LCFF Budget Overview for Parents

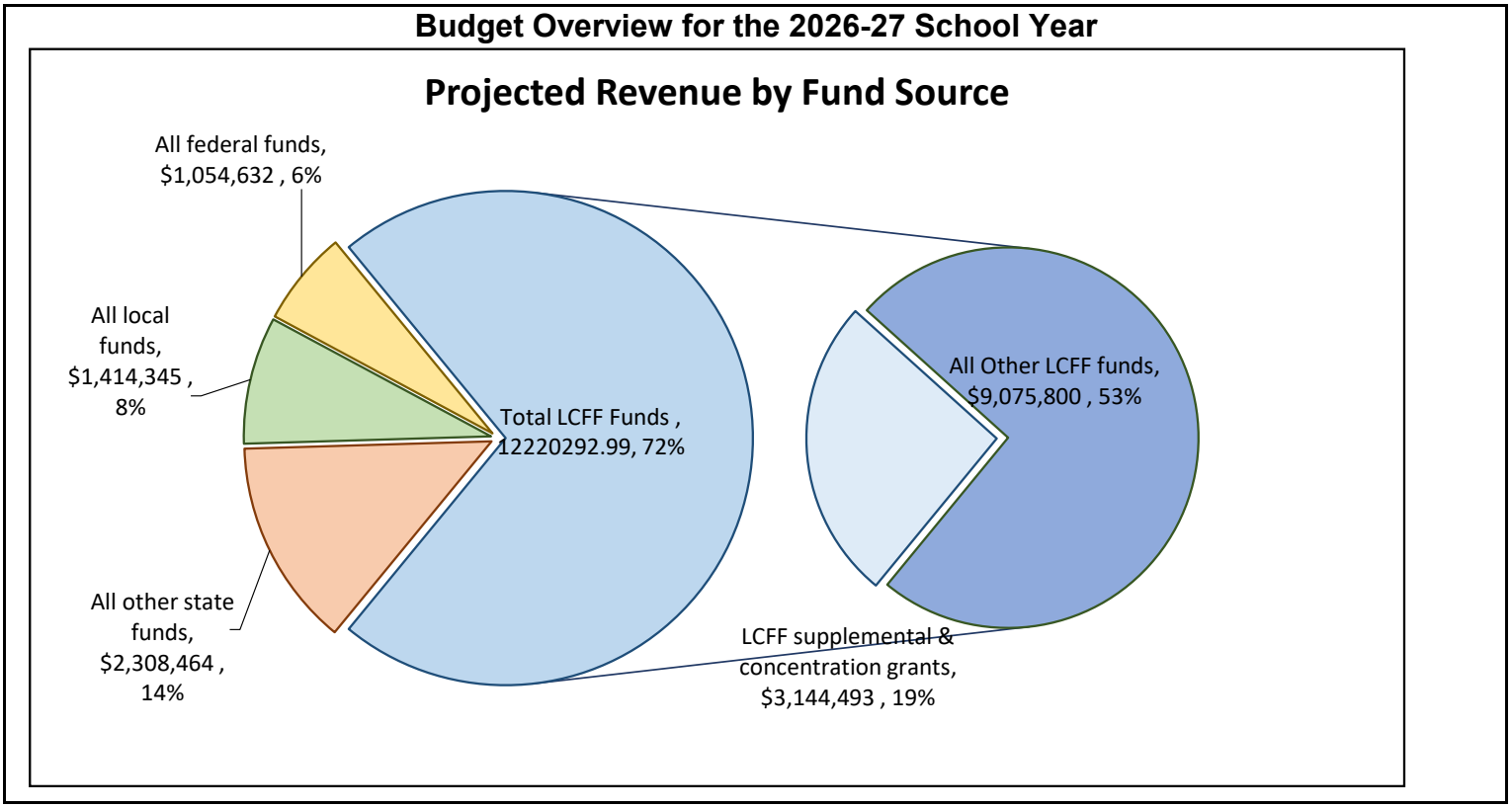
Local Educational Agency (LEA) Name: Community Charter Middle and Community Charter Early College High

CDS Code: 19 64733 6116750

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).

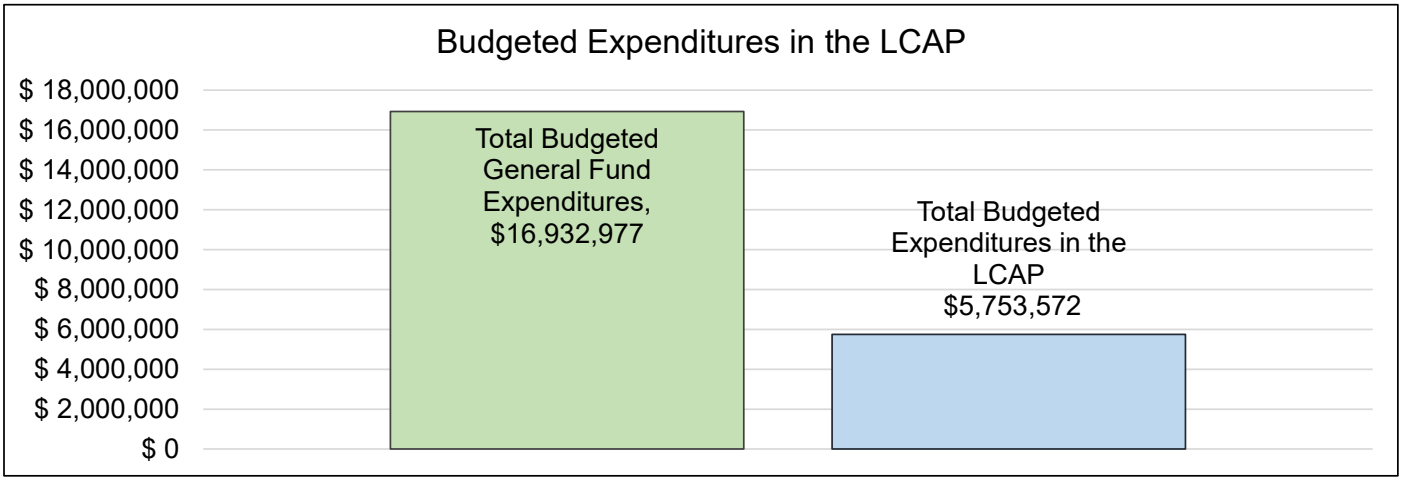


This chart shows the total general purpose revenue Community Charter Middle and Community Charter Early College High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Charter Middle and Community Charter Early College High is $16,997,734.27, of which $12,220,292.99 is Local Control Funding Formula (LCFF), $2,308,464.18 is other state funds, $1,414,345.29 is local funds, and $1,054,631.80 is federal funds. Of the $12,220,292.99 in LCFF Funds, $3,144,492.57 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 Community Charter Middle and Community Charter Early College High 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: Community Charter Middle and Community Charter Early College High plans to spend $16,932,977.42 for the 2026-27 school year. Of that amount, $5,753,572.17 is tied to actions/services in the LCAP and $11,179,405.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

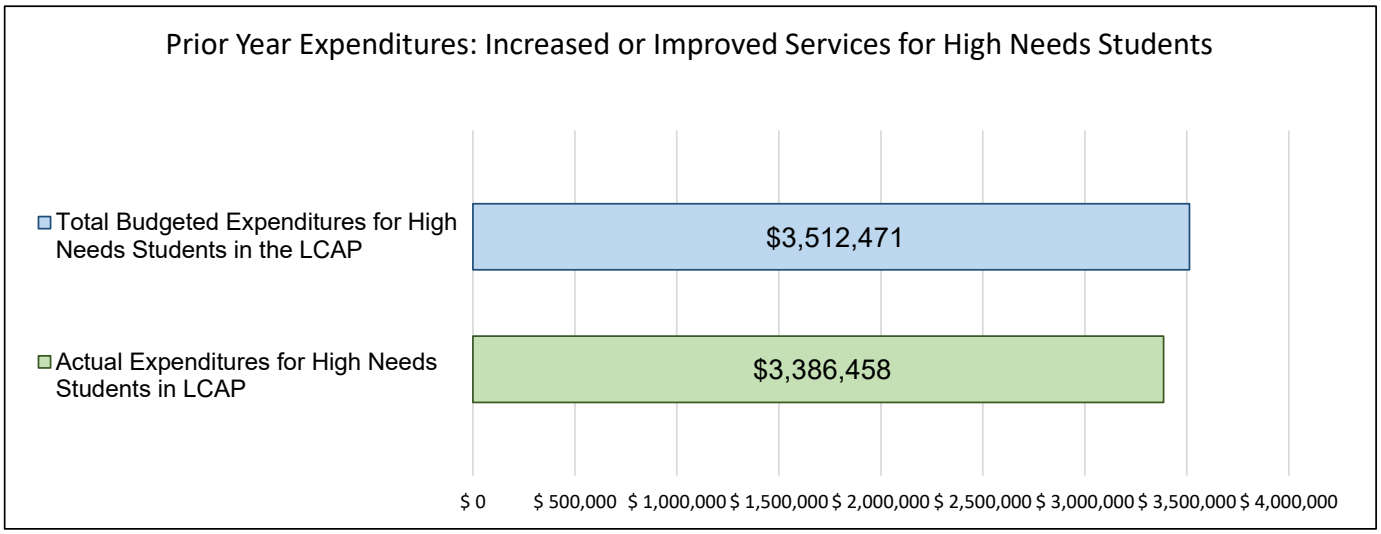
Expenditures that are not included in the LCAP include general operational expenditures relating to facilities, technology equipment and servicing, general supplies, food, utilities, back-office servies, communications, and assorted staff.

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

In 2026-27, Community Charter Middle and Community Charter Early College High is projecting it will receive $3,144,492.57 based on the enrollment of foster youth, English learner, and low-income students. Community Charter Middle and Community Charter Early College High must describe how it intends to increase or improve services for high needs students in the LCAP. Community Charter Middle and Community Charter Early College High plans to spend $3,571,463.36 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 Community Charter Middle and Community Charter Early College High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Community Charter Middle and Community Charter Early College High 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, Community Charter Middle and Community Charter Early College High's LCAP budgeted $3,512,471.00 for planned actions to increase or improve services for high needs students. Community Charter Middle and Community Charter Early College High actually spent $3,386,457.73 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $126,013.27 had the following impact on Community Charter Middle and Community Charter Early College High's ability to increase or improve services for high needs students:

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 Community Charter Middle and PUC Community Charter Early College High	Blanca Hernandez, Director of Compliance	b.hernandez@pucschools.org 818-447-0568

Plan Summary 2026-2027

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 Community Charter Middle and PUC Community Charter Early College High is part of Partnerships to Uplift Communities [PUC Schools]. PUC Schools is a charter management organization consisting of 11 schools in Los Angeles County. The first school opened in 1999 and in 2004, as the community need for quality public schools continued to rise, PUC Schools was created. PUC Community Charter Middle School was founded in 1999 and a few years later, based on family and community need, PUC Community Charter Early College High School was founded in 2004. In 2014, the schools merged to become one school, PUC Community Charter Middle School & PUC Community Charter Early College High School, continuing to serve and uplift the vision and mission in Northeast San Fernando Valley. PUC Schools has over twenty years of proudly serving two specific communities, Northeast San Fernando Valley & Northeast Los Angeles, with an unwavering commitment to uplift its communities through quality education for all students. The vision at PUC Schools is to have high quality charter schools, serving Northeast San Fernando Valley & Northeast Los Angeles, where all stakeholders work together united in a common vision and mission of success for all students. This includes intentional and highly relational collaboration between school leaders, teachers, school staff, parents, community members, local community-based organizations, community colleges, and universities. The mission of PUC Schools is ‘to ensure every student graduates from high school prepared for college success’.

Please note that PUC Community Charter Middle and PUC Community Charter Early College High does not receive Equity Multiplier funding.

PUC Schools also participates in LAUSD's Charter Operated Programs (COP) SELPA, Option 3. PUC is an active member of the COP Option 3 community through active participation in Fiscal, Coordinating, and Executive Councils. PUC Schools also has representatives within the SELPA's Director's Advisory Council, B-SET Training for the SELPA community, and Option3 Application Committee, among others. PUC Schools paraprofessionals, teachers, and leaders participate regularly in trainings and community options provided by COP SELPA. PUC Schools offers a Collaborative Inclusion Model for special education by providing a continuum of supports and services to students with a full range of ability within the general education classroom to the greatest extent possible. PUC believes that every student has the opportunity to reach their fullest potential, offers a school-wide approach to providing academic and social emotional supports for all

students, and values every student as a member of the integrated school community. General Education Teachers and Special Education staff work collaboratively to ensure appropriate supports that provide access to Student(s) receiving special education services (SPED) or Student With Disabilities (SWD). Math and ELA teachers formally collaborate with Special Education Teachers at least 2x per month to co-plan and create a division of responsibilities. All other General Education teachers collaborate with Special Education Teachers at least 1x per month to do the same. Academic and behavior support is provided within the general education classroom by credentialed teachers, or paraprofessionals supervised by credentialed teachers. Paraprofessionals participate in collaboration meetings as well as planning meetings to ensure appropriate supports throughout the school environment. PUC Schools are known in our communities as being a safe and inclusive place for students with disabilities to receive their education. As such, our student population includes between 11% to 24% of Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), across PUC campuses. PUC Schools believes that every student has the opportunity to reach their full potential through holistic support in the areas of academic and social emotional development based on their individual needs.

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

PUC Schools continues to strengthen community partnerships based on parent feedback and family needs, including maintaining its Social Work Internship program to connect students and families with mental health supports, educational resources, and essential services. PUC also provides parent workshops based on family requests, including sessions on mental health services, supports, and educational resources, and brings in community partners to lead workshops when requested.

PUC Community Charter Middle and PUC Community Charter Early College High has been uplifting and advancing the vision and mission of PUC Schools since 2014. The school follows a small school model with a holistic approach to meeting the unique and diverse needs of every student. The school’s approach is to streamline school supports and services to meet the academic, social-emotional, and behavioral needs of every student through a highly relational approach between students, staff, and families. PUC Community Charter Middle and PUC Community Charter Early College High values the importance of creating, sustaining, and developing strong home-to-school partnerships with families to meet the unique and diverse needs of every student in order to best support individual student success. In addition, the teachers and school staff work collaboratively through a data driven, inquiry based, reflective professional development model to further analyze, respond, and support individual student needs based on data and desired school and student outcomes. Lastly, through the data driven culture that combines the ongoing analysis of both qualitative and quantitative data the school is able to further develop and allocate funding for supports, services, and interventions to meet the unique and diverse needs of all students and each of the school’s significant subgroups [i.e. EL, Student(s) receiving special education services (SPED) or Student(s) with Disabilities (SWD), low income, Latino/a].

PUC Community Charter Middle and PUC Community Charter Early College High has a safe, inclusive, and caring school climate for all. The school's students, staff, and families work together to create and sustain a positive school climate anchored around mutual respect, care, and high expectations. The vision and mission drives decision making, core values, and habits of mind in support of success for all. In addition, PUC's 3 Commitments which include the following 1) Five times more college graduates within the communities we serve, 2) after four years with us students are proficient, & 3) students commit to uplift our communities now and forever further drive school goals and desired student outcomes at PUC Community Charter Middle and PUC Community Charter Early College High.

PUC Community Charter Middle and PUC Community Charter Early College High's demographics as of Census Day SY2025-26 are as follows: 95.04% of PUC Community Charter Middle and PUC Community Charter Early College High's students are Hispanic, 1.91% are African American, and 1.53% are White. 15.78% of the student population is served by the Special Education program, 7.76% of students are identified English Learners (ELs), and 47.58% are Reclassified Fluent English Proficient (RFEP). 72.01% of families qualify for free or reduced lunch. About 22.39% of parents have taken some college coursework or have an Associate's degree, and 7.25% have graduate degree or higher. In addition, 0.89% students are designated Homeless. *Data from CALPADS 8.1 and 1.18 reports

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for PUC Community Charter Middle and PUC Community Charter Early College High which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on five goals: Improve students' proficiency in key content areas, overall and for key subgroups; students will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum; School environment will be safe, welcoming, joyful, and efficient for all students and families; PUC Community Charter Middle and PUC Community Charter Early College High students will have access to opportunities that support them to become well-rounded, self-motivated, engaged community members; PUC Community Charter Middle and PUC Community Charter Early College High families are engaged in their students' education and advocate for their communities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data as well as local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of PUC Community Charter Middle and PUC Community Charter Early College High based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

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 indicate success in the following areas:

HIGHLIGHT #1: ENGLISH LANGUAGE ARTS: The schoolwide Dashboard ELA Indicator performance color is Green, as compared to the state's color of Yellow. The school's 2025 schoolwide ELA DFS (33.3DFS) is higher than the state average (-8.1 DFS). All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). Successful Practices for English Language Arts: PUC Community Charter attributes its success in English Language Arts to several key practices. First, is the continued use of Common-Core-aligned curriculum across all grades, focusing on integrating the four language modalities into lessons. Professional development is centered on analyzing CAASPP assessment and internal school data and guiding teachers in refining instruction. Additionally, teachers engage in collaboration meetings to share best practices and plan common next steps based on data

analysis. Weekly or bi-weekly coaching meetings with administrators provide teachers with feedback and support for instructional improvement. Special education teachers collaborate with grade-level teams to plan targeted accommodations for students with disabilities. Additionally, differentiated professional development for classroom assistants aims to enhance support for students with diverse learning needs.

HIGHLIGHT #2: MATHEMATICS: Per the 2025 CA School Dashboard, the schoolwide Dashboard Math Indicator performance color is Green, as compared to the state's color of Yellow. The school's 2025 schoolwide Math DFS (-19.6 DFS) is higher than the state average (-42.4 DFS). All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). Successful Practices for Math: Math courses at PUC Community Charter are designed to empower students to achieve success in mathematics by building foundational skills, fostering engagement, and problem-solving. Teachers utilize student-centered approaches such as checks for understanding and real-world applications, including interpreting graphs, personal finance, and analyzing sports statistics to bring relevance to the curriculum. Collaboration between math and special education teachers strengthens strategies that promote student growth, including the use of visuals, flashcards, and annotation techniques. Additional teacher assistants in the classroom for individual and small group support and afterschool tutoring programs further enhance support for all learners, particularly students with disabilities. These collective efforts reflect a commitment to building mathematical confidence and driving positive growth and achievement for every student.

HIGHLIGHT #3: ENGLISH LEARNER PROGRESS INDICATOR (ELPI): Per the CA School Dashboard, the schoolwide Dashboard ELPI performance color is Green, as compared to the state's color of Yellow. The school's 2025 percentage of English Learner students making progress towards English language proficiency (54.2%) is higher than the state average (46.4%). Successful Practices for ELPI: To support our English Learner (EL) student group and advance progress toward English language proficiency, PUC Community Charter remains committed to refining and enhancing instructional practices. We continue to integrate daily English Language Development (dELD) courses into our schedule and implement the EL Achieve curriculum across dELD classes in grades 6 through 12. Within the dELD program, teachers engage in ongoing reflection and refinement of their instructional strategies to better meet the needs of English Learners and expand language proficiency. During the 2023-2024 school year, students participated in ELPAC practice assessments to build familiarity with the technology and assessment modalities, ensuring they feel confident demonstrating their skills in listening, speaking, reading, and writing. Designated ELD teachers also utilized multiple data sources, including NWEA MAP Reading and iReady Reading data, to monitor student progress and inform instruction. This continuous cycle of data-driven reflection allows educators to adapt and refine practices, ensuring instruction remains responsive and effective in supporting every student's journey toward English proficiency. ELA classes in grades 6 through 8 continue to utilize the Common Core-aligned Reading Reconsidered curriculum which uses the "Read-Write-Discuss-Revise" approach to encourage active engagement and help ELLs process information and build comprehension. ELA classes in grades 9 through 12, engage students with the California State University Expository Reading and Writing (ERWC) curriculum. The curriculum incorporates integrated ELD strategies and resources to support language development. Other content areas including math, science, and history courses, continue to expand on their integrated supports of English Learners. Teachers have embedded instructional strategies alongside their content to help English Learners process key concepts including the use of visuals, partner discussions, sentence frames, graphic organizers, and word walls.

HIGHLIGHT #4: SUSPENSION RATE: Per the 2025 CA School Dashboard, the school (including all numerically significant student groups) outperformed the state in the following area: Suspension Rate Blue (0%). as compared to the state Green (2.9%). Successful Practices for Suspension Rate: The counseling team provides restorative circles, conflict resolution, coping skills, and peer mediation.

HIGHLIGHT #5: COLLEGE & CAREER INDICATOR (CCI): The schoolwide Dashboard College/Career Indicator performance color is Yellow, as compared to the state's color of Yellow. The school's 2025 percentage of students prepared for college or a career (63.3%) is higher than the state average (51.7%). All of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages. Successful Practices for College and Career Status: PUC Community Charter is committed to ensuring all students graduate college- and career-ready while maintaining a high graduation rate through rigorous A-G-aligned graduation requirements. The school's mission focuses on preparing students for success in higher education, future careers, and life by implementing a comprehensive approach that supports academic achievement, college and career readiness, and social-emotional development. To aid the transition to high school, incoming 9th graders participate in an introductory presentation designed to build confidence and familiarity with high school expectations. All students engage in individualized academic planning through biannual meetings with their School and College Counselor, during which they set goals, monitor progress, and identify pathways to post-secondary success. Enrichment experiences such as college campus visits, presentations by 6 college representatives, and career workshops with local professionals expose students to higher education and career opportunities. Grade-specific events focus on strengthening core academic skills, developing employability competencies, and preparing for college applications, financial aid, and scholarships. PUC Community Charter's counseling team integrates restorative practices such as circles, conflict resolution, and peer mediation to promote a positive school culture while teaching essential coping and interpersonal skills. Additionally, Titan Hour, the school's Advisory Intervention program, provides targeted academic interventions and enrichment opportunities, ensuring students receive the support they need to meet their academic goals. Multi-tiered systems of support address student needs through early prevention, targeted interventions, and intensive academic and social-emotional support. To ensure equity and continuous improvement, the School and College Counseling team employs data-driven strategies to monitor student progress and adjust supports as needed. By integrating academic rigor, comprehensive counseling, and personalized interventions, PUC Community Charter creates a foundation for every student to achieve college, career, and life readiness, preparing them for a successful future.

HIGHLIGHT #7: GRADUATION RATE: Per the 2025 CA School Dashboard, the schoolwide Dashboard Graduation Rate Indicator performance color is Blue, as compared to the state's color of Yellow. The school's 2024 Graduation Rate (100%) is higher than the state average (87.8%). Successful Practices for Graduation Rate: PUC Community Charter's success in achieving a 100% graduation rate, significantly higher than the state average, reflects a comprehensive, student-centered approach to supporting academic achievement and post-secondary readiness. Key practices contributing to this success include: 1. Personalized Academic Planning: Students participate in biannual, individualized academic meetings with their School and College Counselor to set goals, monitor progress, and plan for college and career readiness. These meetings help ensure students remain on track with A-G graduation requirements. 2. Early Identification and Intervention: The school employs data-driven systems to identify at-risk students early and provide tailored academic and social-emotional interventions. Multi-tiered supports include targeted tutoring, Titan Hour (Advisory Intervention), and additional credit recovery opportunities as needed. 3. Comprehensive College and Career Readiness: Students engage in college campus visits, workshops, and presentations by college representatives and local professionals. Grade-specific events focus on employability skills, college preparation, and financial aid navigation, fostering a culture of high expectations and readiness. 4. Family Engagement: The school collaborates closely with families through regular communication, parent workshops, and counseling support to ensure families are partners in their student's educational

journey. 5. Supportive School Culture: Restorative practices, social-emotional learning, and peer mediation programs create a positive and inclusive environment where students feel supported and motivated to succeed. These practices, paired with a focus on high-quality instruction and a culture of accountability, ensure that every student has the resources, guidance, and support needed to graduate prepared for college, career, and life success.

HIGHLIGHT #4: Growth in English Language Arts

The 2025 Dashboard shows average growth for students in English Language Arts at Accelerated level, with 76% of students improving their score from the prior year. Successful Practices for English Language Arts: Please see above in Highlight #1 ELA.

HIGHLIGHT #3: Growth in Mathematics

The 2025 Dashboard shows average growth for students in Mathematics at Exceptional level, with 78.3% of students improving their score from the prior year.

Successful practices for Mathematics: Please see above in Highlight #2 Mathematics.

HIGHLIGHT #4: Science

The 2025 Dashboard shows Green level and 60.8 science points overall, compared to Yellow level and 52.6 science points for the state.

The school uses a School Success Plan, developed each year by the school, to communicate academic and school climate goals, actions, and outcomes for overall school success and school improvement to its stakeholders. The School Success Plan works in conjunction with the school's LCAP. The school's implementation of multi tiered systems of support continue to focus on the areas of greatest need at the school based on CA School Dashboard and local data.

CA SCHOOL DASHBOARD 2025: The 2025 CA School Dashboard indicates areas of need with the following challenge areas:

CHALLENGE #1: CHRONIC ABSENTEEISM: The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red, as compared to the state's color of Yellow. The school's 2025 percentage of chronically absent students (21.3%) is lower than the state average (17.1%). Plans to Address Chronic Absenteeism: To further strengthen efforts to prevent chronic absenteeism, PUC Community Charter has implemented additional strategies focused on building positive relationships and fostering a sense of belonging within the school community. Regular communication with families goes beyond attendance calls. Office staff incorporate outreach such as wellness check-ins, while teachers send positive notes home, in support of school culture and attendance. The school also employs preventative measures by

identifying at-risk students early through ongoing attendance data analysis. By using tiered interventions, staff can provide tailored support, including check-ins with a trusted adult mentor, counseling services, and access to community resources. With repeated points of contact with the family, we seek to understand the reasons for the absence, ascertain the estimated return date, and identify any potential areas where support may be required. In instances where families communicate specific challenges impacting their child's attendance, our dedicated office team promptly notifies the administration. Subsequently, our administrative team collaborates with the Parent Engagement Coordinator to formulate strategic steps, address immediate needs, and implement targeted interventions that support both the student and their family. By creating a holistic, inclusive, and supportive environment, PUC Community Charter ensures that students feel connected and families are empowered to prioritize regular attendance, ultimately reducing chronic absenteeism.

CHALLENGE #2: Mathematics for Students with Disabilities student group. The 2025 Dashboard shows the SWD student group at level Red and -105.3 DFT, as compared to the state's level Orange and -120.7. Plans to address the challenge: Math courses at PUC Community Charter are designed to empower students to achieve success in mathematics by building foundational skills, fostering engagement, and problem-solving. Teachers utilize student-centered approaches such as checks for understanding and real-world applications, including interpreting graphs, personal finance, and analyzing sports statistics to bring relevance to the curriculum. Collaboration between math and special education teachers strengthens strategies that promote student growth, including the use of visuals, flashcards, and annotation techniques. Additional teacher assistants in the classroom for individual and small group support and afterschool tutoring programs further enhance support for all learners, particularly students with disabilities. These collective efforts reflect a commitment to building mathematical confidence and driving positive growth and achievement for every student.

Required Actions based on 2023 Dashboard:

The 2023 Dashboard shows Chronic Absenteeism in red status for the English Learner student group. To address this need, we will implement required Action 5.3 Student Attendance Incentives and 5.4 Student Intervention Supports. The 2023 Dashboard also shows Red level Mathematics for the English Learner student group. We will address this need by implementing intervention for Mathematics achievement (Action 6.1).

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

FAMILIES/STUDENTS	Families and students were provided with an annual online LCAP Survey, which was open from April 6, 2026, through May 15, 2026. Reminders were sent to educational partners, with an emphasis on families and students, to ensure they had an opportunity to participate before the survey closed. The survey was designed to gather feedback aligned to the LCFF state priorities and the school's LCAP goals and actions. Survey questions used a rating-scale format to help identify areas of strength, need, and priority across the LCAP. In addition, draft LCAP materials were shared with educational partner groups, including the Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), when applicable. Feedback was requested through an open-response Google Form, allowing members to provide comments, questions, or recommendations. This input was used to inform the development of the LCAP and to confirm or refine priorities, goals, actions, and services
PARENT ADVISORY COMMITTEE (PAC) AND ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)	The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) met four times during the school year on the following dates:8/25/25, 11/7/25, 3/13/26, and 5/22/26. The LCAP was included as a standing agenda item to support ongoing educational partner engagement and input throughout the year. ELAC members provided feedback specific to the needs of English learners, and the services and actions designed to support them. PAC members provided input representing key student groups, including low-income students, English learners, students with disabilities, foster youth, when applicable, and student representatives at the middle and high school levels. School employees also participated in the committees, as applicable. During Quarter 4 meetings, PAC and ELAC members were provided with an opportunity to review the draft LCAP and submit feedback prior to Board approval in June.
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.
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.

ADMINISTRATORS/TEACHERS/OTHER STAFF	Administrators and teachers were provided with the annual online LCAP Survey that was sent out on May 11, 2026, and remained open until May 26, 2026. Reminders were sent out to all administrators, teachers, and other staff to ensure they are provided with an opportunity to take the survey before it closes. The survey is designed to gather feedback for each of the six goals and their actions as set forth in the school's LCAP. They are provided with an opportunity to give further input in narrative form. Feedback is then collected and is used to further inform the development of the school's LCAP or to confirm items that are already within the LCAP as priority.

Insert or delete rows, as necessary.

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

Feedback from students, families, and staff reflects a deep sense of pride and connection to our school community. Educational partners consistently shared that they appreciate and value the strong communication from both our middle school and high school programs. This consistent outreach has helped families feel informed, included, and connected to their child's educational journey. There is also a strong sense of pride in our school's accomplishments, including being recognized as a California Distinguished School, which families see as a reflection of the collective efforts of students, staff, and the broader community. At the same time, partners expressed a continued interest in strengthening academic supports through targeted intervention and differentiated instruction, particularly for student subgroups. Families also emphasized the importance of addressing attendance by continuing to build a welcoming and engaging school environment. In addition, there is enthusiasm for increasing opportunities for family connection through simple and meaningful events. Suggestions included bringing back Coffee with the Principal and creating more spaces where families can meet one another, share experiences, and build a strong support network. Overall, the feedback highlights a desire to continue growing both academic excellence and a connected, supportive community.

This feedback reinforces the importance of continuing LCAP priorities focused on targeted academic intervention, attendance support, and strong family engagement. The school will continue to invest in professional development that strengthens data-informed instruction and supports all learners, with a continued focus on improving outcomes for student subgroups and in Mathematics. In response to the positive feedback around communication and community connection, the school will also prioritize maintaining clear, consistent communication across both the middle and high school programs. Additionally, we will expand accessible family engagement opportunities such as Coffee with the Principal and other low-cost, welcoming events that bring families together and strengthen relationships. These actions reflect our commitment to building on what is already working well, while continuing to grow as a school community that is academically strong, communicative, and deeply connected.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Developing and Supporting Effective Educators	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 Community Charter Middle and PUC Community Charter Early College High wants to ensure that it is ready to meet this current and future need by making it a goal that 100% of teachers hold valid CA teaching credentials. In addition, with PUC Community Charter Middle and PUC Community Charter Early College High's English Language Learner population, the school wants to ensure that these credentials come with appropriate English Authorization.

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	CCMS-CCECHS FALL 2023 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 85% CCMS=95% CCECHS=75%	CCMS FALL 2024 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 100% CCECHS FALL 2024 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 92%	CCMS SPRING 2026 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 100% CCECHS SPRING 2026 APPROPRIATELY ASSIGNED: 100% FULLY CREDENTIALED: 100%	100% APPROPRIATELY ASSIGNED 90% FULLY CREDENTIALED	Difference for Appropriately Assigned: MS/HS= 0% Difference for Fully Credentialed: CCMS=+5% CCECHS=+25%

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.

IMPLEMENTATION STATUS:

The Professional Development, Credentialing, Teacher Pipeline, and Educator Wellness actions were implemented as planned. There were no substantive differences between planned actions and actual implementation.

SUCCESSES:

The school continued to collaborate with the HR team to support the recruitment, screening, and onboarding of appropriately qualified staff. Coaching and feedback cycles remained in place to support instructional improvement and classroom management. Differentiated professional development was provided to support effective instructional practices.

At CCMS-HS, staff participated in professional experiences, including connection-building activities, that supported educator wellness and contributed to a positive staff culture. The Teacher Residency Program and induction supports remained in place to strengthen the educator pipeline and support new teachers.

CHALLENGES:

The candidate pool for open positions was limited during certain hiring periods. Additionally, school calendar constraints and instructional minutes compliance limited the ability to provide full-day wellness professional development opportunities for staff. Despite these challenges, the school was fully staffed for the 2025–2026 school year.

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

There were material differences in the following actions: 1.1 Professional Development, 1.3 Teacher Pipeline and 1.4 Educator Wellness 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.

Actions 1–4 were effective as evidenced by Metric 1 outcomes: during the 2025–2026 school year, CCMS-HS appropriately assigned 100% of teachers.

Overall, the actions were effective in supporting educator development, credentialing compliance, and educator wellness, contributing to progress toward the goal.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Professional Development	Action 1: Provide differentiated professional development that focuses on creating learning experiences that are equitable, engaging, and support students academic achievement and growth.	$294,107	Y
2	Action 2: Credentialing	Action 2: Provide guidance, compliance, and progress monitoring regarding teacher credentialing.	$258,502	Y
3	Action 3: Teacher Pipeline	Action 3: Increase the teacher pipeline by expanding our teacher residency and induction programs through promoting the programs to our classified team members and alumni.	$329,737	Y
4	Action 4: Educator Wellness	Action 4: Provide professional development and professional experiences that support educator wellness.	$8,000	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	The school will maintain a safe and compliant school facility as evidenced by a minimum monthly score of 90% or higher on the Quality Assurance Operations Review (QAR)	Maintenance of Progress Goal

State Priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Outcome #1: Annually, the school scores 90% or greater in the Quality Assurance Operations Review Metric/Method for Measuring: Quality Assurance Operations Review	YEAR TO DATE: AUG-FEB CCMS: 98.57% CCECHS: 98.67% 98.62%	YEAR TO DATE: AUG-FEB CCMS: 98.95% CCECHS: 97.95% 98.45%	99.25%	90% or greater on the Quality Assurance Operations Review	Difference: +0.63%
2	Outcome #2: Safety Plan Metric/Method for Measuring: October QOAR Report Indicating Safety Plan in place in all appropriate locations of the school-site.	Safety Plan in place for current year (2023-2024): Yes	Safety Plan for 24-25 SY updated and submitted to PUC Board	Comprehensive School Safety Plan will be in place before the start of each school year.	Safety Plan in place for 2026- 27	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.

IMPLEMENTATION STATUS: Goal 2 actions were implemented as planned.

SUCCESSES: The school maintained full staffing in key classified positions supporting supervision, custodial services, security, and overall facility operations. Maintenance and repair needs were addressed on an ongoing basis, helping ensure the campus remained safe, clean,

and well maintained. In addition, the school maintained its site-based school safety plan to support safe operations and continued alignment with school safety expectations.

CHALLENGES: No significant challenges were identified at this time.

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 2.1 Supervision, Custodial, Security & Director of School Operation and Staff and 2.2 Ensuring School Safety. 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 specific actions for this goal were highly effective in supporting progress toward maintaining a safe, compliant, and well-managed school facility, as evidenced by ongoing facility maintenance, compliance monitoring, and strong Quality Assurance Operations Review (QAR) outcomes.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action #1: Supervision, Custodial, Security & Director of School Operation and Staff	Action #1: Supervision, staffing of custodial, security, and maintenance staff, operating cost of facilities that includes shared cost for Director of School Operations and staff, and shared cost for Director of Compliance.	$286,570	N
2	Action #2: Ensuring School Safety	Action #2: Ensuring school safety through school safety assessments, safety trainings, and having a school safety plan.	$22,507	N

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

2,4,7,8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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 materials Metric/Method for Measuring: SARC Report	100% had access to Standards-aligned materials.	100% had access to Standards-aligned materials.	100% had access to Standards-aligned materials.	100% have access to Standards-aligned materials	Difference=0%

2	Outcome #2: 100% implementation of all CA standards Metric/Method for Measuring: Local Indicator and professional development agendas and sign-in sheets, scope and sequences, unit and weekly lesson plans, classroom observations and coaching notes	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%
3	Outcome #3: 100% of ALL students including all subgroups have access to and enrollment in a broad course of study Metric/Method for Measuring: Local Indicator Priority 7 or Local Data and CALPADS-EOY Report 2.14, 3.9, 3.10	100% of students, including significant subgroups, have access to broad course of study	100% of students, including significant subgroups, have access to broad course of study	100% of students, including significant subgroups, have access to broad course of study	100% of each student subgroups have access to broad course of study	Difference=0%

4	Outcome #4: Programs and services developed and provided to unduplicated pupils (ELs/Foster Youth/Lowincome) and Student(s) receiving special education services (SPED) or Student With Disabilities (SWD) Metric/Method for Measuring: Local Indicator Priority 7: Access to a broad course of study or Local Data	Met	Local Indicator Priority 7: Access to a broad course of study: Met	Local Indicator Priority 7: Access to a broad course of study: Met	Local Indicator Priority 7: Access to a broad course of study: Met	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.

IMPLEMENTATION STATUS:

Actions 1–6, including Courses for Students Receiving Special Education Services (SPED) or Students with Disabilities (SWD) and/or 504 eligibility, Instructional and Supplemental Materials aligned to CA Common Core State Standards and VAPA standards, Funding of Arts Personnel, Teacher and Leader External Professional Development, Resources to Accelerate Learning, and ELD Standards Professional Development, were implemented as planned.

SUCCESSES:

The school continued to provide a broad standards-aligned academic program that supports college and career readiness for all students. Courses remained aligned to CDE expectations for A-G diploma access, as well as differentiated diploma and completion pathways for students with disabilities, including students receiving special education services (SPED), students with disabilities (SWD), and students with

504 Plans. Instructional and supplemental materials remained aligned to Common Core standards, supported by a successful Williams Audit and continued student access to digital instructional materials.

At CCMS-HS, Arts programming was strengthened through the addition of a dance teacher, expanding the VAPA program to include art, music, theater, and dance. Staff participated in external professional development workshops facilitated by EL Achieve, iReady, and NWEA MAP, supporting instructional practices in literacy and data-informed instruction. ELD professional development continued through partnerships such as ELD Achieve, supporting instructional practices and student progress for English Learners.

CHALLENGES:

Considerations remain around assessment system changes, including maintaining longitudinal data comparisons and external reporting alignment. Chronic absenteeism and the continued need for targeted support for English Learners and students with IEPs also remain important areas of focus.

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: 3.1 Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility, 3.2 Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards, 3.3 Funding of Arts Personnel, 3.4 Teacher and Leader External PD English learner (EL), Foster Y, 3.5 Resources to Accelerate Learning and 3.6 ELD Standards Professional Development. 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 specific actions for this goal were highly effective in supporting a broad standards-aligned academic program and advancing college and career readiness for all students.

Arts programming expansion and targeted external professional development contributed to strengthened instructional practices and student access to a well-rounded academic program. Overall, the actions were highly effective in making progress toward the goal, as demonstrated by the Year 2 Outcomes above.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility	Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility. PUC Functional & Foundational Courses are available for students with 504 or special education eligibility, pursuing an alternate graduation pathway: California High School Minimum Diploma OR Certificate of Completion (as noted in IEP as alternate curriculum).- Foundation Courses - Align with CA Minimum Diploma or Certificate of Completion- Functional Courses - Align only with Certificate of Completion (IEP only not 504 eligible	$524,477	N
2	Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards	Action 2: Instructional and supplemental materials purchased, including resources for the Arts to achieve VAPA standards, will be aligned to CA Common Core State Standards and the charter petition.	$355,009	N
3	Action 3: Funding of Arts Personnel	Action 3: Portion of Arts Personnel will be funded to ensure continued emphasis of the Arts at PUC Schools.	$657,114	N
4	Action 4: Teacher and Leader External PD	Action 4: Teachers and Leaders will participate in outside Professional Development, Trainings and workshops focused on literacy, learning acceleration, math/science/English/history/VAPA development.	$26,340	N
5	Action 5: Resources to Accelerate Learning	Action 5: Purchase of Resources to accelerate learning for all students and significant subgroups.	$258,502	Y
6	Action 6: ELD Standards Professional Development	Action 6: ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings.	$243,413	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	The school will maintain strong parent, student, and community engagement in support of all educational partners.	Broad Goal

State Priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Outcome #1: 6 family events/meetings Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, PAC/ELAC agendas/sign-in sheets, family meeting agendas/sign-in sheets	CCMS: August-Summer Orientation Nights September-Back to School Night 10/11/23-Title One Parent Meeting October-Fall Data Night November-Parent Conferences December-Fall Studentled Parent Conferences February-Winter Data Night March Parent Conferences April-Showcase of the Arts May-Spring Student-led Parent Conferences	*2024-25 dataset missing from previous plan*	09/17/25 – Back to School Night; 10/08/25 – Fall Data Night; 11/12–11/13/25 – Parent Conferences; 12/10/25 – Fall Student-Led Parent Conferences; 02/25/26 – Winter Data Night; 03/11–03/12/26 – Parent Conferences	6 Family events/meetings	Difference = 4 less family events/meetings

		CCECHS: 9/7/23-Back to School Night 9/28/23-Title One Parent Meeting 10/11/23-Title One Parent Meeting 11/1/23 and 11/2/23-Parent-Teacher Conferences 12/7/23-Winter Arts Festival 2/24/24-Coffee with the Principal 3/27/24 and 3/28/24-Parent-Teacher Conferences 3/29/23-Coffee with the Principal 5/5/24-Coffee with the Principal 5/9/24-Spring Arts Festival				

2	Outcome #2: Scheduled and held 4 PAC/ELAC meetings Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, PAC/ELAC agendas/sign-in sheets, family meeting agendas/sign-in sheets	PAC/ELAC: Q1: 11/15/23 Q2: 12/19/23 Q3: 3/14/24 Q4: 5/24/24	PAC/ELAC: Q1: 9/30/24 Q2: 12/6/24 Q3: 4/4/25 Q4: 5/25	PAC/ELAC: Q1: 8/25/25 Q2: 11/7/25 Q3: 3/13/26 Q4: 5/22/26	Schedule and hold 4 PAC/ELAC meetings.	Difference=0%
3	Outcome #3: Minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent representation from English Learner, Homeless, and Low- Income sub-groups on PAC. Metric/Method for Measuring: PAC/ELAC agendas/sign-in sheets, EL Certification Form	CCMS-CCECHS has minimum parents for their PAC and 3 EL parents on their ELAC	CCMS-CCECHS has minimum parents for their PAC and 3 EL parents on their ELAC	CCMS-CCECHS has minimum parents for their PAC and 3 EL parents on their ELAC	Minimum of legally required representation of English Learner families representation on ELAC and a minimum of parent representation from English Learner, Homeless, and LowIncome sub-groups on PAC	Difference=0%

4	Outcome #4: PUC- wide Special Education Advisory Committee (SEAC) meets 3 times a year. Metric/Method for Measuring: SEAC agenda's, sign-ins (evidence), minutes, PPT.	The SEAC has held four meetings during the 23- 24 SY: Q1: 11/30/23 Q2: 2/1/24 Q3: 3/21/24 Q4: TBD	The SEAC has held three meetings during the 24- 25 SY: March 27, 2025 - Parents as Partners April 24, 2025 - Parents & LCAP May 23, 2025 - Parents Year in Reflection	4/23/2026 5/21/2026	3 SEAC meetings are held during the school year.	Difference=-50%

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.

Actions 1-4, Family Events/Meetings, PAC/ELAC meetings, PAC & ELAC Representation, and Parent and Student Engagement Supports, were implemented as planned.

Successes: The school has engaged families and stakeholders through various opportunities that include various family events and meetings throughout the school year. The school has held four Parent Advisory Committee (PACs previously referred to as School Advisory Council (SAC)), and English Language Advisory Committee (ELAC) meetings throughout the school year. In addition, both PAC and ELAC had a minimum of parent representation of English Learners, Homeless, and Low-Income.

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 Events/Meetings, 4.2 PAC/ELAC Meetings, and 4.3 PAC & ELAC Legally Required Representation. 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 specific actions for this goal were effective, as evidenced by the Year 2 Outcomes, including family events and committee meetings held as planned and with the desired representation. Collectively, these actions strengthened access, expanded engagement opportunities, and increased stakeholder voice and participation. During the current school year, the school offered both in-person and virtual family engagement opportunities, including family meetings and student-led conferences, to increase accessibility for families. The school also held four Parent Advisory Committee (PAC), previously referred to as School Advisory Council (SAC), meetings and four English Learner Advisory Committee (ELAC) meetings. Additional stakeholder input opportunities were provided through meetings hosted by PUC Schools' Director of Student and Parent Engagement. Implementation was further supported by training and guidance provided to school leaders to strengthen understanding of stakeholder engagement requirements and support meaningful participation across the school community.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Family Events/ Meetings	Action 1: Provide for a minimum of 6 family events/meetings throughout the school year.	$5,000	Y
2	Action 2: PAC/ELAC Meetings	Action 2: PAC/ELAC meetings held a minimum of 4 times during the school year.	$0	N
3	Action 3: PAC & ELAC Legally Required Representation	Action 3: Ensure that a minimum of legally required representation of English Learner families' representation on ELAC and a minimum of parent representation from English Learner, Homeless, and Low-Income sub-groups on PAC.	$6,276	N
4	Action 4: Parent and Student Engagement Supports	Action 4: Shared Cost of Director of Student and Parent Engagement (Title I) and staff (LCFF) that will provide Professional development, workshops, training and/or institute on parent and student engagement advocacy.	$34,723	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	The school will provide a safe, positive, and inclusive climate for all.	Broad Goal

State Priorities addressed by this goal.

5,6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Outcome #1: Annual Stakeholder Satisfaction Surveys show positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%. Metric/Method for Measuring: Annual Stakeholder Satisfaction Surveys (Students, Teachers, Parents)	SY2023-24 Return Rates: Student (HS): 82% Family (HS): 54% Student (MS): 92% Family (MS): 42% SY2023-24 Return Rates Teachers (HS): 27% Teachers (MS): 66% SY2023-24 Performance: Student (HS): 85% favorable 4.37/5 avg score Level 3/4 Family (HS): 85% favorable 4.21/5 avg score Level 3/4 Student (MS): 80% favorable 4.25/5 avg score Level 3/4 Family (MS): 90% favorable 4.35/5 avg score Level 3/4 SY2023-24 Performance: Teachers (HS): 3.5/5 avg score Teachers (MS): 4.81/5 avg score	SY2024-25 Return Rates: Student (HS): 80% Family (HS): 55% Student (MS): 98% Family (MS): 36% SY2024-25 Performance: Student (HS): 82% favorable 4.31/5 avg score Level 3/4 Family (HS): 88% favorable 4.26/5 avg score Level 3/4 Student (MS): 87% favorable 4.42/5 avg score Level 3/4 Family (MS): 94% favorable 4.49/5 avg score Level 4/4	SY2025-26 Return Rates: Student (HS): 90% Family (HS): 31% Student (MS): 97% Family (MS): 55% Teacher (HS): 15% Teacher (MS): 55% SY2025-26 Performance: Student (HS): 84% favorable 4.37/5 avg score Family (HS): 84% favorable 4.3/5 avg score Student (MS): 88% favorable 4.49/5 avg score Family (MS): 87% favorable 4.32/5 avg score Teacher (HS): 4.17/5avg score Teacher (MS): 4.64/5avg score	Minimum response rate of 50% and a 4.00+/5 avg score	Difference Return Rate: Student HS: +8% Family HS: -23% Student MS: +5% Family MS: +13% Teacher HS: -12% Teacher MS: -11% Difference Performance: Student HS: Fav.: -1% Avg. Score: No change Family HS: Fav.: -1% Avg. Score: +0.09 Student MS: Fav.: +8% Avg. Score: +0.24 Family MS: Fav.: -3% Avg. Score: -0.03 Teacher HS: Avg. Score: +0.67 Teacher HS: Avg. Score: -0.17

2	Outcome #2: Less or equal to 1% of students will be suspended Metric/Method for Measuring: CA Dashboard > Suspension Rate Indicator or CALPADS > Reports needing cross referencing 7.1 > 7.3 > 7.4 (as of date)	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.	Equal to or less than 1% Suspension Rate	Difference: 0 for all subgroups.
3	Outcome #3: Less or equal to 1% of students will be expelled. Metric/Method for Measuring: DataQuest > Expulsion and Suspension > Expulsion Rate or CALPADS > Reports 7.6 > 8.1 (as of date)	0% 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.	Less or equal to 1% Expulsion Rate	Difference from 0: 0% for all subgroups

4	Outcome #4: The school will maintain ≥ 96% average daily attendance (ADA) Metric/Method for Measuring: End of year ADA or EOY Report 14.1>14.2 (as of date)	Data for SY2024 as of 01/09/24. Data from PowerSchool. Overall: 94.6% EL: 93.3% SPED: 93.5% Free/Reduced Lunch: 94.4% Hispanic/Latino: 94.5%	ALL: 94.4% EL: 94.1% SPED: 93.0% SEC: 94.4% Hispanic: 94.4%	Data for SY2025-26 as of 04/15/26. Data from PowerSchool. Overall: 94.2% EL: 94.8% SPED: 93.4% Free/Reduced Lunch: 94% Hispanic/Latino: 94.1%	≥ 96% average daily attendance (ADA)	Difference for: All= -0.4% EL= +1.5% SPED= -0.1% FRL= -0.4% Latino= -0.4%
5	Outcome #5: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) for K8 will be less than 5% annually. Metric/Method for Measuring: CA Dashboard > Chronic Absenteeism Indicator (K-8)	Data for SY2024 as of 01/09/24. Data from PowerSchool. Overall: 19.2% EL: 30.1% SPED: 25.6% Free/Reduced Lunch: 20.1% Hispanic/Latino: 19.7%	ALL: 18.0% EL: 21.0% SPED: 23.5% Hispanic: 17.2% SEC: 16.9%	Data for SY2025-26 as of 04/15/26. Data from PowerSchool. Overall: 19.2% EL: 16.4% SPED: 24% Free/Reduced Lunch: 21.1% Hispanic/Latino: 19.7%	<5% Chronic Absenteeism Annually	Difference for: All= 0% EL= -13.7% SPED= -1.6% FRL= +1% Latino= 0%

6	Outcome #6: Minimize Middle School Dropout Rate Metric/Method for Measuring: CALPADS > Fall1 > Report 8.1c or CALPADS EOY > Report 1.10 Completers and Dropouts Student List	94.6% of students from 2022-23 returned in 2023 -24. MS only. Data from PowerSchool.	92.1% of students from 2023-24 returned in 2024-25. MS only. Data from PowerSchool.	94.6% of students from 2024-25 returned in 2025-26. MS only. Data from PowerSchool.	85% Student Return Rate	Difference: 0%
7	Outcome #7: Minimize High School Dropout Rate. Metric/Method for Measuring: DataQuest > Four-Yr Adjusted Cohort Graduation Rate and Outcome	0.0% for SY2023. Data from CDE.	1.1%	0% for SY2024-25. HS only. Data from CDE. Data for SY2025-26 not yet available.	Equal to or less than 4% Dropout Rate	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.

IMPLEMENTATION STATUS:

Actions 1–5, including Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL), Social Emotional Counseling Services, Student Attendance Incentives, Student Intervention Supports, and Teacher and Leader External Professional Development, were implemented as planned.

SUCCESSES:

The school continued to provide a safe, positive, and inclusive climate through a strong network of student support services, restorative practices, and social-emotional supports. All Restorative Justice, Relational Interventions, Positive Behavioral Interventions and Support (PBIS), and Social-Emotional Learning (SEL) trainings for teachers, leaders, and families were provided. Staff implemented these strategies to support student behavior and promote a positive school climate.

The PUC Clinical Counseling Program remained fully implemented, providing individual therapy, family therapy, group counseling, Family Success Meetings, Mental Health Wellness Checks, and Student Success Meetings. Clinical counselors supported approximately 25–30% of students, helping to reduce barriers to learning and improve student and family engagement. Attendance interventions, including telehealth counseling, home visits, and attendance incentive programs, supported student engagement and school connection.

At CCMS-HS, staff participated in external professional development through Capturing Kids' Hearts and the Los Angeles Institute of Restorative Practices, supporting continued implementation of practices that strengthen school climate.

CHALLENGES:

At times, counseling services carried negative stigma, creating challenges in family engagement and participation in therapy sessions. Chronic absenteeism and consistent family follow-through also remained areas requiring continued support, particularly for students with ongoing attendance and intervention needs.

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 Restorative Justice and Relational Interventions, 5.2 Social Emotional Counseling, 5.3 Student Attendance Incentive, 5.4 Student Intervention Supports and 5.5 Teacher and Leader External PD. 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 specific actions for this goal were highly effective in supporting a safe, positive, and inclusive school climate for all students.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).	Action 1: Training for Teachers, Leaders and Families in Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL).	$31,922	Y
2	Action 2: Social Emotional Counseling Services	Action 2: Shared cost for Director of Clinical Counseling and Social Emotional Counseling Services and Social Emotional Intervention such as: Family Success Team, Incentives, and Student/Family Engagement	$202,605	Y
3	Action 3: Student Attendance Incentive	Action 3: School will maintain an Attendance Incentives Program that will include, for example, assemblies with recognition awards for outstanding attendance, and other incentives.	$0	Y
4	Action 4: Student Intervention Supports	Action 4: Shared cost for Director of Student Intervention and staff that provide direct student intervention supports.	$8,000	N
5	Action 5: Teacher and Leader External PD	Action 5: Teachers and Leaders will participate in outside Professional Development, Trainings and workshops focused on school climate.	$87,360	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
6	The school will maintain strong student achievement and student outcomes for all students.	Broad Goal

State Priorities addressed by this goal.

4, 5, 8

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

1	Outcome #1: Reading: 51% of all students demonstrate one year's worth of growth in Reading Comprehension from Fall to Spring from either the NWEA student growth report and CGI metric or the iReady Annual Typical Growth Metric. Math: 51% of all students demonstrate one year 's worth of growth in Mathematics from Fall to Spring from either the NWEA student growth report and CGI metric or the iReady Annual Typical Growth Metric. Metric/Method for Measuring: Internal Benchmarks Fall to Spring Growth 51% of all students are meeting projected growth outcomes for Reading and Math.	2023-24 MAP Fall to Winter CCMS: ALL: 54% EL: 62% SPED: 54% LOW-INCOME: 55% LATINO: 54% CCECHS: ALL: 63% EL: 48% SPED: 48% LOW-INCOME: 63% LATINO: 63% *2023-24 MAP Fall to Spring % Met Projected Growth* *CCMS:* *ELA:* *Overall: 48%* *EL: 33%* *SPED: 50%* *Low-Income: 48%* *Latino: 47%* *Math:* *Overall: 79%* *EL: 61%* *SPED: 61%* *Low-Income: 78%* *Latino: 79%*	2024-25 MAP Fall to Spring % Met Projected Growth (window still ongoing) CCMS: ELA: Overall: 53% EL: 53% SPED: 44% Low-Income: 55% Latino: 54% Math: Overall: 83% EL: 60% SPED: 70% Low-Income: 82% Latino: 82% CCECHS: ELA: Overall: 60% EL: 58% SPED: 63% Low-Income: 60% Latino: 60% Math: Overall: 63% EL: 70% SPED: 71% Low-Income: 63% Latino: 63%	2025-26 MAP Fall to Spring % Met Projected Growth CCMS (window ongoing): ELA: Overall: 65% EL: 74% SPED: 47% Low-Income: 66% Latino: 65% Math: Overall: 63% EL: 53% SPED: 60% Low-Income: 63% Latino: 63% CCECHS: ELA: Overall: 59% EL: 71% SPED: 62% Low-Income: 59% Latino: 58% Math: Overall: 62% EL: 42% SPED: 50% Low-Income: 61% Latino: 62%	Internal Benchmarks Fall to Spring Growth minimum of 51% of all students are demonstrating one year's worth of growth for Reading and Math.	Difference for CCMS: ELA: All: +17% EL: +41% SPED: -3% Low-income: +18% Latino: +18% Math: All: -16% EL: -8% SPED: -14% Low-income: -12% Latino: -14% Difference for CCECHS: ELA: All: +3% EL: +3% SPED: +13% Low-income: +2% Latino: +2% Math: All: -3% EL: -11% SPED: +1% Low-income: -2% Latino: -2%

		CCECHS: *ELA:* *Overall: 56%* *EL: 68%* *SPED: 49%* *Low-Income: 57%* *Latino: 56%* *Math:* *Overall: 65%* *EL: 53%* *SPED: 49%* *Low-Income: 63%* *Latino: 64%* *2023-24 dataset updated for accuracy & alignment with metric*	*CCMS:* *ELA:* *Overall: 53%* *EL: 58%* *SPED: 44%* *Low-Income: 54%* *Latino: 54%* *Math:* *Overall: 83%* *EL: 56%* *SPED: 71%* *Low-Income: 80%* *Latino: 82%* *CCECHS:* *ELA:* *Overall: 60%* *EL: 57%* *SPED: 56%* *Low-Income: 60%* *Latino: 60%* *Math:* *Overall: 63%* *EL: 62%* *SPED: 62%* *Low-Income: 60%* *Latino: 63%* *2024-25 dataset updated for accuracy*			

2	Outcome #2: School is performing equal or better than the state when looking at Distance from Standard on annual CAASPP ELA Assessment Metric/Method for Measuring: DataQuest CAASPP ELA Test Results	CCMS: All: 50.00% EL: 13.89% SPED: 13.95% Low-Income: 48.43% Latino: 50.29% CCECHS: All: 75.28% EL: 20.00% SPED: 50.00% Low-Income: 75.58% Latino: 74.71% DFS ALL: 8.8 EL: -61.9 SPED: -67.9 Low-Income: 8.7 Latino: 9.6 2023 public data and internal data.	CCMS-CCECHS ALL: 23.4 EL: -53 SPED: -58.4 LOW-INCOME: -18.7 LATINO: -23.5 STATE ALL: -13.2 EL: -67.6 SPED: -95.6 LOW-INCOME: -40.9 LATINO: -39.3	2025 CA Dashboard ELA DFS All Students: 33.3 English Learner: -30.9 Students with Disabilities: -43.3 Socioeconomically Disadvantaged: 30.7 Hispanic or Latino: 32.8 2026 CA Dashboard not yet available.	DFS: ALL: +2 EL: +30 SPED: +60 LOW-INCOME: +13 LATINO: +15	Difference for: All: +24.5 EL: +31 SPED: +24.6 Low-income: +22 Latino: +23.2

3	Outcome #3: School is performing equal or better than the state when looking at Distance from Standard on annual CAASPP Mathematics Assessment. Metric/Method for Measuring: DataQuest CAASPP Mathematics Test Results	CCMS: All: 32.02% EL: 0.00% SPED: 4.65% Low-Income: 32.70% Latino: 31.50% CCECHS: All: 17.98% EL: 0.00% SPED: 0.00% Low-Income: 16.28% Latino: 17.24% DFS ALL: -46.9 EL: -111.7 SPED: -114.9 Low-Income: -48.3 Latino: -47.1 2023 public data and internal data.	CCMS-CCECHS ALL: -28.1 EL: -94.2 SPED: -101.1 LOW-INCOME: -30.8 LATINO: -28.4 STATE ALL: -47.6 EL: -93.4 SPED: -124.3 LOW-INCOME: -78.2 LATINO: -79.	2025 CA Dashboard Math DFS All Students: -19.6 English Learner: -74.6 Students with Disabilities: -105.3 Socioeconomically Disadvantaged: -24.3 Hispanic or Latino: -20.6 2026 CA Dashboard not yet available.	ALL: +3 EL: +40 SPED: +20 LOW-INCOME: +3 LATINO: +3	Difference for Math: All: +27.3 EL: +37.1 SPED: +9.6 Low-income: +24 Latino: +26.5
4	Outcome #4: 55% of EL students are making progress toward English language proficiency. Metric/Method for Measuring: CA Dashboard English Learner Progress Indicator	CCMS: 80% CCECHS: 60% 2022 and 2023 SA ELPAC ELPI: 73.8% 2023 CA Dashboard	CCMS-CCECHS: 46.3% STATE: 45.7%	2025 CA Dashboard ELPI 54.2% making progress 2026 CA Dashboard not yet available.	55% of EL students are making progress toward English language proficiency.	Difference for ELPI: -19.6%

5	Outcome #5: School is performing equal or better than the state when looking at Reclassification Rate. If no data is shared, school is meeting a minimum of 14% reclassification. Metric/Method for Measuring: DataQuest English Learners Annual Reclassification (RFEP) Counts and Rates	2023-24 38.24% Internal PowerSchool data-Students reclassified from 7/1/22 to 6/30/23. The 2020-21 RFEP rates are the last publicly available rates. https://dq.cde.ca.gov/dataquest/whatsnew.asp	2024-25 19.64% Internal PowerSchool data-Students reclassified from 7/1/23 to 6/30/24. The 2020-21 RFEP rates are the last publicly available rates. https://dq.cde.ca.gov/dataquest/whatsnew.asp	SY2025-26 Predicted RFEP rate as of 4/16/2026: 0% 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	Annual EL Reclassification rate is >/= to 14%.	Difference for RFEP: -38.24%

6	Outcome #6: School is performing equal or better than the state when looking at Distance from Standard on annual CAST Assessment Metric/Method for Measuring: DataQuest CAST (SCIENCE) Test Results	2023 Overall: 30.66% Met/Exceeded Standards CCMS: All: 18.49% EL: 9.09% SPED: 13.33% Low-Income: 19.44% Latino: 17.86% 2023 public data and internal data. DFS 2023: CCMS: ALL: -16 EL: -29 HISPANIC:-16 LOW-INCOME: -16 SPED: -23 CCECHS: ALL: -2 EL: -25 HISPANIC: -2 LOW-INCOME: -2 SPED: -18	CCMS-CCECHS ALL: -9 EL: -17.3 SPED: -19.7 LOW-INCOME: -9.7 LATINO: -9.2 STATE ALL: -13.5 EL: -25.6 SPED: -27.3 LOW-INCOME: -19.1 LATINO: -19.3	2025 CA Dashboard CAST Indicator All Students: 60.8 English Learner: 44.4 Students with Disabilities: 45.4 Socioeconomically Disadvantaged: 60.6 Hispanic or Latino: 61 2026 CA Dashboard not yet available.	DFS: CCMS: ALL: -1 EL: -14 HISPANIC:-2 LOW-INCOME: -2 SPED: -8 CCECHS: ALL: 13 EL: -10 HISPANIC: 13 LOW-INCOME: 13 SPED: -3	Difference from baseline cannot be calculated as CDE transitioned CAST reporting metric from DFS to Science Points in March 2025.

7	Outcome #7: School is performing equal or better than the state when looking at percentage of students that are conditionally ready & college ready as determined by the CAASPP ELA Assessment Metric/Method for Measuring: DataQuest CAASPP Tests Results % Level 4 (Ready) and % Level 3 (Conditionally Ready)	2023 Ready: 35.96% Conditionally Ready: 39.33% 2023 public data.	CCECHS Ready ALL: 47.37% EL: * SPED: 17.65% LOW-INCOME: 47.50% LATINO: 48.39% Conditionally Ready ALL: 30.53% EL: * SPED: 11.76% LOW-INCOME: 32.50% LATINO: 29.03% *not available STATE - ELA Ready ALL: 26.23% EL: 0.41% SPED: 4.10% LOW-INCOME: 18.22% LATINO: 17.74% Conditionally Ready ALL: 29.50% EL: 7.05% SPED: 12.88% LOW-INCOME: 28.88% LATINO: 29.44%	SY2024-25 Ready: All Students: 31.68% English Learner: * Socioeconomically Disadvantaged: 29.35% Students with Disabilities: 14.29% Hispanic or Latino: 30.21% SY2024-25 Conditionally Ready: All Students: 39.6% English Learner: * Socioeconomically Disadvantaged: 41.3% Students with Disabilities: 28.57% Hispanic or Latino: 40.63% 2026 CAASPP data not yet available. *No data for subgroups with <11 students.	>/= than State % of Students Conditionally Ready & College Ready per CAASPP ELA Assessment	Difference for EAP ELA: Ready: -4.28% Conditionally Ready: +0.27%

8	Outcome #8: School is performing equal or better than the state when looking at percentage of students that are conditionally ready & college ready as determined by the CAASPP Math Assessment Metric/Method for Measuring: DataQuest CAASPP Tests Results % Level 4 (Ready) and % Level 3 (Conditionally Ready)	2023 Ready: 4.49% Conditionally Ready: 13.48% 2023 public data	CCECHS Ready ALL: 11.58% EL: * SPED: 0.00% LOW-INCOME: 11.25% LATINO: 11.83% Conditionally Ready ALL: 21.05% EL: * SPED: 17.65% LOW-INCOME: 20.00% LATINO: 21.51% *not available STATE - Math Ready ALL: 12.29% EL: 0.75% SPED: 1.45% LOW-INCOME: 6.02% LATINO: 4.75% Conditionally Ready ALL: 15.61% EL: 2.36% SPED: 3.20% LOW-INCOME: 12.08% LATINO: 11.82%	SY2024-25 Ready: All Students: 7.92% English Learner: * Socioeconomically Disadvantaged: 7.61% Students with Disabilities: 7.14% Hispanic or Latino: 8.33% SY2024-25 Conditionally Ready: All Students: 19.8% English Learner: * Socioeconomically Disadvantaged: 19.57% Students with Disabilities: 14.29% Hispanic or Latino: 16.67% 2026 CAASPP data not yet available. *No data for subgroups with <11 students.	>/= than State % of Students Conditionally Ready & College Ready per CAASPP Math Assessment	Difference for EAP MATH: Ready: +3.43% Conditionally Ready: +6.32%

9	Outcome #9(HS): *CA Dashboard College-Career: Greater than 90% of PUC students will earn a final grade of a C or higher in their college courses. Metric/Method: Students' College Course final grades (student's official transcripts, or grades verified through students' college portals by School & College Counselors).	2022-23 ALL: 97% EL: 98% SPED: 100% LOW-INCOME: 96% LATINO: 97% Internal PowerSchool data 2023 S2 records are being cleaned up by the SIS Team and the schools. Percents may change once this is complete.	2023-24 ALL: 100% EL: N/A SPED: 100% LOW-INCOME: 100% LATINO: 100% Source: PowerSchool Stored Grades	SY2025-26 CCECHS Overall: 93.7% EL: N/A SPED: 90% Free/Reduced Lunch: 93% Hispanic/Latino: 93.3% Internal PowerSchool data as of 4/16/2026.	<90% of PUC students will earn a final grade of a C or higher	Difference for: All: -3.3% EL: N/A SPED: -10% Low-income: -3% Latino: -3.7%
10	Outcome #10(HS): PUC high schools will graduate a minimum of 90% of seniors in 4 years, with a minimum of 90% graduation rate for each individual subgroups. Metric/Method for Measuring: CA Dashboard Graduation Rate Indicator	2023 CA Dashboard Graduation Rate Indicator (Additional Reports) All Students - 96.9% English Learners - 94.1% Socioeconomically Disadvantaged - 96.8% Students with Disabilities - 85.7% Hispanic - 96.8% *No data for subgroups with <11 students.	2024 CA Dashboard Graduation Rate Indicator (Additional Reports) All Students - 98.9% English Learners - * Socioeconomically Disadvantaged - 98.9% Students with Disabilities - 93.3% Hispanic - 98.9% *No data for subgroups with <11 students.	2025 CA Dashboard Graduation Rate Indicator All Students: 100% English Learner: 100% Socioeconomically Disadvantaged: 100% Students with Disabilities: 100% Hispanic or Latino: 100% 2026 CA Dashboard not yet available.	90% Graduation Rate for all sub-groups	Difference for: All: +3.1% EL: +5.9% SPED: +14.3% Low-income: +3.2% Latino: +3.2%

11	Outcome #11(HS): PUC High Schools will graduate a minimum of 90% of seniors will meet the AG compliance requirements, with SPED subgroup outcome consistent with the IEP program. Metric/Method for Measuring: DataQuest 4- Year Adjusted Graduation Outcome Report	96.9% for SY2023. Data from CDE.	98.9% for SY2024. Data from CDE.	100% for SY2024-25. HS only. Data from CDE. Data for SY2025-26 not yet available.	90% Graduate meeting the A-G Completion Requirements	Difference: +3.1%

12	Outcome #12 (TCHS/CCECHS/ LCHS): AP Exam Scores: Greater than 50% of students taking AP courses will earn an AP exam score of 3 or higher as defined by College Board's AP exams (5% of students each year) Metric/Method: AP teachers' professional development school year plans, AP Classroom Dashboard Formative Reports, College Board AP Central Exam Report.	2023 58% *Pending 1 student score that had an irregularity code-(96) Score not yet available	2023 58% *Pending 1 student score that had an irregularity code-(96) Score not yet available	Data for SY2025-26 not yet available.	Greater than 65% of students score a 3 or higher on AP exam	Difference: N/A

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.

IMPLEMENTATION STATUS:

Actions 1–4, including Intervention for ELA and Math Achievement, Implementation of Differentiated Instruction and Intervention Supports, PUC College Counseling Support and College Admission Preparation, and Advanced Placement (AP) Teacher Professional Development, were implemented as planned. Shared academic supports continued through intervention programs such as afterschool and Summer School, as well as targeted services for English Learners, students receiving Special Education services (SPED), low-income students, foster youth, and other student groups requiring additional academic support. College counseling and dual enrollment support also continued to strengthen college readiness and student self-advocacy. Action 3 was implemented as planned with the exception of college admissions test-prep, as UC and CSU state systems no longer require these exams for admissions.

SUCCESSES:

Additional academic supports, including intervention staff and expanded math support, contributed to increased math achievement and stronger student progress. Differentiated instruction and intervention supports remained in place to provide targeted academic assistance for student subgroups and support classroom learning. The School and College Counseling Department continued to provide college counseling support, dual enrollment guidance, and college readiness preparation for students, helping students develop college navigation skills and preparation for postsecondary success.

At CCMS-HS, consistent professional development opportunities were provided to staff through School Site Administration and PUC Schools Directors, supporting the implementation of differentiated instruction and intervention strategies for student subgroups. In addition, AP teachers engaged in professional development and instructional supports, with the school offering two AP courses.

CHALLENGES:

Maintaining consistent intervention support across all student groups required ongoing coordination, staffing, and monitoring of student progress. Academic recovery and acceleration efforts also required continued focus, particularly for students experiencing learning gaps, attendance challenges, and the need for increased targeted intervention support. Additionally, increased participation in dual enrollment contributed to decreased student interest in AP course enrollment.

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 Intervention for ELA and Math, 6.2 Implementation of Differentiated Instruction, 6.3 PUC College Counseling Support & College Admission Preparation and 6.4 Advanced Placement (AP) Teacher Professional Development (HS). 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 specific actions for this goal were effective in supporting strong student achievement and student outcomes for all students.

Overall, the specific actions were effective in making progress toward the goal as demonstrated by the Year 2 Outcomes above.

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.

No changes will be made to the planned goal, metrics and desired outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Intervention for ELA and Math Achievement	Action 1: Shared cost for Director of Inclusion and Special Education, Academic Team and other staff such as reading specialist, speech and language therapist in support of Intervention programs (after school and Summer School) for English Learners, SPED, Low-income, and Foster Students.	$35,210	Y
2	Action 2: Implementation of Differentiated Instruction, Intervention, and Supports (Other Classroom Personnel)	Action 2: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups.	$1,534,640	Y
3	Action 3: PUC College Counseling Support & College Admission Preparation (HS)	Action 3: Students taking College Credit Courses will receive PUC college counseling support, helping students self-monitor their progress; develop college navigational skills (i.e. – communications, communication with professor, technology requirements, utilize college resources: Office Hours, Online assignment submission, Math/English Labs, etc.). Students in grades 9-11 will receive preparation for college course rigor, test-prep for college admissions exam and career readiness English & Math skills development.	$258,502	Y
4	Action 4: Advanced Placement (AP) Teacher Professional Development (HS)	Action 4: Advanced Placement (AP) teachers will attend professional development and use AP Classroom online instructional resources to help students and teachers monitor students' progress throughout the year and prepare students for the AP exam and rigors of college.	$285,055	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
$3,144,493	$378,733

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
34.65%	0%	$0	34.65%

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

Goal #3/Action #5	Even as PUC Schools make progress and close the achievement gap, there is still room for growth in both ELA and Math. 2023 CAASPP ELA and Math overall DFS scores highlight this need: ELA: -21.10 Math: -75.57 In addition, Our LCAP stakeholder survey identifies Instructional Materials to Accelerate Learning as high priority. With 88.99% “Strongly Agree” or “Agree” that this action should remain a priority.	The data highlighted demonstrates the need for resources to accelerate learning overall for both ELA and Math. All schools have adopted the same English Language Arts program, Reading Reconsidered which is meant to provide a PUC-wide structure and use of similar academic vocabulary during PUCwide sessions around instructional practices. This program is knowledge driven and builds and reinforces knowledge by infusing lessons with relevant knowledge to support comprehension and deeper analysis of the texts being read in the curriculum. The curriculum also builds a strong base of knowledge that increases student understanding of important ideas and concepts, and provides opportunities to encode that knowledge into long-term memory. It also focuses on vocabulary. Vocabulary is important form of background knowledge. This includes building Explicit Vocabulary by providing students opportunities to use and apply words in a fun and challenging contexts. Implicit Vocabulary is also emphasized to support student comprehension. Isabel Beck, author of Bringing Words to Life, tells us, “People with more extensive vocabularies not only know more words but also know more about the words they know. Depth of word knowledge correlates almost as strongly to reading as breadth of knowledge.” In addition, bringing in consultants to further support with implementation of these resources will also meet this need to accelerate learning.	Metric that will be used to monitor this action is annual Williams Instructional Report providing evidence that all students are provided instructional and supplemental materials aligned to CA Common Core State Standards (Goal 3/Outcomes #1/#2)

Goal #3/Action #6	As of June 2024, 11.63% are English Learners. The school did an analysis of the needs of English Learner students as part of developing their School Success Plan. Even though the school has provided English Learners with an evidenced-based literacy program, support and interventions, there is need for continued support and interventions. The school found that English Learners continue to struggle with English Language Arts and Mathematics. The school also found that there is a need to continue monitoring both their language development and academic progress. The school found the following conditions of English learner students affected their language development and academic growth. Students continue experiencing feelings of anxiety and isolation even as they are fully in-person. Parents not fluent in English and who are not able to support with completion of homework continues to be an area of focus. The school also found that teachers needed support with differentiating instruction, knowing how to provide culturally responsive instruction, and need additional support with EL strategies. The effect of lack of in-person instruction due to COVID-19 is still being felt in the classroom. Teachers are still struggling with instruction. This includes an increase in social and emotional challenges for students that have influenced academic learning.	We will continue to focus on specific English Learner professional development. The Director of Language and Literacy continues working with the school to develop lesson plans with classroom teachers to provide collaborative teaching to increase daily small group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content areas in all grade levels. (This will ensure that school staff have access to the latest best practices such as differentiated instruction, and resources to accelerate learning for English Learners. Director of Student and Parent Engagement and after school coordinator will also support with providing parent training to support literacy at home, and while students participate in afterschool programs that integrate literacy and the arts.	Our English Learner students will increase comprehension, which will be measured through district benchmark data (i-Ready and MAP) and teacher observation logs.

Goal #4/Actions #1 and #4	PUC Schools also recognizes the need for parental involvement and has placed it as a priority in its LCAPs. This is confirmed with stakeholders placing this need for Parent Classes Related to Learning How to Support Student Academic Growth as a priority with 83.90% “Strongly Agree” or “Agree.”	Studies show more parental involvement leads to improved academic outcomes. According to a 2019 American Psychological Association review off 448 independent studies on parent involvement, when parents are involved in their children’s schooling, students show higher academic achievement, school engagement, and motivation.	Metrics that will be used are the number of family meetings/events held during the school year as evidenced by Family Scope & Sequence. (Outcome #1 and the list of offerings from the Division of Parent and Student Engagement supports provided during the school year.
Goal #5/Action #1	Our LCAP stakeholder survey identifies Support provided by Discipline Unit as high priority. With 84.96% “Strongly Agree” or “Agree” that this action should remain a priority. This includes site leader and teacher input. Even though PUC Schools suspension and expulsion rate remains low with 0.2% for Suspension and 0.0% for Expulsion, the need for this support has been highlighted due to increase in negative student behavior causing interference with engaging educational experiences. Teacher feedback has noted this need as well.	This action meets the need for Restorative Justice, Positive Behavioral Interventions and Support and as well as Socialemotional learning by providing training to parents, teachers, and leaders on Restorative Justice, PBIS, and SEL.	PUC Schools will monitor this action by reviewing the professional development offerings from the Discipline Unit.
Goal #5/Action #2	PUC Schools has seen an increase in student referrals for social-emotional counseling. Through outreach with low-income, English Learner parents, students and their teachers we learned that many low-income students and their families are struggling with trauma related to housing instability, and they are facing challenges including anxiety.	PUC Schools has increased its social-emotional support through clinical counseling workers addressing mental health/trauma related services. This action is being provided on an LEA-wide basis because all our student can benefit from the social-emotional support to address mental health and trauma related services.	PUC Schools will monitor student referrals to social-emotional counseling. (measured by Goal 5/Metric(s)2) PUC Schools will also continue on-going youth surveys to inform school safety and connectedness. (measured by Goal 5/Metric 1)

Goal #5/Action #3	PUC Schools struggles with Chronic Absenteeism, with 30.5% of students chronically absent. Some of the factors include students not living in the school's vicinity and having transportation problems and students struggling with family issues and/or personal emotional issues. In addition, our LCAP stakeholder survey identifies Attendance Incentive Programs as high priority. With 83.99% "Strongly Agree" or "Agree" that this action should remain a priority. This includes site leader and teacher input.	This action will increase overall attendance and specifically lower Chronic Absenteeism by providing incentives such as Uniform pass, Dojo points used for Snack Shack, recognition like monthly attendance awards, after-school activities, such as a dance and other awards that align with our universal, Multi-Tier System of Supports Tier 1 practices.	Metrics used to monitor this action are: 1. Daily Attendance Reports provided by DataWall. (Gaol 3/Outcome #4) 2. Chronic Absenteeism Reports provided by DataWall. (Goal 3/Outcome #5) 3. Monthly/Yearly School Calendar & Newsletters highlighting incentive activities/awards.
Goal #6/Actions #1 and #2	Our LCAP stakeholder survey identifies the following two areas as high priority: 1. Regular Day Intervention with 85.98% "Strongly Agree" or "Agree" that this action should remain a priority. 2. After School Interventions with 83.39% "Strongly Agree" or "Agree" that this action should remain a priority. In addition, the following local assessments indicate a need for academic interventions: 1. iReady ELA Diagnostic Proficiency Level: 31.6% scored at or above their grade level. 2. iReady Math Diagnostic Proficiency Level: 25.9% scored at or above their grade level.	This action will help support the need for student intervention through the shared-cost of the Director of Student Intervention. The Director of Student Intervention will support schools in planning their student intervention program. In addition, additional support staff will provide direct student intervention supports during the regular day within the classroom.	This action will be monitored through updates from the Director of Student Intervention using iReady ELA and Math Diagnostic Proficiency reports, Student Intervention Programs and student intervention lists by school site as generated by PowerSchool. (Goal 5/Outcome #5)
Goal #6/Action #3	Our LCAP stakeholder survey identifies the following areas as high priority. 1. College Counselors. With 81.29% "Strongly Agree" or "Agree" that this action should remain a priority. 2. Services provided by College Counselors. With 81.27% "Strongly Agree" or "Agree" that this action should remain a priority.	This action will meet the need for college counseling by providing college counseling staff that support students at the school-level with college counseling supports such as college admission preparation for students.	This action will be monitored by Edgenuity Progress Monitoring Report that includes Student Pacing Report, Student Watchlist, and Student Progress Report. In addition, Edgenuity HS Management system. In addition, monthly PUC School & College Counselor Calendar Reminders sent out to all schools. (Goal 6/Outcomes # 8 and #10)

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	$ 9,075,800	$ 3,144,493	34.65%	0.000%	34.65%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,534,079	$ 1,130,058	$ -	$ 89,433	$ 5,753,571.00	$ 3,456,876	$ 2,296,245

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: Professional Development	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 294,107	$ -	$ 142,612	$ 151,495	$ -	$ -	$ 294,107	0.000%
1	2	Action 2: Credentialing	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 258,502	$ 258,502	$ -	$ -	$ -	$ 258,502	0.000%
1	3	Action 3: Teacher Pipeline	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 71,235	$ 258,502	$ 329,737	$ -	$ -	$ -	$ 329,737	0.000%
1	4	Action 4: Educator Wellness	English learner (EL), Low Income, Foster Youth	No	LEA-wide		All Schools	Ongoing	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
2	1	Action #1: Supervision, Custodial, Security & Director of School Operation and Staff	English learner (EL), Low Income, Foster Youth	No	LEA-wide		All Schools	Ongoing	$ 28,068	$ 258,502	$ 286,570	$ -	$ -	$ -	$ 286,570	0.000%
2	2	Action #2: Ensuring School Safety	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 22,507	$ -	$ 22,507	$ -	$ -	$ -	$ 22,507	0.000%
3	1	Action 1: Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 25,091	$ 499,386	$ 1,993	$ 522,483	$ -	$ -	$ 524,477	0.000%
3	2	Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 355,009	$ 355,009	$ -	$ -	$ -	$ 355,009	0.000%
3	3	Action 3: Funding of Arts Personnel	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 657,114	$ -	$ 217,070	$ 440,044	$ -	$ -	$ 657,114	0.000%
3	4	Action 4: Teacher and Leader External PD English learner (EL), Foster Y	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 26,340	$ 26,340	$ -	$ -	$ -	$ 26,340	0.000%
3	5	Action 5: Resources to Accelerate Learning	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 258,502	$ 258,502	$ -	$ -	$ -	$ 258,502	0.000%
3	6	Action 6: ELD Standards Professional Development	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 243,413	$ -	$ 243,413	$ -	$ -	$ -	$ 243,413	0.000%
4	1	Action 1: Family Events/Meetings	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	2	Action 2: PAC/ELAC Meetings	English learner (EL), Low Income, Foster Youth	No	LEA-wide		All Schools	Ongoing	$ -	$ -	$-	$ -	$ -	$ -	$ -	0.000%
4	3	Action 3: PAC & ELAC Legally Required Representation	English learner (EL), Low Income, Foster Youth	No	LEA-wide		All Schools	Ongoing	$ 6,276	$ -	$ 6,276	$ -	$ -	$ -	$ 6,276	0.000%
4	4	Action 4: Parent and Student Engagement Supports	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 34,273	$ -	$ 34,723	$ -	$ -	$ -	$ 34,723	0.000%
5	1	Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social- Emotional Learning (SEL).	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 31,922	$ -	$ 31,922	$ -	$ -	$ -	$ 31,922	0.000%
5	2	Action 2: Social Emotional Counseling Services	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 202,605	$ -	$ 202,605	$ -	$ -	$ -	$ 202,605	0.000%
5	3	Action 3: Student Attendance Incentive	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ -	$-	$ -	$ -	$ -	$ -	0.000%
5	4	Action 4: Student Intervention Supports	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
5	5	Action 5: Teacher and Leader External PD	English learner (EL), Low Income, Foster Youth	No	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 87,360	$ -	$ 30,851	$ 16,036	$ -	$ 40,473	$ 87,360	0.000%

6	1	Action 1: Intervention for ELA and Math Achievement	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 35,210	$ -	$ 35,210	$ -	$ -	$ -	$ 35,210	0.000%
6	2	Action 2: Implementation of Differentiated Instruction, Intervention, and Supports (Other Classroom Personnel)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 1,432,640	$ 102,000	$ 1,485,680	$ -	$ -	$ 48,960	$ 1,534,640	0.000%
6	3	Action 3: PUC College Counseling Support & College Admission Preparation (HS)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ -	$ 258,502	$ 258,502	$ -	$ -		$ 258,502	0.000%
6	4	Action 4: Advanced Placement (AP) Teacher Professional Development (HS)	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$ 285,055	$ -	$ 285,055	$ -	$ -	$ -	$ 285,055	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
$ 9,075,800	$ 3,144,493	34.65%	0.000%	34.65%	$ 3,571,463	0.000%	39.35%	**Total:**	$ 3,571,463
								LEA-wide Total:	$ 3,571,463
								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: Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 142,612	0.000%
1	2	Action 2: Credentialing	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 258,502	0.000%
1	3	Action 3: Teacher Pipeline	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 329,737	0.000%
3	5	Action 5: Resources to Accelerate Learning	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 258,502	0.000%
3	6	Action 6: ELD Standards Professional Devel	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 243,413	0.000%
4	1	Action 1: Family Events/Meetings	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 5,000	0.000%
4	4	Action 4: Parent and Student Engagement S	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 34,723	0.000%
5	1	Action 1: Restorative Justice and Relational	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 31,922	0.000%
5	2	Action 2: Social Emotional Counseling Servi	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 202,605	0.000%
5	3	Action 3: Student Attendance Incentive	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$-	0.000%
6	1	Action 1: Intervention for ELA and Math Achi	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 35,210	0.000%
6	2	Action 2: Implementation of Differentiated Ir	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 1,485,680	0.000%
6	3	Action 3: PUC College Counseling Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 258,502	0.000%
6	4	Action 4: Advanced Placement (AP) Teache	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$ 285,055	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,045,822.00	$ 5,339,186.00

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: Professional Development	Yes	$ 328,907	$ 280,102
1	2	Action 2: Credentialing	Yes	$ 267,211	$ 250,535
1	3	Action 3: Teacher Pipeline	Yes	$ 15,000	$ 318,378
1	4	Action 4: Educator Wellness	No	$ 15,000	$ -
2	1	Action #1: Supervision, Custodial, Security & Director of School Operation and Staff	No	$ 98,502	$ 277,267
2	2	Action #2: Ensuring School Safety	Yes	$ 102,000	$ 21,435
3	1	Action 1: Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility	Yes	$ 1,757,648	$ 546,379
3	2	Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards	Yes	$ 165,000	$ 228,318
3	3	Action 3: Funding of Arts Personnel	Yes	$ 133,039	$ 574,698
3	4	Action 4: Teacher and Leader External PD English learner (EL), Foster Y	Yes	$ 10,000	$ -
3	5	Action 5: Resources to Accelerate Learning	Yes	$ 489,000	$ 250,535
3	6	Action 6: ELD Standards Professional Development	Yes	$ 15,000	$ 231,822
4	1	Action 1: Family Events/Meetings	Yes	$ 6,000	$ 17,000
4	2	Action 2: PAC/ELAC Meetings	No	$ 4,000	$ -
4	3	Action 3: PAC & ELAC Legally Required Representation	No	$ 1,000	$ 5,977

4	4	Action 4: Parent and Student Engagement	Yes	$ 30,000	$ 33,069
5	1	Action 1: Restorative Justice and Relational	Yes	$ 7,500	$ 30,402
5	2	Action 2: Social Emotional Counseling	Yes	$ 155,102	$ 192,957
5	3	Action 3: Student Attendance Incentive	Yes	$ 5,500	$ -
5	4	Action 4: Student Intervention Supports	Yes	$ 525,205	$ 15,000
5	5	Action 5: Teacher and Leader External PD	Yes	$ 15,000	$ 83,200
6	1	Action 1: Intervention for ELA and Math	Yes	$ 595,106	$ 33,533
6	2	Action 2: Implementation of Differentiated	Yes	$ 117,500	$ 1,426,563
6	3	Action 3: PUC College Counseling Support &	Yes	$ 175,102	$ 250,535
6	4	Action 4: Advanced Placement (AP) Teacher	Yes	$ 12,500	$ 271,481
				$ -	$ -

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)
$ 2,983,586	$ 3,509,471	$ 4,119,695	$ (610,224)	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: Professional Development	Yes	$ 291,745	$ 128,607	0.000%	0.000%
1	2	Action 2: Credentialing	Yes	$ 267,211	$ 250,535	0.000%	0.000%
1	3	Action 3: Teacher Pipeline	Yes	$ 5,000	$ 318,378	0.000%	0.000%
1	4	Action 4: Educator Wellness	No	$ -	$ -	0.000%	0.000%
2	1	Action #1: Supervision, Custodial, Security & Director of School Operation and Staff	No	$ -	$ 277,267	0.000%	0.000%
2	2	Action #2: Ensuring School Safety	Yes	$ 102,000	$ 21,435	0.000%	0.000%
3	1	Action 1: Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility	Yes	$ 545,000	$ 23,896	0.000%	0.000%
3	2	Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards	Yes	$ 145,000	$ 228,318	0.000%	0.000%
3	3	Action 3: Funding of Arts Personnel	Yes	$ -	$ 134,654	0.000%	0.000%
3	4	Action 4: Teacher and Leader External PD English learner (EL), Foster Y	Yes	$ 10,000	$-	0.000%	0.000%
3	5	Action 5: Resources to Accelerate Learning	Yes	$ 489,000	$ 250,535	0.000%	0.000%
3	6	Action 6: ELD Standards Professional Development	Yes	$ 15,000	$ 231,822	0.000%	0.000%
4	1	Action 1: Family Events/Meetings	Yes	$ 6,000	$ 17,000	0.000%	0.000%
4	2	Action 2: PAC/ELAC Meetings	No	$ -	$-	0.000%	0.000%
4	3	Action 3: PAC & ELAC Legally Required Representation	No	$ -	$ 5,977	0.000%	0.000%
4	4	Action 4: Parent and Student Engagement Supports	Yes	$ 25,000	$ 33,069	0.000%	0.000%
5	1	Action 1: Restorative Justice and Relational	Yes	$ 7,500	$ 30,402	0.000%	0.000%
5	2	Action 2: Social Emotional Counseling Services	Yes	$ 155,102	$ 192,957	0.000%	0.000%
5	3	Action 3: Student Attendance Incentive	Yes	$ 5,500	$-	0.000%	0.000%
5	4	Action 4: Student Intervention Supports	Yes	$ 525,205	$ 15,000	0.000%	0.000%
5	5	Action 5: Teacher and Leader External PD	Yes	$ 15,000	$ 26,691	0.000%	0.000%
6	1	Action 1: Intervention for ELA and Math	Yes	$ 595,106	$ 33,533	0.000%	0.000%
6	2	Action 2: Implementation of Differentiated	Yes	$ 117,500	$ 1,377,603	0.000%	0.000%
6	3	Action 3: PUC College Counseling Support &	Yes	$ 175,102	$ 250,535	0.000%	0.000%
6	4	Action 4: Advanced Placement (AP) Teacher	Yes	$ 12,500	$ 271,481	0.000%	0.000%
				$ -	$ -	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)
$ 8,641,062	$ 2,983,586	0.000%	34.53%	$ 4,119,695	0.000%	47.68%	$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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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,

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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).

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