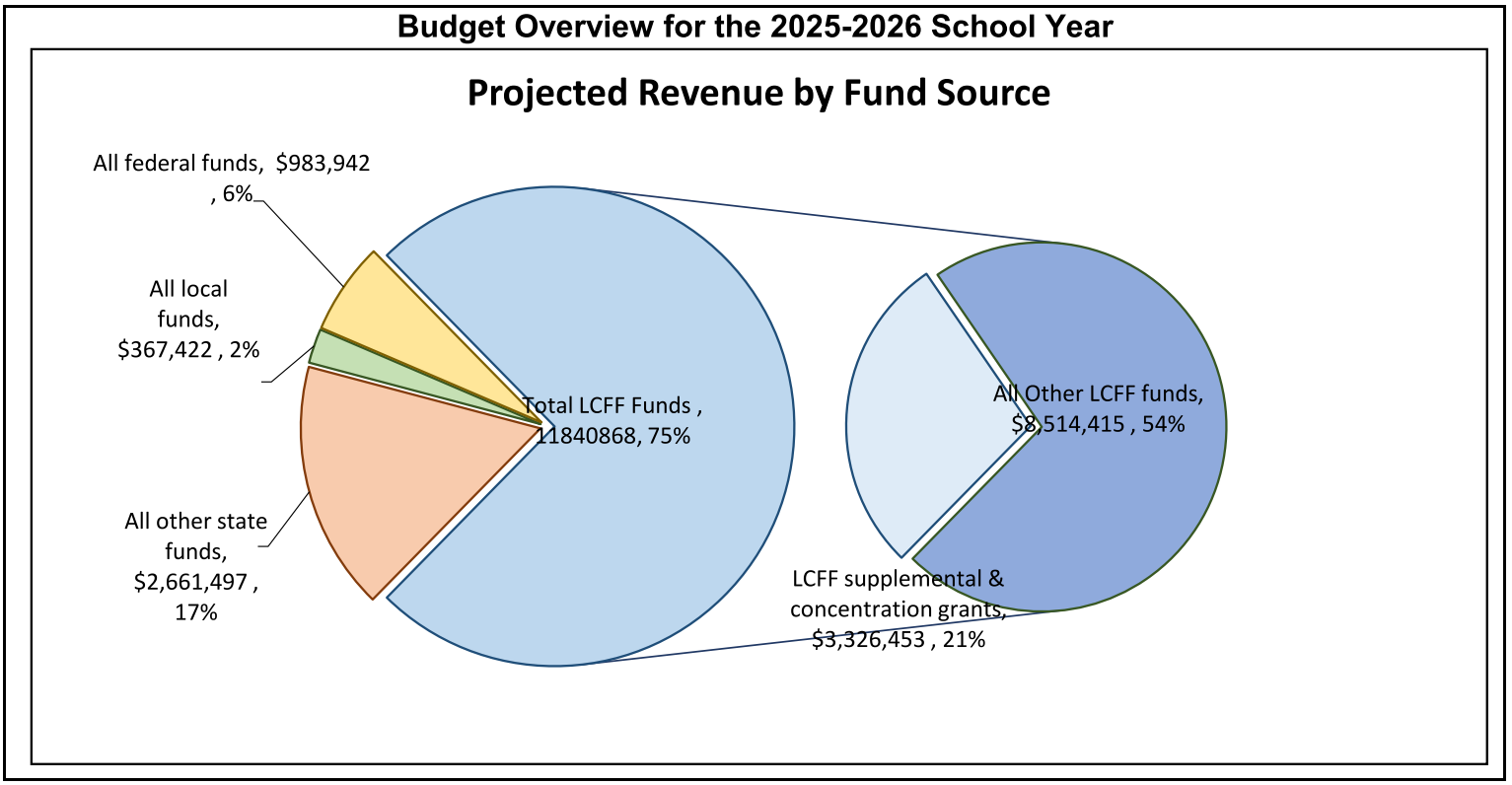
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHO
CDS Code: 19 64733 0133272
School Year: 2025-2026
LEA contact information: Lisa Tovar l.tovar@pucnational.org 818-916-0506 Gerard Montero g.montero@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).

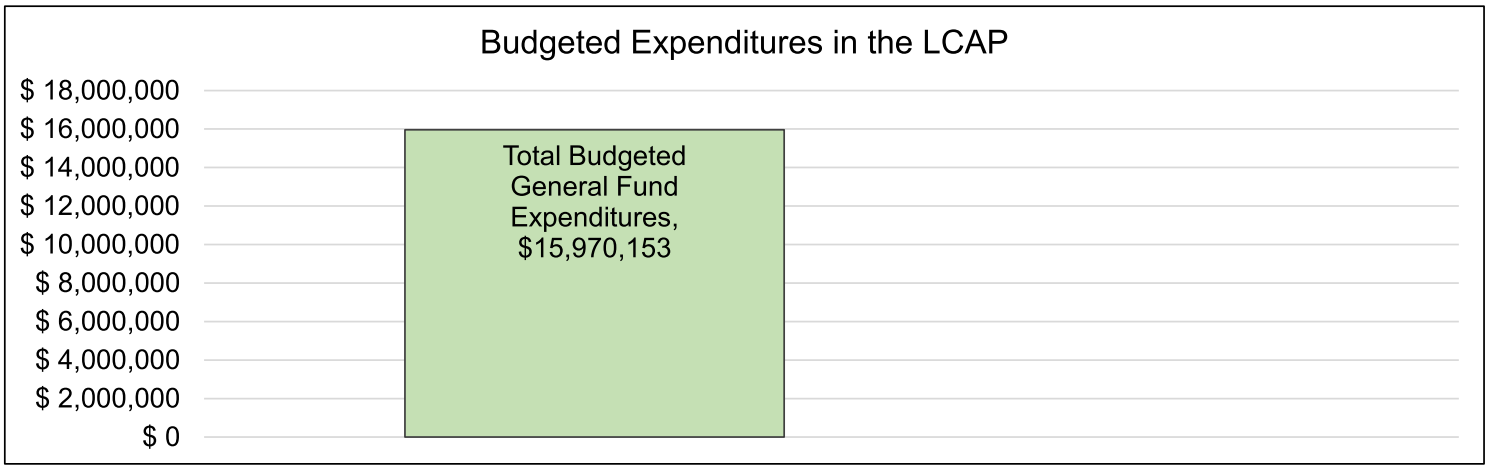



This chart shows the total general purpose revenue PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL is $15,853,729.00, of which $11,840,868.00 is Local Control Funding Formula (LCFF), $2,661,497.00 is other state funds, $367,422.00 is local funds, and $983,942.00 is federal funds. Of the $11,840,868.00 in LCFF Funds, $3,326,453.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents




This chart provides a quick summary of how much PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL plans to spend for 2025-2026. It shows how much of the total is tied to planned actions and services in the LCAP.

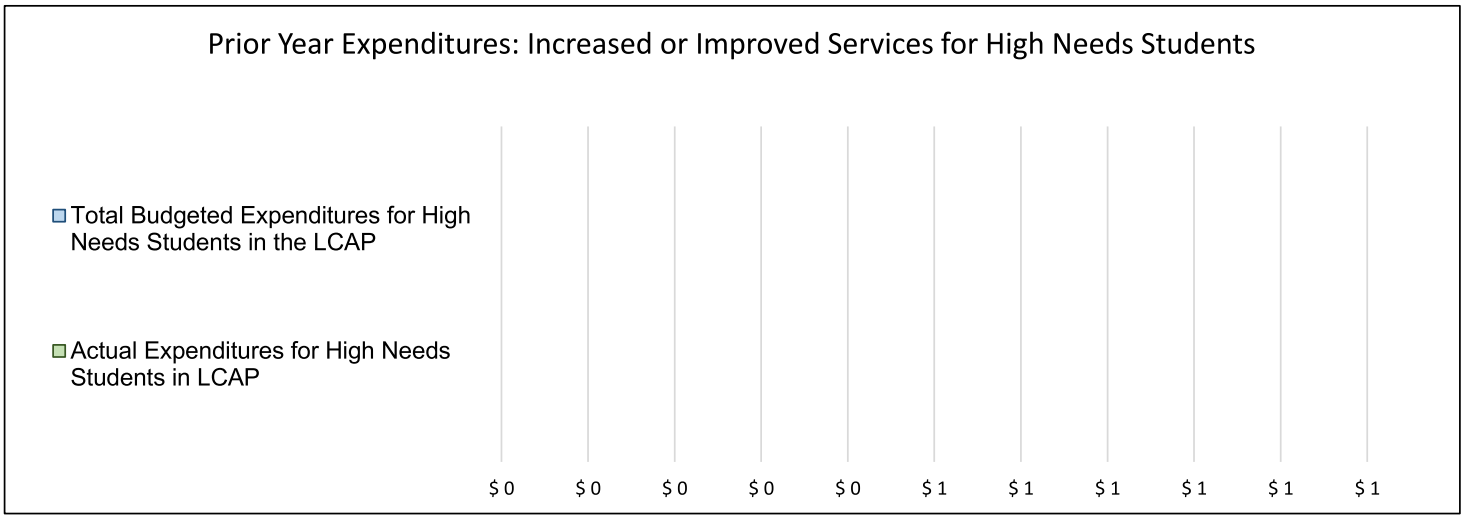
The text description of the above chart is as follows: PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL plans to spend $15,970,153.00 for the 2025-2026 school year. Of that amount, $0.00 is tied to actions/services in the LCAP and $15,970,153.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL is projecting it will receive $3,326,453.00 based on the enrollment of foster youth, English learner, and low-income students. PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL must describe how it intends to increase or improve services for high needs students in the LCAP. PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL plans to spend $0.00 towards meeting this requirement, as described in the LCAP. The

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-2025




This chart compares what PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL's LCAP budgeted $0.00 for planned actions to increase or improve services for high needs students. PUC TRIUMPH CHARTER ACADEMY AND PUC TRIUMPH CHARTER HIGH SCHOOL actually spent $0.00 for actions to increase or improve services for high needs students in 2024-2025.

# 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 Triumph Charter Academy and PUC Triumph Charter High | GERARD MONTERO DIRECTOR OF COMPLIANCE | g.montero@pucschools.org 818-559-7699 |

# Plan Summary 2025-2026

## 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 Triumph Charter Academy & PUC Triumph Charter High School is part of Partnerships to Uplift Communities [PUC Schools]. PUC Schools is a charter management organization consisting of 14 schools in Los Angeles County. The first school opened in 1999 and in 2004, as the community need for quality public schools continued to rise, PUC Schools was created. PUC Triumph Charter Academy was founded in 2007 and a few years later, based on family and community need, PUC Triumph Charter High School was founded in 2010. In 2014, the schools merged to become one school, PUC Triumph Charter Academy & PUC Triumph Charter 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 Triumph Charter Academy & Triumph Charter High School 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 fullest potential and offers a school-wide approach to providing academic and social emotional supports for all students where every student is a valued member of the integrated school community. The high percentage of students in this subgroup category is a testament to the work the schools have done to create a welcoming, accessible, and

inclusive environment for all learners.
The clinical counseling program provides mental health supports to all students and families at PUC schools. In the summer, we provide Family Success Meetings to new students and families to address the transition to a new school environment. Any student who is struggling with mental health issues can be referred to clinical 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. Based on this research and our core values, PUC Triumph will allocate at least 120 minutes of physical and health education and 180 minutes of arts per week during regular instructional time, with additional opportunities for physical activities and arts engagement in the extended day program.

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

PUC TCA & PUC TCHS has been uplifting and advancing the vision and mission of PUC Schools since 2007. 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 TCA & PUC TCHS values the importance of creating, sustaining, and developing strong home-to-school partnerships with families to meet the unique and diverse needs of every student in order to best support individual student success. In addition, the teachers and school staff work collaboratively through a data driven, inquiry based, reflective professional development model to further analyze, respond, and support individual student needs based on data and desired school and student outcomes. Lastly, through the data driven culture that combines the ongoing analysis of both qualitative and quantitative data the school is able to further develop and allocate funding for supports, services, and interventions to meet the unique and diverse needs of all students and each of the school's significant subgroups [i.e. EL, Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), low income, Latino/a]. PUC TCA & PUC TCHS 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 TCA & PUC TCHS.

PUC Triumph Charter Academy and PUC Triumph Charter High's demographics as of Spring 2025 is as follows: 95.93% of PUC Triumph Charter Academy and PUC Triumph Charter High's students are Hispanic, and 2.29% are white. 18.58% of the student population is served by the Special Education program, and 8.14% of students are identified English Learners (ELs) and 42.37% are Reclassified Fluent English Proficient (RFEP). 95.26% of families qualify for free or reduced lunch*. About 22.9% of parents have taken some college coursework or have an Associate's degree, and 4.83% have graduate degree or higher. In addition, 2.12 students are designated Homeless*. *Data from Fall 1 Survey 2024.

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

# Reflections: Annual Performance

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

PUC TCA-TCHS SUCCESSES:

PUC Triumph Charter Academy and PUC Triumph Charter High School is proud to report continued successes and progress, based on the most recent California School Dashboard as well as local data. The school has remained focused this academic school year on supporting the holistic needs of students, staff, and families as the entire school community was impacted at varying degrees by the global pandemic. The school remained responsive to its student, staff, and family needs throughout the school year by focusing supports and resources such as professional development, mental health, technology, & student engagement as it pertains to in-person learning. In the upcoming school year, the school will continue to expand the implementation of its multi-tiered systems of support to ensure that all students are prepared for college, career, and life success. The school has received supplemental funding to further support and advance the learning acceleration needed for all students [particularly priority populations such as EL, SPED, low income, at-risk, and homeless/foster youth] due to the continued impact and challenges caused by COVID-19. In addition to the academic, social-emotional, and behavioral needs of students PUC Triumph Charter Academy and PUC Triumph Charter High School is focused on increasing school-based resources and staffing, using supplemental funding, to further ensure equity for all students in the school's distribution and access to those additional supports, resources, and staff for all students and each significant subgroup. PUC Triumph met the 95% participation rate for all students and significant sub-groups.

CA SCHOOL DASHBOARD 2024:

The school fully participated in the CAASPP ELA, CAASPP Math and CAASPP Science testing in the 2023-2024 school year. The 2024 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 Orange. The school's 2024 schoolwide ELA DFS (+10.0 DFS) is higher than the state average (-13.2 DFS).

All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2024 average DFS in ELA for the school's English Learner student group (-38.5 DFS) is higher than the state average (-67.6 DFS). The 2024 average DFS in ELA for the school's Latino student group (+8.7 DFS) is higher than the state average (-39.3 DFS). The 2024 average DFS in ELA for the school's Long-Term English Learners student group (-92.3 DFS) is higher than the state average (-109.6 DFS). The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (+8.6 DFS) is higher than the state average (-40.9 DFS). The 2024 average DFS in ELA for the school's Students with Disabilities
student group (-80.1 DFS) is higher than the state average (-95.6 DFS).

Successful Practices for English Language Arts:

The 2024 ELA Dashboard data reflects strong schoolwide performance, with all numerically significant student groups outperforming their respective statewide averages. This success is the result of intentional, data-driven and research-based instructional practices, targeted interventions, and a commitment to equity and student-centered learning. Below are the key
practices that have contributed to these outcomes:

ELA teachers implement differentiated instruction and materials to meet students at their current proficiency levels, using leveled reading groups, station rotations, and scaffolding techniques.

Adopted curriculum in ELA and other content areas include scaffolds to support all students with accessing rigorous grade-level standards. The curriculum incorporates diverse, high-interest reading materials that reflect students' backgrounds, increasing motivation and engagement. Curriculum includes texts for reteaching and small groups in order to meet diverse interests. Teachers integrate student choice in independent reading, fostering a sense of ownership in literacy development.

Teachers engage in data analysis cycles to assess student performance on NWEA and iReady assessments, formative tasks, and state-aligned interim assessments.

Grade-level teams and content teams review student outcomes on internal assessments and on student work and adjust instructional practices to address areas of need as well as share promising practices that increase literacy.

Increase in vertical and horizontal alignment to determine gaps, analyze the effectiveness of interventions, and plan next steps that will increase student achievement.

All content-area teachers learn about, share, and practice effective literacy strategies (i.e. the Frayer model for vocabulary instruction), common annotation ensuring that

reading, writing, and academic discourse are emphasized beyond ELA classrooms.

Teachers integrate Close Reading, Annotating Texts, and Evidence-Based Writing strategies to improve comprehension and critical thinking skills.

Teachers vertically align academic discourse routines and develop and implement common language around annotations and writing instruction,

Classrooms prioritize structured academic discourse through think-pair-share, collaborative groupings, fishbowls and Socratic seminars. Students are provided with sentence frames if needed to develop their oral and written communication skills.

English Learners receive both integrated language support within content areas and dedicated ELD instruction to strengthen foundational literacy skills.

Teachers employ scaffolding techniques, including visual supports, sentence stems, and word banks, to increase EL engagement.

Focus on academic vocabulary across contents as well as discipline-specific vocabulary.

Implementation of CAASPP question stems, key vocabulary, and interface.

Teachers and staff support with translations for our newcomers.

Special Education teachers collaborate with general education ELA teachers to provide push-in support, co-teaching, and accommodations to ensure SWDs access grade-level content.

HIGHLIGHT #2: MATHEMATICS:
Per the 2024 CA School Dashboard, the schoolwide Dashboard Math Indicator performance color is Yellow, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-53.5 DFS) is lower than the state average (-47.6 DFS).
The following of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS): The 2024 average DFS in Math for the school's Latino student group (-55.1 DFS) is higher than the state average (-79.2 DFS). The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-53.8 DFS) is higher than the state average (-78.2 DFS)
Successful Practices for Mathematics:

See Challenge section.

HIGHLIGHT #3: ENGLISH LEARNER PROGRESS INDICATOR(ELPI):

The schoolwide Dashboard ELPI performance color is Yellow, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (64.3%) is higher than the state average (45.7%).

Successful Practices for ELPI:

Dedicated dELD Teacher & Targeted Monitoring.

dELD teacher & Progress Monitoring: A dedicated dELD teacher oversees the implementation, assessment, and progress tracking of EL students throughout the academic year. The dELD teacher ensures compliance with ELPAC assessment administration, reclassification tracking, and individualized student support plans.

Data-Driven Grouping & Individualized Support: EL students are grouped for Designated English Language Development (dELD) instruction based on their ELPAC proficiency levels. Regular progress monitoring assessments inform instructional adjustments and targeted interventions.

Strengthening Designated & Integrated ELD Instruction:

Designated ELD During Advisory & Targeted Small Groups: At the middle school, students receive structured dELD instruction during Advisory period, allowing for focused

language development aligned with ELPAC domains (Speaking, Writing, Reading & Listening). Small-group, leveled instruction ensures that ELs receive content tailored to their specific proficiency levels.

Integration of Language Supports Across Content Areas: ELD strategies are embedded across all subject areas, ensuring that ELs develop academic language skills while engaging with grade-level content. Teachers use sentence frames, structured academic conversations, and scaffolded writing assignments to reinforce language acquisition. Our school success plan includes academic discourse in order to provide opportunities for all students to process thinking through oral language.

Effective Curriculum & Instructional Strategies:

Use of EL Achieve Curriculum for Language Development: The EL Achieve curriculum, originally adopted in 2021-2022, provides a consistent instructional framework for dELD teachers and students. Engagement-based activities (peer interviews, structured group discussions, and oral presentations) ensure that students actively practice language skills.

Consistent Use of Research-Based Language Strategies: Turn-and-talks, structured dialogue prompts, and collaborative discussions are embedded in both ELA and dELD classrooms, ensuring alignment. Our past work with consultants WestEd and Ensemble continue to inform practices around explicit direct instruction, academic discourse, and the warm demander disposition to support students with speaking and listening across contents.

Professional Development & Teacher Support for EL Strategies:

Ongoing Training for General Education & dELD teachers: All teachers receive professional development on integrated and designated ELD instructional strategies to ensure alignment across subjects. Coaching cycles and peer observations focus on effective EL engagement strategies, scaffolding techniques, and increasing student discourse.

Professional learning with PUC Director of Mathematics: Onsite training with Math content teachers to develop engaging methods for mathematical learning. Focus on building student confidence in math and strengthening reasoning skills.

Reclassification & Pathway to English Proficiency:

Early Identification of Reclassification-Ready Students: A structured ELPAC progress monitoring system ensures students receive the necessary support to meet reclassification criteria. Targeted writing and speaking interventions support students approaching proficiency in key domains.

Family Engagement & Support for EL Students: Parents receive regular updates on student progress, reclassification readiness, and home-language support strategies. Family resources on how to support English language development at home.]

HIGHLIGH #4: SUSPENSION RATE:

Per the 2024 CA School Dashboard, the school (including all numerically significant student groups) outperformed the state with a Suspension Rate of 0.2% compared to the state's 3.2%. In addition, the school's performance Level is Blue compared to the state's performance level of Green.

Successful Practices for Suspension Rate:

In terms of suspension and expulsion, our consistent goal is to find alternatives to these so that our students can be positive contributors to our school community. We monitor our student progress via behavior growth plans, advisory mentors, one-on-one check ins with administrators and student trusted adults to avoid recidivism. Additionally, we internally track office referrals or escalated behaviors so that we are proactive in embedded tiered supports to prevent misbehavior. Through an outsourced PBIS system, 5-Star Students, we provide students with points for going above and beyond our expectations rooted in our PBIS Matrix: ROARS. When students commit inappropriate behavior, we take a Restorative Justice approach to ensure that the students, parents, teachers, and other applicable stakeholders are involved in the solution process. This ensures that students are reminded of the various support systems that they have on campus and receive information on the different resources available.

HIGHLIGHT #5: COLLEGE AND CAREER STATUS:

The schoolwide Dashboard College/Career Indicator performance color is Yellow, as compared to the state's color of Yellow. The school's 2024 percentage of students prepared for college or a career (61.6%) is higher than the state average (45.3%).

All of the school's numerically significant student groups have CCI percentages above their respective statewide student group percentages. The 2024 percentage of the school's Latino student group prepared for college or a career (62.4%) is higher than the state average (37.4%). The 2024 percentage of the school's Socioeconomically Disadvantaged student group prepared for college or a career (61.6%) is higher than the state average (37.4%)

Successful Practices for College & Career Status:

Referencing the Measures of College Readiness, the following outlines promising practices that Triumph embeds:

Smarter Balanced Summative Assessments

Goal to receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics by providing: 1. Instructional strategies promising practices to prepare students for SBAC that include: Data-Informed Instruction with regular classroom observations to provide teaching practices feedback, Standards-Aligned Curriculum, Embed Literacy & Mathematical Reasoning Across the contents such as #Numeracy, PD Trainings on SBAC instructional strategies, Online SBAC support via Interim assessments and learning the platform.

Advanced Placement (AP) Exams

Goal to receive a score of 3 or higher on two AP exams by providing college-level work, potentially earning college credit, and standing out through demonstrated AP course rigor to colleges and employers.

Providing the following Advanced Placement Courses: AP Computer Science Principles, AP English Literature and Composition, AP Spanish Language and Culture, with embedded Instructional strategies AP exam promising practices.

Use of the College Board's free practice tests and study resources such as Test-taking Strategies.

Weekly teacher tutoring/review sessions

College Credit Courses

Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded.

PUC Schools dual enrollment program: The program is designed to increase students' access to postsecondary degree and certificate completion, exposes students to career options, enhances academic rigor, minimize the time to degree/certificate completion, reduce college costs, provide students a competitive advantage, as well as supporting students with building their college self-concept, which will support their high school to college transitioning success.

College Credit Courses promising practices such as: School & College Counselors support students taking college courses by providing: 1. Study Skills and Time Management - Provide support to help students with time management, and study techniques to help them manage their increased workload. 2. Support Services Access - Ensure students are aware of campus supports such as tutoring, writing labs, and campus facilities and other academic supports. 3. Regular Check-Ins - Monitor progress in courses and address concerns or support needs. *Create scheduled check-ins throughout the term where students pull up their college portal to show proof of continued enrollment (especially important for singletons) as well as academic grades check.)
On-site access that provides space for students to complete work on campus with guidance, if needed. Career Counseling Support such as helping students find meaning in their college courses by understanding the relevance between their dual enrollment college courses and their future career goals.

Celebrate Student Success:  Recognize students' achievements to help students' motivation & to build a dual enrollment culture at your site, inspiring other students to pursue dual enrollment opportunities (college and career pathways).

State Seal of Biliteracy (SSB)

Goal to receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments with the goal of making students the most competitive applicants (career, college, internship, volunteer, scholarship, etc.), as well as stressing the importance of knowing multiple languages, PUC Schools strives to support students with earning SSB recognition through these promising practices:  1,  Promote SSB Program by making sure all stakeholders are aware of this honor, eligibility requirements, and paths to meet SSB.  2.  Offer AP and College Course Dual Enrollment L.O.T.E by providing multi-year L.O.T.E. options for students.  3.  Celebrate Students' SSB Success with potential SSB recipients & recipients at awards nights and newsletters.

University of California (UC) and California State University (CSU) Requirements:

PUC Schools high school diploma requirements align with UC/CSU undergraduate minimum admissions requirements. In addition, our grading scale passing grade is A-C. PUC Schools graduates graduate meeting UC/CSU A-G minimum admissions requirements, except for students requiring an alternative graduation path based on their IEP or 504 team decision (a student's needs).

Referencing the Measures of Career Readiness:

Our students explore careers through their high school courses, college dual enrollment courses, and through our School & College Counseling program. Students use Naviance career research tools and assessments that allow students to research careers and use assessment data to match careers to their interests, personality and strengths. Additionally, we use our Advisory time to explore various careers, necessary skills, and their areas of development to support in their exposure and access.

HIGHLIGHT #6:  GRADUATION RATE:

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 (99%) is higher than the state average (86.7%).

Successful Practices for Graduation Rate:

PUC Triumph is proud of the 98.1% graduation rate. As an organization, we have established strong systems of supporting all students to graduation starting in 6th grade. Beginning in 6th grade, students start their school experience on a college campus - CSUN to begin establishing the importance of graduating high school and pursuing higher education. We are excited to
continue our tradition of CSUN week in which we promote a college going culture that allows students to preview the college experience in their first week of middle school. To close the middle school experience, the way we began, our 8th grade graduation is held at CSUN. At TCA, each student is assigned to a cohort that is named after a college or university, instilling in them, as young as 10 and 11, the college-going culture. Students learn more about these colleges and universities, and build a sense of pride for the school they represent. Transitioning from middle school to high school then involves more one-on-one interactions with our school and college counseling team to fully develop graduation pathways and post-secondary plans. The following are some of the key features of our work towards a high graduation rate:

Early & Continuous Graduation Tracking with a Four-Year Graduation Monitoring System.

College & Career Readiness with A-G Course Access & Postsecondary Planning.

Family Engagement & Parent Support that encourages parents are engaged through frequent progress meetings, workshops, and bilingual communication.

Mentorship & Advisory Support that provides dedicated advisors and mentors who work closely with students to set academic and
personal goals, building strong relationships that support graduation success.

LOCAL ASSESSMENTS:

ENGLISH LANGUAGE ARTS:

Over the past year, students at PUC Triumph have demonstrated measurable academic growth, as reflected in our internal assessments of the NWEA MAP Test results. 50% or more of our students in each grade level met their projected growth in ELA and 60% or more of our students met their projected growth in Math indicating sustained progress in student proficiency.

The verified data report provided by the school to the CSD demonstrated that students made at least one year's progress in ELA, as observed in the MAP Reading Assessment results for the 2024-25 school year. The data showed measurable growth across all grade levels (6-12), with students achieving one year or more of progress in reading comprehension and literacy skills. One contributing factor for this growth is our alignment over high leverage practices across all our classrooms as part of our School Success Plan. By maintaining the same instructional and cultural priorities over the last several years, we have continued to build on the promising practices that our teachers and staff have implemented and to adjust based on where the needs are. Another contributing factor to our ELA growth is targeted, ongoing, and data-informed professional development. As a school, we engage in cycles of student work analysis as another data point to determine what practices are effective. This analysis enables teachers to identify trends and gaps in student achievement. Strengths and gaps are refined and addressed in not only ELA classrooms but across all contents, since building literacy is a core skill that supports all students to access high academic expectations. Finally, our adopted curricula in ELA at both the middle and high school have strengthened our vertical articulation and ensured that students are practicing with grade-level instructional material.]

MATHEMATICS:

The verified data report provided to the CSD demonstrates that PUC Triumph achieved at least one year's progress in Math for all students, as reflected in the MAP Math Assessment results for the 2023-24 school year. All students in Grades 6-12 showed one or more years of growth, with a Conditional Growth Percentile of 50% or above.
This success is attributed to targeted instructional strategies, including math interventions integrated into advisory periods last school year, so students were engaging in math beyond their math classes. We were also intentional about having the second adult in the math classrooms be Inclusion assistants who have more experience with the content and could facilitate small-group instruction of mathematical concepts.. Additionally, regular data chats with students allowed for reflection on their MAP data, goal setting between assessments, and personalized learning through computer-adaptive programs. Triumph also adopted math curricula that support students to meet grade-level standards. Scaffolds and supports for ELs and students below grade level are embedded in the curricula. These instructional moves helped strengthen students' mathematical skills and fostered a growth-oriented mindset.]
3. Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures? [Yes]
4. If the assessments were not administered as intended, please share the facts and how they will be addressed moving forward. [N/A]
5. What is the name of the verified data report provided to the CSD that the school's answers were based on? [MAP Student Growth Summary Report]
6. If verified data is not submitted for All Students/Schoolwide, please explain why. [N/A]

4. Provide the publisher's growth report showing progress measured by one year's growth for each numerically significant student group (e.g., i-Ready K-8 by Curriculum Associates: Diagnostic Growth; MAP Growth by NWEA: Student Growth Summary Report; Star Assessment by Renaissance: Star Growth Report; etc.). Based on the report(s) provided to the CSD, please answer the following:
Numerically Significant Student Group(s) (The data include all student groups that have at least 11 students.)
1. Explain how the verified data report(s) provided by the school to the CSD did or did not show one year's progress in ELA for each numerically significant student group(s).

CHALLENGES:

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 2023:

The 2023 CA School Dashboard indicate area of need with the following challenge areas:

CHALLENGE #1: MATHEMATICS:

The school's 2024 schoolwide Math DFS (-53.5 DFS) is lower than the state average (-47.6 DFS).

Less than a majority of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS). The 2024 average DFS in Math for the school's English Learner student group (-108.8 DFS) is lower than the state average (-93.4 DFS). The 2024 average DFS in Math for the school's Long-Term English Learner student group (-168.6 DFS) is lower than the state average (-163.5 DFS). The 2024 average DFS in Math for the school's Students with Disabilities student group (-134.0 DFS) is lower than the state average (-124.3 DFS)

Steps to Improve Math Outcomes:

The 2024 Dashboard Math Indicator highlights areas of progress as well as key opportunities for improvement, particularly for English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWDs). While the schoolwide Math performance color is Yellow, certain numerically significant student groups scored below their statewide counterparts. To
address these disparities and improve overall math achievement, PUC Triumph has implemented and will continue to refine strategic, data-driven interventions and instructional enhancements.

For All Students:

Adoption & Implementation of Math Curriculum aligned to Common Core State Standards. Both high school and middle programs have online access to adopted math curriculum. High school program have textbooks and supplemental workbooks for student practice. Use of Khan Academy and DeltaMath for accommodated work and targeted practice

Research Based Practices:

Developing students' reasoning through asking students to justify their mathematical process. This strategy will continue to strengthen the inductive and deductive mathematical reasoning of our multilingual English Learners Targeted criteria for success to ensure students are clear about what is expected of them to be able to meet each day's learning objective. This instructional strategy has strengthened teachers' lesson planning as identifying criteria for success requires intentional backwards planning and

strong lesson objectives.

Professional Development & Teacher Coaching:  Math teachers receive ongoing coaching, lesson modeling, and feedback cycles from academic coaches to refine pedagogy.

A structured lesson planning framework ensures that instruction is rigorous, engaging, and aligned to state standards.

Data-Driven Decision-Making & Targeted Interventions

Use of Formative & Summative Assessments to Drive Instruction:

Teachers analyze benchmark, formative, and classroom assessment data to identify learning gaps and adjust instructional strategies accordingly.

Data analysis collaboration ensures personalized intervention plans for students needing additional support.

Opportunities for increased vertical articulation:  Math team analyze objective, CFS, and student work products for alignment
Develop common language and strategies to increase numeracy, Implementation of CAASPP interims and differentiated benchmarks to monitor student progress

Targeted Math Interventions & Tutoring:  In school and after school intervention sessions provide targeted support for
students performing below grade level.  Small-group tutoring focuses on math fluency, foundational skills, and problem-solving strategies to reinforce classroom learning.
Middle school uses iReady to differentiate instruction and monitor students'
specific learning paths.  Implementation of SBAC Interim Assessments and Performance Tasks throughout the school year to help familiarize students with the testing interface, to gather data to help develop strategic supports, and to identify areas of strength
and areas of growth.

Family Nights:  Interactive sessions to engage students in their own learning process and foster
stronger communication between school and home.

Home-School Communication for At-Risk Students:  Outreach to families of students performing below grade level to provide
additional resources and intervention plans.  Plans to address potential attendance and tardy issues that impact learning Communication about teacher office hours and after-school program that support with homework/academics.

For our English Learners & Long-Term English Learners:

Integrated Language & Math Instruction:
Teachers incorporate math-specific language supports, structured sentence
starters, and vocabulary scaffolds to help ELs access rigorous content.
?
Professional development includes strategies for academic discourse in math,
allowing ELs to develop confidence in explaining mathematical reasoning.
Increased Small-Group Instruction for LTELs:
?
Math intervention blocks include targeted skill-building exercises, such as fluency
and deconstruction of word problems to support comprehension and
problem-solving.
Deconstructing word problems:
Breaking down a complex word problem into manageable steps to better
understand what is being asked and how to solve it.
Training focuses on targeted supports for ELs, LTELs, and SWDs, equipping teachers
with scaffolding strategies such as:
Sentence frames & structured math discussions to support ELs.

Small-group guided instruction & targeted re-teaching for students struggling with specific concepts.
For our Students with Disabilities (SWDs):
?
Co-Teaching & Specially Designed Instruction (SDI):
?
Collaboration between General Education & Special Education teachers to ensure SWDs receive appropriate accommodations.
?
Use of Universal Design for Learning (UDL) strategies to provide multiple means of engagement, representation, and expression.
Use Visuals and Concrete Materials:
The use of visual representations such as charts, diagrams, number lines, and fraction bars to clarify concepts.
Incorporating more manipulatives, projects, and resources that address student needs (i.e. access to formulas, how-to videos, exemplars, etc.)
Student work analysis that includes student work from SWDs to identify what instructional strategies have been effective across contents and building on them.]

CHALLENGE #2: CHRONIC ABSENTEEISM:

The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Red, as compared to the state's color of Yellow. The school's 2024 percentage of chronically absent students (22.2%) is higher than the state average (18.6%).

Steps to Improve Chronic Absenteeism:

Recognizing the impact of attendance on student success, PUC Triumph has implemented targeted interventions, family engagement strategies, and school culture initiatives to address chronic absenteeism and improve overall attendance rates.

Root Cause Analysis: Understanding Barriers to Attendance:

A comprehensive root cause analysis has identified several contributing factors to chronic absenteeism, including: 1. Mental Health Challenges – Anxiety, depression, and social-emotional stressors affecting student motivation to attend school. 2. Physical Health Issues – Students missing school due to frequent illness, lack of access to healthcare, or ongoing medical concerns. 3. Transportation Barriers – Limited access to reliable transportation options for students and families. 4. Disconnection from School Community – Students who feel disengaged from school activities and classroom learning.

The following are in place to improve chronic absenteeism:

Attendance Monitoring & Family Communication: This includes Daily Attendance Tracking & Intervention System and Personalized Outreach & Family Engagement.

Activate our Parent Coordinator and Social Work interns to communicate and build a relationship with our families who are in need of support.

School Wide Incentives & Recognition Program that includes Attendance Reward Programs.

Mental Health & Wellness Support for Students such s Increased Access to Counseling & SEL Interventions.

Health Curriculum & Prevention Care Education

Transportation Assistance for families

Community Building & Student Engagement

To further decrease chronic absenteeism, PUC Triumph is committed to:  Expanding home visit initiatives to provide direct family support.  Strengthening community partnerships to address transportation and healthcare barriers.  Enhancing culturally responsive family engagement strategies to ensure parents are informed and involved in attendance efforts.  Continue with clinical counseling to help uncover underlying emotional, psychological, and social issues contributing to absenteeism, while also providing a structured environment for students to address these issues. Create more small group sessions during lunch to help provide students with a structured and supportive environment to develop, practice, and refine their social skills, particularly
those who may struggle with social interactions.

By combining proactive interventions, personalized student supports, and a positive school culture, PUC Triumph remains focused on improving attendance rates and overall student success.

# 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.

## *Support for Identified Schools*

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

## *Monitoring and Evaluating Effectiveness*

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

# 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 the annual online LCAP Survey that was sent out on February 5, 2025, and remained opened until April 4, 2025. Reminders are sent out to all stakeholders, especially families and students to ensure they are provided 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 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. |
| PARENT ADVISORY COMMITTEE (PAC) AND ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC) | The Parent Advisory Committee (PAC) and English Language Advisory Committee (ELAC) met four times this year. ELAC members which has a majority of parents of English Language Learners are given an opportunity to provide specific feedback regarding English Language Learners and how they are being supported within the LCAP. PAC members which are represented by parents of Low-Income or those that qualify for Free/Reduced Lunch, English Learners, Student with Disability, Foster Youth (if applicable), and for middle school or high school, a student representative. In addition, school employee(s) is/are also represented in both committees.<br><br>During each meeting LCAP is discussed and is an official agenda item for both PAC and ELAC. During Quarter 3 (Q3) meetings in March/April members are provided an opportunity to give additional LCAP feedback and is aligned with the LCAP Online Survey. During the Quarter 4 (Q4) meetings in May, members are provided one more time to provide feedback to the LCAP before the draft LCAP is presented to the board for final approval during the June board meeting. |
| SPECIAL EDUCATION LOCAL PLAN AREA ADMINISTRATORS (LAUSD SPED DIV.) | The Special Education Local Plan Area Administrator (LAUSD SPED Div.) is provided an opportunity to review the draft LCAP for the school. During May 28th meeting, a representative from the LAUSD Sped Division met with the Director of Compliance, Director of Special Education for PUC and Chief Financial Officer 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) three times this year 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 for 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. For example, we have changed the meetings from quarterly to three times based on parent feedback and participation rate. |
| ADMINISTRATORS/TEACHERS/OTHER STAFF | Administrators and teachers were provided the annual online LCAP Survey that was sent out in February of this year. It remained opened until April 4, 2025. Reminders were sent out to all administrators, teachers, and other staff to ensure they are provided 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 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. |

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

PUC TCA-TCHS has a strong commitment, from its foundation as a school, to stakeholder engagement to drive student success. The commitment to stakeholder engagement is directly tied to its vision, mission, and charter. The school has developed various platforms to engage stakeholders, in-person and virtual, to further its efforts for the success of all students and each significant subgroup. The school has a yearlong stakeholder engagement calendar, with touch points throughout the school year, to gather stakeholder feedback, suggestions, questions, and input for school-based reflection and use in future planning [i.e. students, school staff, and families]. This school year the school continues to rely on various virtual platforms [i.e. online surveys, social media/websites, phone calls/texts, and virtual meetings] and in-person events to remain connected to stakeholders and continuously gather feedback. The details below highlights the school's efforts for stakeholder engagement related to the school's LCAP development for 2025-2026 SY.

Meetings included Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) that served as the LCAP Parent Advisory Committee.

TCA-TCHS:  These meetings were held: Q1: 9/24/24, Q2: 2/11/25, Q3: 3/25/25 and Q4: 5/29/25.

These meetings are offered via in-person and/or ZOOM. All stakeholders were invited, including school staff, parents, students and community members. Participants had the opportunity to review key features of the LCAP and provide input through questions and general comments. Reflection question: What, if any, recommendations do you have for changes to these goals?
In addition, various meetings continued to be held throughout the year with stakeholder focus groups that included staff, teachers, administrators, parents, students, and community members. Our Director of Student and Parent Engagement hosted these meetings. These meetings had a school wide focus of parent engagement in the learning process and allowed participants to become familiar with the current year's LCAP and provided a space where they could ask questions. LCAP items included: academic, culture, safety and parent voice.
During the 2024-2025 SY, the Chief Financial Officer and school principals of both schools met to review the LCAP Budget for 2025-2026 SY.  The following occurred:
1/28/25: Site Leaders, Directors and Leaders of Compliance were invited to attend LACOE's LCAP Workshop-Part I in support of the LCAP development.
1/30/25: Site Leaders, Directors and Leaders of Compliance were invited to attend LACOE's LCAP Workshop-Part II in support of the LCAP development.
January-May 2025: Director of Compliance through the Monthly Compliance meeting working discusses the LCAP with Site Leaders who are given opportunities for input around its development.

March 2025: Due to the Los Angeles Wildfires, the legally required LCAP Update for the LCAP 24-25 SY was moved to the March board meeting.

February thru April 2025: LCAP Survey:  A notification was sent out to parents, students, and staff asking for their feedback. This survey was kept open until April 4, 2025.
March and April 2025: Director of Compliance had one-on-one meetings with school principals to review LCAP 2024-2025 SY plan updates and discuss each goal's actions and expenditures in anticipation of answering the Goal Analysis section for each goal.

May 2025: Parent Advisory Council (PAC) and English Learner Committee (ELAC) held the Quarter 4 meeting with a focus on LCAP Stakeholder Input which included review of the rough draft for LCAP 2024-2025 Update sections, LCAP 2025-2026 SY, Budget Overview for Parents. Utilizing the LCAP Stakeholder template, site leaders recorded all feedback from all the various stakeholders.
April and May:  Site Leaders were provided an opportunity to give feedback and input into the formation of the goals, metrics, and actions/services for the 3-year Plan.
5/8/25: PUC Board of Directors hosted the LCAP Public Hearing during the PUC Board regular meeting. This meeting was held both via ZOOM and in-person. Stakeholders were also provided Spanish translation as needed. During this meeting an overview of the LCAP plan was presented along with the Budget Overview for Parent (BOP). During this meeting all stakeholders were provided the opportunity to give further input into the development of the LCAP.

May 2025: Stakeholder feedback continued to be gathered. PUC Schools Director of Inclusion and SPED, Director of Compliance, and PUC CEO and PUC CAO met with LAUSD SPED Division for review and further feedback.

May 2025:  The PUC Schools Chief Executive Officer (PUC CEO) analyzed stakeholder feedback gathered from PAC & ELAC and LCAP Survey responses. The PUC CEO considered all recommendations for additions or changes to the existing draft LCAP goals and metrics and worked to adjust the document to reflect the voices of all stakeholders in the school community. Once finalized, the CEO Stakeholder Feedback and responses were placed on the school's website. PUC CEO also planned to engage stakeholders at the next opportunity by summing up the themes of this input and next steps based on stakeholder recommendations.

6/2/25: The school's Board of Directors reviewed and approved the LCAP and the Local Indicator Self-Scoring Document for each school, which is legally required to be submitted at the same board meeting.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|

| | | |
|---|---|---|
| 1 | Goal 1: Developing and Supporting Effective Educators | Maintenance of Progress Goal |

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 PUC Triumph Charter Academy and PUC Triumph Charter High School 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 PUC Triumph Charter Academy and PUC Triumph Charter High School'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 | TCA-TCHS:<br>FALL 2023<br>APPROPRIATELY ASSIGNED: 100%<br>FULLY CREDENTIALED: 82%<br><br>TCA=83%<br>TCHS=81% | TCA<br>FALL 2024<br><br>APPROPRIATELY ASSIGNED: 100%<br>FULLY CREDENTIALED: 95%<br><br>TCHS<br>FALL 2024<br><br>APPROPRIATELY ASSIGNED: 100%<br>FULLY CREDENTIALED: 93% | | 100% APPROPRIATELY ASSIGNED<br>90% FULLY CREDENTIALED | Difference for Appropriately Assigned:<br>0% for MS and HS.<br><br>Difference for Fully Credenetialed:<br><br>MS: +12.0%<br>HS: +12.0% |

# Goal Analysis for 2024-2025

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.

For Action Item #1 there is not substantive difference in the planned action.
All staff receive weekly professional development every Tuesday. All teachers receive weekly or bi-weekly coaching from one of the administrators with additional collaboration and coaching with their Special Education support provider. For the 24-25 school year, all teachers received two professional development sessions provided by the PUC Schools academic team. As part of the evaluation process, each content Teacher met with Administration to engage in a mid-year conference in which they self-assessed on each of the instructional goals embedded in our schools SSP (School Success Plan).
For Action Item #2 there is not a substantive difference.
PUC Triumph had 100% of the staffing appropriately assigned with 95% fully credentialed teachers at TCA and 93% fully credentialed teachers at TCHS. PUC Triumph works closely with our HR recruitment team to ensure we are all staying on top of the needs for the school.
Challenges-Although we had 100% fully credentialed teachers, we currently have a long term substitute teacher covering Art at the middle school level.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been used to pay for a portion of the Administrators salary as well as for a portion of the HR team's salary.

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

Both actions were effective in making progress toward the goal during the three-year LCAP cycle. Supporting teachers practice, during weekly PD, allowed for us to grow our teachers and their teaching practices, and build relationships to ensure they return the following school year. We continue to work with HR to be fully staffed with teachers who are fully credentialed. 100% of teachers hold a valid CA teaching credential with appropriate English Learner Authorization and are appropriately assigned.

### 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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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. | $401,307.00 | Yes |
| 2 | Action 2: Credentialing | Action 2: Provide guidance, compliance, and progress monitoring regarding teacher credentialing. | $274,564.00 | Yes |
| 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. | $15,000.00 | Yes |

| | | | | |
|---|---|---|---|---|
| 4 | Action 4: Educator Wellness | Action 4: Provide professional development and professional experiences that support educator wellness. | $5,500.00 | No |

# Goal

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

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

PUC TCA and PUC TCHS 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 TCA and PUC TCHS 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<br>Metric/Method for Measuring: Quality Assurance Operations Review | YEAR TO DATE: AUG-FEB<br>TCA; 97.91%<br>TCHS: 98.12%<br><br>98.02% | YEAR TO DATE: AUG-FEB<br><br>TCA; 98.55%<br>TCHS: 97.81%<br><br>98.18% | | 90% or greater on the Quality Assurance Operations Review | Difference for:<br><br>TCA: +0.64%<br><br>TCHS: -0.31% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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 In Place for 23 -24 SY. | | Safety Plan in place for 2026-2027. | Difference: 0% |

# Goal Analysis for 2024-2025

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.

There is not a substantive difference in planned actions and actual implementation of this action. The school has fully hired classified staff for supervision, custodial work, security, and maintenance of the facility. In addition, all maintenance and repairs are on track as measured by our FMX internal reporting system.
Having a full-time dedicated maintenance technician at the PSEC campus to support all three schools on a daily basis has improved the efficiency of work.
We additionally have our operation team complete monthly walk-throughs to ensure the classrooms and school campus meets the expected safety guidelines.
The challenges we faced with custodial maintenance was partnering with a cleaning company who provided quality service. As a PSEC campus, we spend approximately $27,000 per month for a cleaning service. Over the past few years we have hired three different cleaning companies to provide general cleaning services to maintain a safe and sanitary school environment (the cleaning of our classrooms, student and staff restrooms, and office spaces). Unfortunately, all three cleaning companies did not meet the expectations written in our contract, and therefore as a PSEC Leadership Team, we moved forward with hiring a new cleaning company for the 23-24 SY. We have since kept this company.
The successes with the actions and goal were having a full-time dedicated maintenance technician on site starting this year, 2024-25, to manage the daily upkeep of the campus and handle any on site emergencies. The dedicated maintenance technician is currently an open position.
This past school year, we have also refined our welcome center policies, enhanced campus safety through re-establishing visitor practices as well as open and close gates/doors policy, increased signage for safety, and collaborated with an outsourced safety company.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been utilized to pay for facilities maintenance as well as campus aide staff.

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

This goal and the actions were highly effective as we made changes to the cleaning companies we hired to help maintain a safe and sanitary school environment. However, our internal facilities team has been timely and responsive to our needs, repairs, and maintenance requests.

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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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. | $102,698.00 | No |
| 2 | Action #2: Ensuring School Safety | Action #2: Ensuring school safety through school safety assessments, safety trainings, and safety plan. | $86,987.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | 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 TCA and PUC TCHS 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% 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 | 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 each student subgroups have access to broad course of study. | 100% of each student 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/Low-income) 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 | Difference=0% |

# Goal Analysis for 2024-2025

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.

There were no substantive differences in planned actions and actual implementation of these actions
Action 1: 3 AP courses are offered to students with an average of 50% pass rate, a nearly 100% pass rate in AP Spanish Language. A minimum of 2 college classes are offered to all students at the high school program. Nearly 25% of enrolled high school students attended at least one college level course throughout the school year. The middle school has also began to offer one college class to TCA students.
Action 2: PUC Triumph offers a traditional A-G graduation pathway, California High School Minimum Diploma pathway, and Certificate of Completion graduation pathway for all SWDs. Any student who has a 504 plan is offered the traditional or CA minimum graduation pathways.
Action 3: PUC Triumph purchased instructional and supplemental materials to support the implementation of the VAPA standards. For example, we purchased sketch books, water color paints, and numerous dance supplies such as costumes and dance shoes. We have hired full time dance and visual arts teachers who hold valid CA teaching credentials with appropriate English Learner Authorization.
Action 4, 5 & 6: We have hired full time dance and visual arts teachers who hold valid CA teaching credentials with appropriate English Learner Authorization. PUC Triumph has provided weekly professional development to all teachers and staff as well as sent teachers to outside professional development.
Action 7: PUC Triumph regularly engages in data reflection cycles. Both middle and high school programs share current data with all staff members during PD that all staff reflect and create actionable next steps.
Action 8 & 9: To increase proficiency in English & Language Arts, PUC Triumph has vetted and adopted two different literacy curriculums; EL Achieve for our multilingual learners, and Teach Like A Champion, an English curriculum grades 6 - 8. We also purchased and provided professional development to support teachers with the implementation of the new curriculum.
Action 10: At PUC Triumph we have created a bell schedule that is tailored to meet the needs of our multilingual learners. We have built in a class period for multilingual learners to receive designated English Language Development that mirrors the instructional minutes students receive in ELA. All of our Students with Disabilities have access to the general education classroom.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been utilized to pay for curriculum and supplies as well as for professional development opportunities for staff and our intervention program, MAP.

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

All actions were effective in making progress towards the goal. In order to provide a broad standards aligned program, multiple supports must be put in place starting with the proper selection of curriculum, continuing with staff professional development and ending with student intervention opportunities. These actions outline all three aspects of these elements. We have been able to meet all 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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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).<br>- Foundation Courses - Align with CA Minimum Diploma or Certificate of Completion<br>- Functional Courses - Align only with Certificate of Completion (IEP only not 504 eligible | $1,787,305.00 | Yes |
| 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. | $170,000.00 | Yes |
| 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. | $144,769.00 | No |
| 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. | $18,000.00 | Yes |
| 5 | Action 5: Resources to Accelerate Learning | Action 5:  Purchase of Resources to accelerate learning for all students and significant subgroups. | $195,000.00 | Yes |
| 7 | Action 6: ELD Standards Professional Development | Action 6:  ELD Standards Professional Development through ELD Curriculum and/or external ELD trainings. | $15,000.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | 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 PUC Triumph Charter Academy and PUC Triumph Charter High School 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<br><br>Metric/Method for Measuring: Weekly flyers, monthly calendars and newsletters, family sign-in sheets, PAC/ELAC agendas/sign-in sheets, family meeting | TCA-TCHS:<br><br>August:<br>TCA Family Orientation<br>9th & 10th Grade Parent Meeting - August 8th, 2023<br>11th & 12th Grade Parent Meeting - August 9th, 2023<br><br>September:<br>Back to school night - open house style (TCA, 9/7)<br>TCHS September 14th, | | | 6 Family events/meetings | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | agendas/sign-in sheets | 2023<br><br>October:<br>Parent Teacher Conferences (TCA)<br>Student-Led Conferences - October 19th, 2023<br>10/19/23-Title One Parent Meeting<br><br>December:<br>TCHS Learning Symposium and VAPA presentations - December 12th, 2023(Winter Celebration)<br><br>February:<br>Parent Teacher Conferences (TCA)<br><br>March:<br>Student-Led Conferences - March 28th, 2023<br><br>May:<br>Team Triumph Family Night<br>TCA Arts Celebration | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Outcome #2: Scheduled and held 4 PAC/ELAC meetings<br>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:<br><br>Q1: ORIENTATION & Q1 COMBINED-12/7/23<br>Q2: 1/30/24<br>Q3: 3/28/24<br>Q4: 5/30/24 | PAC/ELAC:<br>Q1: 9/24/24<br>Q2: 2/11/25<br>Q3: 3/25/25<br>Q4: 5/25 | | 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.<br>Metric/Method for Measuring: PAC/ELAC agendas/sign-in sheets, EL Certification Form | TCA-TCHS has required parents for their PAC and 3 EL parents on their ELAC. | TCA-TCHS has required 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 Low-Income sub-groups on PAC | Difference=0% |
| 4 | Outcome #4: PUC- wide Special Education Advisory Committee (SEAC) meets 3 times a year.<br>Metric/Method for Measuring: SEAC agenda's, sign-ins (evidence), minutes, PPT. | The SEAC has held four meetings during the 23-24 SY:<br>Q1: 11/30/23<br>Q2: 2/1/24<br>Q3: 3/21/24<br>Q4: TBD | The SEAC has held three meetings during the 24-25 SY:<br>March 27, 2025 - Parents as Partners<br>April 24, 2025 - Parents & LCAP<br>May 23, 2025 - Parents Year in Reflection | | 3 SEAC meetings are held during the school year. | Difference=0% |

# Goal Analysis for 2024-2025

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.

There was no substantive differences in planned actions and actual implementation of these actions
Action 1: PUC Triumph was able to and continues to hold at least 6 family events each school year. The overall attendance of these events ranged from 25% - 50% attendance.
Action 2 and 3: PUC Triumph held and continues to hold the required 4 PAC/ELAC meetings throughout each year and follow all legally required representations on our committees.
Action 4: PUC Triumph continued to add attendance incentives to support strong daily attendance. A few of the incentives include but are not limited to holding award ceremonies to recognize students with perfect and near perfect attendance. PUC Triumph also embeds 5-Star Student Awards and incorporates attendance to provide points/rewards
Action 5: The PUC Parent Engagement team has held both virtual and in-person workshops and trainings for all PUC parents in both the valley and LA regions.
A challenge for PUC Triumph with this goal is increasing the parent participation in all school and PUC-wide events.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been utilized to pay for parent meeting supplies and attendance incentives for students.

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

All actions were effective in making progress toward the goal during the three-year LCAP cycle. Engagement with all educational partners is essential to the work that we do and we would like to continue to increase our parent participation in all school activities. We set a parent engagement calendar for the year that provides a variety of opportunities for families to come to campus to learn more about our initiatives as a school as well as their students 'progress. We are on track to complete all plans for meetings this year.

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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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. | $5,200.00 | Yes |
| 2 | Action 2: PAC/ELAC Meetings | Action 2: PAC/ELAC meetings held a minimum of 4 times during the school year. | $2,400.00 | No |
| 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. | $7,500.00 | No |
| 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. | $60,000.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | 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 TCA and PUC TCHS 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 shows positive results for school safety, educational and enrichment opportunities, using the feedback from Family and Student surveys with a minimum response rate of 50%.<br>Metric/Method for Measuring: Annual Stakeholder Satisfaction Surveys (Students, Teachers, Parents) | SY2023-24 Return Rates:<br>Student (HS): 69%<br>Family (HS): 49%<br>Student (MS): 91%<br>Family (MS): 62%<br><br>SY2023-24 Return Rates<br>Teachers (HS): 34%<br>Teachers (MS): 73%<br><br>SY2023-24 Performance:<br>Student (HS):<br>78% favorable<br>4.19/5 avg score<br>Level 3/4<br>Family (HS):<br>87% favorable<br>4.27/5 avg score<br>Level 3/4<br>Student (MS):<br>77% favorable<br>4.13/5 avg score<br>Level 3/4<br>Family (MS):<br>86% favorable<br>4.24/5 avg score<br>Level 3/4<br><br>SY2023-24 Performance:<br>Teachers (HS):<br>3.88/5 avg score<br>Teachers (MS):<br>4.11/5 avg score | SY2024-25 Return Rates:<br>Student (HS): 77%<br>Family (HS): 50%<br>Student (MS): 89%<br>Family (MS): 24%<br><br>SY2024-25 Performance:<br>Student (HS):<br>79% favorable<br>4.23/5 avg score<br>Level 3/4<br><br>Family (HS):<br>86% favorable<br>4.26/5 avg score<br>Level 3/4<br><br>Student (MS):<br>79% favorable<br>4.22/5 avg score<br>Level 3/4<br><br>Family (MS):<br>85% favorable<br>4.22/5 avg score<br>Level 3/4 | | Minimum response rate of 50% Level 3 out of 4 | Difference Return Rate:<br><br>Student HS: -7<br>Family HS: +1<br>Student MS: -3<br>Family MS: -39<br><br>Difference Performance:<br>Student HS:<br>Fav.: +1<br>Avg. Score: -0.04<br>Level: 0<br><br>Family HS:<br>Fav.: -1<br>Avg. Score: -0.01<br>Level: 0<br><br>Student MS:<br>Fav.: +2<br>Avg. Score: +0.09<br>Level: 0<br><br>Family MS:<br>Fav.: -1<br>Avg. Score: -0.02<br>Level: 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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) | Data for SY2024 as of 01/09/24. Data from PowerSchool.<br><br>Overall: 0.1%<br>EL: 0%<br>SPED: 0%<br>Free/Reduced Lunch: 0.1%<br>Hispanic/Latino: 0.1% | ALL: 0.00%<br>EL: 0.00%<br>SPED: 0.00%<br>Hispanic: 0.00%<br>SEC: 0.00% | | Equal to or less than 1% Suspension Rate | Difference from 0:<br>All: 0.1<br>EL: 0<br>SPED: 0<br>FRL: 0.1<br>Latino: 0.1 |
| 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%<br>EL: 0.00%<br>SPED: 0.00%<br>Hispanic: 0.00%<br>SEC: 0.00% | | Less or equal to 1% Expulsion Rate | Difference from 0:<br>0% for all subgroups |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Outcome #4: The school will maintain ≥ 96% average daily attendance (ADA)<br>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.<br><br>Overall: 93.3%<br>EL: 93.2%<br>SPED: 92.1%<br>Free/Reduced Lunch: 93.3%<br>Hispanic/Latino: 93.3% | ALL: 94.2%<br>EL: 93.8%<br>SPED: 92.7%<br>SEC: 94.4%<br>Hispanic: 94.2% | | ≥ 96% average daily attendance (ADA) | Difference for:<br>All= +0.9<br>EL= -0.1<br>SPED= +0.4<br>FRL= +0.8<br>Latino= +0.9 |
| 5 | Outcome #5: The percentage of chronic absenteeism (students exceeding 10% of the school year missed due to unexcused absences) for K-8 will be less than 5% annually.<br>Metric/Method for Measuring: CA Dashboard > Chronic Absenteeism Indicator (K-8) | Data for SY2024 as of 01/09/24. Data from PowerSchool.<br><br>Overall: 24.4%<br>EL: 24.7%<br>SPED: 27.8%<br>Free/Reduced Lunch: 24.3%<br>Hispanic/Latino: 24.3% | ALL: 16.2%<br>EL: 17.5%<br>SPED: 18.9%<br>Hispanic: 14.6%<br>SEC: 15.4% | | >5% Chronic Absenteeism Annually | Difference for:<br>All= +6.6<br>EL= +9.5<br>SPED= +5.3<br>FRL= +5.3<br>Latino= +6.2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | Outcome #6: Minimize Middle School Dropout Rate<br>Metric/Method for Measuring: CALPADS > Fall1 > Report 8.1c or CALPADS EOY > Report 1.10 Completers and Dropouts Student List | 95.5% of students from 2022-23 returned in 2023-24. MS only. Data from PowerSchool. | 94.2% of students from 2023-24 returned in 2024-25. MS only. Data from PowerSchool. | | 97% Student Return Rate | Difference: -1.3 |
| 7 | Outcome #7: Minimize High School Dropout Rate.<br>Metric/Method for Measuring: DataQuest > Four-Yr Adjusted Cohort Graduation Rate and Outcome | 0.0% for SY 2023. Data from CDE. | 1.0% | | Equal to or less than 4% Dropout Rate | Difference: +1.0 |

# Goal Analysis for 2024-2025

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.

There are no substantive differences in the planned actions and actual implementation of these actions.
Action 1: PUC Triumph continues to develop teachers and staff to be warm demanders through professional development on these processes. PUC Triumph has historically partnered with Circle Learning, a company that provides training, professional development, and facilitation in the way of council, restorative justice, and restorative discipline as well as CA MTSS to support our multi-tiered systems of support.
Action 2: PUC Triumph has hired two full time Marriage & Family Therapists to support the social-emotional needs of our students. This has been a great addition to our teaching team as our students have gained social skills and strategies to support their overall health and wellness.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been utilized to pay for two full time clinical counselors and our PBIS 5-star program.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
This goal and the two actions were effective in supporting the students with their social-emotional development. Hiring two full-time MFT associates for each school program has greatly supported the students mental health, along with incentivizing the positive behavior displayed by our 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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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). | $45,000.00 | Yes |
| 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 | $275,805.00 | Yes |
| 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. | $25,000.00 | Yes |
| 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. | $11,500.00 | Yes |
| 6 | Action 4: Student Intervention Supports | Action 4:  Shared cost for Director of Student Intervention and staff that provide direct student intervention supports. | $265,804.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | 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 TCA and PUC TCHS affirm the importance of college and career readiness. “Readiness” means much more than academic proficiency. Social competency and student behavior serve as a better indicator for future success in college. Research indicates 4 out 10 students transition to college or university not ready for college or university level work and who require remedial classes that may add up to additional tuition fees and prolong timeline to graduation. In addition, lack of preparation at the beginning of a student’s higher educational path is shows a larger trend: not graduating from college or university. The “readiness gap” is a large road-block to being accepted at a college or university and the likelihood of graduating on time. According to the research students that take one to two remedial classes in college, only 29% will go on to earn their college degree. Moreover, 38% fail to graduate with a bachelor’s degree within four years.

# Measuring and Reporting Results

| 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 | 2023-24 MAP Fall to Winter<br>TCA:<br>ALL: 50%<br>EL: 34%<br>SPED: 53%<br>LOW-INCOME: 50%<br>LATINO: 50%<br><br>TCHS:<br>ALL: 69%<br>EL: 37%<br>SPED: 59%<br>LOW-INCOME: 69%<br>LATINO: 69% | 2023-24 MAP Fall to Winter<br>TCA:<br>ALL: 50%<br>EL: 34%<br>SPED: 53%<br>LOW-INCOME: 50%<br>LATINO: 50%<br><br>TCHS:<br>ALL: 69%<br>EL: 37%<br>SPED: 59%<br>LOW-INCOME: 69%<br>LATINO: 69% | | 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:<br>TCA:<br>All: +1<br>EL: +12<br>SPED: -6<br>Low-income: +2<br>Latino: +2<br><br>TCHS:<br>All: -21<br>EL: +10<br>SPED: -11<br>Low-income: -21<br>Latino: -21 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Metric.<br><br>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.<br><br>Metric/Method for Measuring: Internal Benchmarks Fall to Spring Growth 51% of all students are meeting projected growth outcomes for Reading and Math. | | 2024-25 MAP Fall to Spring % Met Projected Growth<br>(window still ongoing)<br><br>TCA:<br>ELA:<br>Overall: 51%<br>EL: 46%<br>SPED: 47%<br>Low-Income: 52%<br>Latino: 52%<br><br>Math:<br>Overall: 66%<br>EL: 50%<br>SPED: 60%<br>Low-Income: 66%<br>Latino: 67%<br><br>TCHS:<br>ELA:<br>Overall: 48%<br>EL: 47%<br>SPED: 48%<br>Low-Income: 48%<br>Latino: 48%<br><br>Math:<br>Overall: 55%<br>EL: 38%<br>SPED: 51%<br>Low-Income: 55%<br>Latino: 55% | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Outcome #2:<br>School is performing equal or better than the state when looking at Distance from Standard on annual CAASPP ELA Assessment<br><br>Metric/Method for Measuring:<br>DataQuest<br>CAASPP ELA Test Results | TCA:<br>All: 54.44%<br>EL: 15.15%<br>SPED: 17.54%<br>Low-Income: 54.75%<br>Latino: 54.19%<br><br>TCHS:<br>All: 65.17%<br>EL: 0.00%<br>SPED: 23.53%<br>Low-Income: 66.27%<br>Latino: 65.06%<br><br>DFS<br>ALL: 12.3<br>EL: -35.3<br>SPED: -60.3<br>Low-Income: 11.7<br>Latino: 11.3<br><br>2023 public data and internal data. | TCA-TCHS<br>ALL: 10<br>EL: -38.5<br>SPED: -80.1<br>LOW-INCOME: 8.6<br>LATINO: 8.7<br><br>STATE<br>ALL: -13.2<br>EL: -67.6<br>SPED: -95.6<br>LOW-INCOME: -40.9<br>LATINO: -39.3 | | DFS:<br>ALL: +17<br>EL: -4.6<br>SPED: -75.8<br>LOW-INCOME: +15.9<br>LATINO: +17.0 | Difference for:<br>All: -2.3<br>EL: -3.2<br>SPED: -19.8<br>Low-income: -3.1<br>Latino: -3.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Outcome #3:<br>School is performing equal or better than the state when looking at Distance from Standard on annual CAASPP Mathematics Assessment.<br><br>Metric/Method for Measuring:<br>DataQuest CAASPP Mathematics Test Results | TCA:<br>All: 32.78%<br>EL: 3.03%<br>SPED: 12.28%<br>Low-Income: 32.96%<br>Latino: 32.04%<br><br>TCHS:<br>All: 20.22%<br>EL: 0.00%<br>SPED: 11.76%<br>Low-Income: 21.69%<br>Latino: 20.48%<br><br>DFS<br>ALL: -60.4<br>EL: -102.3<br>SPED: -126.6<br>Low-Income: -59.3<br>Latino: -61.6<br><br>2023 public data and internal data. | TCA-TCHS<br>ALL: 53.5<br>EL: -108.8<br>SPED: -134<br>LOW-INCOME: -53.8<br>LATINO: -55.1<br><br>STATE<br>ALL: -47.6<br>EL: -93.4<br>SPED: -124.3<br>LOW-INCOME: -78.2<br>LATINO: -79.2 | | DFS:<br>ALL: -24.7<br>EL: -53.4<br>SPED: +5.1<br>LOW-INCOME: -27.1<br>LATINO: -22.5 | Difference for Math:<br>All: +113.9<br>EL: -6.5<br>SPED: -7.4<br>Low-income: +5.5<br>Latino: +6.5 |
| 4 | Outcome #4:<br>55% of EL students are making progress toward English language proficiency.<br><br>Metric/Method for Measuring:<br>CA Dashboard English Learner Progress Indicator | TCA: 70%<br>TCHS: 32%<br><br>2022 and 2023 SA ELPAC<br><br>ELPI: 71.9%<br>2023 CA Dashboard | TCA-TCHS: 64.3%<br>STATE: 45.7% | | 55% of EL students are making progress toward English language proficiency. | ifference for ELPI: -7.6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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.<br><br>Metric/Method for Measuring: DataQuest English Learners Annual Reclassification (RFEP) Counts and Rates | 2023-24<br>46.15%<br><br>Internal PowerSchool data-Students reclassified from 7/1/22 to 6/30/23.<br><br>The 2020-21 RFEP rates are the last publicly available rates. https://dq.cde.ca.gov/dataquest/whatsnew.asp | 2024-25<br>36.49%<br><br>Internal PowerSchool data-Students reclassified from 7/1/23 to 6/30/24.<br><br>The 2020-21 RFEP rates are the last publicly available rates. https://dq.cde.ca.gov/dataquest/whatsnew.as | | Annual EL Reclassification rate is >/= to 14%. | Difference for RFEP: -9.66 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | Outcome #6:<br>School is performing equal or better than the state when looking at Distance from Standard on annual CAST Assessment<br><br>Metric/Method for Measuring:<br>DataQuest CAST (SCIENCE) Test Results | 2023<br>Overall: 33.33% Met/Exceeded Standards<br><br>TCA:<br>All: 27.73%<br>EL: 0.00%<br>SPED: 21.05%<br>Low-Income: 27.97%<br>Latino: 28.18%<br><br>2023 public data and internal data.<br><br>DFS 2023:<br><br>TCA:<br><br>ALL: -13<br>EL: -42<br>HISPANIC: -12<br>LOW-INCOME: -12<br>SPED: -21<br><br>TCHS:<br><br>ALL: -7<br>EL: -35<br>HISPANIC: -7<br>LOW-INCOME: -7<br>SPED: -28 | TCA-TCHS<br>ALL: -7.6<br>EL: -21.7<br>SPED: -23.3<br>LOW-INCOME: -7.7<br>LATINO: -7.7<br><br>STATE<br>ALL: -13.5<br>EL: -25.6<br>SPED: -27.3<br>LOW-INCOME: -19.1<br>LATINO: -19.3 | | CAST (6th- 12th)<br>If MS or Merged:<br>25.64% Met/ Exceeded Standards (6th-12th)<br>MS-ONLY 8th):<br>ALL: 25.33%<br>EL: 6%<br>SPED: 6%<br>LOW-INCOME: 24.18%<br>LATINO: 25.30%<br><br>DFS:<br><br>TCA:<br><br>ALL: 2<br>EL: -27<br>HISPANIC: 3<br>LOW-INCOME: 3<br>SPED: -6<br><br>TCHS:<br><br>ALL: 8<br>EL: -20<br>HISPANIC: 8<br>LOW-INCOME: 8<br>SPED: -13 | Difference for CAST for:<br>All: +2.4<br>EL: +16.8<br>SPED: -0.3<br>Low-Income: +1.8<br>Latino: +1.8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Outcome #7(HS): 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<br><br>Metric/Method for Measuring: DataQuest CAASPP Tests Results % Level 4 (Ready) and % Level 3 (Conditionally Ready) | 2023<br>Ready: 37.08%<br>Conditionally Ready: 28.09%<br><br>2023 public data. | TCA-TCHS<br><br>Ready<br>ALL: 33.33%<br>EL: *<br>SPED: 7.14%<br>LOW-INCOME: 34.12%<br>LATINO: 33.33%<br><br>Conditionally Ready<br>ALL: 37.50%<br>EL: *<br>SPED: 14.29%<br>LOW-INCOME: 35.29%<br>LATINO: 36.67%<br><br>*not available<br><br>STATE - ELA<br><br>Ready<br>ALL: 26.23%<br>EL: 0.41%<br>SPED: 4.10%<br>LOW-INCOME: 18.22%<br>LATINO: 17.74%<br><br>Conditionally Ready<br>ALL: 29.50%<br>EL: 7.05%<br>SPED: 12.88%<br>LOW-INCOME: 28.88%<br>LATINO: 29.44% | | >/= than State % of Students Conditionally Ready & College Ready per CAASPP ELA Assessment | Difference for EAP ELA:<br><br>Ready: -3.75<br>Conditionally Ready: +9.41 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | Outcome #8(HS): 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<br><br>Metric/Method for Measuring: DataQuest CAASPP Tests Results % Level 4 (Ready) and % Level 3 (Conditionally Ready) | 2023<br>Ready: 2.25%<br>Conditionally Ready: 17.98%<br><br>2023 public data | Ready<br>ALL: 5.00%<br>EL: 0.00%<br>SPED: 0.00%<br>LOW-INCOME: 5.62%<br>LATINO: 4.26%<br><br>Conditionally Ready<br>ALL: 16.00%<br>EL: 0.00%<br>SPED: 0.00%<br>LOW-INCOME: 15.73%<br>LATINO: 15.96%<br><br>STATE - Math<br><br>Ready<br>ALL: 12.29%<br>EL: 0.75%<br>SPED: 1.45%<br>LOW-INCOME: 6.02%<br>LATINO: 4.75%<br><br>Conditionally Ready<br>ALL: 15.61%<br>EL: 2.36%<br>SPED: 3.20%<br>LOW-INCOME: 12.08%<br>LATINO: 11.82% | | >/= than State % of Students Conditionally Ready & College Ready per CAASPP Math Assessment | Difference for EAP MATH:<br><br>Ready: +2.75<br>Conditionally Ready: -1.98 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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<br>ALL: 90%<br>EL: 93%<br>SPED: 100%<br>LOW-INCOME: 94%<br>LATINO: 90%<br><br>Internal PowerSchool data<br>2023 S2 records are being cleaned up by the SIS Team and the schools. Percents may change once this is complete | 2023-24<br>ALL: 92%<br>EL: N/A<br>SPED: 64%<br>LOW-INCOME: 93%<br>LATINO: 92%<br><br>Source: PowerSchool Stored Grades | | <90% of PUC students will earn a final grade of a C or higher | Difference for:<br>All: +2.0<br>EL: *<br>SPED: -36.0<br>Low-income: -1.0<br>Latino: +2.0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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.<br>Metric/Method for Measuring: CA Dashboard Graduation Rate Indicator | 2023 CA Dashboard Graduation Rate Indicator (Additional Reports)<br><br>All Students - 98.1%<br>English Learners - 91.7%<br>Socioeconomically Disadvantaged - 98%<br>Students with Disabilities - 91.7%<br>Hispanic - 98%<br><br>*No data for subgroups with <11 students. | 2024 CA Dashboard Graduation Rate Indicator (Additional Reports)<br><br>All Students - 99%<br>English Learners - 100%<br>Socioeconomically Disadvantaged - 99%<br>Students with Disabilities - 100%<br>Hispanic - 98.9%<br><br>*No data for subgroups with <11 students.<br><br>99% for SY2024. Data from CDE. | | 90% Graduation Rate for all sub- groups | Difference for:<br>All: +0.9<br>EL: +8.3<br>SPED: +8.3<br>Low-income: +1.0<br>Latino: +0.9 |
| 11 | Outcome #11(HS): PUC High Schools will graduate a minimum of 90% of seniors will meet the A-G compliance requirements, with SPED subgroup outcome consistent with the IEP program.<br>Metric/Method for Measuring: DataQuest 4-Year Adjusted Graduation Outcome Report | 98.1% for SY2023. Data from CDE. | 99% for SY2024. Data from CDE | | 90% Graduate meeting the A-G Completion Requirements | Difference: +0.9 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 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<br>87% | 2024<br>82% | | Greater than 65% of students score a 3 or higher on AP exam | Difference: -5 |

# Goal Analysis for 2024-2025

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.

There were no substantive differences in planned actions and actual implementation of these actions.
Action 1 and 2: PUC Triumph utilizes iReady, an instructional platform that assesses and creates an individualized pathway for students to increase proficiency and growth in both reading and mathematics. Additionally, we leverage Khan Academy to support with growth in mathematics.
Action 3: PUC Triumph has hired paraprofessionals to support small group instruction in the classrooms. This way our students receive personalized attention and instruction to help support mastery and proficiency in both reading and mathematics.
Action 4 and 5: PUC Triumph high school program has two full-time school and college counselors as well as one assistant to support all students meeting the graduation requirements and supporting the goals for college and career success. All students meet with their counselor yearly to review their A-G graduation progress and discuss future goals and plans. The college counseling team meets with all parents throughout their four years of high school and has individual meetings with each senior family prior to the start of the school year.
Action 6: PUC Triumph has increased the paraprofessionals in core classes over the last few years. The increased staffing has supported increased access to academics and behavioral support. In addition to the increased staffing in the classroom, the MFT associate and Behavior Support team members have supported students' social-emotional development.

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

There are no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. Funding has been utilized to pay for supplemental staff salaries.

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

All actions were effective in making progress toward the goal. Our additional support staff have been a very important part of providing targeted intervention both inside and outside of the classroom. Support staff have not only provided academic support but have also been able to provide emotional and behavioral support. Their presence has increased adult visibility on campus and has allowed for our team to better meet the needs of all students. We also continue to improve our intervention processes by utilizing data to identify students and provide additional support during class time and in after school tutoring.

### 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.

There are no changes to the planned goal, meetrics, target outcomes, or action 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, Saturday School, Summer School) for English Learners, SPED, Low- | $395,605.00 | Yes |

| | | | | |
|---|---|---|---|---|
| | | Income, and Foster Students. | | |
| 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | Action 2: Implementation of differentiated instruction and intervention for subgroups as an outgrowth of dedicated Professional Development for English Learners and subgroups. | $444,500.00 | Yes |
| 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.).<br><br>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. | $351,508.00 | Yes |
| 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. | $5,700.00 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $3,456,222.00 | $1,803,667.00 |

**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 |
|---|---|---|---|
| 38.56% | 0.00% | $0.00 | 38.56% |

**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 #1 | As of June 2024, 17.84% are students receiving special education services. CAASPP 2023 data indicates this group is still trailing their counterparts in ELA and Math and is need of courses that support their academic growth.<br><br>PUC Schools SPED overall 2023 CAASPP Scores:<br>ELA: -88.01 DFS<br>Math: -132.52 DFS | By ensuring students receiving special education services have full access to course offerings and a rigorous and engaging curriculum aligned with a student’s IEP, this sub-group will decrease its DFS overall for both ELA and Math. | Our students receiving special education will increase comprehension, which will be measured through district benchmark data (i-Ready and MAP) and teacher observation logs and CAASPP ELA/Math scores. |
| Goal #3/Action #2 | Our LCAP stakeholder survey identifies Instructional and supplemental materials aligned to state standards as high priority. With 87.91% “Strongly Agree” or “Agree” that this action should remain a priority. This includes site leader and teacher input. | Implementing curriculum that is strongly aligned with the state standards has produced overall improvement in ELA and Math. | Metric that will be used is an annual Williams Instructional Materials (that are state standards aligned) survey ensuring that 100% core subjects are in place and that all students are provided these materials. |

| | | | |
|---|---|---|---|
| Goal #3/Action #4 | Our LCAP stakeholder survey identifies teacher and leader external PD as high priority. With 85.24% “Strongly Agree” or “Agree” that this action, specific to ELA should remain a priority. In addition, 85.99% “Strongly Agree” or “Agree” that this action, specific to Math should remain a priority. This includes site leader and teacher input.<br><br>PUC Schools NWEA MAP Spring overall growth reports show progress has been made, however, there is still need for growth with 56% of all students meeting their NWEA MAP growth projection in Reading.<br><br>Sub-group data also confirm the need for teacher and leader external PD.<br><br>Sub-group:<br>EL=55.3%<br>SPED=53.5% | Targeted ELA professional development for teachers and leaders focused on the following will move student ELA growth in a meaningful way, especially for our English Language Learners:<br><br>1. Emphasis on text complexity and language (academic vocabulary and function)<br>2. Emphasis on building knowledge from informational text.<br>3. Expectation that students will produce and use evidence in text to justify their views. | Metric that will be used to monitor this action is the school-site Scope & Sequence incorporating external teacher and leader professional development. |

| | | | |
|---|---|---|---|
| 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.<br><br>2023 CAASPP ELA and Math overall DFS scores highlight this need:<br><br>ELA: -21.10<br>Math: -75.57<br><br>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 PUC-wide 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.”<br><br>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.<br>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.<br>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 Social-emotional 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.<br>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)<br><br>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.<br><br>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:<br>1. Daily Attendance Reports provided by DataWall. (Gaol 3/Outcome #4)<br>2. Chronic Absenteeism Reports provided by DataWall. (Goal 3/Outcome #5)<br>3. Monthly/Yearly School Calendar & Newsletters highlighting incentive activities/awards. |

| | | | |
|---|---|---|---|
| Goal #5/Action #4 and Goal #6/Actions #1 and #2 | Our LCAP stakeholder survey identifies the following two areas as high priority:<br>1. Regular Day Intervention with 85.98% “Strongly Agree” or “Agree” that this action should remain a priority.<br>2. After School Interventions with 83.39% “Strongly Agree” or “Agree” that this action should remain a priority.<br><br>In addition, the following local assessments indicate a need for academic interventions:<br>1. iReady ELA Diagnostic Proficiency Level: 31.6% scored at or above their grade level.<br>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 #5/Action #5 | Our LCAP stakeholder survey identifies Parent Engagement PD for administrators and teachers as high priority. With 81.76% “Strongly Agree” or “Agree” that this action should remain a priority. In addition, parents and staff also highlight the increase in negative student behavior and are asking for more supports, including training. | This action will meet the need for parent engagement professional. Teachers and leaders will be provided opportunities to attend external professional development that will enhance their ability to provide a supportive and inclusive school climate. | This action will be monitored by the school-site Parent Engagement PD Scope & Sequence showing external PD offerings for both teachers and site leaders. |
| Goal #6/Action #3 | Our LCAP stakeholder survey identifies the following areas as high priority.<br>1. College Counselors. With 81.29% “Strongly Agree” or “Agree” that this action should remain a priority.<br>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) |
| Goal #6/Action #4 | Our LCAP stakeholder survey identifies College and Career Instructional Software as high priority. With 79.56% “Strongly Agree” or “Agree” that this action should remain a priority. | This action will meet the need by providing opportunities to teachers to attend AP Teacher professional development. In addition, provide needed online instructional resources for Advance Placement courses. | This action will be monitored by the school-site PD Scope & Sequence showing PD offerings for teachers for Advance Placement.<br><br>In addition, the use of AVID purchase orders report showing that the school-site has ordered online instructional resources. (Goal 6/Outcome #8) |

**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 #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|

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.

**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 | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

# Action Tables

## 2025-2026 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 %) |
|---|---|---|---|---|---|
| 2025-2026 | $8,962,765.00 | $3,456,222.00 | 38.56% | 0.00% | 38.56% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| **Totals:** | $3,572,865.00 | $902,446.00 | $0.00 | $636,341.00 | $5,111,652.00 | $2,623,993.00 | $2,487,659.00 |

| 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 | Foster Youth, Homeless, Low Income, Student with Disabilities (SWD), English learner (EL) | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | | $0 | $401,307 | $359,789 | $0 | $0 | $41,518 | $401,307 | 0.00% |
| 1 | 2 | Action 2: Credentialing | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | $0 | $274,564 | $274,564 | $0 | $0 | $0 | $274,564 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3 | Action 3: Teacher Pipeline | Student with Disabilities (SWD), English learner (EL), Foster Youth, Homeless, Low Income | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | | $0 | $15,000 | $5,000 | $10,000 | $0 | $0 | $15,000 | 0.00% |
| 1 | 4 | Action 4: Educator Wellness | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | No | | | | | $0 | $5,500 | $5,500 | $0 | $0 | $0 | $5,500 | 0.00% |
| 2 | 1 | Action #1: Supervision, Custodial, Security & Director of School Operation and Staff | English learner (EL), Student with Disabilities (SWD), Low Income, Homeless, Foster Youth | No | | | | | $0 | $102,698 | $102,698 | $0 | $0 | $0 | $102,698 | 0.00% |
| 2 | 2 | Action #2: Ensuring School Safety | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | | $0 | $86,987 | $86,987 | $0 | $0 | $0 | $86,987 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 1 | Action 1: Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | | $1,447,305 | $340,000 | $494,805 | $722,677 | $0 | $569,823 | $1,787,305 | 0.00% |
| 3 | 2 | Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards | Student with Disabilities (SWD), English learner (EL), Foster Youth, Homeless, Low Income | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | | $0 | $170,000 | $125,000 | $25,000 | $0 | $20,000 | $170,000 | 0.00% |
| 3 | 3 | Action 3: Funding of Arts Personnel | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | No | | | | | $144,769 | $0 | $0 | $144,769 | $0 | $0 | $144,769 | 0.00% |
| 3 | 4 | Action 4:  Teacher and Leader External PD | English learner (EL), Student with Disabilities (SWD), Low Income, Homeless, Foster Youth | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | | $0 | $18,000 | $18,000 | $0 | $0 | $0 | $18,000 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 5 | Action 5: Resources to Accelerate Learning | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | | $0 | $195,000 | $195,000 | $0 | $0 | $0 | $195,000 | 0.00% |
| 3 | 7 | Action 6: ELD Standards Professional Development | Foster Youth, Homeless, Student with Disabilities (SWD), English learner (EL), Low Income, Long-term English learner | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | | $0 | $15,000 | $15,000 | $0 | $0 | $0 | $15,000 | 0.00% |
| 4 | 1 | Action 1: Family Events/Meetings | English learner (EL), Student with Disabilities (SWD), Low Income, Homeless, Foster Youth | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | | $0 | $5,200 | $5,200 | $0 | $0 | $0 | $5,200 | 0.00% |
| 4 | 2 | Action 2: PAC/ELAC Meetings | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | No | | | | | $0 | $2,400 | $2,400 | $0 | $0 | $0 | $2,400 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 3 | Action 3: PAC & ELAC Legally Required Representation | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | No | | | | | $0 | $7,500 | $7,500 | $0 | $0 | $0 | $7,500 | 0.00% |
| 4 | 4 | Action 4: Parent and Student Engagement Supports | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | $5,000 | $55,000 | $55,000 | $0 | $0 | $5,000 | $60,000 | 0.00% |
| 5 | 1 | Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social- Emotional Learning (SEL). | Foster Youth, Homeless, Low Income, Student with Disabilities (SWD), English learner (EL) | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | | $0 | $45,000 | $45,000 | $0 | $0 | $0 | $45,000 | 0.00% |
| 5 | 2 | Action 2: Social Emotional Counseling Services | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | | $175,805 | $100,000 | $275,805 | $0 | $0 | $0 | $275,805 | 0.00% |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 3 | Action 3: Student Attendance Incentive | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | | $0 | $25,000 | $25,000 | $0 | $0 | $0 | $25,000 | 0.00% |
| 5 | 5 | Action 5: Teacher and Leader External PD | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | $0 | $11,500 | $11,500 | $0 | $0 | $0 | $11,500 | 0.00% |
| 5 | 6 | Action 4: Student Intervention Supports | Student with Disabilities (SWD), Low Income, Homeless, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | | $265,804 | $0 | $265,804 | $0 | $0 | $0 | $265,804 | 0.00% |
| 6 | 1 | Action 1: Intervention for ELA and Math Achievement | Foster Youth, Homeless, Low Income, Student with Disabilities (SWD), English learner (EL) | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | | $195,605 | $200,000 | $395,605 | $0 | $0 | $0 | $395,605 | 0.00% |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | | $244,500 | $200,000 | $444,500 | $0 | $0 | $0 | $444,500 | 0.00% |
| 6 | 3 | Action 3: PUC College Counseling Support & College Admission Preparation (HS) | English learner (EL), Foster Youth, Homeless, Low Income, Student with Disabilities (SWD) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | | $145,205 | $206,303 | $351,508 | $0 | $0 | $0 | $351,508 | 0.00% |
| 6 | 4 | Action 4: Advanced Placement (AP) Teacher Professional Development (HS) | Low Income, Homeless, Foster Youth, English learner (EL), Student with Disabilities (SWD) | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | | $0 | $5,700 | $5,700 | $0 | $0 | $0 | $5,700 | 0.00% |

# 2025-2026 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 |
|---|---|---|---|---|---|---|---|---|---|
| $8,962,765.00 | $3,456,222.00 | 38.56% | 0.00% - No Carryover | 38.56% | $3,454,767.00 | 0.00% | 38.55% | **Total:** | $3,454,767.00 |
| | | | | | | | | **LEA-wide Total:** | $3,454,767.00 |
| | | | | | | | | **Limited Total:** | |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| 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 | Foster Youth, Low Income, English learner (EL) | All Schools | $359,789.00 | 0.00% |
| 1 | 2 | Action 2: Credentialing | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $274,564.00 | 0.00% |
| 1 | 3 | Action 3: Teacher Pipeline | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $5,000.00 | 0.00% |
| 2 | 2 | Action #2: Ensuring School Safety | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $86,987.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 1 | Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $494,805.00 | 0.00% |
| 3 | 2 | Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $125,000.00 | 0.00% |
| 3 | 4 | Action 4:  Teacher and Leader External PD | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $18,000.00 | 0.00% |
| 3 | 5 | Action 5: Resources to Accelerate Learning | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $195,000.00 | 0.00% |
| 3 | 7 | Action 6: ELD Standards Professional Development | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $15,000.00 | 0.00% |
| 4 | 1 | Action 1: Family Events/Meetings | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | $5,200.00 | 0.00% |
| 4 | 4 | Action 4: Parent and Student Engagement Supports | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $55,000.00 | 0.00% |
| 5 | 1 | Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social-Emotional Learning (SEL). | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $45,000.00 | 0.00% |
| 5 | 2 | Action 2: Social Emotional Counseling Services | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $275,805.00 | 0.00% |
| 5 | 3 | Action 3: Student Attendance Incentive | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $25,000.00 | 0.00% |
| 5 | 5 | Action 5: Teacher and Leader External PD | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $11,500.00 | 0.00% |
| 5 | 6 | Action 4: Student Intervention Supports | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $265,804.00 | 0.00% |
| 6 | 1 | Action 1: Intervention for ELA and Math Achievement | Yes | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | $395,605.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6 | 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $444,500.00 | 0.00% |
| 6 | 3 | Action 3: PUC College Counseling Support & College Admission Preparation (HS) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $351,508.00 | 0.00% |
| 6 | 4 | Action 4: Advanced Placement (AP) Teacher Professional Development (HS) | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | $5,700.00 | 0.00% |

# 2024-2025 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $5,860,510.00 | $5,860,510.00 |

| 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 | $388,899.00 | $388,899.00 |
| 1 | 2 | Action 2: Credentialing | Yes | $1,155,854.00 | $1,155,854.00 |
| 1 | 3 | Action 3: Teacher Pipeline | Yes | $98,658.00 | $98,658.00 |
| 1 | 4 | Action 4: Educator Wellness | No | $20,000.00 | $20,000.00 |
| 2 | 1 | Action #1: Supervision, Custodial, Security & Director of School Operation and Staff | No | $293,524.00 | $293,524.00 |
| 2 | 2 | Action #2: Ensuring School Safety | Yes | $145,628.00 | $145,628.00 |
| 3 | 1 | Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility | Yes | $406,989.00 | $406,989.00 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | 2 | Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards | Yes | $231,385.00 | $231,385.00 |
| 3 | 3 | Action 3: Funding of Arts Personnel | No | $256,346.00 | $256,346.00 |
| 3 | 4 | Action 4:  Teacher and Leader External PD | Yes | $260,265.00 | $260,265.00 |
| 3 | 5 | Action 5: Resources to Accelerate Learning | Yes | $298,045.00 | $298,045.00 |
| 3 | 7 | Action 6: ELD Standards Professional Development | Yes | $243,093.00 | $243,093.00 |
| 4 | 1 | Action 1: Family Events/Meetings | Yes | $47,906.00 | $47,906.00 |
| 4 | 2 | Action 2: PAC/ELAC Meetings | No | $66,363.00 | $66,363.00 |
| 4 | 3 | Action 3: PAC & ELAC Legally Required Representation | No | $41,843.00 | $41,843.00 |
| 4 | 4 | Action 4: Parent and Student Engagement Supports | Yes | $54,984.00 | $54,984.00 |
| 5 | 1 | Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social- Emotional Learning (SEL). | Yes | $78,654.00 | $78,654.00 |
| 5 | 2 | Action 2: Social Emotional Counseling Services | Yes | $192,983.00 | $192,983.00 |
| 5 | 3 | Action 3: Student Attendance Incentive | Yes | $89,527.00 | $89,527.00 |
| 5 | 5 | Action 5: Teacher and Leader External PD | Yes | $72,205.00 | $72,205.00 |
| 5 | 6 | Action 4: Student Intervention Supports | Yes | $598,030.00 | $598,030.00 |
| 6 | 1 | Action 1: Intervention for ELA and Math Achievement | Yes | $356,555.00 | $356,555.00 |
| 6 | 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | Yes | $154,785.00 | $154,785.00 |
| 6 | 3 | Action 3:  PUC College Counseling Support & College Admission | Yes | $174,616.00 | $174,616.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Preparation (HS) | | | |
| 6 | 4 | Action 4: Advanced Placement (AP) Teacher Professional Development (HS) | Yes | $133,373.00 | $133,373.00 |

# 2024-2025 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) |
|---|---|---|---|---|---|---|
| $3,326,543.00 | $4,318,307.00 | $4,318,307.00 | $0.00 - No Difference | 0.00% | 0.00% | 0.00% - 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 | $382,878.00 | $382,878.00 | 0.00% | 0.00% |
| 1 | 2 | Action 2: Credentialing | Yes | $1,155,854.00 | $1,155,854.00 | 0.00% | 0.00% |
| 1 | 3 | Action 3: Teacher Pipeline | Yes | $98,658.00 | $98,658.00 | 0.00% | 0.00% |
| 2 | 2 | Action #2: Ensuring School Safety | Yes | $145,628.00 | $145,628.00 | 0.00% | 0.00% |
| 3 | 1 | Action 1: Courses for Student (s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility | Yes | $299,677.00 | $299,677.00 | 0.00% | 0.00% |
| 3 | 2 | Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards | Yes | $105,781.00 | $105,781.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | 4 | Action 4:  Teacher and Leader External PD | Yes | $195,687.00 | $195,687.00 | 0.00% | 0.00% |
| 3 | 5 | Action 5: Resources to Accelerate Learning | Yes | $252,171.00 | $252,171.00 | 0.00% | 0.00% |
| 3 | 7 | Action 6: ELD Standards Professional Development | Yes | $168,594.00 | $168,594.00 | 0.00% | 0.00% |
| 4 | 1 | Action 1: Family Events/Meetings | Yes | $47,906.00 | $47,906.00 | 0.00% | 0.00% |
| 4 | 4 | Action 4: Parent and Student Engagement Supports | Yes | $33,189.00 | $33,189.00 | 0.00% | 0.00% |
| 5 | 1 | Action 1: Restorative Justice and Relational Interventions, Positive Behavioral Interventions and Support (PBIS), Social- Emotional Learning (SEL). | Yes | $78,654.00 | $78,654.00 | 0.00% | 0.00% |
| 5 | 2 | Action 2: Social Emotional Counseling Services | Yes | $177,983.00 | $177,983.00 | 0.00% | 0.00% |
| 5 | 3 | Action 3: Student Attendance Incentive | Yes | $89,527.00 | $89,527.00 | 0.00% | 0.00% |
| 5 | 5 | Action 5: Teacher and Leader External PD | Yes | $57,205.00 | $57,205.00 | 0.00% | 0.00% |
| 5 | 6 | Action 4: Student Intervention Supports | Yes | $312,875.00 | $312,875.00 | 0.00% | 0.00% |
| 6 | 1 | Action 1: Intervention for ELA and Math Achievement | Yes | $253,266.00 | $253,266.00 | 0.00% | 0.00% |
| 6 | 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | Yes | $154,785.00 | $154,785.00 | 0.00% | 0.00% |
| 6 | 3 | Action 3:  PUC College Counseling Support & College Admission Preparation (HS) | Yes | $174,616.00 | $174,616.00 | 0.00% | 0.00% |
| 6 | 4 | Action 4:  Advanced Placement (AP) Teacher Professional Development (HS) | Yes | $133,373.00 | $133,373.00 | 0.00% | 0.00% |

# 2024-2025 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) |
|---|---|---|---|---|---|---|---|---|
| $8,514,415.00 | $3,326,543.00 | 0.00% | 39.07% | $4,318,307.00 | 0.00% | 50.72% | $0.00 - No Carryover | 0.00% - No Carryover |

# Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---|---|---|---|---|---|---|
| Totals: | $374,135.00 | $41,518.00 | $0.00 | $20,000.00 | $0.00 | $200,688.00 |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Action 1: Professional Development | $0.00 | $41,518.00 | $0.00 | $0.00 | $0.00 | $0.00 | $401,307.00 |
| 1 | 2 | Action 2: Credentialing | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $274,564.00 |
| 1 | 3 | Action 3: Teacher Pipeline | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $15,000.00 |
| 1 | 4 | Action 4: Educator Wellness | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $5,500.00 |
| 2 | 1 | Action #1: Supervision, Custodial, Security & Director of School Operation and Staff | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $102,698.00 |
| 2 | 2 | Action #2: Ensuring School Safety | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $86,987.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3 | 1 | Action 1: Courses for Student(s) receiving special education services (SPED) or Student With Disabilities (SWD), and/or 504 eligibility | $369,135.00 | $0.00 | $0.00 | $0.00 | $0.00 | $200,688.00 | $1,787,305.00 |
| 3 | 2 | Action 2: Instructional and supplemental materials aligned to CA Common Core State Standards and VAPA standards | $0.00 | $0.00 | $0.00 | $20,000.00 | $0.00 | $0.00 | $170,000.00 |
| 3 | 3 | Action 3: Funding of Arts Personnel | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $144,769.00 |
| 3 | 4 | Action 4: Teacher and Leader External PD | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $18,000.00 |
| 3 | 5 | Action 5: Resources to Accelerate Learning | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $195,000.00 |
| 3 | 7 | Action 6: ELD Standards Professional Development | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $15,000.00 |
| 4 | 1 | Action 1: Family Events/Meetings | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $5,200.00 |
| 4 | 2 | Action 2: PAC/ELAC Meetings | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $2,400.00 |
| 4 | 3 | Action 3: PAC & ELAC Legally Required Representation | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $7,500.00 |
| 4 | 4 | Action 4: Parent and Student Engagement Supports | $5,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $60,000.00 |
| 5 | 1 | Action 1: Restorative Justice and Relational Interventions, | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $45,000.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Positive Behavioral Interventions and Support (PBIS), Social- Emotional Learning (SEL). | | | | | | | |
| 5 | 2 | Action 2: Social Emotional Counseling Services | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $275,805.00 |
| 5 | 3 | Action 3: Student Attendance Incentive | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $25,000.00 |
| 5 | 5 | Action 5: Teacher and Leader External PD | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $11,500.00 |
| 5 | 6 | Action 4: Student Intervention Supports | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $265,804.00 |
| 6 | 1 | Action 1: Intervention for ELA and Math Achievement | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $395,605.00 |
| 6 | 2 | Action 2: Implementation of Differentiated Instruction, Intervention, and Supports | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $444,500.00 |
| 6 | 3 | Action 3:  PUC College Counseling Support & College Admission Preparation (HS) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $351,508.00 |
| 6 | 4 | Action 4: Advanced Placement (AP) Teacher Professional Development (HS) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $5,700.00 |

# 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.

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.

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.

- 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.

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.

- 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,

- 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.

## 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.

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.

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.

- 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:

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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.
    - 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.
    - 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.
    - 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.
    - 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

- 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.

  - 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).

***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.

**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.
- 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

- **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).