIALED</td>
<td></td>
<td></td>
<td>100% Teachers have valid CA Teaching Credential</td>
</tr>
</tbody>
</table>

**GOAL 2:**

Goal 2: Annually, 90% all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety-related correction, it will be corrected immediately. (State Priority 1 / Local Priority 1)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome#1: All school facilities are maintained and in good repair. The school scores 90% or greater in the Metric/Method for Measuring: Quality Assurance Operations Review</td>
<td>92.11% on the Quality Assurance Operations Review</td>
<td><strong>MILAGRO: 96.64%</strong></td>
<td></td>
<td></td>
<td>90% on the Quality Assurance Operations Review</td>
</tr>
</tbody>
</table>
**GOAL 3:**

Goal 3: 1. 100% of students (including all significant student groups) will have access to standards-aligned materials and instruction as outlined in the charter petition and 2. Full implementation of all CA standards (Common Core, NGSS, Social Science, ELD) school-wide 3. Annual professional development to support fidelity of implementation of all CA standards for all credential staff State Priorities: 1, 2, 4, 7, & 8 /Local Priority 2, 7)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 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%</td>
<td></td>
<td></td>
<td>100% have access to Standards-aligned materials</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, classroom observations and coaching notes</td>
<td>100% implementation of all CA standards.</td>
<td>100%</td>
<td></td>
<td></td>
<td>100% implementation of all CA standards</td>
</tr>
</tbody>
</table>

**GOAL 4:**

Goal 4: Family access to opportunities for participation and input in schoolwide decision-making. (State Priority 3/Local Priority 3)
### Goal 5: The school will maintain a school culture conducive to learning. (State Priorities: 5 & 6/ Local Priority 6)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Less or equal to 1% of students will be suspended</td>
<td>2019-20 SUSPENSION RATE: 0%</td>
<td>0% for SY2022 as of 12/17/21 (all subgroups). Data from PowerSchool.</td>
<td></td>
<td></td>
<td>&lt;= 1%</td>
</tr>
<tr>
<td>Outcome #2: Less or equal to 1% of students will be expelled</td>
<td>2019-20 EXPULSION RATE: 0%</td>
<td>0% for SY2022 as of 12/17/21 (all subgroups). Data from PowerSchool.</td>
<td></td>
<td></td>
<td>&lt;= 1%</td>
</tr>
<tr>
<td>Outcome #3: Annual Family Survey satisfaction data shows an overall approval rating of 4 and above on a 1-5 scale</td>
<td>Return Rate: 13% – Parents (2020) Level 3/4 – Parents (2020)</td>
<td>SY2020-21 Family Survey Return Rate: 48% 88% favorable 4.32/5 avg score Level 3/4</td>
<td></td>
<td></td>
<td>Level 4 or greater</td>
</tr>
</tbody>
</table>
Goal 6: Demonstrate continuous growth for all students on state assessments and school benchmarks as a result of college readiness instruction. (State Priorities: 4, 5, & 8)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: 80% of students will demonstrate grade level expectations on schoolwide Benchmark Reading Assessments Metric/Method for Measuring: benchmark data collected fall, winter, and spring</td>
<td>All Students (Schoolwide) 78% English Learners 73% Socioeco. Disadv./Low Income Students 78% Foster Youth No established baseline due to less than 1% Students with Disabilities 71% African American Students No established baseline due to less than 1% enrollment Latino Students 78%</td>
<td>Reading: Spring 2020-21 Fall 2021-22 English Learners: 20% 7% Hispanic: 42% 20% Low-Income: 40% 20% SWD: 36% 6% Math: Spring 2020-21 Fall 2021-22 English Learners: 23% 5%</td>
<td></td>
<td></td>
<td>All Students (Schoolwide)-80% English Learners-80% Socioeco. Disadv./Low Income Students-80% Foster Youth-Increase annual once baseline is established Students with Disabilities-77% African American Students-Increase annual once baseline is established Latino Students-80%</td>
</tr>
<tr>
<td>Outcome #2: The school will demonstrate growth annually in order to meet/exceed state standard in Math</td>
<td>Metric/Method for Measuring: Standards based points above/below standard levels on CAASPP Math Assessment</td>
<td><strong>All Students (Schoolwide)</strong></td>
<td>6.8</td>
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<tr>
<td>English Learners -11 Socioecon. Disadv./Low Income Students 3.2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline Latino Students 6.6</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 results.” Due to this there is no update available.</td>
<td><strong>English Learners</strong></td>
<td>Met Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (Schoolwide) 5.7 English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline CAASPP ELA 2019: ALL: 49.30% EL: 37.50% SPED: 31.25% LOW-INCOME: 43.90% LATINO: 49.29%</td>
<td><strong>Socioecon. Disadv./Low Income Students</strong></td>
<td>Maintain/Exceed growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (Schoolwide) 5.7 English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline CAASPP MATH 2019: ALL: 53.52% EL: 25.00% SPED: 25.00% LOW-INCOME: 49.59%</td>
<td>Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</td>
<td><strong>Foster Youth No Baseline Students with Disabilities No Baseline</strong></td>
<td>Maintain/Exceed Standard</td>
<td></td>
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<td>All Students (Schoolwide) 5.7 English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</td>
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<td><strong>African American Students No Baseline</strong></td>
<td>Maintain/Exceed Standard</td>
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<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>
<td>All Students (Schoolwide)</td>
<td><strong>Latino Students</strong></td>
<td>Maintain/Exceed Standard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome #3: The school will demonstrate growth annually in order to meet/exceed state standard in English Language Arts</th>
<th>Metric/Method for Measuring: Standards based points above/below standard levels on CAASPP English Language Arts assessments</th>
<th><strong>All Students (Schoolwide)</strong></th>
<th>5.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline CAASPP MATH 2019: ALL: 53.52% EL: 25.00% SPED: 25.00% LOW-INCOME: 49.59%</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 results.” Due to this there is no update available.</td>
<td><strong>English Learners</strong></td>
<td>Met Standard</td>
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<td>All Students (Schoolwide) 5.7 English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline</td>
<td><strong>Socioecon. Disadv./Low Income Students</strong></td>
<td>Maintain/Exceed growth</td>
<td></td>
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<td>All Students (Schoolwide) 5.7 English Learners -14.1 Socioecon. Disadv./Low Income Students 2 Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</td>
<td>Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</td>
<td><strong>Foster Youth No Baseline Students with Disabilities No Baseline</strong></td>
<td>Maintain/Exceed Standard</td>
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<td><strong>African American Students No Baseline</strong></td>
<td>Maintain/Exceed Standard</td>
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<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>
<td>All Students (Schoolwide)</td>
<td><strong>Latino Students</strong></td>
<td>Maintain/Exceed Standard</td>
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<td><strong>Socioecon. Disadv./Low Income Students</strong></td>
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<td><strong>African American Students No Baseline</strong></td>
<td>Maintain/Exceed Standard</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>
<td>All Students (Schoolwide)</td>
<td><strong>Latino Students</strong></td>
<td>Maintain/Exceed Standard</td>
</tr>
</tbody>
</table>
### Outcome #4: 50% of EL students will advance one performance level on the 0 each year. Metric/Method for Measuring: Percentage of students advancing one performance level sub category per year on the ELPAC

<table>
<thead>
<tr>
<th>Metric/Method for Measuring: Percentage of students advancing one performance level sub category per year on the ELPAC</th>
<th>TBD</th>
<th>0%</th>
<th>2020 Optional ELPAC and 2021 ELPAC.</th>
<th>82% INCREASE ABOVE BASELINE</th>
</tr>
</thead>
</table>

### Outcome #5: By the end of 4th grade 80% of all students classified as English Learners, who have attended the school since at least 1st grade, will be reclassified as Redesignated English Language Proficient (RFEP) using both ELPAC and school-based data. Metric/Method for Measuring: Percentage of students reclassifying annually

<table>
<thead>
<tr>
<th>Outcome #5: By the end of 4th grade 80% of all students classified as English Learners, who have attended the school since at least 1st grade, will be reclassified as Redesignated English Language Proficient (RFEP) using both ELPAC and school-based data. Metric/Method for Measuring: Percentage of students reclassifying annually</th>
<th>TBD</th>
<th>92%</th>
<th>2020-21 4th graders</th>
<th>Increase by 4% unless 80% was met or exceeded</th>
</tr>
</thead>
</table>

### Goal 7: The school will maintain a high ADA rate. (State Priorities: _______)

<table>
<thead>
<tr>
<th>METRIC</th>
<th>BASELINE OUTCOME</th>
<th>2021-22 SY OUTCOME</th>
<th>2022-2023 SY OUTCOME</th>
<th>2023-2024 SY OUTCOME</th>
<th>DESIRED OUTCOME 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: The school will maintain ≥ 96% average daily attendance (ADA) Metric/Method for Measuring: End of year ADA</td>
<td>All Students (Schoolwide) TBD English Learners TBD Socioecon. Disadv./Low Income Students TBD Foster Youth No baseline less than 1% Students with Disabilities TBD African American Students No baseline because less than 1% Latino Students TBD</td>
<td>Attendance for SY2022 as of 12/17/21. Data from PowerSchool. Overall: 91.1% EL: 88.6% Free or Reduced Lunch: 91.0% Students with Disabilities: 90.0% Hispanic/Latino: 91.3%</td>
<td>All Students (Schoolwide) 2% increase above baseline if lower than 96% English Learners 2% increase above baseline if lower than 96% Socioeconomic Disadv./Low Income Students 2% increase above baseline if lower than 96% Foster Youth No baseline less than 1% Students with Disabilities 2% increase above baseline if lower than 96% African American Students No baseline because less than 1% Latino Students 2% increase above baseline if lower than 96%</td>
<td>All Students (Schoolwide) 2% increase above baseline if lower than 96% English Learners 2% increase above baseline if lower than 96% Socioeconomic Disadv./Low Income Students 2% increase above baseline if lower than 96% Foster Youth No baseline less than 1% Students with Disabilities 2% increase above baseline if lower than 96% African American Students No baseline because less than 1% Latino Students 2% increase above baseline if lower than 96%</td>
<td>All Students (Schoolwide) 2% increase above baseline if lower than 96% English Learners 2% increase above baseline if lower than 96% Socioeconomic Disadv./Low Income Students 2% increase above baseline if lower than 96% Foster Youth No baseline less than 1% Students with Disabilities 2% increase above baseline if lower than 96% African American Students No baseline because less than 1% Latino Students 2% increase above baseline if lower than 96%</td>
</tr>
<tr>
<td>Outcome #2: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually. Metric/Method for Measuring: Attendance monthly, semester, and yearly data reports (collected by school SIS system)</td>
<td>All Students (Schoolwide) TBD English Learners TBD Socioecon. Disadv./Low Income Students TBD Foster Youth No baseline less than 1% Students with Disabilities TBD African American Students No baseline less than 1% Latino Students TBD</td>
<td>Chronic Absence for SY2022 as of 12/17/21. Data from PowerSchool. Overall: 37.1% EL: 53.5% Free or Reduced Lunch: 40.5% Students with Disabilities: 44.1% Hispanic/Latino: 36.8%</td>
<td>All Students (Schoolwide) 3% decrease below the baseline if more than 5% English Learners 3% decrease below the baseline if more than 5% Socioecon. Disadv./Low Income Students 3% decrease below the baseline if more than 5% Foster Youth No baseline less than 1% Students with Disabilities 3% decrease below the baseline if more than 5% African American Students No baseline less than 1% Latino Students 3% decrease below the baseline if more than 5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Local Control and Accountability Plan

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

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

Plan Summary 2022-2023

General Information

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

The vision at PUC is that all stakeholders work together, united in a vision of college success for all students. This includes school leaders, teachers, other school staff, parents, community members, and local community organizations such as colleges and universities. In that students learn in different ways and at different paces and some may have learning gaps that surface as they move through the grade levels, our leaders and teachers use a variety of assessments and data to determine students’ needs on an ongoing basis. Classes and overall school size are small enough that teachers can then individualize and provide intervention as needed in order to keep all students on track. All PUC schools work diligently at creating and sustaining a culture of mutual respect and caring, with an overarching vision of high school and college graduation for all of our students. The culture is grounded in PUC’s 3 Commitments which are that we will increase the college graduation rate by 5 times in our communities, that all of our students will be proficient within 4 years at PUC, and students will commit to uplifting our communities now and forever.”

PUC Milagro Charter School, which was founded in 2004, has traditionally served a 96% Latinx population and an 85-95% low economic status student body. The school serves students from the surrounding communities, and families outside of the authorizing district boundaries. The school serves between a 11 to 14% with special education needs and 20 to 25% English Learner population every year. Students at Milagro Charter School are encouraged to question, reflect, and draw conclusions about instructional content in order to make personal and world connections. The collaborative relationship between teachers and students allows inquiry and critical thinking to drive instruction. Specific rituals and routines embedded in the daily schedule provide students small group learning opportunities, individual support, and engagement in collaborative tasks to meet their academic needs. Curriculum is designed to allow large blocks of time for students to investigate and read authentic literature, express themselves through the creation of fiction and non-fiction texts, and develop solutions to complex problems.

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

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

PUC Milagro is proud to report successes and progress, based on the most recent California School Dashboard as well as local data, as it completes a challenging school year transitioning from the 2020-21 school year closure due to COVID-19 in Los Angeles County. The school has remained focused this academic school year on supporting the holistic needs of students, staff, and families as the entire school community was impacted at varying degrees by the global pandemic. The school remained responsive to its student, staff, and family needs throughout the school year by focusing supports and resources such as professional development, mental health, technology, & student engagement as it pertains to in-person learning. In the upcoming school year, the school will continue to expand the implementation of its multi-tiered systems of support to ensure that all students are prepared for college, career, and life success. The school has received supplemental funding, over the next academic school year, to further support and advance the learning acceleration needed for all students due to the impact and challenges caused by COVID-19. In addition to the academic, social-emotional, and behavioral needs of students PUC Milagro Charter School is focused on increasing school-based resources and staffing, using supplemental funding, to further ensure equity for all students in the school’s distribution and access to those additional supports, resources, and staff for all students and each significant subgroup.

CA SCHOOL DASHBOARD 2021:
Due to the COVID-19 pandemic the 2020 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 the 2021 local assessments such as iReady and MAP for both ELA and Math Spring 2022. The school will fully participate in the CAASPP ELA, CAASPP Math and CAASPP Science testing in the 2021-22 school year. The school will begin to provide data analysis once California Dashboard data is available.

Chronic Absenteeism: The 2020-21 Chronic Absenteeism was 0% for all students. This is due to the organization’s development of a stronger dashboard for the school to better track the chronic absenteeism data at any time throughout the school year during distance learning.

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.

Chronic Absenteeism: PUC Milagro Charter 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 multitiemed systems of support continue to focus on the areas of greatest need at the school based on CA School Dashboard and local data. The transition back to in-person learning in 2021-22 has been a challenge. As of December 2021, the overall chronic absenteeism rate was 37.1%. English Learners had the highest chronic absenteeism rate of 53.5%. Students with Disabilities subgroup had the second highest rate with 44.1% chronic absenteeism. Students who qualify for Free/Reduced Lunch had a chronic absenteeism rate of 40.5%. Hispanic/Latino subgroup had the lowest rate of 36.8%.

In support of those students struggling with chronic absenteeism the school has strengthened its Family Support Team (FST), Clinical Counseling Sessions, & Academic Check-In’s to further support and provide wraparound services to chronically absent students based on student/family need. Lastly, the school increased funding and flexibility to add additional attendance support staff to further engage students and families toward improving daily student attendance.

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

PUC Milagro Charter School 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 7 LCAP goals for SY 2022-23. 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 2022-23 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 that 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.
Goal 7) Student Attendance: We want to ensure that student attendance remains a priority for all stakeholders. School attendance is a huge part of a child’s success at school. Multiple absences can cause children to fall behind in school. Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn and meet grade level expectations. Students can still fall behind if they miss just one or two days every few weeks. Funding for fulltime attendance clerk and support staff will help to continue the our efforts in supporting families and students in regular school attendance.

The school’s data, stakeholder feedback, and learnings from a year of transition from distance learning to in-person further informed the development of the LCAP 2022-23 SY. One school feature for the LCAP 2022-23 SY, based on the review of stakeholder input from this last school year, is that the LCAP 2022-23 SY will continue with the 7 goals from the 2021-22 SY. This decision is based on stakeholder and school administrator feedback. The school looks forward to implementing the actions tied to each of the 7 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.

UC Milagro Charter 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 touchpoints 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, due to school closures caused by COVID-19, the school relied heavily on various virtual platforms [i.e. online surveys, social media/websites, phone calls/texts, and virtual meetings] 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 for 2022-23.

Meetings included School Site Council and English Learner Advisory Committees that served as the LCAP Parent Advisory Committee. These meetings continue to be held via ZOOM. All stakeholders were invited, including school staff, parents, 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 (2021-22) and provided a space where they could ask questions. LCAP items included: academic, culture, safety and parent voice.

During the 2021-22 school year, the Chief Financial Officer and school principals of both schools met to review LCAP Budget for 2022-23.
A summary of the feedback provided by specific educational partners.

Stakeholder feedback from the May LCAP Stakeholder meeting confirmed the direction of the current LCAP and provided some important considerations for refinements. Feedback showed strong alignment with the overall plan, and particularly with goals and plans supporting: 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 informed the 2022-23 LCAP include the following:

To continue:
- to strengthen parent engagement after school closure and closed campus requirements due to COVID safety
- providing additional paraprofessional support and full-time campus aides for needed student support
- resume student field trips that were place on hold because of COVID safety
- focusing on improving student chronic absenteeism
- providing teachers needed support through professional development

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

The feedback from stakeholders to further condense the LCAP goals, from this year and prior years, has influenced the 2022-23 LCAP. The school, following health requirements and guidelines from the LA County Department of Public Health, CDC, CAL-OSHA, CDE, and LAUSD, worked to provide stakeholders various opportunities to provide feedback. The stakeholder feedback for 2022-23 highly informed and the further development the 2022-23 LCAP.

The 2022-23 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 & 7) student attendance. 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 and local data. In support of the parent stakeholder feedback, detailed above, the school has incorporated actions to 1) in-person instruction r school using supplemental funds for academic and social emotional supports for all students and each significant subgroup tied to Goal 3, 2) mental health one-to-one counseling, positive behavior intervention support, and social emotional learning tied
to Goal 5, & 3) professional development, trainings, and orientations for school staff, parents, and students tied to Goal 2 & Goal 5. The school will continue to communicate, connect, and progress monitor its 2021-22 LCAP while gathering ongoing stakeholder feedback, suggestions, and input in support of the school's yearly LCAP process.
Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to the National Educational Association’s “Rankings of the States 2017 and Estimates of School Statistics 2018” report dated April 2018, California is second in the nation in terms of number of teachers. California expects teaching positions to rise in the coming years along with 19% of current teachers having more than 20 years of experience and reaching retirement age. New teachers will be needed to fill these growing positions. PUC Milagro 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, PUC Milagro has a high English Language Learner population, which makes it vital 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: Supervision and staffing of instructional program and administrative support for all teachers in core areas and ELD</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Metric/Method for Measuring: Local Indicator Self-Scoring Tool as reported in SARC Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #2: Efficient Recruitment and Hiring Process to ensure core teacher candidates hold valid</td>
<td>MILAGRO: FALL 2020 100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</td>
<td>MILAGRO: FALL 2021 100% APPROPRIATELY ASSIGNED 100% FULLY CREDENTIALED</td>
<td></td>
<td>100% Teachers have valid CA Teaching Credential</td>
<td></td>
</tr>
</tbody>
</table>
CA Teaching Credential with appropriate English learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.

Metric/Method for Measuring: CALPADS Annual Credential Report

<table>
<thead>
<tr>
<th>Actions</th>
<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: Supervision and staffing of instructional program</td>
<td>Action 1: Supervision and staffing of instructional program</td>
<td>$108,200.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Action 2: Teachers hold valid credential</td>
<td>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization; PUC National Human Resources team will annually review credential status as required by law and the charter.</td>
<td>$86,710.00</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Goal Analysis for 2021-2022

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.

Due to COVID surges and safety all field trips were postponed until the 22-23 school year. Our student population was not eligible for the vaccine until December and many remain unvaccinated. This decision to postpone was made with guidance for our local health department and stakeholders.

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.

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

Our PUC Counseling program serviced multiple students and families on a weekly basis. These services were in high demand in com

Our Arts Program (with additional federal and state funding) has transformed from a 12-week program to arts instruction every week for an hour with our Artist in
Our Mindfulness Program has moved from in-persons for 20mins a week to an online program that allows for both mini session and full 20min sessions. This decision was made to provide more support for our students as they transition from at home learning to being fulltime students again. We are excited to have Campus Aides for the first time in Milagro's history. They have helped provide the extra assistance need to help keep our students safe at all times.

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.

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

2. Goal 2: Annually, 90% of all items on Monthly site inspection checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school facilities are maintained and in good repair. The school scores 90% or greater in the Quality Assurance Operations Review.</td>
<td>92.11% on the Quality Assurance Operations Review</td>
<td>AVERAGE % AUGUST-DECEMBER 2021: MILAGRO: 96.64%</td>
<td></td>
<td></td>
<td>90% or greater QAOR</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>Daily cleaning of campus and the supervision and staffing of custodial and maintenance</td>
<td>Supervision and staffing of custodial and maintenance staff. Security maintenance and staffing. Operating costs of facilities.</td>
<td>$75,870.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Ensure all repairs are addressed in a timely manner to maintain school facilities.</td>
<td>Ensure all repairs are addressed in a timely manner to maintain school facilities including building improvements (painting, repairs, new shade structure)</td>
<td>$80,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>
**Goal Analysis for 2021-2022**

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.**

| The 21-22 LCAP budget proposal included the installation of a new sun shade outside. This project was delayed for several factors that included the needed installation of an additional water distribution system due to all water fountains remaining closed. Multiple portable canopies were purchased instead. |

**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.**

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

| The school is kept in constant good repair based on the efforts of staff and operations teams. Repairs are completed in a timely, consistent, and organized manner. The safety inspections resulted in higher than 96% in all inspections throughout the 21-22 school year. |

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

| The school will continue to prioritize the maintenance of the campus at high levels. All stakeholders value the need for a clean, functional, and aesthetically pleasing campus for students and staff. |

**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

3 Goal 3: 1. 100% of students (including all significant student groups) will have access to standards-aligned materials and instruction as outlined in the charter petition and
2. Full implementation of all CA standards (Common Core, NGSS, Social Science, ELD) school-wide
3. Annual professional development to support fidelity of implementation of all CA standards for all credential staff

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: 100% of students have access to Standards-aligned materials Metric/Method for Measuring: SARC Report</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Outcome #2: 100% Implementation of all CA Standards. Metric/Method for Measuring: Professional Development agendas &amp; sign-in sheets, Scope &amp; Sequences, Unit &amp; Weekly Lesson Plans, Classroom</td>
<td>100% Implementation of all CA Standards.</td>
<td>100% Implementation of all CA Standards.</td>
<td></td>
<td></td>
<td>100% Implementation of all CA Standards.</td>
</tr>
</tbody>
</table>
Observations & Coaching Notes.

**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>Instructional &amp; Supplemental Materials &amp; PD</td>
<td>Instructional and supplemental materials purchased will be aligned to the CA standards and the charter petition.</td>
<td>$48,780.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Use of Technology</td>
<td>Use of technology as a tool for learning and research across the curriculum</td>
<td>$13,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Professional Development</td>
<td>Professional development workshops to develop teachers’ understanding of research-based instructional strategies that support the needs of diverse learners and coaching/grade level collaboration to support their implementation, including site-based PD for substitutes and materials(Title II)</td>
<td>$36,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>PUC wide instructional and compliance support</td>
<td>PUC wide instructional and compliance support such as shared PUC Coordinator/Director Costs.</td>
<td>$14,500.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis for 2021-2022**

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

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

An 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.

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

The school was able to purchase all needed instructional materials and books. Classroom libraries were updated along with the purchase of individualized materials for each student for COVID safety. All staff received needed laptops for planning, data analysis and family communication. All students in 3-5th grade received new Chromebooks and all students in K-2nd grade one to one IPADS received needed repairs and updates. All classrooms received new technology storage carts that will allow students during the upcoming school year to take their technology between school and home when needed. All teachers received 10 days of PD this summer, have worked with our Literacy Resident in Sept and Oct, and attended full day of PDs November, January, February and May. The school received support for both leaders and staff from the PUC wide instructional and operational directors throughout the school year.

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

Title II spending which is included as part of the LCAP planning was shifted due to the lack of substitutes during the 21-22 school year. This money was set aside for full
day grade level pd for unit planning and grade specific learning. The money was spent on a identify need that will continue during the 22-23 school year on professional development supporting student behavior and social emotional learning needs. The model for individualized grade level PD I will return for the 22-23 school year.

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

Goal #  Description
4  Goal 4: Family access to opportunities for participation and input in schoolwide decision making.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: 100% of parents will have access to opportunities for participation and input on decision-making through bilingual (Spanish and English) weekly flyers, online communication system, phone calls, monthly calendars and newsletters. Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, SAC/ELAC</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Events</td>
<td>Multiple family events throughout the school year</td>
<td>$7,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Family Communication</td>
<td>Weekly school wide communication in family’s primary language</td>
<td>$14,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Family Support/Workshops</td>
<td>Family Conferences, SAC/ELAC meetings, and schoolwide meetings to engage families and input in decision making</td>
<td>$52,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Goal Analysis for 2021-2022

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.

Due to COVID surges and safety, no in person events were held until late May. All planned events were canceled or made into virtual events. This included large in-person family meetings and in-person family workshops as well.

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.

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

The school's successful implementation of family communication through online platforms BLOOMz and Schoolmint, automated phone messages, and flyers has been effective. Over 97% of families are active users of the online family communication system. This system has allowed teachers and families to stay in close communication and give a window into classroom learning through pictures and videos. This was extremely helpful because COVID safety required the campus to remain closed to outside visitors until May.

All SAC and ELCA meetings were held virtually and open to all stakeholders. Throughout the year each committee gave feedback ranging from Esser funding to LCAP updates to providing solutions for chronic absenteeism problems. Both groups are vital for maintaining the school's commitment to shared decision making.

Although the PUC Director of Family Services was unable to host family workshops in person, online sessions were available to all families. Topics ranged from future career planning to mental health. All families were welcomed and informed of these opportunities through email, text, and phone calls.
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.

Next year, there will be a renewed focus on increasing family engagement by returning to traditional celebrations, family reading and sharing, in-person meetings, and workshops. There has been a disconnect between the school environment and family participation for the last two plus years because of COVID. The school and all stakeholders are looking forward to resuming our focus on ensuring strong in-person family engagement.

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

Goal 5: The school will maintain a school culture conducive to learning.

An explanation of why the LEA has developed this goal.

PUC Milagro 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.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: Less or equal to 1% of students will be suspended</td>
<td>2019-20 SUSPENSION RATE 0%</td>
<td>0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool.</td>
<td></td>
<td></td>
<td>&lt;= 1%</td>
</tr>
<tr>
<td>Outcome #2: Less or equal to 1% of students will be expelled</td>
<td>2019-20 EXPULSION RATE: 0%</td>
<td>0% for SY2022 as of 05/05/22 (all subgroups). Data from PowerSchool.</td>
<td></td>
<td></td>
<td>&lt;= 1%</td>
</tr>
<tr>
<td>Outcome #3: Annual Return Rate:</td>
<td>Return Rate:</td>
<td>SY2020-21 Family Survey</td>
<td></td>
<td></td>
<td>Level 4 or greater</td>
</tr>
</tbody>
</table>
Family Survey satisfaction data shows an overall approval rating of 4 and above on a 1-5 scale.

Metric/Method for Measuring: Family survey data

13% - Parents (2020) Level 3/4 - Parents (2020)
Return Rate: 48%
88% favorable
4.32/5 avg score
Level 3/4

Outcome #4: Annual Student Survey data shows an overall approval rating of 3 and above on a 1-4 scale.

Metric/Method for Measuring: Student survey data

Return Rate: 100% - Students (2019) Level 3/4 - Students (2019)
SY2020-21 Student Survey Return Rate: 99%
83% favorable
3.77/4 avg score
Level 3/4

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>Social Emotional Learning (SEL)</td>
<td>Schoolwide social emotional supports and interventions (RESTORATIVE JUSTICE, HABITS OF A SCHOLAR, SOCIAL LEARNING GROUPS)</td>
<td>$35,375.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Counseling Support</td>
<td>Schoolwide access to counseling support</td>
<td>$76,490.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Visual Arts Program</td>
<td>Schoolwide Visual Arts program, including Arts Program Coordinator (Title IV)</td>
<td>$35,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Campus Aides (Physical Education Assistants)</td>
<td>Campus aides to support student safety and support</td>
<td>$42,780.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOTE: For the 2022-23 SY this has been changed to &quot;Physical Education Assistant to support physical well-being and health.&quot; because they are being paid out of ESSER funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student Activities</td>
<td>Multiple student activities to build community and provide access to outside world via field trips</td>
<td>$11,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Goal Analysis for 2021-2022

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.
| Due to COVID surges and safety all field trips were postponed until the 22-23 school year. Our student population was not eligible for the vaccine until December and many remain unvaccinated. This decision to postpone was made with guidance for our local health department and stakeholders. |

| 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. |

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

| Our PUC Counseling program serviced multiple students and families on a weekly basis. These services were in high demand in com |
| *Our Arts Program (with additional federal and state funding) has transformed from a 12-week program to arts instruction every week for an hour with our Artist in Residency. |
| *Our Mindfulness Program has moved from in-persons for 20mins a week to an online program that allows for both mini session and full 20min sessions. This decision was made to provide more support for our students as they transition from at home learning to being fulltime students again. |
| *We are excited to have Campus Aides for the first time in Milagro’s history. They have helped provide the extra assistance need to help keep our students safe at all times |

| 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. |

| A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table. |
Goal 6: Demonstrate continuous growth for all students on state assessments and school benchmarks as a result of college readiness instruction.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1: 80% of students will demonstrate grade level expectations on schoolwide Benchmark Reading Assessments Metric/Method for Measuring: benchmark data collected fall, winter, and spring</td>
<td>All Students (Schoolwide) 78% English Learners 73% Socioecon. Disadv./Low Income Students 78% Foster Youth No established baseline due to less than 1% Students with Disabilities 71% African American Students No established baseline due to less than 1% enrollment Latino Students 78%</td>
<td>o Reading: Spring 2020-21 2021-22 o English Learners: 20% Hispanic 42% 20% o Low-Income 40% 20% o SWD 36% 6% o o Math: Spring 2020-21 2021-22 o English Learners: 23%</td>
<td>Fall 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #2: The school will demonstrate growth annually in order to met/exceed state standard in Math Metric/Method for Measuring: Standards based points above/below standard levels on CAASPP Math Assessment</td>
<td>All Students (Schoolwide) 6.8&lt;br&gt;English Learners -11&lt;br&gt;Socioecon. Disadv./Low Income Students 3.2&lt;br&gt;Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline Latino Students  6.6</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 results.” Due to this there is no update available.</td>
<td>All Students (Schoolwide) Maintained/exceed Standard English Learners Maintained/exceed Standard Socioecon. Disadv./Low Income Students-Maintained/exceed Standard Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline Latino Students-Maintained/exceed Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #3: The school will demonstrate growth annually in order to met/exceed state standard in a English Language Arts Metric/Method for Measuring: Standards based points above/below standard levels on CAASPP English Language Arts assessments</td>
<td>All Students (Schoolwide) 5.7&lt;br&gt;English Learners -14.1&lt;br&gt;Socioecon. Disadv./Low Income Students 2&lt;br&gt;Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</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 results.” Due to this there is no update available.</td>
<td>All Students (Schoolwide) Maintain/Exceed growth English Learners Met Standard Socioecon. Disadv./Low Income Students Maintain/Exceed growth Foster Youth No Baseline Students with Disabilities No Baseline African American Students No Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome #4: 50% of TBD 0%</td>
<td>82% INCREASE ABOVE BASELINE</td>
<td>0%</td>
<td>82% INCREASE ABOVE BASELINE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EL students will advance one performance level on the ELPAC each year. Metric/Method for Measuring: Percentage of students advancing one performance level sub category per year on the ELPAC.

Outcome #5: By the end of 4th grade 80% of all students classified as English Learners, who have attended the school since at least 1st grade, will be reclassified as Redesignated English Language Proficient (RFEP) using both ELPAC and school-based data. Metric/Method for Measuring: Percentage of students reclassifying annually.

<table>
<thead>
<tr>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Assistant (Paraprofessional) Support</td>
<td>Trained paraprofessionals to support student learning through both push-in support and pull-out intervention, including Title I Inclusion Assistants</td>
<td>$120,784.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Support for Data Collection</td>
<td>Data collection and processing Support Team Cost (DATA, IT, &amp; SIS STAFF SUPPORT)</td>
<td>$16,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>
Goal Analysis for 2021-2022

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

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Goal 7: The school will maintain a high ADA rate</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

For the last two years (both 2018-2019) PUC Milagro has maintained a color of Yellow, Green, or Blue in all indicators except Chronic Absenteeism. PUC Milagro has struggled with absenteeism in general. In 2018, PUC Milagro had an "Orange" and in 2019, the school had a "Red." The school has done a root cause analysis of this issue. The analysis reveals that since the school is not a traditional district school with a typical neighborhood student population. Students come from various neighborhoods that are not in walking distance from the school. Some of these families struggle to maintain consistent attendance due to transportation issues and the long distance between home and school. Another reason is that some families struggle with attendance due to personal or family issues that affect the parent’s ability to bring their child(ren) to school on a regular basis. This includes being chronically absent or tardy. Even though PUC Milagro has worked hard to maintain the academic level for these students, the drop in the 2019 CA Dashboard for English Language Arts indicates the need to further provide support to these families.

Measuring and Reporting Results

<table>
<thead>
<tr>
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<th>Desired Outcome for 2023-2024</th>
</tr>
</thead>
</table>
| Outcome #1: The school will maintain ≥96% average daily attendance (ADA) | All Students (Schoolwide) TBD | Attendance for SY2022 as of 05/05/22. Data from PowerSchool. Overall: 90.4% | | | All Students (Schoolwide) 2% increase above baseline if lower than 96% English Learners 2% increase above baseline if lower than 96% Socioecon. Disadv./Low Income Students 2% increase above baseline if lower than 96% Foster Youth No baseline less than 1% Students with Disabilities 2% increase above baseline if lower than 96% African American Students No baseline because less than 1% Latino Students TBD |}

*Foster and Black/African American subgroup categories not included. Current data only includes
Outcome #2: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 5% annually.

Metric/Method for Measuring:
- Attendance monthly, semester, and yearly data reports (collected by school SIS system)

<table>
<thead>
<tr>
<th>All Students (Schoolwide)</th>
<th>Chronic Absence for SY2022 as of 05/05/22. Data from PowerSchool. Overall: 42.5% EL: 52.9% Free or Reduced Lunch: 42.3% Students with Disabilities: 58.3% Hispanic/Latino: 42.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners TBD</td>
<td></td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students TBD</td>
<td></td>
</tr>
<tr>
<td>Foster Youth No baseline less than 1% Students with Disabilities TBD</td>
<td></td>
</tr>
<tr>
<td>African American Students No baseline less than 1% Latino Students TBD</td>
<td></td>
</tr>
<tr>
<td>All Students (Schoolwide) 3% decrease below the baseline if more than 5% English Learners 3% decrease below the baseline if more than 5% Socioecon. Disadv./Low Income Students 3% decrease below the baseline if more than 5% Foster Youth No baseline less than 1% Students with Disabilities 3% decrease below the baseline if more than 5% African American Students No baseline less than 1% Latino Students 3% decrease below the baseline if more than 5%</td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attendance Personnel</td>
<td>School will hire and maintain attendance personnel to manage attendance data, reach out to families on a daily basis, and provide support if needed</td>
<td>$66,478.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>PUC-wide Technology/System Support</td>
<td>PUC wide technology and system support shared costs (SIS, Attendance)</td>
<td>$5,500.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Goal Analysis for 2021-2022

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

<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>$903,866.00</td>
<td></td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.35%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>40.35%</td>
</tr>
</tbody>
</table>

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

**Required Descriptions**

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

The LCFF investments are targeted to low-income, English Learners and Foster Youth students, which aim to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these sub-groups. The funds will be spent on improving the charter-wide educational program and meeting the academic goals specified earlier in the LCAP. Note that the school has an unduplicated count percentage of 90.59%. 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 support to improve their learning environment and drive academic outcomes.

The actions and services that have been funded by supplemental and concentration dollars have been designated as a result of stakeholder input, data analysis and reviewing practices at PUC Milagro Charter School. Upon thorough review of research and data and our documented successes in improving student achievement for unduplicated students we believe that the actions and services outlined in our LCAP are the best and most effective use of the funds to meet the needs of our unduplicated student population.

**ENGLISH LEARNERS:**

Because of our unduplicated student population count, all of these actions and services are being performed school-wide with the exception of specific and targeted actions and services that support identified English Language Learners. Specifically, as of March 2022, 25.72% are English Learners. The school did an analysis of the needs of English Learner students. The school found that English Learners, over the last two years, have struggled to communicate and have had few oral
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The main circumstance is the lack of in-person instruction due to COVID-19 for part of the 2019-20 school year and all of 2020-21 school year. However, students had to deal with transitioning to in-person learning during the 2021-22 school year, which has caused 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 is 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.

LOW INCOME & FOSTER YOUTH:

As of March 2022, 86.59% of our students qualify for either free or reduced lunch and 0% Foster Youth. To meet the diverse needs of this student group, we will continue to create and expand a trauma-informed and trauma-sensitive environment that provides the critical resources students need to continue to thrive and reach their full potential. Our Director of Clinical Counseling and Clinical Supervisors provide students with social-emotional support through clinical social workers addressing mental health/trauma related services. The school will also continue to implement its kindness/restorative justice program to ensure student behavioral needs are met with both compassion and equitable responses. Additionally, professional development will continue to be provided to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment.

We anticipate this program will increase our students’ attendance rate, especially English Learners and Socio-Economically disadvantaged students, decrease their discipline referrals, and that there will be increased engagement at school.

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.

Finally, 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 on a Limited basis 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 Socio-Economically disadvantaged students are feeling disconnected from school.
  - To address this need, the LEA’s Director of Student and Parent Engagement will implement the Social Worker Intern program. The program will include social worker interns from local universities who will work with the Director of Student and Parent Engagement in partnerships with the Director of Clinical Counseling in engaging parents and students especially to Socio-Economically disadvantaged students and their families. The Director of Parent and Student Engagement and the Student Engagement Coordinator will provide consistent contact and resources to help them feel more connected and engaged at school. (Goal 4: Action 5 and Goal 6: Action 4).
  - We anticipate this program will increase our students’ attendance rate, especially English Learners and Socio-Economically disadvantaged students, decrease their discipline referrals, and that there will be increased engagement at school.
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Our goal is to ensure intervention and enrichment occur every school day. Every student at Milagro is supported by a team. This team includes the classroom teacher, classroom assistants, the inclusion team, and administration. Every week teachers meet with either the inclusion team or administration to discuss student progress and determine methods for providing support. Because Milagro does not use “programs”, teachers are able to provide students with the materials and instruction they need to advance. For example, students who are exceeding grade level expectations are provided reading material at their level and criteria that push them to grow past their current performance level. When students are performing significantly below grade level they are provided more intensive support through differentiation during workshop model instruction, goal orientated small group instruction in and outside the classroom, and individualized support. The MTSS (Multi-Tiered Support System) processes and school level performance data is used to identify all students in need of support in each of the major content areas. Our belief is that everyone needs mentorship to grow. PUC Milagro 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 is using funds to retain staff that are providing direct services to students at the school. With the additional funding 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.

Interventions to that will be used to support students with identified need across all sub-groups:

- Small Group Intervention during ELA and Math instruction
- One-on-One Conferencing during ELA and Math instruction
- Inclusion Team Push-In Support for both students with IEPs and students with demonstrated needs during core instructions
- Inclusion Team Pull-Out for both students with IEPs and students with demonstrated needs during non-core instruction
- Afterschool Tutoring by Assistants and/or General Education Teachers

Additional Staff Roles to support student needs across the PUC network that will support teachers and administrators in implementing the LCAP support plan:

- 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) 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
- 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 with behavior intervention by directly working with schools to best support students who are in need of 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.
<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<td>25:247</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
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<td>16:247</td>
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### Action Tables

#### 2022-2023 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></td>
<td></td>
<td></td>
<td></td>
<td>$108,200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$108,200.00</td>
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<td></td>
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<tr>
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<td>1</td>
<td>Action 1: Supervision and staffing of instructional program</td>
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<td>Daily cleaning of campus and the supervision and staffing of custodial and maintenance</td>
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<td>Ensure all repairs are addressed in a timely manner to maintain school facilities.</td>
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<tr>
<td>3</td>
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<td>$0.00</td>
<td>$0.00</td>
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<td>$48,780.00</td>
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#### Totals:

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<tr>
<th></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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<td>Line</td>
<td>Description</td>
<td>Program Focus</td>
<td>4th Grade Funding</td>
<td>5th Grade Funding</td>
<td>6th Grade Funding</td>
<td>7th Grade Funding</td>
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<td>------</td>
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<td>-------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Family Support/Workshops</td>
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<td>5</td>
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<td>Social Emotional Learning (SEL)</td>
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<td>$0.00</td>
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<td>Student Activities</td>
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<tr>
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## 2022-2023 Contributing Actions Table

<table>
<thead>
<tr>
<th>1. Projected LCFF Base Grant</th>
<th>2. Projected LCFF Supplemental and/or Concentration Grants</th>
<th>3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)</th>
<th>LCFF Carryover – Percentage (Percentage from prior year)</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)</th>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)</th>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
</tr>
</thead>
<tbody>
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<td>$2,240,131.00</td>
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<td>40.35%</td>
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**Totals by Type**

- **Total**: $412,393.00

**LEA-wide Total**: $412,393.00

**Limited Total**: 

**Schoolwide Total**: 

---

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<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>
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<tbody>
<tr>
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<td>1</td>
<td>Action 1: Supervision and staffing of instructional program</td>
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<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
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<td>3</td>
<td>2</td>
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<td>LEA-wide</td>
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<td>Professional Development</td>
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<td>3</td>
<td>4</td>
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<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$14,500.00</td>
<td>$0.00</td>
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<tr>
<td>4</td>
<td>3</td>
<td>Family Support/Workshops</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$52,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Social Emotional Learning (SEL)</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$32,875.00</td>
<td>$0.00</td>
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<tr>
<td>5</td>
<td>2</td>
<td>Counseling Support</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$72,840.00</td>
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<td>5</td>
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<td>Visual Arts Program</td>
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<td>All Schools</td>
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<tr>
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<td>5</td>
<td>Student Activities</td>
<td>Yes</td>
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<td>English learner (EL), Foster Youth, Low Income</td>
<td>All Schools</td>
<td>$11,000.00</td>
<td>$0.00</td>
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<tr>
<td>6</td>
<td>1</td>
<td>Teacher Assistant (Paraprofessional) Support</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income, English learner (EL), Foster Youth</td>
<td>All Schools</td>
<td>$0.00</td>
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<tr>
<td>7</td>
<td>1</td>
<td>Attendance Personnel</td>
<td>Yes</td>
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<td>All Schools</td>
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<td>7</td>
<td>2</td>
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<td>LEA-wide</td>
<td>Foster Youth, Low Income, English learner (EL)</td>
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## 2021-2022 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal#</th>
<th>Last Year's Action#</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Total Funds)</th>
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<tbody>
<tr>
<td>1</td>
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<td>Action 1: Supervision and staffing of instructional program</td>
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<td>1</td>
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<td>Action 2: Teachers hold valid credential</td>
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<td>2</td>
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<td>Daily cleaning of campus and the supervision and staffing of custodial and maintenance</td>
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<td>$73,000.00</td>
<td>$73,000.00</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Ensure all repairs are addressed in a timely manner to maintain school facilities.</td>
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<tr>
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## 2021-2022 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal#</th>
<th>Last Year's Action#</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
<th>Estimated Actual Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>Family Support/Workshops</td>
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<td>$41,000.00</td>
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<td>$20,000.00</td>
<td>0.00%</td>
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<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Student Activities</td>
<td>Yes</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>6</td>
<td>1</td>
<td>Teacher Assistant (Paraprofessional) Support</td>
<td>Yes</td>
<td>$0.00</td>
<td>$0.00</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>Attendance Personnel</td>
<td>Yes</td>
<td>$64,850.00</td>
<td>$64,850.00</td>
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<tr>
<td>7</td>
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<td>PUC-wide Technology/System Support</td>
<td>Yes</td>
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<td>$3,500.00</td>
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<td>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</td>
<td>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</td>
<td>LCFF Carryover – Percentage (Percentage from prior year)</td>
<td>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</td>
<td>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</td>
<td>8. Total Estimated Actual Percentage of Improved Services(%)</td>
<td>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</td>
<td>12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)</td>
<td>13. LCFF Carryover – Percentage (12 divided by 9)</td>
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Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA’s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.
These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

**Plan Summary**

**Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

**Requirements and Instructions**

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

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

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:
- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

### Engaging Educational Partners

#### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: [https://www.cde.ca.gov/re/lc/](https://www.cde.ca.gov/re/lc/).
Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.
Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.
Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal**: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal**: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal**: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

**Focus Goal(s)**

**Goal Description**: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal**: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

**Goal Description**: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.
**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

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

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

**Required Goals**

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

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

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

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

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.
Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

**Goal Analysis**:

Enter the LCAP Year.

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

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

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

**For School Districts Only:**

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
  
  See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

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

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

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

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

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

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

• If “Yes” is entered into the Contributing column, then complete the following columns:
  
  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

  o **Note**: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

• **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

**Contributing Actions Table**

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

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

**LCFF Carryover Table**

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

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

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

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

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

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