LCFF Budget Overview for Parents

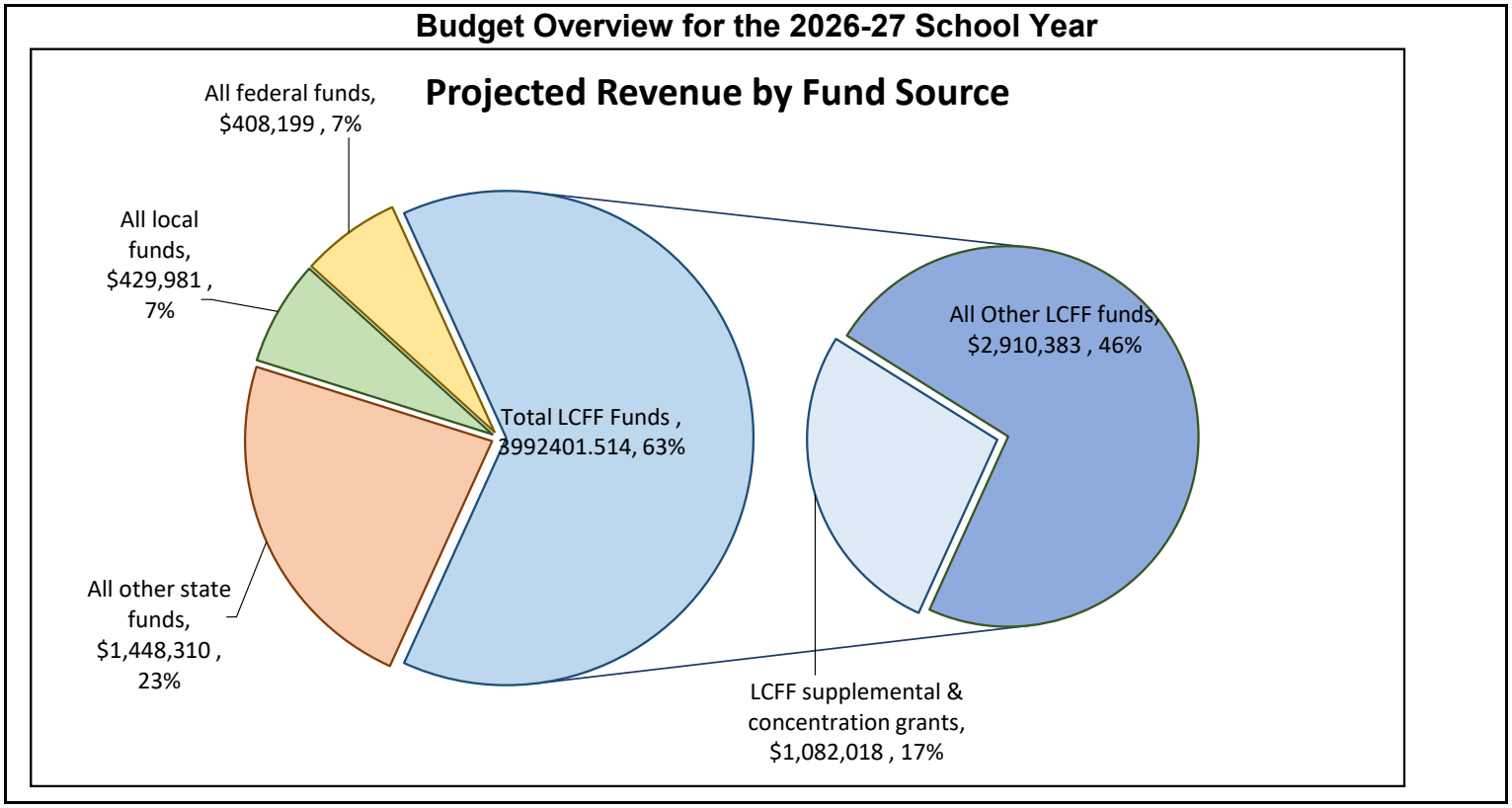
Local Educational Agency (LEA) Name: Milagro Charter School

CDS Code: 19 64733 0102426

School Year: 2026-27

LEA contact information: Concepcion RivasSuperintendentc.rivas@pucschools.org

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

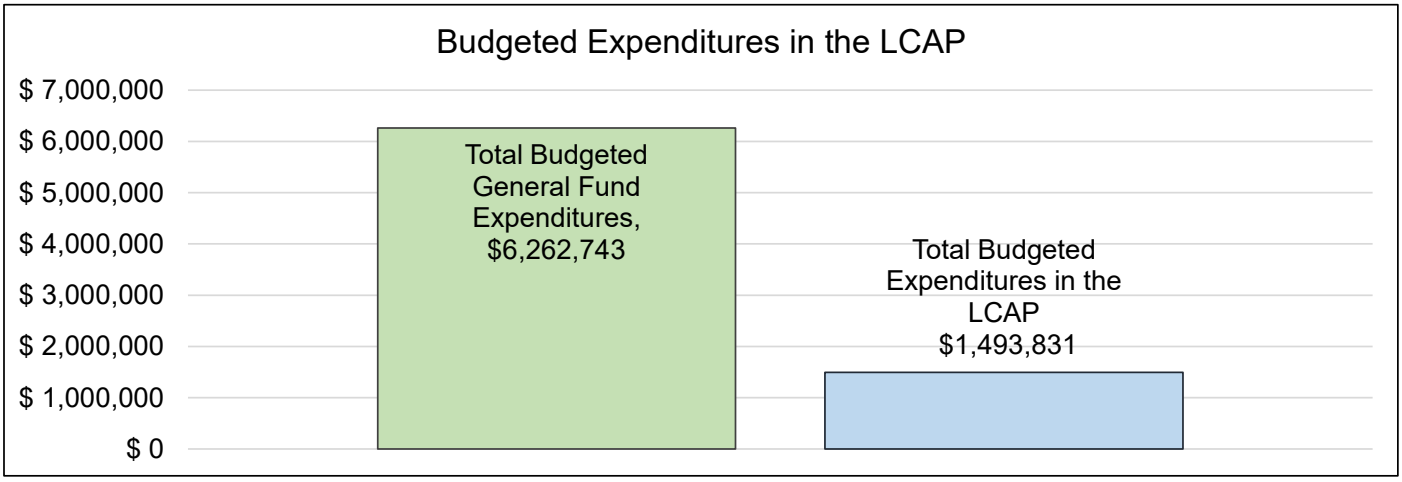


This chart shows the total general purpose revenue Milagro Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Milagro Charter School is $6,278,892.02, of which $3,992,401.51 is Local Control Funding Formula (LCFF), $1,448,310.41 is other state funds, $429,981.00 is local funds, and $408,199.09 is federal funds. Of the $3,992,401.51 in LCFF Funds, $1,082,018.17 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Milagro Charter School plans to spend for 2026-27. 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: Milagro Charter School plans to spend $6,262,743.07 for the 2026-27 school year. Of that amount, $1,493,831.09 is tied to actions/services in the LCAP and $4,768,911.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

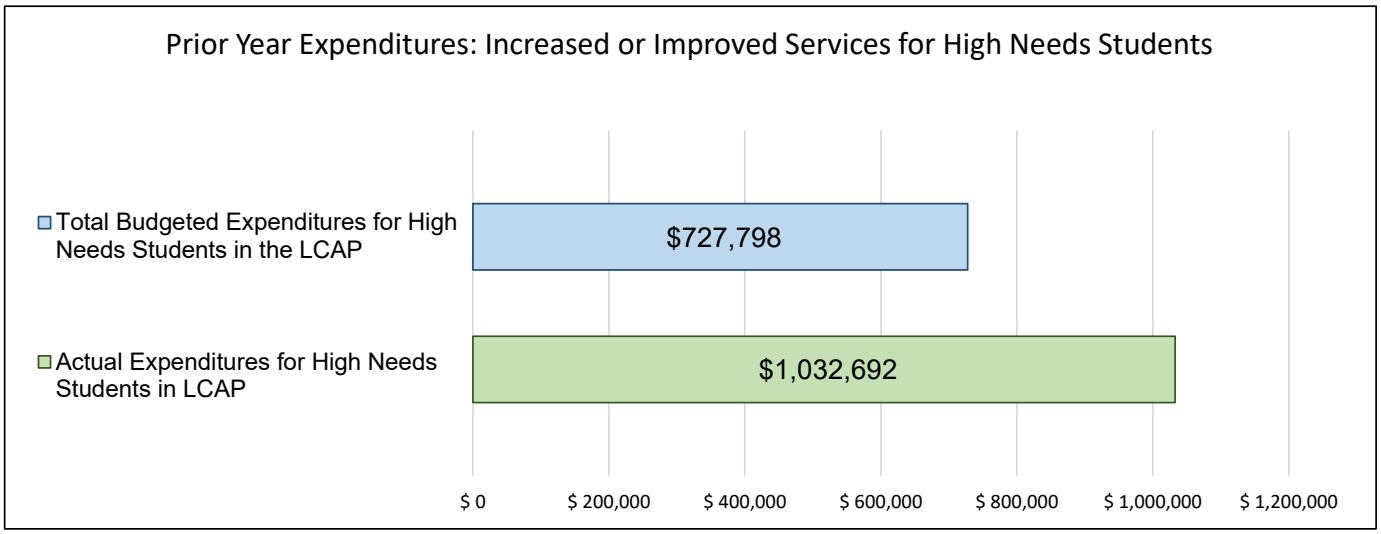
Expenditures that are not included in the LCAP include general operational expenditures relating to facilities, technology equipment and servicing, general supplies, food, utilities, back-office servies, communications, and assorted staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Milagro Charter School is projecting it will receive $1,082,018.17 based on the enrollment of foster youth, English learner, and low-income students. Milagro Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Milagro Charter School plans to spend $1,132,716.61 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Milagro Charter School 's LCAP budgeted $727,798.00 for planned actions to increase or improve services for high needs students. Milagro Charter School actually spent $1,032,691.98 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PUC Milagro Charter Academy	Blanca Hernandez, Director of Compliance	b.hernandez@pucschools.org 818-447-0568

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

PUC Milagro Charter's demographics as of Census Day SY2025-26 are as follows: 97.05% of PUC Milagro Charter's students are Hispanic, and 1.11% are African American. 16.24% of the student population is served by the Special Education Program, 15.50% of students are identified as English Learners (ELs), and 11.81% are Reclassified Fluent English Proficient (RFEP). 81.55% of families qualify for free or reduced lunch. About 28.41% of parents have taken some college coursework or have an Associate's degree, and 9.96% have a graduate degree or higher. In addition, 4.06% students are designated Homeless. *Data from CALPADS 8.1 and 1.18 reports

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 uplift our communities now and forever."

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

Reflections: Annual Performance

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

The 2025 CA School Dashboard Indicates Success in the Following Areas

Highlight 1: English Language Arts

Dashboard Performance

In 2025, PUC Milagro's CA School Dashboard status in English Language Arts is +50.1 Distance from Standard (DFS) at a Green Performance Level, compared to the state average of -8.1 DFS at Yellow. The school's three numerically significant student groups all perform above state averages in their respective subgroups. English Learners at Milagro scored +24.7 DFS (Green), compared to -59.9 at the state level. Socioeconomically Disadvantaged students scored +42.3 DFS (Green) against a state average of -35.3, and Hispanic/Latino students scored +49.3 DFS (Green) compared to -33.7 at the state. Students with Disabilities scored +18.8 DFS — while this falls in the No Color range, it far exceeds the state average of -89.4 (Orange). Locally, schoolwide ELA proficiency is 76.92% with 60.29 points above standard. English Learner proficiency is 47.06% with 9 points above standard, and Students with Disabilities proficiency is 45% with 4.40 points above standard.

Successful Practices

Our strong ELA performance reflects the consistent implementation of our workshop instructional model, which supports students through explicit teaching, small-group instruction, and individual conferencing. Teachers view students' varying proficiency levels as assets and plan instruction from student strengths. The school's MTSS system allows staff to analyze data regularly, provide targeted support, and monitor growth across a continuous improvement cycle. We continue to closely monitor all students who scored below Level 3 using classroom formative data and benchmark results.

Highlight 2: Mathematics

Dashboard Performance

In 2025, PUC Milagro's CA School Dashboard status in Mathematics is +48.9 DFS at a Green Performance Level, compared to the state average of -42.4 DFS at Yellow. The school's numerically significant student groups all outperform their state peers by wide margins. English Learners scored +34.6 DFS (Green) versus -86.1 at the state. Socioeconomically Disadvantaged students scored +44.8 DFS (Green) compared to -72.9 at the state, and Hispanic/Latino students scored +50.3 DFS (Green) compared to -73.6. Students with Disabilities scored +31.0 DFS — in the No Color range but significantly above the state average of -120.7 (Orange). Locally, schoolwide math proficiency is 80.91% with 53.27 points above standard. English Learner math proficiency is 61.11% with 3.71 points above standard, and Students with

Disabilities proficiency is 75% with 26.35 points above standard. The 2025 Dashboard also reflects average Math growth at the Accelerated level, with 65.9% of students improving their score from the prior year.

Successful Practices

Mathematics achievement at Milagro is driven by the same instructional foundations that support ELA: the workshop model, consistent use of diagnostic and formative data, differentiated small-group instruction, and one-on-one conferencing. Teachers use multiple representations to support student understanding and create space for mathematical reasoning and discussion. The school's MTSS framework ensures that students at all levels receive appropriately targeted support, from enrichment for students performing above grade level to intensive intervention for those with significant gaps.

Highlight 3: Science

Dashboard Performance

The 2025 CA School Dashboard shows PUC Milagro achieving a Blue Performance Level in Science with a score of +69.9 DFS, compared to the state's Blue Level at +52.6 DFS. This represents a significant improvement from 2024, when the school's score was reported as informational only at +5.7. The school's 2025 Science score exceeds the state by more than 17 points.

Successful Practices

The school's improvement in Science reflects intentional investment in NGSS-aligned curriculum design and the effectiveness of the workshop instructional model applied to science learning. Grade-level teams have worked with administration to revise and strengthen science units based on student data and standard expectations. Students engage in science through inquiry, investigation, and evidence-based reasoning, which supports both conceptual understanding and preparation for the CAST assessment.

Highlight 4: English Learner Progress

Dashboard Performance

The school's 2025 ELPAC data shows that 60.9% of English Learners are making annual progress toward English proficiency, earning a Yellow Performance Level. The state average is 46.4%, also at Yellow. PUC Milagro outperforms the state in English Learner progress by more than 14 percentage points. This result reflects expected year-to-year variation across cohorts and reclassification patterns, and the school continues to demonstrate that its language development supports are effective in advancing student progress relative to state peers.

Successful Practices

English Learner progress at Milagro is supported through both Integrated and Designated ELD, embedded within the school's workshop instructional model. Teachers intentionally develop academic language within meaningful content, provide structured opportunities for oral and written language production, and honor students' home language and cultural assets as part of daily instruction. English Learners' strong performance in ELA and Mathematics on the Dashboard further reflects the effectiveness of the school's integrated approach to language development and academic achievement.

The 2025 CA School Dashboard Indicates the Following Challenge Areas:

Challenge 1: Chronic Absenteeism

Dashboard Performance

The school's 2025 CA School Dashboard percentage of chronically absent students is 33.6%, which is significantly above the state average of 17.1%. The school's Performance Level is Red, compared to the state's Yellow. Chronic absenteeism is the school's most significant area of need and has remained persistently elevated despite sustained efforts over multiple years.

Steps to Improve Chronic Absenteeism

Many of the school's chronically absent students come from families experiencing housing insecurity, joblessness, and mental health challenges — circumstances that place daily school attendance in direct competition with more immediate survival needs. In the surrounding neighborhoods, social service organizations are often overwhelmed and unable to meet the full scope of family demand. The impact of chronic absenteeism extends beyond attendance itself: it disrupts instructional continuity, reduces the effectiveness of tiered interventions, and has contributed to a reduction in state funding that required the school to suspend field trips during the 2025–2026 school year.

At the school level, the full-time Attendance Clerk contacts every absent student's family daily to understand barriers and connect families with resources. Teachers and paraprofessionals reach out to families and work individually with returning students to address missed learning. Administration meets with families to develop support plans and communicates the academic impact of absenteeism in multiple ways. Incentive programs such as the monthly Perfect Attendance celebration have been reinstated to recognize and motivate students. PUC Schools has also created a Social Work Intern Program to provide more intensive outreach and case management for the school's highest-need families. The school recognizes that current strategies, while consistent, have not yet produced the reductions needed and is committed to researching and piloting additional approaches in the coming year.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff	Administration met with all teaching staff to review the 2025–2026 LCAP structure, explain each goal, and walk through the budget allocations and funding sources for Goals 1–7. Staff reviewed current data on successes and challenges for each goal. Discussion focused heavily on Goal 7 (Attendance), given the current chronic absenteeism rate of 35% and daily ADA of 91.7%. Staff identified root causes contributing to high absenteeism, including family instability, housing insecurity, and lack of understanding of the academic impact of missed school days, and collaboratively discussed strategies to better support families. Staff affirmed that spending allocations for Goals 1–6 should remain unchanged. Staff also raised questions about the continued use of the iReady diagnostic assessment and whether it should remain part of the 2026–2027 program.
Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC)	Administration met with the PAC and ELAC committees to present and explain each LCAP goal, the purpose of LCAP funding, and how state and supplemental funds are allocated across goals. Both groups reviewed a summary of successes and challenges for the current school year. Attendance (Goal 7) was identified by both groups as the most pressing area of concern, given the 35% chronic absenteeism rate and 91.7% daily ADA, both below the school's targets. Discussion centered on the barriers families face in maintaining consistent attendance and ideas for outreach, communication, and support to improve family understanding of the importance of regular school attendance. Both groups indicated agreement that spending for Goals 1–6 should remain unchanged for 2026–2027. The iReady diagnostic was also discussed, with members from both groups raising questions about its effectiveness and whether it should continue to be used in the coming school year.
School Community / All Families	An annual LCAP and general school feedback survey was distributed to all school families. The survey provided families with an opportunity to share input on school programs, goals, and priorities, and the results were incorporated into planning for the 2026–2027 LCAP.
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)	PUC Schools held a Special Education Advisory Committee (SEAC) two times this year (4/23/2026, 5/21/2026) per the LCAP. Parents with students with disabilities or have an 504 plan are invited to these meetings which are held in the evening to provide as many parents an opportunity to attend. During the Quarter 2 meeting, LCAP is reviewed with a focus on the Actions and Outcomes related to SPED. Parents are then provided an opportunity to give feedback using questions that allow parents to reflect on the school year and the academic successes and challenges their child had during the year. This feedback is also reviewed and is considered when updating any actions and/or outcomes within the LCAP.
SPECIAL EDUCATION LOCAL PLAN AREA ADMINISTRATORS (LAUSD SPED DIV.)	The Special Education Local Plan Area Administrator (LAUSD SPED Div.) is provided with an opportunity to review the draft LCAP for the school. During the **05/15/26** meeting, a representative from the LAUSD SPED Division met with the Director of Compliance and Director of Special Education for PUC to discuss any revisions. Any revisions are taken into consideration and the LCAP adjusted as needed. However, there were no recommended revisions this year.

Insert or delete rows, as necessary.

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

Feedback from teachers, the PAC, and the ELAC directly shaped the priorities reflected in the 2026–2027 LCAP. Across all groups, Goal 7 Attendance was identified as the school's most critical area of need. As a result, the upcoming LCAP will include a strengthened focus on chronic absenteeism, with expanded strategies for family outreach, education on the academic impact of missed instructional time, and coordinated support for families facing barriers to consistent attendance.

Spending allocations for Goals 1–6 were affirmed by all groups and will remain unchanged, reflecting broad stakeholder confidence in the school's current investments in educator quality, facilities, instruction, family engagement, school culture, and academic growth.

Additionally, feedback from both staff and family advisory committees raised substantive questions about the continued use of the iReady diagnostic assessment platform. In response, the school will conduct a formal review of iReady's utility and alignment to instructional goals before the start of the 2026–2027 school year to determine whether it should continue, be modified, or be replaced with an alternative assessment tool.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Hire, develop, and support highly qualified educators to ensure quality instruction and student achievement.	Maintenance of Progress

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

According to the National Educational Association's "Rankings of the States 2017 and Estimates of School Statistics 2018" report dated April 2018, California is second in the nation in terms of number of teachers. California expects teaching positions to rise in the coming years along with 19% of current teachers having more than 20 years of experience and reaching retirement age. New teachers will be needed to fill

these growing positions. PUC 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. The school is committed and invested in maintaining its high retention rate of high quality and qualified teaching staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Outcome #1: Efficient Recruitment and Hiring Process to ensure all teacher candidates hold valid CA credentials with appropriate English Learner Authorization. Human Resources will regularly review credential status as required by law and the charter. Metric/Method for Measuring: CALPADS Assignments and CALSAAS	MILAGRO: FALL 2023 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 93%	MILAGRO: FALL 2024 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 100%	MILAGRO: SPRING 2026 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 100%	100% APPROPRIATELY ASSIGNED 90% FULLY CREDENTIALED	Difference for Appropriately Assigned: 0% Difference for Fully Credentialed: +7%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were carried out as intended with no substantive differences in implementation. All 15 teachers hold valid California teaching credentials with appropriate English Learner authorization. Administrative instructional support was provided consistently throughout the year to supervise and support all credentialed staff. One notable difference this year is that professional development was delivered entirely through internal structures, including administration-led coaching sessions, grade-level planning time, and peer collaboration. No outside professional development providers were contracted.

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

There were material differences in Action 1.2 Administrative Teacher Support. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals

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

Goal 1 continues to be a strong area for PUC Milagro. The school successfully filled and retained all teaching positions, reflecting the effectiveness of the ongoing partnership with the PUC Schools Human Resources department. Internal professional development, while different in structure from prior years, allowed teachers to engage in data-driven planning and peer coaching that was directly responsive to student and school needs. The administrative support structures in place continued to ensure teacher professional growth, accountability, and job satisfaction. The school's strong retention rate reflects a stable and motivated teaching staff.

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

The goals and desired outcomes for educator quality will remain unchanged. For the 2026–2027 school year, the school will continue to invest in internal professional development structures while also exploring opportunities to bring in targeted outside support in areas identified through data analysis. Coaching, collaborative planning, and data-driven instruction will remain cornerstones of teacher support. The school will continue to monitor credential status in compliance with state requirements.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Human Resource	Action 1: Utilize systems and staff to ensure the hiring, compliance monitoring, and human resource support that provides and retains high-quality teachers	$19,122	Y
2	Action 2: Administrative Teacher Support	Action 2: Administrative instructional support to supervise and support the needs of all credential staff in meeting schoolwide expectations	$381,307	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Goal 2: Enhance the learning environment through well-maintained facilities and a safe and secure campus for all students, staff, and visitors	Maintenance of Progress

State Priorities addressed by this goal.

1

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 provides 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 a playground, areas for outdoor learning and vehicular access and parking. To maintain a safe, clean, and compliant environment that ensures students feel at home and cared for when on the school campus

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Outcome #1: All school facilities are maintained and in good repair. The school scores 90% or greater in the Metric/Method for Measuring: Annually, 90% all items on Monthly site inspection checklist are compliant. 90% of bi-annual Facility Inspections Checklist are Compliant and 100% of identified required corrections will be corrected within three months or if urgent/safety related corrected immediately.	MILAGRO YEAR TO DATE: AUG-FEB 99.40%	MILAGRO YEAR TO DATE: AUG-FEB 99.49%	99.49%	90% on the Quality Assurance Operations Review	Difference: +0.09%

2	Outcome #2: Campus is secure and safe during all hours of operation by achieving 100% compliance with schoolwide security protocols and emergency procedures, including annual fire inspections. Metric/Method for Measuring: district accountability safety review, family and staff surveys	Passed District Safety Review and Fire Inspection for 2023-24 SY.	Passed District Safety Review and Fire Inspection for 2024-25SY.	Passed District Safety Review and Fire Inspection for 2025-26SY.	Receive =/>70% on District Safety Review and Fire Inspection.	Difference=0%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were implemented as designed with no substantive differences. Daily campus maintenance continued throughout the school year, ensuring a clean and safe learning environment. Facilities operational management and compliance monitoring were conducted on schedule, and all identified repairs were addressed in a timely manner. Full-time school security remained in place from 7:30 a.m. to 6:30 p.m. daily. Monthly facility inspection scores consistently exceeded the 96% threshold, surpassing the required 90% benchmark. The school navigated the operational challenges of the 2025–2026 school year without any significant disruption to the learning environment.

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

There were material differences in Actions 2.2 Maintained Facilities and 2.3 Campus Security. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on

associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

School safety, cleanliness, and operational efficiency will remain top priorities for the 2026–2027 school year. The school will continue to develop and refine proactive systems to identify and address maintenance issues quickly. No changes to the goal metrics or desired outcomes are planned.

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

School safety, operations, and cleanliness will continue to be a top priority. The focus remains on developing efficient systems that proactively address and swiftly resolve maintenance issues. Every student and staff member deserves a well-maintained environment where they feel comfortable and can thrive.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Clean Campus	Action 1: Daily Maintenance of the School Campus to ensure all students feel safe and supported	$100,387	Y
2	Action 2: Maintained Facilities	Action 2: Facilities operational management and Compliance Monitoring to ensure campus remains in good repair and meets the needs of all stakeholders	$66,593	Y
3	Action 3: Campus Security	Action 3: Full-time school Security to ensure the safety of all stakeholders at all times.	$69,480	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Goal 3: Achieve full implementation of standards-based, universally designed instruction to ensure equitable access and academic success for diverse student learning needs.	Broad

State Priorities addressed by this goal.

2

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. To ensure student access to materials and resources that support not only grade-level standards but, understanding of their world and themselves.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Outcome #1: 100% of students have access to standards-aligned instruction and learning materials to support both student learning needs and achievement of grade level expectations Metric/Method for Measuring: SARC Report, scope and sequences, unit plans, weekly lesson plans, formative data	100% had access to Standards-aligned materials.	100%	100%	100% have access to Standards-aligned materials	Difference=0%

2	Outcome #2: A variety of professional development structures are provided throughout the school year to support instructional planning, professional growth goals, and schoolwide academic and culture goals. 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	100% implementation of all CA standards.	100% implementation of all CA standards.	100% implementation of all CA standards.	100% implementation of all CA standards.	Difference=0%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Planned actions were implemented as designed with one notable difference: all professional development this year was delivered internally. No outside professional development providers were contracted. Instead, instructional coaching, administrative-led professional development

sessions, grade-level planning, and collaborative data analysis served as the primary structures for teacher professional growth. Instructional materials and supplemental books were purchased on an ongoing basis to meet the diverse needs of students. PUC-wide instructional and compliance support continued to be accessed through shared cost structures. Title II funds were repurposed at the end of the year to cover summer 2025 professional development stipends.

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

There were material differences in Actions 3.1 Instructional & Supplemental Materials & PD and 3.2 PUC Wide Instructional and Compliance Support. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

The shift to fully internal professional development did not diminish instructional quality. Teachers participated in regular grade-level planning and data review sessions that were directly aligned to student needs and schoolwide goals. Standards-aligned instruction was delivered across all grade levels and subjects, with curriculum mapping and scope and sequence plans reviewed and revised on an ongoing basis. Despite a modest dip in CAASPP scores in 2025 compared to 2024 — ELA dropped from +61.3 (Blue) to +50.1 (Green), and Math from +55.7 (Blue) to +48.9 (Green) — the school continues to perform significantly above state averages. Science scores showed remarkable improvement, rising from +5.7 to +69.9 (Blue). The challenge of chronic absenteeism continues to create additional instructional demands, as teachers must regularly balance new instruction with make-up lessons.

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

The school will continue investing in standards-aligned instructional materials and resources while also exploring opportunities to integrate targeted external professional development in areas identified through data. Internal structures such as coaching, collaborative planning, and data analysis will remain central to the school's instructional improvement efforts. The school will continue to monitor the impact of chronic absenteeism on instructional delivery and explore solutions to reduce its effect on student learning.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Instructional & Supplemental Materials & PD	Action 1: Instructional and supplemental materials purchased will be aligned to the CA standards and the charter petition.	$58,328	Y
2	Action 2: PUC wide instructional and compliance support	Action 2: PUC wide instructional and compliance support such as shared PUC Coordinator/Director Costs.	$28,655	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Goal 4: Develop strong family partnerships to ensure engagement with student learning and schoolwide decision making.	Broad

State Priorities addressed by this goal.

3

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. Family engagement is a cornerstone of school success because without their partnership our students will not reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	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 agendas/sign-in sheets, family meeting agendas/sign-in sheets	100%	100%	100%	100%	Difference=0%

2	Outcome #2: Families will have the opportunity to participate in decision-making and provide feedback through Quarterly PAC and ELAC meetings Metric/Method for Measuring: PAC and SAC agendas, meeting notes, sign-ins, and LCAP survey	PAC/ELAC: Q1: 11/15/23 Q2: 12/11/23 Q3: 3/26/24 Q4: 5/28/24	100%	PAC/ELAC: Q1: 10/21/25 Q2: 3/11/26	100% *Maintain quarterly PAC/ELAC meetings with family participation and feedback.* *Target updated to align with metric*	Difference: 2 less meetings
3	Outcome #3: Annual Family Survey satisfaction data shows an overall approval rating of 4 and above on a 1-5 scale Metric/Method for Measuring: Annual Family Survey	SY2023-24 Family Survey *Baseline: SY 2023–24 Family Survey – overall level ≥4/5.* *2023-24 dataset updated for accuracy & alignment to metric*	*2024-25 dataset missing from previous plan*	SY2025-26 Return Rates: Family : 76% SY2025-26 Performance: Family: 92% favorable 4.60/5 avg score	Minimum response rate of 50% and 4.00+/5 avg score	Difference in Return Rate: N/A Overall level: +0.6
4	Outcome #4: Annual Student Survey date shows an overall approval rating of 3 and above on a 1-4 scale Metric/Method for Measuring: Student survey data	SY2023-24 Student Survey Return Rate: 93% 83% favorable 3.8/4 avg score Level 3/4	*2024-25 dataset missing from previous plan*	SY2025-26 Return Rates: Student: 100% SY2025-26 Performance: Student: 78% favorable 3.70/4 avg score	Minimum response rate of 50% and 3.00+/4 avg score	Difference in Return Rate: +7% Student Fav.: -5% Student Avg.: -0.1

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were carried out as intended with no substantive differences. Family communication was maintained effectively through multiple platforms, including BLOOMz, SchoolMint, automated phone messages, and printed flyers. Notably, 98% of families are active members on BLOOMz, reflecting strong engagement with the school's digital communication tools. Family conferences were held virtually and in person, with teachers successfully meeting with 95% of families. All families received their child's academic report and assessment data prior to conferences. Schoolwide family events were held throughout the year, including Welcome Back Night, the Annual Halloween Carnival, Back to School Night, and the Winter Wonderland Performance. The PUC Family Support Team continued to connect families with needed resources, including support for families experiencing financial hardship, homelessness, and mental health needs. PAC and ELAC meetings continued to be held virtually on a quarterly basis.

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

There were material differences in the following actions: 4.1 Family Communication, 4.2 Family Support/Workshops, and 4.3 Family Engagement Events. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

Family engagement actions under Goal 4 have been highly effective. The online communication systems have enabled consistent and accessible connections between families and teachers, regardless of work schedules or other barriers. The 95% family conference attendance rate reflects the success of this approach. Family events have continued to build community and strengthen the partnership between home and school. The Family Support Team has made a meaningful difference for the school's most vulnerable families, helping to address needs that directly affect student attendance and wellbeing. PAC and ELAC participation has remained steady through the virtual format.

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

Family partnership and engagement will remain a central priority for the 2026–2027 school year. The school will continue to utilize its online communication platforms and expand family events. The school will also continue to explore ways to deepen family engagement in academic decision-making and to expand support services for families with the highest needs.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Family Communication	Action 1: Communication through multiple platforms with all stakeholders	$39,088	Y
2	Action 2: Family Support/Workshops	Action 2: To support the diverse needs and well-being of our families through additional staff and support programs. This includes the Family Engagement Director and Support Staff.	$11,133	Y
3	Action 3: Family Engagement Events	Action 3: Family School-Based events to include all family members within the instructional and culture of the school	$6,600	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	Goal 5: School will provide an inclusive school culture conducive to learning and social-emotional wellbeing for all stakeholders.	Broad

State Priorities addressed by this goal.

3, 6

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. Create a kind, restorative, and proactive schoolwide culture where all stakeholders and students feel seen, heard, cared for, and successful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Outcome #1: Less or equal to 1% of students will be suspended Metric/Method for Measuring: End of year report from PowerSchool and district submitted reports	0% for SY2024 as of 01/09/24 (all subgroups). Data from PowerSchool.	ALL: 0.00% EL: 0.00% SPED: 0.00% Hispanic: 0.00% SEC: 0.00%	0% for SY2026 as of 04/17/26 (all subgroups). Data from PowerSchool.	≤1%	Difference from 0: 0% for all subgroups
2	Outcome #2: Less or equal to 1% of students will be expelled Metric/Method for Measuring: End of year report from PowerSchool and district submitted reports	0% for SY2024 as of 01/09/24 (all subgroups). Data from PowerSchool.	ALL: 0.00% EL: 0.00% SPED: 0.00% Hispanic: 0.00% SEC: 0.00%	0% for SY2026 as of 04/17/26 (all subgroups). Data from PowerSchool.	≤1%	Difference from 0: 0% for all subgroups

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were implemented as designed with one significant exception: field trips were placed on hold during the 2025–2026 school year. This decision was made due to the need to repurpose funds to offset the reduction in state funding caused by high chronic absenteeism. In all other respects, the goal's actions were carried out as planned. The PUC Counseling program was fully staffed and served students and families on a weekly basis. The Arts in Residency Program, supported by Title IV and Prop 28 funding, provided weekly visual arts instruction for all grade levels. Students participated in physical education twice a week and every other Friday with a credentialed Physical Education teacher. Schoolwide cultural events, including the Halloween Carnival, Santa visit, and Children's Day, were held throughout the year.

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

There were material differences in the following actions: 5.1 Clinical Counseling, 5.2 Enrichment Activities, and 5.3 Physical Education. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

Goal 5 actions have been largely effective in supporting a positive and inclusive school culture. Clinical counseling continues to serve a significant number of students and families, addressing social-emotional needs that have grown since the pandemic. The Arts in Residency Program has enriched the school's academic program and provided students with meaningful creative experiences. Physical education has been delivered consistently, supporting student wellness, coordination, and sportsmanship. The suspension and expulsion rates remain well below the 1% targets, reflecting a restorative and supportive school culture. The inability to offer field trips this year was a loss for students, particularly those whose access to enrichment experiences is limited outside of school.

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

Field trips are planned to resume in the 2026–2027 school year as part of the enrichment activities budget. The school remains committed to providing a holistic school culture that supports both academic and social-emotional growth. Clinical counseling, arts instruction, and physical education will continue to be prioritized. The school will continue to adapt its culture programming in response to student data and available funding, with a focus on ensuring that all students feel seen, valued, and supported.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Clinical Counseling	Action 1: Clinical counseling services for students and families in need	$44,401	Y
2	Action 2: Enrichment Activities	Action 2: Student activities that allow students to learn outside of the school walls and experience their world.	$10,000	N
3	Action 3: Physical Education	Action 3: Students will receive standards-based instruction 10 times a month (minimum twice a week) by a credentialed physical education teacher to develop both wellness and sportsmanship	$94,880	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	Goal 6: Utilize data-driven systems of support to ensure continuous growth and academic achievement for all students	Broad

State Priorities addressed by this goal.

4

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 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 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. Supports and systems that support the growth and achievement of all students through data analysis, professional development, and additional support staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	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	SPRING 2024 READING DATA Schoolwide: Tier 1: 93% Tier 2: 5% Tier 3: 2% English Learners: Tier 1: 86% Tier 2: 8% Tier 3: 5% SPEd: Tier 1: 74% Tier 2: 15% Tier 3: 10% Low-Income: Tier 1: 92% Tier 2: 5% Tier 3: 2% Latino: Tier 1:93% Tier 2: 5% Tier 3: 2%	Spring 2025 Reading Data Schoolwide: Tier 1: 90% Tier 2: 7% Tier 3: 3% English Learners Tier 1: 76% Tier 2: 15% Tier 3: 9% SPED: Tier 1: 79% Tier 2: 17% Tier 3: 5% Low-Income Tier 1: 90% Tier 2: 8% Tier 3: 3% Latino Tier 1: 91% Tier 2: 6% Tier 3: 3% ~~Spring Math Data Schoolwide Tier 1: 92% Tier 2: 5% Tier 3: 2% EL Tier 1: 87% Tier 2: 11% Tier 3: 2% SPED Tier 1: 79% Tier 2: 12% Tier 3: 9% Low-Income Tier 1: 92% Tier 2: 5% Tier 3: 3% Latino Tier 1: 93% Tier 2: 5% Tier 3: 2%~~	Spring 2026 Reading Data Schoolwide: Tier 1: 91% Tier 2: 7% Tier 3: 2% English Learners Tier 1: 75% Tier 2: 17% Tier 3: 7% SPED: Tier 1: 75% Tier 2: 22% Tier 3: 2% Low-Income Tier 1: 89% Tier 2: 8% Tier 3: 3% Latino Tier 1: 91% Tier 2: 6% Tier 3: 2%	Schoolwide: Tier 1: 80+% All subgroups: Tier 1: 80+% *Target updated from previous plan to align with metric*	Difference for Reading: SCHOOLWIDE: T1= -2 T2= +2 T3= 0 ENGLISH LEARNERS: T1= -11 T2= +9 T3= +2 SPED: T1= +1 T2= +7 T3= -8 LOW-INCOME T1= -3 T2= +3 T3= +1 LATINO T1= -2 T2= +1 T3= 0

			Math data from previous plan removed to align with metric			
2	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	All: 82.01% EL: 87.10% SPED: 81.82% Low-Income: 82.17% Latino: 82.81% DFS ALL: 54.8 EL: 56.2 SPED: 60.3 Low-Income: 54.9 Latino: 55.4 2023 public data and internal data	Milagro ALL: 55.7 EL: 22.7 SPED: 27 LOW-INCOME: 55.1 LATINO: 57.4 STATE ALL: -47.6 EL: -93.4 SPED: -124.3 LOW-INCOME: -78.2 LATINO: -79.2	2025 CA Dashboard Math DFS All Students: 48.9 English Learner: 34.6 Students with Disabilities: 31 Socioeconomically Disadvantaged: 44.8 Hispanic or Latino: 50.3	2026 CA Dashboard Math DFS All Students: maintain at or above state Subgroups: maintain at or above state *Target updated from previous plan to align with metric*	Difference for Math: All: -5.9 EL: -21.6 SPED: -29.3 Low-income: -10.1 Latino: -5.1
3	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	All: 73.38% EL: 66.67% SPED: 63.64% Low-Income: 73.44% Latino: 71.88% DFS ALL: 44.5 EL: 28.9 SPED: 32.7 Low-Income: 43.8 Latino: 43.1 2023 public data and internal data.	Milagro ALL: 61.3 EL: 31.1 SPED: 4.8 LOW-INCOME: 57.9 LATINO: 61.1 STATE ALL: -13.2 EL: -67.6 SPED: -95.6 LOW-INCOME: -40.9 LATINO: -39.3	2025 CA Dashboard ELA DFS All Students: 50.1 English Learner: 24.7 Students with Disabilities: 18.8 Socioeconomically Disadvantaged: 42.3 Hispanic or Latino: 49.3	2026 CA Dashboard Math DFS All Students: maintain at or above state Subgroups: maintain at or above state *Target updated from previous plan to align with metric*	Difference for ELA: All: +5.6 EL: -4.2 SPED: -13.9 Low-income: -1.5 Latino: +6.2

4	Outcome #4: The school will demonstrate English Learner growth by achieving an annual 20% redesignation rate using both ELPAC and school- based data Metric/Method for Measuring: Percentage of students reclassified annually based on Redesignation Matrix	56% 2022-23 4th graders *Baseline: Milagro redesignation ~57%; ELPI 61.5%;* *Baseline dataset updated for accuracy & alignment with metric*	Milagro: 65.2% STATE: 45.7%	SY2025-26 Predicted RFEP rate as of 4/16/2026: Based on internal data. State has not released RFEP rates since 2020-21. Numerator: Students reclassified from 7/1/2025+ Denominator: Census 2025-26 EL Count ELPI 60.9%	Reclassification rate: at or above 20% ELPI: at or above state average *Target updated from previous plan to align with metric*	Difference for RFEP: -54.6% Difference for ELPI: -0.6%
5	Outcome 5: Increased percentage of students at Met/Exceeded Standards or Distance From Standards on annual CAST (SCIENCE) Assessment Metric/Method for Measuring: DataQuest CAST (SCIENCE) Test Results	2023 Overall: 73.33% Met/Exceeded Standards 2023 public data. DFS 2023: ALL: 8 EL: -5 HISPANIC: 7 LOW-INCOME: 7 SPED: 11	Milagro ALL: 5.7 EL: 7.8 SPED: * LOW-INCOME: 5.5 LATINO: 5.4 STATE ALL: -13.5 EL: -25.6 SPED: -27.3 LOW-INCOME: -19.1 LATINO: -19.3 *not available	2025 CA Dashboard CAST Indicator All Students: 69.9 English Learner: 67.6 Students with Disabilities: 57.5 Socioeconomically Disadvantaged: 68.4 Hispanic or Latino: 70.4 2026 CA Dashboard not yet available.	2026 CA Dashboard CAST Indicator All Students: maintain at or above state Subgroups: maintain at or above state *Target updated from previous plan to align with metric*	Difference from baseline cannot be calculated as CDE transitioned CAST reporting metric from DFS to Science Points in March 2025.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were implemented as designed with no substantive differences. The school employed six full-time Inclusion Assistants and one Teacher's Assistant, who provided small group and one-on-one support in classrooms throughout the day. Students with additional identified needs received after-school tutoring during the second semester. Student diagnostic data was tracked and analyzed six times per year using iReady and internal benchmark assessments in reading, writing, and math. An additional Inclusion Specialist was employed to support the ongoing implementation of the schoolwide MTSS program. All data systems were purchased and actively used. PUC-wide data, IT, and instructional director support continued through shared cost structures. As noted in Goal 3, all professional development was conducted internally this year.

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

There were material differences in the following actions: 6.1 Paraprofessionals, 6.2 Data and Analysis Systems, and 6.3 Intervention. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

Goal 6 actions have continued to be effective in supporting student academic growth. The use of data analysis systems six times per year provides teachers with actionable information to guide instruction and intervention. The paraprofessionals embedded in each grade level allow for differentiated instruction and timely intervention. The Inclusion Specialist has strengthened the MTSS framework by ensuring that students requiring the most intensive supports receive them consistently. State assessment data from 2025 reflects that, while scores dipped slightly from 2024 in ELA and Math, PUC Milagro continues to perform significantly above state averages across all student groups. Science scores improved dramatically, from +5.7 in 2024 to +69.9 (Blue) in 2025. English Learner progress on ELPAC remains above the state average at 60.9%, and all student subgroups continue to outperform their state peers by significant margins. The continued challenge is chronic absenteeism, which reduces the effectiveness of Tier 2 and Tier 3 intervention time.

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

The data systems, paraprofessional support, and Inclusion Specialist will all continue in the 2026–2027 school year, as they have proven effective in supporting student achievement. The school will continue to refine its MTSS framework based on diagnostic data and will prioritize intervention time that addresses both academic gaps and the impact of absenteeism on learning. Internal professional development will continue to focus on data analysis and instructional strategies aligned to student needs.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Paraprofessionals	Action 1: Ensure each grade level has a full-time teacher assistant to support with daily instruction and academic intervention	$340,058	Y
2	Action 2: Data and Analysis Systems	Action 2: Utilize student data analysis systems to understand students' academic needs and determine supports	$95,490	Y
3	Action 3: Intervention	Action 3: To support the on-going implementation of the schoolwide MTSS (multi-tired support system) program an additional full-time Inclusion Specialist will be employed	$78,105	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
7	Goal 7: Improve ADA and lower the percentage of chronically absent students through family outreach, data collection, and support.	Focus

State Priorities addressed by this goal.

5

An explanation of why the LEA has developed this goal.

In recent years, 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. Consistent attendance for all students to ensure engagement and growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Outcome #1: The school will maintain ≥ 96% average daily attendance (ADA) Metric/Method for Measuring: End of year ADA	Data for SY2024 as of 01/09/24. Data from PowerSchool. Overall: 91.6% EL: 92.9% Free/Reduced Lunch: 91.4% Students with Disabilities: 92.3% Hispanic/Latino: 91.6% *Foster and Black/African American subgroup categories not included (<10 students)	Milagro ALL: 92.4% EL: 93.3% SPED: 92.8% SEC: 92.4% Hispanic: 92.1%	Data for SY2025-26 as of 04/15/26. Data from PowerSchool. Overall: 91.5% EL: 92.4% SPED: 92% Free/Reduced Lunch: 91.1% Hispanic/Latino: 91.5%	Year 3 Targets: For groups <96% ADA, increase 2 percentage points above baseline; maintain ≥96% where already at/above 96%.	DIFFERENCE: ALL: -0.1% EL: -0.5% SPED: -0.3% SEC: -0.3% LATINO: -0.1%

2	Outcome #2: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) will be less than 20% annually. Metric/Method for Measuring: Attendance monthly, semester, and yearly data reports (collected by school SIS system)	Chronic Absence for SY2024 as of 01/09/24. Data from PowerSchool. Overall: 34.5% EL: 26.5% Free or Reduced Lunch: 35.9% Students with Disabilities: 30.8% Hispanic/Latino: 33.8% *Foster and Black/African American subgroup categories not included (<10 students)	Milagro ALL: 29.7% EL: 25.0% SPED: 28.9% Hispanic: 29.9% SEC: 31.3%	Data for SY2025-26 as of 04/15/26. Data from PowerSchool. Overall: 35.6% EL: 33.3% SPED: 27.9% Free/Reduced Lunch: 38.8% Hispanic/Latino: 35.1%	Year 3 Target: Chronic absenteeism <20% overall and for each significant subgroup.	DIFFERENCE: Overall: +1.1% EL: +6.8% SPED:-2.9% Free/Reduced Lunch: +2.9% Hispanic/Latino: +1.3%

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The planned actions were implemented as intended, with no substantive differences. The full-time Attendance Clerk continued to make daily phone calls to families of absent students, identifying barriers to attendance and connecting families with resources. Attendance data was tracked and analyzed on a monthly basis. Despite these consistent efforts, attendance outcomes fell short of targets. The school's current daily attendance rate of 91.7% is below the 96% goal and also below the internal 92% minimum threshold. Chronic absenteeism increased to 35%, up from 33.6% in the prior year, and significantly above the 20% goal. The impact of high absenteeism was felt across the school, contributing to the repurposing of enrichment funds and reduced instructional continuity.

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

There were material differences in Action 7.1 Attendance Clerk. The school made a mid-year transition on January 1st, 2026 to a new financial services provider, requiring that some estimated actuals be projected without detailed internal notes on associated object codes for expenditures. Therefore, although the actions were implemented as planned, some actions ended up with higher estimated actuals and others with lower estimated actuals.

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

This is Milagro's most significant area of need. Despite the consistent and dedicated efforts of the Attendance Clerk — including daily family outreach, identification of barriers, and coordination of resources — chronic absenteeism continues to worsen. The current 35% chronic absenteeism rate reflects deep and persistent challenges among the school's families, including housing instability, mental health needs, transportation barriers, and other factors associated with the community's socioeconomic conditions. The actions in place have helped to maintain relationships with families and identify needs, but they have not been sufficient to achieve meaningful reductions in chronic absenteeism. The downstream effects reduced state funding, disrupted instruction, and limited enrichment activities underscore the urgency of developing more effective and intensive strategies.

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

Attendance will remain a top priority for the 2026–2027 school year. The school will continue the daily Attendance Clerk outreach and data monitoring while actively researching and piloting new approaches to reduce chronic absenteeism. Strategies to be explored include expanded community partnerships, additional mental health support, peer and student incentive programs, and more intensive family engagement for chronically absent students. Field trips, which were suspended this year due to funding impacts from absenteeism, will be reinstated as part of efforts to increase student motivation and school connectedness. The school will also look to the PUC Social Work Intern Program and other community resources to provide more targeted family support.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Attendance Clerk	Action 1: Attendance Clerk to reach out to families daily and uncover family needs for support	$50,203	Y

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,082,018	$134,241

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.18%	0%	$0	37.18%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal #1/Action #1	Our LCAP stakeholder survey identifies Focus on English Language Arts Support from Administrator(s)as high priority. With 83.80% “Strongly Agree” or “Agree” that this action should remain a priority.	This action meets the need for English Language Arts support through on-site professional development, academic coaching and evaluation of all teachers by school administrators.	This action will be monitored using school-site PD Scope & Sequence, Coaching notes and final evaluation of all teachers with support from Human Resources. (Goal 1/Metric #1)
Goal #1/Action #2	PUC Schools overall percentage of teachers fully credentialed is 85.14%. In addition, our LCAP stakeholder survey identifies Human Resource Support Personnel as high priority. With 82.03% “Strongly Agree” or “Agree” that this action should remain a priority. This indicates a need to continue prioritizing a focus on making sure all teachers are fully credentialed or on a path to being fully credentialed.	Providing Human Resource Support Personnel with expertise in teacher recruitment and credentialing will assist each school-site in increasing the number of teachers who are fully credentialed or maintaining the number of teachers fully credentialed.	This action will be monitored by the percentage of fully credentialed teachers as submitted through CALPADS Fall Survey data submitted to the CDE each October and Williams List for schools with fifteen percent or more of the school’s teachers that do not possess a valid and clear or preliminary teaching credential.
Goal #1/Action #3	PUC Schools understands the need to hire new teachers prepared through both traditional and alternative programs. There is a need for academic and professional opportunities offered by PUC Schools Induction program that will help students gain the skills and experience they need to be competitive, and the mentorships and guidance to navigate the path to higher education and fulfilling careers.	The action will meet the need of increasing the teacher pipeline by expanding our teacher residency and induction programs through promoting the programs to our classified team members and alumni.	This action will be monitored through data collected by our teacher residency program and Induction Mid-Year Data Report that includes candidate survey, mentor survey, and partner survey. Surveys include highlights, potential next steps, responses to questions/concerns, and recommendations

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

The school is dedicated to increasing the number of staff who provide direct services to students that are low-income, English Learners, and/or foster youth. The school continues to use funds to retain staff that are providing direct services to students at the school. The following positions support the overall 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: • Director of Digital Learning and Assessment works directly to support sites with 1) State Assessments 2) PUC Internal Assessments 3) PUC Digital Learning Systems. • Director of Language and Literacy supports leaders, teachers and students and will work directly to support sites with 1) ELD needs, 2) literacy across the

curriculum, and 3) curriculum needs. • EL Coordinator supports sites directly with 1) English Language development, 2) Implementation of the EL Achieve initiative, and 3) Monitoring of English Language Progress • Special Education Learning & Engagement Coach providing direct support and coaching to school teachers, and leaders to further support student achievement outcomes for our students with disabilities School Psychologist supporting with social-emotional needs of students. • Director of Behavior Intervention supporting schools with behavior intervention by directly working with schools to best support students who are in need of additional and comprehensive behavior intervention support. • Parent Engagement Coordinator supporting schools to further advance and enhance the school-to-parent engagement at each school by providing additional and comprehensive parent engagement support and services to schools • Academic Coaches to provide additional support to school leaders and teachers through professional development and coaching in support of student academic achievement and academic outcomes Additional Positions: • Teacher's Assistants to provide classroom support for academic and social-emotional needs. • Inclusion Assistants to provide classroom support for academic and social-emotional needs in alignment with the Individual Educational Plan (IEP). • Afterschool support (Tutors and Enrichment Leaders) for both ASES and Expanded Learning Opportunities (ELO-P) grant. Tutors support with homework. Tutors also provide academic enrichment opportunities and daily physical activities such as sports. • Learning and Engagement Coordinator • Learning and Engagement Teacher • Behavior Interventionist

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 2,910,383	$ 1,082,018	37.18%	0.000%	37.18%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,142,716	$ 280,071	$ -	$ 71,044	$ 1,493,830.00	$ 1,244,595	$ 249,235

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Action 1: Human Resource	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ -	$ 19,122	$ 19,122	$ -	$ -	$ -	$ 19,122	0.000%
1	2	Action 2: Administrative Teacher Support	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 362,185	$ 19,122	$ 201,154	$ 180,153	$ -	$ -	$ 381,307	0.000%
2	1	Action 1: Clean Campus	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 100,387	$ -	$ 20,515	$ 79,872	$ -	$ -	$ 100,387	0.000%
2	2	Action 2: Maintained Facilities	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 23,471	$ 43,122	$ 66,593	$ -	$ -	$ -	$ 66,593	0.000%
2	3	Action 3: Campus Security	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ -	$ 69,480	$ 69,480	$ -	$ -	$ -	$ 69,480	0.000%
3	1	Action 1: Instructional & Supplemental Materials & PD	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ -	$ 58,328	$ 58,328	$ -	$ -	$ -	$ 58,328	0.000%
3	2	Action 2: PUC wide instructional and compliance support	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 25,194	$ 3,461	$ 8,609	$ 20,046	$ -	$ -	$ 28,655	0.000%
4	1	Action 1: Family Communication	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 39,088	$ -	$ 7,988	$ -	$ -	$ 31,100	$ 39,088	0.000%
4	2	Action 2: Family Support/Workshops	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 11,133	$ -	$ 11,133	$ -	$ -	$ -	$ 11,133	0.000%
4	3	Action 3: Family Engagement Events	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ -	$ 6,600	$ 6,600	$ -	$ -	$ -	$ 6,600	0.000%
5	1	Action 1: Clinical Counseling	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 44,401	$ -	$ 44,401	$ -	$ -	$ -	$ 44,401	0.000%
5	2	Action 2: Enrichment Activities	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	No	LEA-wide		All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
5	3	Action 3: Physical Education	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 94,880	$ -	$ 94,880	$ -	$ -	$ -	$ 94,880	0.000%
6	1	Action 1: Paraprofessionals	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 340,058	$ -	$ 340,058	$ -	$ -	$ -	$ 340,058	0.000%
6	2	Action 2: Data and Analysis Systems	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 95,490	$ -	$ 95,490	$ -	$ -	$ -	$ 95,490	0.000%
6	3	Action 3: Intervention	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 58,105	$ 20,000	$ 78,105	$ -	$ -	$ -	$ 78,105	0.000%
7	1	Action 1: Attendance Clerk	Student with Disabilities (SWD), English learner (EL), Foster Youth, Low Income,	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	Ongoing	$ 50,203	$ -	$ 10,260	$ -	$ -	$ 39,944	$ 50,203	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,910,383	$ 1,082,018	37.178%	0.000%	37.178%	$ 1,132,716	0.000%	38.920%	**Total:**	$ 1,132,716
								LEA-wide Total:	$ 1,132,716
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Action 1: Human Resource	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 19,122	0.000%
1	2	Action 2: Administrative Teacher Support	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 201,154	0.000%
2	1	Action 1: Clean Campus	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 20,515	0.000%
2	2	Action 2: Maintained Facilities	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 66,593	0.000%
2	3	Action 3: Campus Security	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 69,480	0.000%
3	1	Action 1: Instructional & Supplemental Mate	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 58,328	0.000%
3	2	Action 2: PUC wide instructional and compli	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 8,609	0.000%
4	1	Action 1: Family Communication	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 7,988	0.000%
4	2	Action 2: Family Support/Workshops	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 11,133	0.000%
4	3	Action 3: Family Engagement Events	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 6,600	0.000%
5	1	Action 1: Clinical Counseling	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 44,401	0.000%
5	2	Action 2: Enrichment Activities	No	LEA-wide		All Schools	$ -	0.000%
5	3	Action 3: Physical Education	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 94,880	0.000%
6	1	Action 1: Paraprofessionals	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 340,058	0.000%
6	2	Action 2: Data and Analysis Systems	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 95,490	0.000%
6	3	Action 3: Intervention	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 78,105	0.000%
7	1	Action 1: Attendance Clerk	Yes	LEA-wide	English Learners, Low-Income, and Foster Youth	All Schools	$ 10,260	0.000%
							$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 733,798.00	$ 1,389,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Action 1: Human Resource	Yes	$ 20,000	$ 22,418
1	2	Action 2: Administrative Teacher Support	Yes	$ 170,700	$ 362,261
2	1	Action 1: Clean Campus	Yes	$ 91,400	$ 95,607
2	2	Action 2: Maintained Facilities	Yes	$ 50,000	$ 104,771
2	3	Action 3: Campus Security	Yes	$ 50,000	$ -
3	1	Action 1: Instructional & Supplemental Materials & PD	Yes	$ 40,000	$ 75,000
3	2	Action 2: PUC wide instructional and compliance support	Yes	$ 40,000	$ 23,994
4	1	Action 1: Family Communication	Yes	$ 30,000	$ 37,227
4	2	Action 2: Family Support/Workshops	Yes	$ 4,000	$ 10,603
4	3	Action 3: Family Engagement Events	Yes	$ 30,000	$ 9,000
5	1	Action 1: Clinical Counseling	Yes	$ 20,000	$ 42,287
5	2	Action 2: Enrichment Activities	No	$ 6,000	$ 6,000
5	3	Action 3: Physical Education	Yes	$ 75,700	$ 90,362
6	1	Action 1: Paraprofessionals	Yes	$ -	$ 296,184
6	2	Action 2: Data and Analysis Systems	Yes	$ 42,298	$ 90,943
6	3	Action 3: Intervention	Yes	$ -	$ 75,338
7	1	Action 1: Attendance Clerk	Yes	$ 63,700	$ 47,813
				$ -	$ -
				$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,032,045	$ 727,798	$ 1,038,693	$ (310,895)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Action 1: Human Resource	Yes	$ 20,000	$ 22,418	0.000%	0.000%
1	2	Action 2: Administrative Teacher Support	Yes	$ 170,700	$ 182,107	0.000%	0.000%
2	1	Action 1: Clean Campus	Yes	$ 91,400	$ 15,735	0.000%	0.000%
2	2	Action 2: Maintained Facilities	Yes	$ 50,000	$ 104,771	0.000%	0.000%
2	3	Action 3: Campus Security	Yes	$ 50,000	$ -	0.000%	
3	1	Action 1: Instructional & Supplemental Materials & PD	Yes	$ 40,000	$ 75,000	0.000%	0.000%
3	2	Action 2: PUC wide instructional and compliance support	Yes	$ 40,000	$ 3,949	0.000%	0.000%
4	1	Action 1: Family Communication	Yes	$ 30,000	$ 6,127	0.000%	0.000%
4	2	Action 2: Family Support/Workshops	Yes	$ 4,000	$ 10,603	0.000%	0.000%
4	3	Action 3: Family Engagement Events	Yes	$ 30,000	$ 9,000	0.000%	0.000%
5	1	Action 1: Clinical Counseling	Yes	$ 20,000	$ 42,287	0.000%	0.000%
5	2	Action 2: Enrichment Activities	No	$ -	$ 6,000	0.000%	0.000%
5	3	Action 3: Physical Education	Yes	$ 75,700	$ 90,362	0.000%	0.000%
6	1	Action 1: Paraprofessionals	Yes	$ -	$ 296,184	0.000%	0.000%
6	2	Action 2: Data and Analysis Systems	Yes	$ 42,298	$ 90,943	0.000%	0.000%
6	3	Action 3: Intervention	Yes	$ -	$ 75,338	0.000%	0.000%
7	1	Action 1: Attendance Clerk	Yes	$ 63,700	$ 7,869	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,764,834	$ 1,032,045	0.000%	37.33%	$ 1,038,693	0.000%	37.57%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

Local Control and Accountability Plan Instructions

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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Local Control and Accountability Plan Instructions

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

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- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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.

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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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

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- 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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

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Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

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- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

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Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA’s 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).

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Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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Additional Concentration Grant Funding

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

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 a single-school LEA or 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.

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- 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, 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 Services 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 estimated 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

Local Control and Accountability Plan Instructions

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024