PACIFIC UNION WILDCATS

RESPECTFUL - SAFE - RESPONSIBLE

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Union School District

CDS Code: 12629766008098

School Year: 2023-24

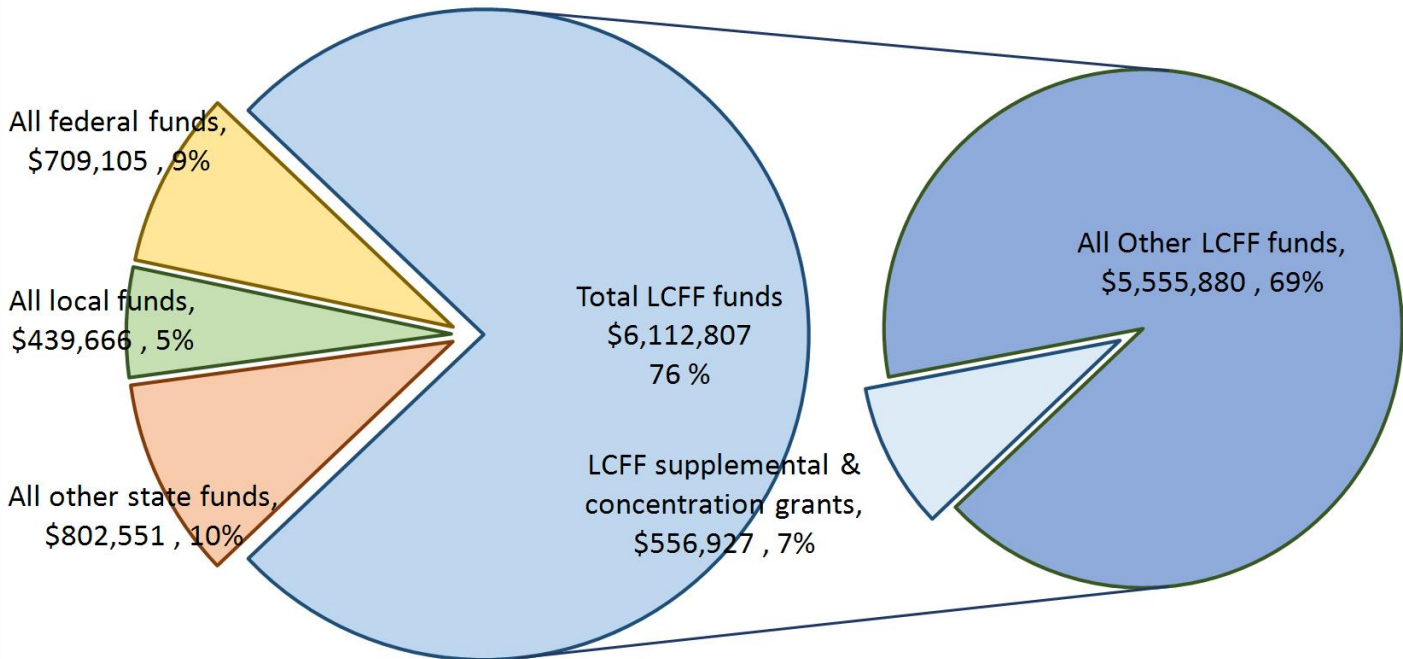LEA contact information:

Rene McBride

Superintendent

rmcbride@pacificunionschool.org

707-822-4619

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $709,105 , 9%

All local funds, $439,666 , 5%

All other state funds, $802,551 , 10%

Total LCFF funds $6,112,807 76 %

LCFF supplemental & concentration grants, $556,927 , 7%
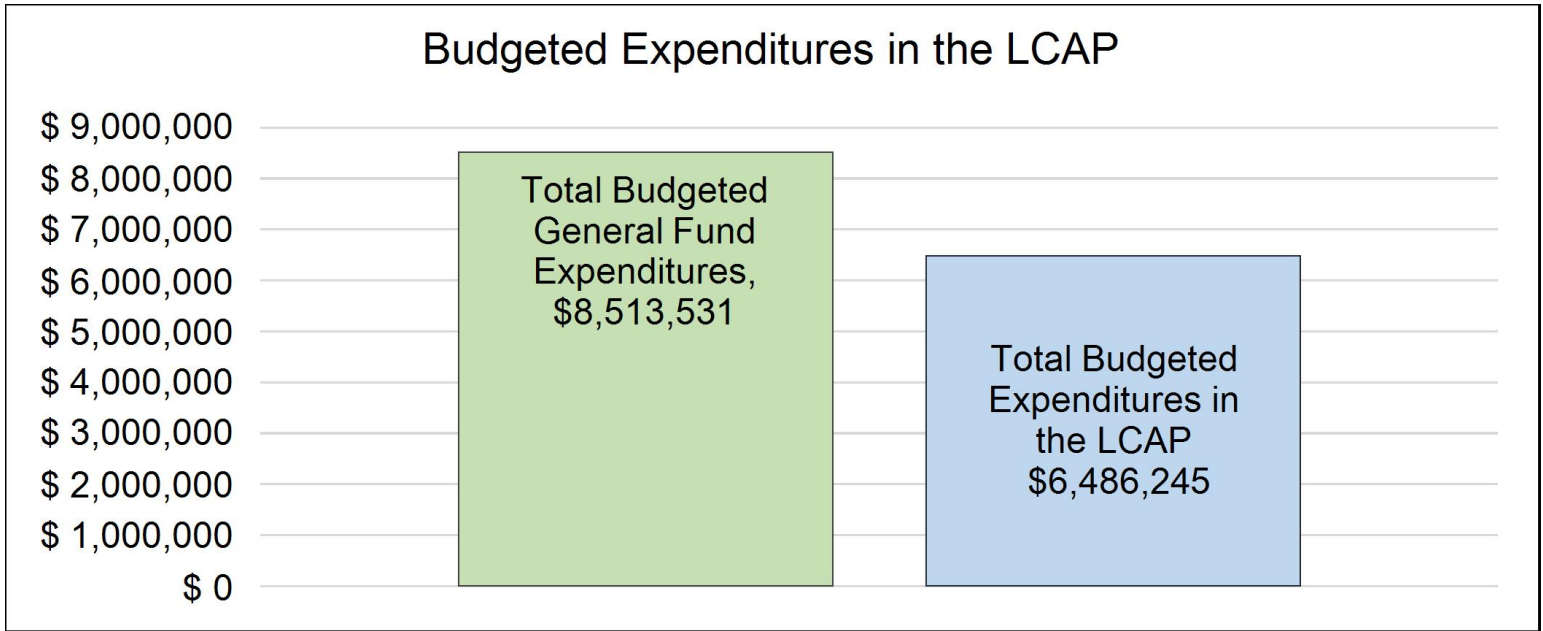
All Other LCFF funds, $5,555,880 , 69%

This chart shows the total general purpose revenue Pacific Union School District 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 Pacific Union School District is $8,064,129, of which $6112807 is Local Control Funding Formula (LCFF), $802551 is other state funds, $439666 is local funds, and $709105 is federal funds. Of the $6112807 in LCFF Funds, $556927 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,513,531

Total Budgeted Expenditures in the LCAP $6,486,245

This chart provides a quick summary of how much Pacific Union School District plans to spend for 2023-24. 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: Pacific Union School District plans to spend $8513531 for the 2023-24 school year. Of that amount, $6486245 is tied to actions/services in the LCAP and $2,027,286 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

$791,000 in administrative costs including Superintendent Salary, Principal Salary, Business Manager Salary, Front office Staff, Insurance costs, Audit Fees, Legal Fees, Office and Administration supplies and other misc administrative costs. $335,000 in Afterschool expanded learning program costs. $253,000 in STRS on behalf charges (these zero out within the resource). $193,000 in costs transferred to Humboldt County Office of Ed and other districts for Special Education Preschool services, Special Education Costs, and Financial system costs. $30,000 for building Maintenance costs. $47,000 for Media Library expenses. $170,000 in Special Education contracts.
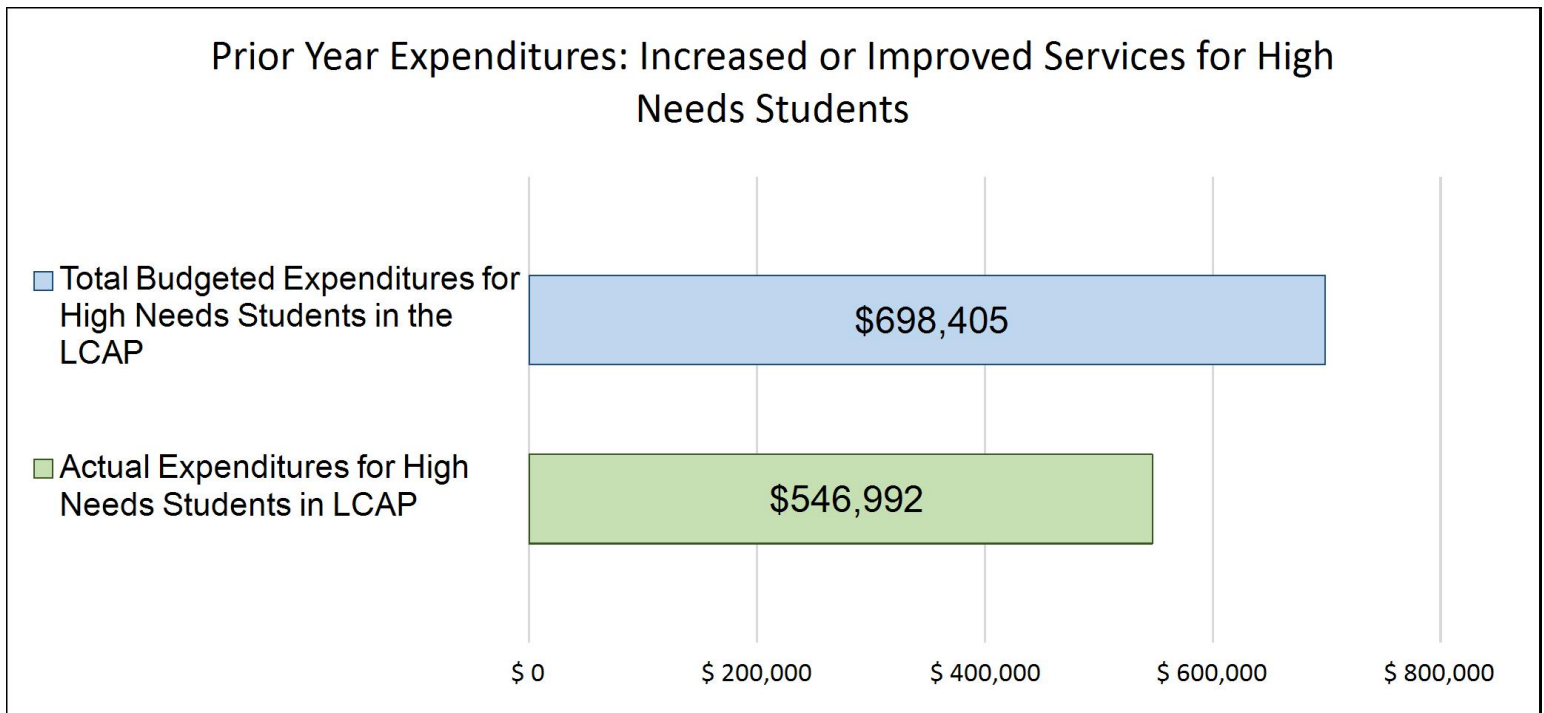
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pacific Union School District is projecting it will receive $556927 based on the enrollment of foster youth, English learner, and low-income students. Pacific Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Union School District plans to spend $751030 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$698,405
☐ Actual Expenditures for High Needs Students in LCAP	$546,992

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

This chart compares what Pacific Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Union School District 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 2022-23, Pacific Union School District's LCAP budgeted $698405 for planned actions to increase or improve services for high needs students. Pacific Union School District actually spent $546992 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-151,413 had the following impact on Pacific Union School District's ability to increase or improve services for high needs students:

The decrease was mainly due to staffing issues which arose from constant turn over and staff reliability. Subs were hired and paid out of different resources to cover the staffing deficit.

PACIFIC UNION WILDCATS

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
Pacific Union School District	Rene McBride Superintendent	rmcbride@pacificunionschool.org 707-822-4619

Plan Summary [2023-24]

General Information

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

Pacific Union School District is comprised of one elementary school, which includes grades transitional
kindergarten through eighth, and Trillium Charter School (this Local Control and Accountability Plan, or LCAP, includes information and data at
Pacific Union school only; Trillium Charter School completes a separate LCAP). Trillium Charter School will be a Direct Funded Charter
beginning in the 2023-2024 school year. Pacific Union School is located in the northern part of Humboldt County. The area used to be an
unincorporated community and is now incorporated into Arcata, CA. Pacific Union School serves children in the areas of the Arcata Bottoms,
Pacific Manor, Vassaide Estates, Valley West, West End Road, North Bank Road, Arcata, and Hunts Drive. Pacific Union also accepts
interdistrict transfers when there is room in the grade level and/or program. If Pacific Union is over capacity limits then interdistrict transfers
cannot be accepted, but students can be put on a waitlist.

Pacific Union School was designated as a Gold Ribbon School and Title I Academic Achievement Award School in 2016. Pacific Union School
serves approximately 550 students from Transitional Kindergarten to Eighth Grade with diverse backgrounds. Approximately fifty percent
(50%) of Pacific Union's student population is unduplicated. We are
designated schoolwide for Title I and meet the threshold to use LCAP supplemental and concentration
grant funding school wide. We believe that providing our diverse student population with many avenues
to experience success will increase success in the core subjects.

Opportunities for Parent Involvement include holding seats on the School Board and/or School Site Council/Parent Advisory Council, serving
on the DELAC Committee, Wellness Committee, volunteering in classrooms, reading one-on-one with students, working with small groups of
children, assisting at school events, chaperoning field trips, and coaching sports or leading a club. We have a strong P.T.O. that organizes
events and fundraisers, such as movie nights, game nights, Read-A-Thon (all reading day) and Fall carnival. PUSD partners with Cal Poly
Humboldt and community organizations for volunteer assistance with events and projects as well as tutoring, student teaching, and other

internship opportunities. The District has several programs to serve family needs and support family engagement.

Mission Statement: The mission of Pacific Union School is to educate our students to become lifelong learners who will contribute productively to the world they inherit. Pacific Union addresses the diverse needs of all students. In alliance with the community, Pacific Union's highly qualified staff provides a safe and healthy environment where students experience opportunities to become positive and successful citizens.

We believe:
- In maintaining a highly qualified, dedicated staff that are positive role models for our students.
- In surrounding our students with positive influences and a healthy, safe, and caring environment.
- In supporting and celebrating diversity and showing mutual respect for one another.
- There are many successful ways of teaching and learning, and all student will be given opportunities to be successful.
- In supporting students' opportunities to learn in our local and natural environment.
- In supporting the involvement of the school's families and the greater community in the school's activities.
- Students learn from exploration experiences and will be given opportunities to exchange ideas in their educational programs and environmental surroundings.
- In supporting strong relationships between home and school.
- The school has a responsibility to the greater community and should serve as an essential community center.
- All students have value and education is an important step to their future.

Besides challenging academics, students have multiple opportunities for success through many extracurricular and co--curricular activities. Counseling and academic supports are provided by highly qualified staff in a multi-tiered system of support. Pacific Union has a "Safe, Responsible, Respectful"
Code of Conduct, which incorporates components of positive behavioral and intervention supports. Student behavior expectations are clearly i dentified with signage at various school locations.

All staff have opportunities to participate in professional development. We have developed a core of
staff who are participating in intense, ongoing trainings: Science, Technology, Engineering, and Math; Trauma Informed Practices, Conscious Classroom Management, Teaching to the Whole Child; Technology and Digital Citizenship; Redwood Writing Project; ArtsSEL Integration; Special Education and English Learner Collaboratives; and Core Curriculum Committees, among others. Teachers and administration also have the opportunity to attend the Learning of the Brain conference, Carnegie Symposium, and Compassionate Systems Awareness training. Our specialists are always eager to share their experiences, learning, and trainings with their colleagues so the entire staff receives training in trauma informed practices and best instructional practices to serve our students.

Note:
Metrics and other information relative to high schools are not relevant to Pacific Union School and are not included in the LCAP, these include:
1) Percent of pupils who have successfully completed AG courses or approved Career Technical Education sequences;

2) Percent who passed Advanced Placement Exam with a score of 3 or higher;
3) Percent who demonstrate college preparedness via Early Assessment Programs or subsequent indicators;
4) High school dropout rates; and
5) high school graduation rates.

Reflections: Successes

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

The impacts of COVID are still present, but we feel we are starting to move to a "new normal". Students have not progressed the same academically or socially/emotionally as they would have without the pandemic. As expected, academic proficiency scores have dropped due to ongoing effects of COVID-19. One of the big factors that has come out of the pandemic is chronic absenteeism. Standardized test scores lag a year and thus Spring 2023 California Assessment of Student Performance and Progress (CAASPP) scores will be a better indicator of student progress coming out of COVID than the Spring 2022 scores. While it is disappointing to see student academic progress impacted by COVID and chronic absenteeism the decrease in scores is consistent with statewide results. Despite the lower CAASPP scores, the PUSD staff have supported students to continue to outperform their peers statewide.

The District conducted the CHKS Parent Survey in the Fall, as we began welcoming families back on campus and started our new normal. Many of the District's school climate improvement measures seem to be having a positive impact. Students, staff, and family views regarding school safety have either increased or held relatively steady and overall people feel safe and cared for at Pacific Union School. The District has continued to work on Multi Tiered System of Supports (MTSS) implementation and has fully implemented PBIS school wide. The District continues to make strides in providing modern, technology enhanced, instruction for students. As a staff we are always looking to find ways to provide enrichment activities including field trips and community events.

2021-2022 data showed that our school community wanted more social emotional support for students, more access to the school library, and a school nurse. This last year we were able to implement all three. We hired a library technician, a part time school nurse, and our leadership team focused on social emotional learning and has recommended a new curriculum that is being piloted by 4th-8th grades. Currently, TK-3rd uses the PATHS curriculum. We also start everyday will all school mindfulness. Every student and staff member participates and some mornings students help lead mindfulness.

Overall, the District has done an incredible job of navigating staffing shortages, increasing social emotional supports for students, continuing to focus on MTSS implementation, and coordinating the strategic use of ongoing and one-time funding in order to best support students. The district was also able to bring back the school's Library Technician to provide more opportunities for students to access books and resources.

Additional Highlights from the year:
- Maintained connection to students and families;

- Provided direct instruction focusing on Social Emotional Learning in all classrooms,
- Provided a common core aligned curriculum to all students,
- Provided more small group and 1:1 support to students,
- Provided more intervention support to students,
- Implemented a HW help program after school that is staffed by two credentialed teachers.
- Implementation of Learning Center in grades 3rd-6th grades.

Reflections: Identified Need

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

School climate improvement remains one of the District's top priorities with the main focus areas to include reducing chronic absenteeism and student referral/suspension rates. In order to support student/family needs the District will be expanding its Extended Learning Opportunities Program providing a 9 hour day and 30 intersessions. The District has partnered with the Boys and Girls Club of the Redwoods to create and implement the program with an emphasis in grades TK-6th, but also providing opportunities to Jr. High students. The District also received the Community Schools Planning Grant (CCSPP). This will allow the District to continue to build and create ways to provide services to our students and families. Funding from this grant will be used to fund the School Based Wellness Center (partnering with IPA) and a part time school nurse.

A Teacher on Special Assignment (TOSA) will continue to work with teachers to strengthen and our MTSS protocols and instructional coaching. Instructional coaching will focus on literacy to help finalize the full implementation of the District's English Language Arts curriculum. The TOSA will help to improve internal and external resource mapping in order to more efficiently and precisely connect students and families with appropriate resources. This position will be funded through some of the COVID-19 one time funds.

The District's curriculum committee completed the adoption process for the History/Social Science curriculum and is in the process of making a final recommendation to staff to pilot a math curriculum. A staff survey showed the math curriculum should be the adoption priority for 2023-2024.

The District currently has two counseling positions, but one will switch to a School Psychologist/Counselor. If the district is unable to hire a credentialed School Psychologist then the district will continue to contract with the Humboldt County Office of Education (HCOE) for this service and hire a school based counselor or social worker.

Increasing staffing and focusing on community resources will increase the Districts ability to respond to concerns regarding students being prepared and motivated to learn and to continue to create a safe and supportive environment that will help address disruptive behaviors.

As stated above, CAASPP scores are indicative of the pandemic times. We saw an increase in both ELA and Math in 5th and 7th grades. Third grade increased in ELA and decreased by 1% overall in math. Fourth grade decreased in ELA and went up in math scores. 6th and 8th

grades decreased overall in both subject areas.

Technology needs include updating licensing agreements, replacing older devices, and continuing to implement curriculum for skill--building. The technology committee created a three year technology plan that was approved by the School Board in May of 2022 and can be found on the school website. The technology committee is working on increasing awareness around internet safety and to support teachers in teaching digital citizenship across the grade levels. A new Technology Director has been hired and will continue to move forward with district plans, but to have a focus on digital citizenship and appropriate technology use for students, staff, and parents/guardians.

Additional Needs/Suggestions from Local Surveys to consider:
- Additional academic support
- Continued updates of buildings, bathrooms, and grounds
- More murals on campus
- Full time school Nurse
- More aides for student support
- Math curriculum needs to be evaluated
- More enrichment opportunities
- Better reading and writing curriculum in upper grades
- Addressing disruptive behaviors (bullying, outbursts, lack of motivation in class, disrespectful language, etc.)
- Clear Discipline procedures using PBIS and Restorative Practices Framework

Pacific Union School was identified for Additional Target Support and Improvement (ATSI, Federal Accountability) and Differentiated Assistance (DA, State Accountability) because students in the following groups were at the lowest performance in Chronic Absenteeism and Suspension: American Indian, Multiple Races, and Students with Disabilities. Students with Disabilities also performed at the lowest performance level in the area of math and English Language Arts (ELA). To determine needs, the school looked at current data. Based on this analysis, the school predicts that there will be a reduction in the 2022-2023 suspension rate. For the data that determined ATSI eligibility, Dashboard 2022 (2021-2022 school year), Pacific Union local Suspension Rate was 3.5% (27 events and 19 students). For the current school year (2022-2023), the school recorded Suspension Rate on the Dashboard was 4.7%, but the local data is 9 events and 8 students. This is significantly lower than last school year's local data. In addition, although Chronic Absenteeism rates for all students continue to be an area of concern, the school does anticipate a decrease. There are no longer COVID guidelines requiring 5-10 days for students to be out of school. The school is also focusing on Social Emotional Learning (SEL) to improve school climate and student behavior. Both will impact the improvement of chronic absenteeism and suspension rate. When looking at our students with disabilities and academic achievement, many supports are now in place to increase achievement of all students, but especially impactful for students with disabilities. We have an early intervention program, push in and small group support with an additional RSP teacher for math, we have implemented a Learning Center model, and have an instructional coach to support teachers with implementation. We are piloting new math curriculum in 2023-2024 across all grade levels. Moving forward, we will continue to look closely and deeply at data to analyze student group level performance.

We continue to involve our educational partners (families, teachers, and students) in these conversations on how to best support all students

including the above mentioned subgroups.

LCAP Highlights

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

Pacific Union School has worked diligently to provide an education focused on the whole child in order to meet the needs of diverse learners. The district will continue to prioritize the education of the whole child through professional development and a robust Multi-Tiered System of Supports (MTSS). The district has begun implementing a Learning Center Model that will be a part of our MTSS.

This year's LCAP continues to focus our efforts on a highly trained staff, who supports a learning environment with
high academic standards, a strong sense of community, and multiple paths for student success. We support all students including
English Learners, low income, and foster youth, with highly qualified staff, common core curriculum, and offer a broad course of study and tiered supports to prepare them to ultimately be college and career ready. A broad range of services is
also provided for students with disabilities. Pacific Union provides numerous tiered supports to students
who need targeted or individual intervention. Besides our support services team (resource teachers, reading specialist, counselors, school psychologist, English Learner technician, and special day class teacher)
our community partners and parent/guardian volunteers play a significant role in providing struggling students extra levels of support. Our highly trained staff is able to reach all our learners; those that may need extra support as well as those that need to be challenged. We are able to provide a school based wellness center that focuses on grades 5th-8th to support them in school and outside of school.

Pacific Union also values a positive learning environment provided in safe school facilities. We provide maintenance regularly and work off of a long term maintenance plan. A positive school environment is supported by our positive behavior interventions, supports, counseling staff, and support services team.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Staff Meetings: Goals, overview, provided feedback, input gathered, survey results (emailed). Staff (certificated and classified), principal, other school personnel, and local bargaining units

Staff Committee Meetings: Each District committee is integrated with a LCAP goal. Part of the committee's responsibility is to oversea actions and services within the LCAP goal.
- Curriculum Committee - Goal 1
- Technology Committee - Goal 1
- Arts Committee - Goal 2
- Wellness Committee - Goal 2
- Safety Committee - Goal 3
- Sunshine Committee - Goal 2 and Goal 3

Site Council Meetings (typically two meetings a trimester): Goals, overview, survey results reviewed, input requests, provided feedback

Monthly Meetings DELAC Meetings (typically the 1st Monday of the month): Goals, overview, survey results reviewed, input requests, provided feedback

Monthly PTO Meetings (typically the 2nd Wednesday of the month): Goals, overview, input requests, provided feedback

School Board Meetings (typically the 2nd Thursday of the month): Goals, overview, survey results reviewed, input requests, provided feedback, review actions and services

- During the months of April, and May an electronic Engagement Survey was administered to all staff and our school community (parents/guardians)

- During the month of April student engagement survey was administered to students

- Feedback was also gathered via website, email, phone conversations, and various electronic surveys throughout the year

- June 5, 2023 Presentation of Draft of LCAP to Site Council

- June 2, 2023 LCAP Draft posted on website to solicit additional feedback and email sent to staff and community to gather feedback

- June 8, 2023 Public Hearing for Budget and LCAP

- June 13, 2023 School Board approval of LCAP

- Consultation with Humboldt/Del Norte SELPA

A summary of the feedback provided by specific educational partners.

Parent/Guardian/Community Feedback (222 surveys completed): Overall there was high praise for how the PUSD attends to the whole child and communicates well with community partners. The most common comment was how proud people are to be part of a school community that "truly feels like a family." A common theme for improvement/need is for a bathroom remodel, grounds updated, improved school lunches, math curriculum, more support for students.

Community Engagement Survey Results, Goal 1: Academic Success: We support the academic success of ALL students in a high quality, rigorous, common core state standards-aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.
- 86% agrees or strongly agrees that their child's academic needs are being met.
- 77% agrees or strongly agrees that teachers set high, but appropriately achievable academic goals for my child.
- 86% agrees or strongly agrees that they are kept informed about how my child is doing academically in school.
- 83% agrees or strongly agrees that teachers and programs provide academic support for my child as needed.
- 74% agrees or strongly agrees that their child is able to use technology at home to access assignments and resources for school, if needed.

Written Feedback Trends:
- Satisfaction with how academic needs are being met
- Additional small group support
- More aides
- New Math Curriculum
- Reading and Writing curriculum in Jr. High

Community Engagement Survey Results, Goal 2: Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.
- 90% agrees or strongly agrees that Pacific Union School staff is approachable and responsive.
- 91% agrees or strongly agrees that Pacific Union School is a good place to be.
- 84% agrees or strongly agrees that their child feels accepted by their peers.
- 89% agrees or strongly agrees that their child feels fairly treated by teachers at Pacific Union School.
- 86% agrees or strongly agrees that their child feels connected to their school.
- 88% agrees or strongly agrees that Pacific Union fosters the development of the whole child, including character and social-emotional skills.

- 90% agrees or strongly agrees that they are aware of upcoming events at Pacific Union School
- Most families find information about school events through Class Dojo, Email, Text Messages, Principal's Weekly bulletin, and Teacher Newsletters.
- Email and Class Dojo continue to be the preferred forms of communication with families.

Written Feedback Trends:
- More enrichment activities
- More communication from upper grade teachers regarding student progress
- More activities during unstructured times

Community Engagement Survey Results, Goal 3: Campus Pride & Safety: We provide a safe and secure campus. The classrooms, playground-structures, and school grounds will add to the overall pride and excellence in learning.
- 94% agrees or strongly agrees that they feel welcomed at Pacific Union School.
- 91% agrees or strongly agrees that their child feels safe at school.
- 88% agrees or strongly agrees that their child feels safe on the playground.
- 83% agrees or strongly agrees that the grounds at Pacific Union School are maintained.
- 83% agrees or strongly agrees that the facilities at Pacific Union School are maintained.

Written Feedback Trends:
- Grounds to be better maintained
- Bathrooms need updating
- Trash picked up in front of the school (accessible garbage can out front)

Additional Feedback:
- Better lunch choices
- Consistent/Articulated HW expectations across the grade levels and within the same grade levels
- Love the community and the way everyone takes care of each other
- More community activities and enrichment opportunities
- Responsive and attentive to safety
- Technology Education

Staff Engagement Survey Feedback (46 surveys completed): Overall the staff feels proud to work at PUSD. They would like to continue to work on curriculum adoptions, have more aide time, and consistent implementation of behavior expectations and consequences. They would also like to have more time to collaborate with each other and time for articulation conversations.

Staff Engagement Survey Results, Goal 1: Academic Success: We support the academic success of ALL students in a high quality, rigorous,

common core state standards-aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.
- 74% agrees or strongly agrees all curriculum is aligned with the Common Core State Standards (CCSS).
- 39% agrees or strongly agrees that the CCSS aligned math curriculum is being implemented with fidelity (Engage NY and Big Ideas).
- 63% agrees or strongly agrees that CCSS aligned English Language Arts curriculum is being implemented with fidelity (Fountas and Pinnell-Classrooms and McDougal Littell).
- 94% agrees or strongly agrees that Pacific Union School fosters the development of the whole child, including character and social-emotional skills.

Written Feedback Trends:
- Teachers, support staff, and administration are committed to academic success for all students
- All employees try to meet the needs of individual students and address the whole child
- There are more "extreme" behaviors that are impeding learning
- Need a science curriculum and to re-evaluate math curriculum

Staff Engagement Survey Results, Goal 2: Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.
- 80% agrees or strongly agrees that students are motivated to learn.
- 67% agrees or strongly agrees that students come to class prepared.
- 64% agrees or strongly agrees that students come to class ready to learn.
- 80% agrees or strongly agrees that students care about our school.
- 89% agrees or strongly agrees that parents/guardians feel comfortable engaging with teachers.
- 78% agrees or strongly agrees that parents/guardians feel comfortable engaging with all staff.
- 89% agrees or strongly agrees that our school staff works together as a team.
- 78% agrees or strongly agrees that their grade level collaborates well together.
- 89% agrees or strongly agrees that they collaborate well with their grade level aide and support services staff when needed.
- 82% agrees or strongly agrees that our school encourages involvement from community organizations.
- 70% agrees or strongly agrees that are a part of the decision making process at Pacific Union School.
- Most staff finds information through staff meetings, emails from administration, Principal's Weekly Bulletin, and their colleagues.

Written Feedback Trends:
- Positive nurturing environment
- Students and staff feel supported
- Consistency with discipline and expectations

Staff Engagement Survey Results, Goal 3: Campus Pride & Safety: Provide a safe and secure campus. The classrooms, playground-structures, and school grounds will add to the overall pride and excellence in learning.

- 89% agrees or strongly agrees that they feel safe at work (school).
- 72% agrees or strongly agrees that parents/guardians have a say in decision making at Pacific Union School.
- 96% agrees or strongly agrees that students trust teachers and staff at school.
- 100% agrees or strongly agrees that teachers and staff encourage students on a regular basis.
- 43% agrees or strongly agrees that bullying is not a problem at our school.
- 89% agrees or strongly agrees that school rules are fair.
- 63% agrees or strongly agrees that student discipline is handled in a fair way following our school's expectations and PBIS.
- 96% agrees or strongly agrees that they feel comfortable talking to administration.
- 93% agrees or strongly agrees that administration listens to school staff at Pacific Union School.
- 87% agrees or strongly agrees that the facilities at Pacific Union School are well-maintained.
- 71% agrees or strongly agrees that Pacific Union School is clean.

Written Feedback Trends:
- Custodial staff does an excellent job
- Continue updating facilities, grounds when you can
- There is an increase in bullying behaviors from students
- More structured discipline
- More beautification on campus

Additional Feedback:
- PUSD is a positive and caring environment
- Concerns are heard and addressed
- Every classroom should have their own aide
- Maintain consistent expectations and discipline across grade levels
- More time for discussions, collaboration, articulation

Student Engagement Survey Feedback (121 TK-2nd grades completed surveys and 279 3rd-8th grades completed surveys): Overall students feel proud to be a Wildcat!

Student Engagement Survey Results, Goal 1: Academic Success: We support the academic success of ALL students in a high quality, rigorous, common core state standards-aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.
TK-2nd Grades
- 85% of students like their school.
3rd-8th Grades
- 95% agrees or strongly agrees that my school provides a good education.
- 95% agrees or strongly agrees that they feel connected to their school.
- 96% agrees or strongly agrees that they are satisfied with the education they are receiving.

Student Engagement Survey Results, Goal 2: Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.
TK-2nd Grades
- 82% of students know the school rules
- 70% of students feel connected to their school
3rd-8th Grades
- 90% agrees or strongly agrees that they are proud to be a student at Pacific Union School.
- 95% agrees or strongly agrees that they feel connected to their school.
- 86% agrees or strongly agrees that students are treated fairly when on campus.
- 73% agrees or strongly agrees that at my school, students get along with each other and respect their differences.
- 90% agrees or strongly agrees that if they have a problem they can get help if needed.
- 90% agrees or strongly agrees that adults on campus treat them with respect.

Student Engagement Survey Results, Goal 3: Campus Pride & Safety: We provide a safe and secure campus. The classrooms, playground-structures, and school grounds will add to the overall pride and excellence in learning.
TK-2nd Grades
- 65% feel safe at school.
3rd-8th Grades
- 91% agrees or strongly agrees that they feel safe on campus.
- 87% agrees or strongly agrees that school buildings are well maintained.

Additional Feedback:
TK-2nd Grades
- Longer recess and more things to play with.
- Cleaner bathrooms.
- For all students to be kind.
3rd-8th Grades
- More lunch options
- Healthier lunch
- Bathrooms need to be cleaned and updated
- More art classes, Spanish class, electives
- Clean up the trash on campus
- More support to do math and time to get work done

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

- Clear discipline expectations and consequences
- Continue with additional aides to support small group instruction
- Math curriculum adoption
- Evaluate Jr. High Reading and Writing Curriculum
- More communication and awareness of assignments in upper grades
- Articulation of HW expectations across the grade levels
- Continue to think of creative ways to provide more enrichment/elective opportunities to students (i.e. art, gardening, digital citizenship, internet safety)

Goals and Actions

Goal

Goal #	Description
1	Academic Success: We support the academic success of ALL students in a high quality, rigorous, common core state standards-aligned curriculum taught by highly qualified teachers and supported by a highly qualified staff and administration.

An explanation of why the LEA has developed this goal.

All students need excellent and highly qualified faculty and staff members and a high quality curriculum. Some students need extra support to achieve to the highest measure of their potential.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Misassignments	100% of teachers are appropriately and fully credentialed for their assignments.	2020-2021 Data: 100% of teachers are appropriately and fully credentialed for their assignments.	2021-2022 Data: 97% of teachers are appropriately and fully credentialed for their assignments. Although there was one teacher reported as a misalignment it was corrected and currently 100% of teachers are appropriately and fully credentialed for their assignments.		Maintain appropriately assigned and fully credentialed teachers in all subject areas taught.
Williams Act: Every student has sufficient state	All students have access to sufficient instructional materials. The District	All students continue to have access to sufficient instructional materials. The District	All students continue to have access to sufficient instructional materials. The District		Maintain no Williams Act complaints regarding sufficiency of materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard aligned instructional materials.	received no Williams Act complaints regarding sufficiency of materials.	received no Williams Act complaints regarding sufficiency of materials.	received no Williams Act complaints regarding sufficiency of materials.		
Teacher Survey and Observations: Implementation of Common Core State Standards (CCSS) aligned curriculum and Next Generation Science Standards aligned curriculum.	CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY. 100% of teachers in grades 6-8th are implementing Big Ideas. TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum. 100% of 7th-8th grade teachers are implementing McDougal Littell curriculum. The District will evaluate NGSS aligned curriculum and begin implementing in all grades.	CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY. 100% of teachers in grades 6-8th are implementing Big Ideas. TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum. 100% of 7th-8th grade teachers are implementing McDougal Littell curriculum. The District's curriculum committee evaluated and piloted Social Studies/History curriculum this year. A recommendation for adoption will be presented to the school board. The	CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY. 100% of teachers in grades 6-8th are implementing Big Ideas. TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum. 100% of 7th-8th grade teachers are implementing McDougal Littell curriculum. The District's curriculum committee recommended adopting and Board Adopted: McGraw Hill Impact Social Studies/History curriculum for grade TK-5th		Maintain full implementation in Math and ELA. Adopt and fully implement a NGSS aligned curriculum in all grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		committee is in the process of evaluating NGSS aligned curriculum and will pilot curriculum in the Fall.	National Geographic Social Studies/History curriculum 6th-8th The committee was planning on moving forward with piliting NGSS curriculum, but has shifted to evaluate and pilot Math curriculum for grades TK-8th.		
Teacher Survey and Observation: Access to Common Core State Standards (CCSS) aligned curriculum and English Language Development (ELD) standards aligned curriculum to English Language Arts (ELA) for English Learners.	All English Learner students have access to CCSS and ELD standards aligned to ELA. The adopted ELD curriculum is Engage National Geographic Learning TK-6th and Rosetta Stone TK-8th.	All English Learner students have access to CCSS and ELD standards aligned to ELA. The adopted ELD curriculum is Engage National Geographic Learning TK-6th and Rosetta Stone TK-8th.	All English Learner students have access to CCSS and ELD standards aligned to ELA. The adopted ELD curriculum is Engage National Geographic Learning TK-6th and Rosetta Stone TK-8th.		Maintain Full implementation of ELD standards.
Statewide Assessments: CAASPP	2018-2019 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.	2020-2021 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.	2021-2022 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.		To increase yearly by 1% proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	52.75% of Pacific Union Students met or exceeded standard for ELA. 40.12% of Pacific Union Students met or exceeded standard for Math. 34.48% of Pacific Union Students met or exceeded standard for Science.	47% of Pacific Union Students met or exceeded standard for ELA. 40% of Pacific Union Students met or exceeded standard for Math. CAST was optional in 2020-2021. No results for Pacific Union School District.	47% of Pacific Union Students met or exceeded standard for ELA. 37% of Pacific Union Students met or exceeded standard for Math.		
ELPAC: Percentage of English Learners making progress toward English proficiency	2019 ELPAC Reporting, CDE, Pacific Union: 45.1% of EL students are making progress towards English language proficiency.	2020-2021 ELPAC Reporting, CDE, Pacific Union: 30.2% of EL students are making progress towards English language proficiency.	2021-2022 ELPAC Reporting, CDE, Pacific Union: 41.7% of EL students are making progress towards English language proficiency (Dashboard).		To Increase yearly by 1% proficiency.
English Learner Reclassification Rate	2019-2020 data: 8.5% of students reclassified to Fluent English Proficient (FEP).	2020-2021 data: 6% of students were reclassified to Fluent English Proficient (FEP).	2021-2022 data: 6% of students were reclassified to Fluent English Proficient (FEP).		To Increase FEP yearly by 1%.
Local Assessment: Implementation of Benchmark Assessment System (BAS) in TK-3rd	Local assessments will be administered and used to progress monitor students to create flexible groups	Local assessments will be administered and used to progress monitor students to create flexible groups	Local assessments will be administered and used to progress monitor students to create flexible groups		100% of teachers in grades TK-8th will be using local assessments with fidelity to monitor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades and STAR Assessment in 4th-8th grades for ELA and STAR Assessment in K-8th for Math.	in a Learning Center Model. 2020-2021: 58% of TK-3rd grades are using BAS with fidelity. 2020-2021: 0% of grades 4th-8th are using STAR with fidelity for ELA. 2020-2021: 0% of grade levels are using STAR with fidelity for math.	in a Learning Center Model. 2021-2022: 80% of TK-3rd grades are using BAS with fidelity. 2021-2022: 70% of grades 4th-8th are using STAR with fidelity for ELA. 2021-2022: 35% of grade levels are using STAR with fidelity for math.	in a Learning Center Model. 2022-2023: 100% of TK-3rd grades are using BAS with fidelity. 2022-2023: 100% of grades 4th-8th are using STAR with fidelity for ELA. 2022-2023: 2% of grade levels are using STAR with fidelity for math.		student progress and achievement in the classrooms and the Learning Center.
Course Access	100% of students have full access to our full continuum of curriculum.	2020-2021 Data: 100% of students have full access to our full continuum of curriculum.	2021-2022 Data: 100% of students have full access to our full continuum of curriculum.		All students including English Learners, Low Income, Foster Youth and Students with Disabilities, have full access to the full continuum of our curriculum including grade level classes in English, math, social science, science, health, visual and performing arts, technology (including Edmentum courses), library/media skills, and PE.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey and Observation: Programs and services for all students including unduplicated pupils (Low Income, English Learners, Foster youth) and Students with Disabilities.	The District provides a wide range of services and programs for unduplicated students, including but not limited to: reading intervention, music, individual and small group academic support, financial support with transportation and basic necessities, counseling, connections to community resources, Gifted and Talented Education, and before and after school care. Some programs and services specific to students with disabilities are also provided through contracts with other schools and/or the County Office of Education. 2020-2021 100% parent/guardian participation for annual and triannual IEP meetings.	The District continues to provides a wide range of services and programs for unduplicated students, including but not limited to: reading intervention, music, individual and small group academic support, financial support with transportation and basic necessities, counseling, connections to community resources, Gifted and Talented Education, and before and after school care. Some programs and services specific to students with disabilities are also provided through contracts with other schools and/or the County Office of Education. 2021-2022 100% parent/guardian participation for annual and triannual IEP meetings.	The District continues to provides a wide range of services and programs for unduplicated students, including but not limited to: reading intervention, music, individual and small group academic support, financial support with transportation and basic necessities, counseling, connections to community resources, Gifted and Talented Education, and before and after school care. Some programs and services specific to students with disabilities are also provided through contracts with other schools and/or the County Office of Education. 2022-2023: 100% parent/guardian participation for annual and tri annual IEP meetings.		Continue providing a wide range of services and programs for unduplicated students, including but not limited to: reading intervention, music, individual and small group academic support, financial support with transportation and basic necessities, counseling, connections to community resources, Gifted and Talented Education, and before and after school care. Maintain 100% parent/guardian participation for annual and triannual IEP meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement Surveys, Attendance Sheets, and Observations: Enrichment, Extra Curricular Activities, Community Events	Provide a variety of enrichment and extra curricular activities to all students. Such as, but not limited to art, garden, after school sports, after school program, maker nights, movie nights, art night, Jr. High play, and GATE activities.	2021-2022 Data: 25 classes participate in classroom music and 11 additional music classes are offered. Sports: 6th-8th grade girls and boys basketball, 7th-8th grade girls volleyball, 4-8th grades golf, 6th-8th grades track and field, 10 total teams offered and a total of 102 students participated throughout the seasons. GATE: 37 students participated in activities throughout the year. After School Care: 102 registered participants. The pandemic has limited the District's ability to provide additional community events.	2022-2023 Data: 26 classes participate in classroom music and 11 additional music classes are offered. Sports: 6th-8th grade girls and boys basketball, 7th-8th grade girls volleyball, 4-8th grades golf, 6th-8th grades track and field, 10 total teams offered and a total of 100 students participated throughout the seasons. GATE: 37 students participated in activities throughout the year. HW Club: 98 students participated in HW Club throughout the year. After School Care: 229 registered participants.		All students will have the opportunity to engage in enrichment and/or extra curricular actives during school and after school. Show increased attendance to community events and school programs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-2023 Community Events: Fall Carnival, Movie Night, Read-a-Thon, Sing Along, Kidco, Matilda Musical, Spring into Summer Dance, Back to School Night, and Open House.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff and Substitutes	Highly qualified certificated staff and substitutes will provide a high quality, standards based education.	$3,454,596.00	No
1.2	Certificated and Classified Special Education Staff	Special education staff: Resource specialist teachers, speech and language pathologist, school psychologist, SCIA's and Special Education aides will assess and provide special education specialized academic instruction and designated services to qualifying students.	$910,537.00	No
1.3	English Learner Aide	English Learner staff will administer the English Language Proficiency Assessments for California and provide instructional support to English Learners in developing proficiency in English language and literacy as they engage in learning academic content based on CCSS to meet benchmarks.	$55,699.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Learning Center Aides	Learning Center Aides will provide support and assistance to all Learning Center students and will focus individual or small group attention on unduplicated pupils (English Learner, Foster Youth and Low Income students).	$24,706.00	Yes
1.5	Music Teacher	Music teacher will provide classroom music in grades TK-8 as well as chorus, band, and orchestra to all students in grades 4th-8th. Additional supplemental/concentration funding will be used to provide more music supplies and instruments to all unduplicated students more access. a. Staff b. Equipment repairs c. Materials d. Music instruments	$87,132.00	Yes
1.6	Gifted And Talented Education Teacher	Gifted and Talented Education teacher will administer district approved assessments and provide qualifying students with extended learning opportunities.	$19,072.00	No
1.7	Reading Specialist	Reading Specialist will administer district approved reading assessments and provide targeted reading intervention primarily directed to unduplicated students. Reading Specialist also supports the implementation of the Fountas and Pinnell English Language Arts program.	$89,776.00	Yes
1.8	Classroom Paraprofessionals	Classroom paraprofessionals will provide academic support to struggling students and offer more individual or small group attention to unduplicated pupils (English Learner, Foster Youth, and Low Income students). Additionally, paraprofessionals will focus services to identified students in order to increase math scores.	$358,599.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Technology	The network administrator provides technology support to staff and students and maintains the district's network of servers, hardware, and software. Additional network administrator time and materials are allocated to offer more devices and support to benefit unduplicated pupils (English Learner, Foster Youth, and Low Income students). a. Network administrator b. Materials c. Computers d. Software e. Contract Service	$106,027.00	Yes
1.11	Professional Development	Professional development – Travel and conference funding for teaching staff to attend professional development opportunities in order to gain skills in teaching effectiveness to engage all students including unduplicated pupils (EL, low income, foster youth) and reluctant learners. A focus area for certificated and classified staff professional development will be in the areas of trauma- informed practices, positive classroom management, and reviewing, selecting, and implementing Next Generation Science Standards/Curriculum.	$19,188.00	No
1.12	State Standard Aligned Instructional/Supplemental Curriculum	Instructional materials: The district will purchase state standard alined curriculum (NGSS, CCSS, History/Social Studies), classroom materials, and supplemental materials for all students including unduplicated pupils (English Learner, Foster Youth, and Low Income students).	$123,026.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Enrichment, Extracurricular, Community Events	District will provide academic and extracurricular opportunities to support multiple opportunities for student success.	$48,265.00	No
1.14	Math Intervention Specialist	Math Specialist will administer district approved math assessments and provide targeted math intervention primarily directed to unduplicated students and students with unique needs/disabilities.	$25,415.00	Yes

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of Goal 1. STAR math participation rate decreased significantly because coming out of the pandemic we used online curriculums. In order to use Exact Path and Edmentum curriculum we had to have an initial benchmark. Teachers have now went back to using Core Growth Assessments and we are no longer using the digital curriculum.

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.

1.1 The difference in the Certificated Staff is a decrease because of savings from retirement attrition, a decrease in health and welfare costs going from composite rates to tiered plans, and a clerical error when the LCAP was created adding Strs On-Behalf calculations in the total cost amount. 1.2 The decrease in Certificated and Classified Salaries in Special Education is from the decrease in Health and Welfare due to the plans going from composite rate to tiered plans. 1.3 Our EL Aides salary projection to actuals decreased due to the Health and Welfare decrease because of composite rates to tiered rates cost savings. 1.4 Less was spent on Learning Center aides than what was projected because we were not able to maintain continuous staffing in those positions. Goals and actions 1.5 and 1.6 are expected to be expended close to what was projected at Budget Adoption. 1.7 Our reading specialist actual expenditures are lower than what was originally entered into the LCAP because our Math intervention teachers salary was originally included in the projection. We have made action 1.14 to separate these costs. 1.8 Classroom Paraprofessionals are projected to be less that what was originally projected due to continual staffing issues. 1.9 We spent more than what we expected on technology due to needing wiring installed for security system and the purchase of a new student information system. 1.11 More was spent in Professional development due to the use of one time funds being used for an intense PD Day. We also received funding for extra professional development because of being in Differentiated Assistance and to help meet ATSI goals. 1.12 Curriculum was purchased, the cost came in slightly higher than what we had projected. 1.13 Is expected to be fully

expended. Most stipends for these services are posted at the end of the school year. 1.14 Added Math intervention specialist to contributing and increased services. This position was included in goal/action 1.7 in the 2022-2023 LCAP.

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

Students are continuing to participate in extracurricular and enrichment activities. Staff continues to implement standardized curriculum in all subject areas. An instructional coach has been supporting teachers in the classroom to create instructional goals and implement best practices. In the 2023-2024 school year teachers will be piloting a new math curriculum and make a recommendation to the curriculum committee for adoption by the end of the school year.

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

A (.586% Full Team Employee) Teacher on Special Assignment (TOSA) provides math intervention in grades 6th-8th to support small group math instruction for students who need extra support. Goal 1.5 supports both our unduplicated population and our whole school. 50% of music supports out unduplicated pupils with opportunities learning music, while the other half of the 1.0 FTE teacher is directed to whole school enrichment.

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.

Goals and Actions

Goal

Goal #	Description
2	Nurturing School Climate: We support student social, emotional, and behavioral development in a positive school climate that addresses student needs and nurtures the growth of the whole child.

An explanation of why the LEA has developed this goal.
Students require support to acquire proficiency in common core standards for academic success, and to develop in social, emotional and behavioral learning. We must provide support systems and a "safety net" for students to access. This includes two full time counselors and a full time Board Certified Behavior Analysts (BCBA).   In addition, teachers will be trained in effective practices for differentiating the curriculum to meet the academic needs of all students and in best practices for social, emotional, and behavioral learning (SEL) which will lead into a future implementation of a comprehensive SEL curriculum (PATHS and Character Strong). All students including low income, homeless and foster youth, and students with disabilities need support to get to school (transportation) and good nutrition (School breakfast and lunch).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Data: Annual Engagement Survey for Parent, Guardians, and Community.	Parents, including those parents/guardians of students with exceptional needs, have multiple opportunities to participate in decision at Pacific Union: Back to School nights, District English Language Advisory Committee School Site Council, School Board, Parent Teacher Organization,	2021-2022 Data: 150 surveys were completed in 2022. This is a 28% participation rate. Participation rate is down 9% from 2021.	2022-2023 Data: 222 surveys were completed in 2023. This is a 40% participation rate. Participation rate is up 12% from 2022.		Increase parent/guardian participation rate in annual engagement survey by 2% yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Garden and Arboretum committees, library, family nights, sports, arts, and music events and as part of their children's classrooms. 196 surveys were completed in 2021. This is a 37% participation rate.				
Local Data: Annual Engagement Survey for Students	Students were surveyed in grades 3rd-8th. 102 students completed the survey in 2021. This is a 34% participation rate.	2021-2022 Data: Students were surveyed in grades 3rd-8th. 249 students completed the survey in 2021. This is a 69% participation rate. Participation rate is up 35% from 2021.	2022-2023 Data: Students were surveyed in all grades (TK-8). 121 TK-2nd grade students completed the survey in 2023. This is a 69% participation rate. 279 3rd-8th grade students completed the survey in 2023. This is a 76% participation rate. Participation rate is up 7% from 2022.		Increase student participation rate in annual engagement survey by 2% yearly.
Local Data: Annual Engagement Survey for Staff	39 staff members completed the annual engagement survey. This is a 57% participation rate.	2021-2022 Data: 55 Staff members completed the annual engagement survey. This is a participation rate is 65%.	2022-2023 Data: 46 Staff members completed the annual engagement survey. This is a participation rate of 57%.		Increase staff participation rate in annual engagement survey by 2% yearly.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Participation rate is up 8%.	Participation rate is down 8%.		
Local Data: School Attendance Rates (P2)	2019-2020 attendance rate was: 95%	2020-2021 attendance rate was: 93%	2022-2023 attendance rate is: 92%		To maintain at least a 95% Attendance Rate.
CA Dashboard: Chronic Absenteeism Rates	2018-2019 CA Dashboard shows "Red" for chronic absenteeism. Students were chronically absent 10.9%.	2020-2021 Local data (student information system): TK-6th: 3.66% of students were chronically absent. 7th-8th: 3.96% of students were chronically absent. Total District: 3.72%	2022-2023 Local Data (student information system) Dashboard Chronic Absenteeism Rate: 22% State Chronic Absenteeism Rate: 30%		To decrease chronic absenteeism rate by 1% yearly.
Local Data: Middle School Dropout Rate	For 2020-2021 middle school dropout rate was 0%	For 2021-2022 middle school dropout rate was 0%.	For 2022-2023 middle school dropout rate was 0%.		Maintain a dropout rate of 0%.
Suspension Rates	Suspension rate as of May 1, 2021 for grades TK-3rd is 0; for grades 4th-6th 0; and for grades 7th-8th is 0. 2019 CA School Dashboard shows "Green" performance category and a 2.2%.	Local Data Suspensions as of May 1, 2022: TK-3rd: 0 events 4th-6th: 14 events 7th-8th: 13 events Total Students: 19 Rate: 3.5%	Local Data Suspensions as of May 1, 2023: TK-3rd: 2 events 4th-6th: 2 events 7th-8th: 5 events Total Students: 8 Dashboard Data (2021-2022) Rate: 4.3%		To move into the "Blue" performance category yearly on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Data: Expulsion Rates	Pacific Union School's expulsion rate as of May 1, 2021 is 0%.	Pacific Union School's Expulsion rate as of May 1, 2022 is 0%.	Pacific Union School's Expulsion rate as of May 1, 2023 is 0%.		Maintain an expulsion rate of 0%.
Local Data: Weekly communication and updated Website	Maintain weekly communication to all families including unduplicated pupils' families to inform all of programs, services, and activities available.	The District maintained weekly communication to all families including families with students with exceptional needs and unduplicated pupils to inform about all of programs, services, and activities available. Emails, Class Dojo, weekly bulletin, robocall messages, and the school website are all forms of communication tools.	The District maintained weekly communication to all families including families with students with exceptional needs and unduplicated pupils to inform about all of programs, services, and activities available. Emails, Class Dojo, Wildcat Weekly, robocall messages, and the school website are all forms of communication tools that families have access to.		Maintain weekly communication and updated, user-friendly website.
Local Data: School Connectedness shows in the School Climate section of the district engagement survey.	2020-2021: 92% of parents/guardians feel connected to school. 2020-2021: 93% of staff feels connected to school.	2021-2022: 97% of parents/guardians feel connected/informed about school. 2021-2022: 87% of staff feels connected/part of the decision making	2022-2023 Data: 86% parents/guardians feel connected/informed about school. 70% of staff feels connected/part of the decision making		To maintain 90% or higher for parents/guardians and staff to feel connected to school. To increase by 2% every year for students to feel connected to school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021: 74% of students feel connected to school.	process regarding school. 2021-2022: 79% of students feel connected/look forward to school.	process regarding school. TK-2nd Grades 85% Like their school. 3rd-8th Grades 95% of students feel connected to their school.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselors and Social Worker	Counselors (1.6 FTE) and social worker (1.0 FTE) will provide individual and group counseling and academic support in a multi-tiered system of supports. They will collaborate with administration in the school climate discipline and restorative justice interventions to reduce suspension rates in this year. Services will be primarily directed to unduplicated students as a priority.	$176,701.00	Yes
2.2	Website and Monday Message	To provide an updated and organized website for our school community to access information. Monday Message is a bulletin sent out to the broader school community on a weekly basis.	$7,090.00	No
2.3	Behaviorist	The Board Certified Behavior Analyst (BCBA) will provide individual and group support in a Multi-tiered System of Supports. The BCBA will collaborate with administration, staff, and families, families and provide	$104,939.00	No

Action #	Title	Description	Total Funds	Contributing
		assessment, behavior support plans and goals as needed. Additionally, the BCBA will collaborate with administration in the school climate discipline and restorative justice interventions to reduce suspension rates in this year.		
2.4	School Based Wellness Center	The wellness center will work collaboratively support staff, teachers, and families to support students and their mental health and well-being.	$80,000.00	Yes

Goal Analysis [2022-23]

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

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

Goal 2 actions/services were implemented as planned. The District worked diligently to push out a community survey, but even with the extensive communication there were not as many staff participants as we had hoped for. The student surveys were successful and we survey our primary grades this year as well. All teachers had students completed the survey during class time. Staff surveys were emailed out and many reminders were sent for participation. This year parent/guardians and staff members that completed the community engagement survey were entered into a drawing for a gift card.

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.

2.1 We did not expend what was put in the LCAP due to attrition of a high paying salary and the loss of a social worker. 2.2 The website and messaging annual fee is more then what was predicted. 2.3 A 1.0 FTE Behaviorist was hired so the contract with SELPA was no longer needed.

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

Students are feeling connected to their school. Suspension rates are down and we will continue to work on absenteeism.

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

We added a school based wellness center that focuses on wrap services and support (1:1 counseling, group counseling, empowerment groups, classroom educational lessons, and family wrap services). This is a partnership with Humboldt Independent Practice Association (IPA). We will continue to support student social, emotional, and behavioral development and create a positive school climate that addresses student needs and nurtures the growth of the whole child.

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.

Goals and Actions

Goal

Goal #	Description
3	Campus Pride & Safety: We provide a safe and secure campus. The classrooms, playground-structures, and school grounds will add to the overall pride and excellence in learning.

An explanation of why the LEA has developed this goal.

Students need to attend a school that is clean, safe, and well cared for environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspections Tool (FIT)	Facilities in "good" status.	2021-2022 Data: Facilities remained in "good" status.	2022-2023 Data: Facilities remained in "good" status.		Maintain in the "good" status.
Local Data: Engagement Surveys (Conditions of Learning)	Update landscaping, outdoor learning spaces, and play areas.	An exterior painting schedule has been implemented, updated landscaping has been done to the front of the school, and a volunteer committee is updating the state map that is painted on the playground and adding additional stencils to the playground areas.	Exterior painting schedule is being followed and the school is in the process of being repainted. Grounds staff are working to beautify the softscape areas. We would like to focus on the arboretum to create an outdoor learning space.		Maintain campus landscaping, playgrounds, and outdoor learning spaces.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			PTO helped paint stencils on the playground and hardscape areas.		
Local Data: School Safety (engagement surveys "do you feel safe at school" and "does your child feel safe at school")	2020-2021: 91% of parents/guardians feel their child is safe at school. 2020-2021: 92% of staff feels safe at school. 2020-2021: 83% of students feel safe at school.	2021-2022: 97% of parents/guardians feel their child is safe at school. 2021-2022: 98% of staff feels safe at school. 2021-2022: 93% of students feel safe at school.	2022-2023: 91% of parents/guardians feel their child is safe at school. 89% of staff feels safe at school. 91% of students feel safe at school.		Maintain at least 90% of parents/guardians and staff feel safe at school. Increase by 2% every year of students feeling safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Maintenance staff will ensure school facilities and grounds are safe and welcoming and daily services needed for operation are provided.	$652,606.00	No
3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	Transportation will be provided to support students in getting to and from school.	$87,338.00	No
3.3	Landscaping/Grounds	Update landscaping with native plants, food producing trees, and/or curriculum based materials (i.e. attracting butterflies or hummingbirds with shrubbery).	$55,533.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

Goal 3 actions and services were carried out and met.

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.

3.1 Facilities improvement costs came in really close to what was projected. It was slightly lower due to conservative cost predictions when the LCAP was written. 3.2 Is slightly lower in cost due to the the health and welfare composite to tiered rates. 3.3 Conservative estimates for grounds costs were projected, projects are ongoing and this amount fluctuates based on need.

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

Our community feels safe when on campus and our maintenance staff continues to maintain and upgrade our facilities and grounds.

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

No changes were made. All staff will continue to make sure students feel safe, heard, and accepted by their peers and community.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
556,927	0.00

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
10.30%	0.00%	$0.00	10.30%

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

Required Descriptions

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

English Learner Technician: Unduplicated pupils have historically needed additional support navigating school and the home to school connection. The EL technician is a dedicated person that will assist students with extra academic support as well as providing English Language Development support. This person will also be a liaison for families to use to gain information regarding school events, to use as a translator at parent/teacher conferences (or when needed), and to have a resource. EL students are making educational progress and families are feeling supported.

Music Teacher: Unduplicated pupils have historically seen lower rates of engagement and fewer opportunities to participate in enrichment activities that ultimately lead to improved academic performance. These challenges are linked to social emotional learning, since music, art, and other such endeavors can enhance the well-being of low-income students, English Learners, and foster youth. Stakeholder recommendations have highlighted these non-academic educational experiences as a way to improve student engagement. Low-income students, English Learners, and foster youth have fewer opportunities to participate in non-academic programs that support their overall well-being, so these programs create experiences that principally benefit them. They promote the healthy growth and development of children through study, practice, and hands on experiences, and develop motor skills, brain functions, study habits, self-esteem, and teamwork – all at a time when they are enduring trauma at higher rates than their peers.

Reading Specialist: Unduplicated pupils have generally fallen behind their peers in English Language Arts. They require not just additional time to achieve grade-level standards, but also individualized support and instruction from highly trained teachers. A reading specialist provides additional direct instruction to small groups of struggling readers at their level. This is a vital piece to providing services to our unduplicated pupils to help them make educational progress and close the achievement gap.

Math Intervention Specialist: Unduplicated pupils have generally fallen behind their peers in Mathematics. They require not just additional time to achieve grade-level standards, but also individualized support and instruction from highly trained teachers. A math intervention specialist provides additional direct instruction to small groups of struggling mathematicians at their level. This is a vital piece to providing services to our unduplicated pupils to help them make educational progress and close the achievement gap.

Classroom Aides: Learning opportunities during standard instruction are insufficient in closing achievement gaps. Extended, targeted supports are necessary. The support provided by classroom paraprofessionals and other support staff has been identified as an important resources principally for impacted unduplicated pupils and other high-need students. Classroom paraprofessionals help provide more individualized instruction and targeted interventions to low-income students, English learners, foster youth, and others who are struggling and require additional attention. This additional targeted support helps accelerate learning for unduplicated pupils and others who are struggling.

Technology: Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work when they are not on campus. Many supplemental educational resources are also digital, requiring tools such as hotspots and headsets to take advantage of interactive features that provide immediate feedback to struggling learners. Unduplicated pupils face this barrier more severely than their peers do.

School Counselors and/or Social Worker: Counseling services are part of PUSD's holistic approach to wellness and meeting the needs of the "whole child." Counselors and a social worker not only reach out to unduplicated pupils, but also identify the social-emotional resources that they and their parents need. Additional adult-to-student connections are critical for low-income students, English learners, and foster youth. These students' sense of belonging in school has historically been lower than their peers and affected their academic performance. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers.

School Based Wellness Center: Counseling services, empowerment groups, and family wrap services are provided through the wellness center. The emphasis on increasing adult-to-student connections principally benefits unduplicated pupils, who are experiencing a sense of belonging at lower rates than their peers and focuses on mental health needs. The wellness center also supports families outside of the school day which impacts students well being and ability to focus on school when they are present.

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

Pacific Union School District will spend 9.84% to provide services for low income, foster youth, and English Learner pupils. Pacific Union School's percentage of unduplicated pupils meets the threshold to use LCAP funds schoolwide. Using these funds schoolwide is the most effective use because these services benefit all students. These services will primarily be directed to unduplicated students and support improving test scores and decreasing suspensions. These funds will be used to continue funding a reading specialist who will work with low achieving, EL, low income and foster youth students. The district will also maintain the number of hours of classroom instructional support from paraprofessionals for small group and individualized attention for primarily those unduplicated students in need of additional academic support. The district's music program will be provided enabling students who may not have access, due to low income, to private music lessons to participate in activities that build engagement to the school community. Research supports the notion that sustained, educational experiences in music prepares students to learn, facilitates academic achievement and develops creativity. In addition, funds will increase technology integration into the classroom and instructional programs using Common Core/state aligned curriculum. The district will fund one full--time counselor and social worker to support low income, English Learner, and foster youth.

The district will also expand family activities sponsored by the district staff, the District English Learner Advisory Committee (DELAC), and the Parent Teacher Organization (PTO) and continue to positively engage families in their children's educational experiences.

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.

N/A

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	1:24	N/A

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 certificated staff providing direct services to students	1:15	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,796,047.00	$451,091.00	$306,632.00	$932,475.00	$6,486,245.00	$5,884,343.00	$601,902.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Staff and Substitutes	All	$2,963,993.00	$218,600.00		$272,003.00	$3,454,596.00
1	1.2	Certificated and Classified Special Education Staff	Students with Disabilities	$457,460.00	$77,590.00		$375,487.00	$910,537.00
1	1.3	English Learner Aide	English Learners	$55,699.00				$55,699.00
1	1.4	Learning Center Aides	English Learners Foster Youth Low Income	$24,706.00				$24,706.00
1	1.5	Music Teacher	English Learners Foster Youth Low Income	$87,132.00				$87,132.00
1	1.6	Gifted And Talented Education Teacher	All	$19,072.00				$19,072.00
1	1.7	Reading Specialist	English Learners Foster Youth Low Income	$44,888.00			$44,888.00	$89,776.00
1	1.8	Classroom Paraprofessionals	English Learners Foster Youth Low Income	$230,462.00			$128,137.00	$358,599.00
1	1.9	Technology	English Learners Foster Youth Low Income	$106,027.00				$106,027.00
1	1.11	Professional Development	All	$14,590.00	$4,000.00		$598.00	$19,188.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	State Standard Aligned Instructional/Supplemental Curriculum	All	$45,702.00	$70,901.00		$6,423.00	$123,026.00
1	1.13	Enrichment, Extracurricular, Community Events	All	$48,265.00				$48,265.00
1	1.14	Math Intervention Specialist	English Learners Foster Youth Low Income	$25,415.00				$25,415.00
2	2.1	School Counselors and Social Worker	English Learners Foster Youth Low Income	$176,701.00				$176,701.00
2	2.2	Website and Monday Message	All	$7,090.00				$7,090.00
2	2.3	Behaviorist	All				$104,939.00	$104,939.00
2	2.4	School Based Wellness Center	English Learners Foster Youth Low Income		$80,000.00			$80,000.00
3	3.1	Facilities	All	$345,974.00		$306,632.00		$652,606.00
3	3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	All	$87,338.00				$87,338.00
3	3.3	Landscaping/Grounds	All	$55,533.00				$55,533.00

2023-24 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
5,406,000	556,927	10.30%	0.00%	10.30%	$751,030.00	0.00%	13.89 %	**Total:**	$751,030.00
								LEA-wide Total:	$0.00
								Limited Total:	$55,699.00
								Schoolwide Total:	$695,331.00

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	1.3	English Learner Aide	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,699.00	
1	1.4	Learning Center Aides	Yes	Schoolwide	English Learners Foster Youth Low Income		$24,706.00	
1	1.5	Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$87,132.00	
1	1.7	Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,888.00	
1	1.8	Classroom Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$230,462.00	
1	1.9	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$106,027.00	

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	1.14	Math Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,415.00	
2	2.1	School Counselors and Social Worker	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$176,701.00	
2	2.4	School Based Wellness Center	Yes	Schoolwide	English Learners Foster Youth Low Income			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,070,594.00	$5,657,175.00

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	1.1	Certificated Staff and Substitutes	No	$3,296,533.00	$3,055,639
1	1.2	Certificated and Classified Special Education Staff	No	$889,435.00	$848,951
1	1.3	English Learner Aide	Yes	$42,462.00	$40,451
1	1.4	Learning Center Aides	No	$39,336.00	$29,501
1	1.5	Music Teacher	Yes	$78,589.00	$78,692
1	1.6	Gifted And Talented Education Teacher	No	$17,944.00	$17,969
1	1.7	Reading Specialist	Yes	$99,395.00	$85,925
1	1.8	Classroom Paraprofessionals	Yes	$404,050.00	$359,213
1	1.9	Technology	Yes	$92,101.00	130,608
1	1.11	Professional Development	No	$11,000.00	$40,882

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	1.12	State Standard Aligned Instructional/Supplemental Curriculum	No	$90,036.00	$99,049
1	1.13	Enrichment, Extracurricular, Community Events	No	$33,000.00	$33,000
1	1.14	Math Intervention Specialist	Yes		$23,680
2	2.1	School Counselors and Social Worker	Yes	$241,113.00	$152,426
2	2.2	Website and Monday Message	No	$3,000.00	$7,090
2	2.3	Behaviorist	No	$160,000.00	$97,327
3	3.1	Facilities	No	$444,120.00	$441,018
3	3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	No	$82,967.00	$80,389
3	3.3	Landscaping/Grounds	No	$45,513.00	$35,365

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$517,982	$698,405.00	$546,992.00	$151,413.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.3	English Learner Aide	Yes	$42,462.00	$40,451		
1	1.5	Music Teacher	Yes	$78,589.00	$59,019		
1	1.7	Reading Specialist	Yes	$61,521.00	$85,925		
1	1.8	Classroom Paraprofessionals	Yes	$257,051.00	$213,423		
1	1.9	Technology	Yes	$92,101.00	$33,028		
1	1.14	Math Intervention Specialist	Yes		$23,680		
2	2.1	School Counselors and Social Worker	Yes	$166,681.00	$91,466		

2022-23 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)
4,924,656	$517,982	0	10.52%	$546,992.00	0.00%	11.11%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

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

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

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

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

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

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

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

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

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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

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

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

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

Action Tables

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

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

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

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

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

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

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

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
January 2022