

# LOCAL CONTROL ACCOUNTABILITY PLAN

## Budget Overview for Parents 24-25 LCAP



**Rene McBride – Superintendent**  
**Mat Bigham - Principal**

## LCFF Budget Overview for Parents

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

CDS Code: 12629766008098

School Year: 2024-25

LEA contact information:

Rene McBride

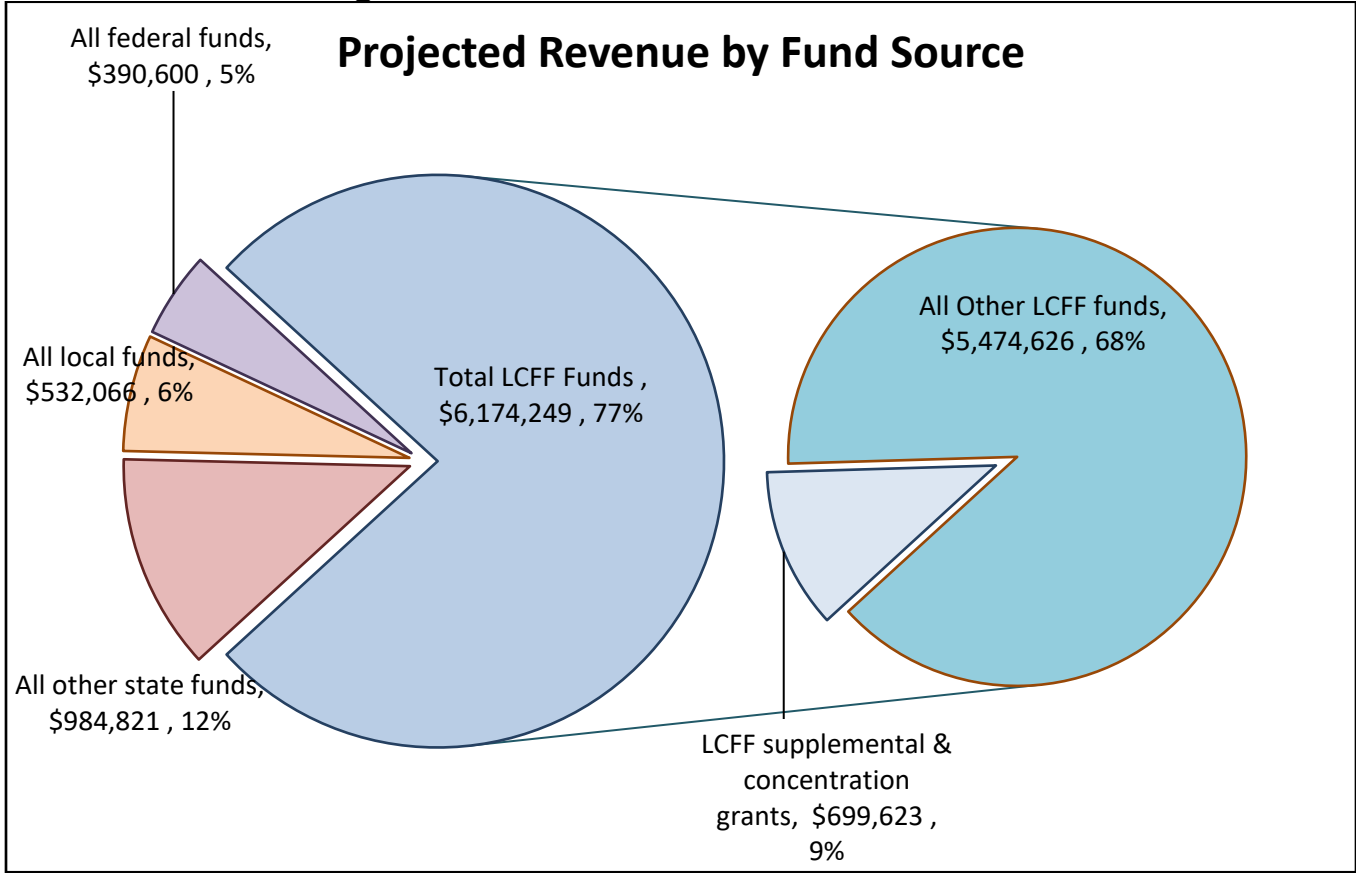
Superintendent

[rmcbride@pacificunionschool.org](mailto: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 2024-25 School Year

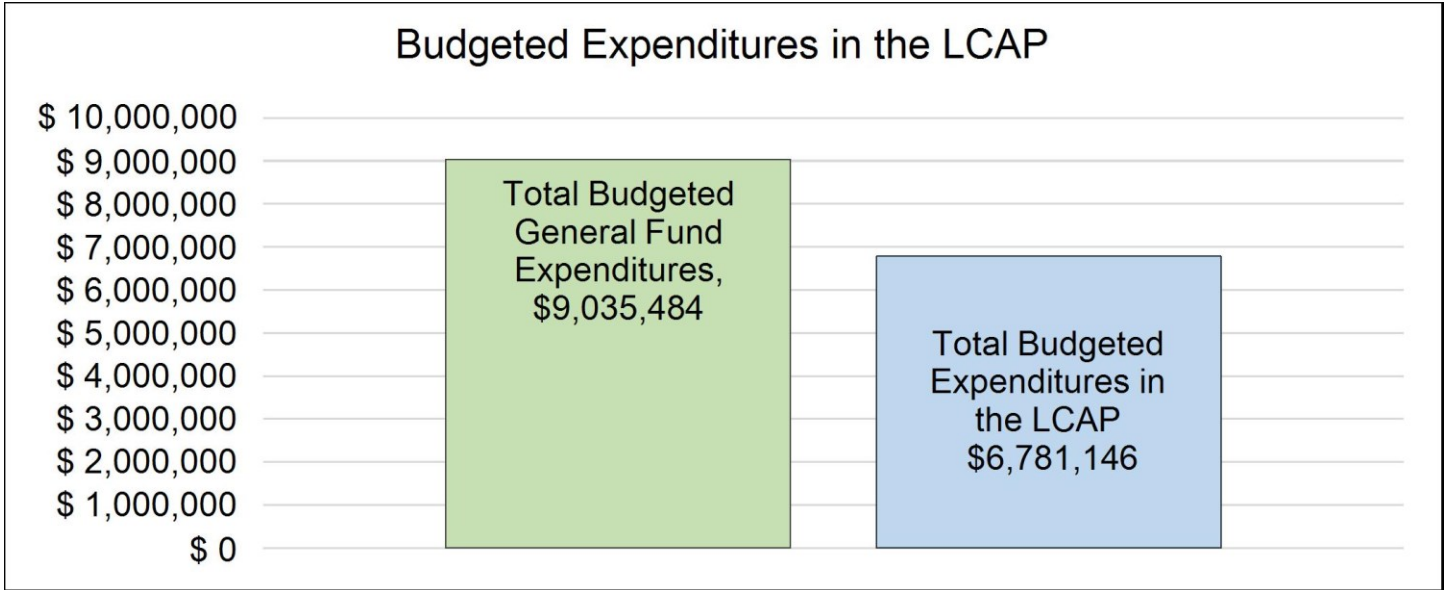


This chart shows the total general purpose revenue Pacific Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Union School District is \$8,081,736, of which \$6,174,249 is Local Control Funding Formula (LCFF), \$984,821 is other state funds, \$532,066 is local funds, and \$390,600 is federal funds. Of the \$6,174,249 in LCFF Funds, \$699,623 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.



This chart provides a quick summary of how much Pacific Union School District plans to spend for 2024-25. 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 \$9,035,484 for the 2024-25 school year. Of that amount, \$6,781,146 is tied to actions/services in the LCAP and \$2,254,338 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

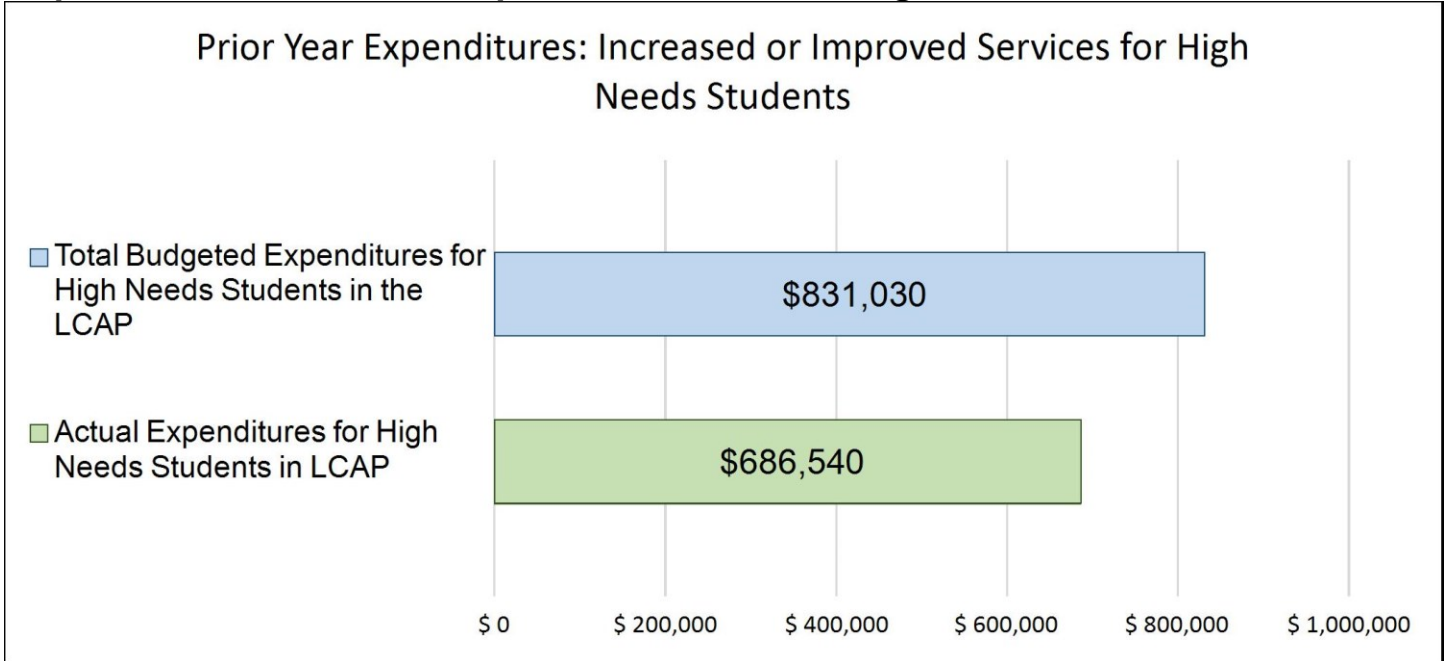
There are multiple expenses not included in the LCAP goals and actions. A large portion of what is not included in the budget General Administration costs including Superintendent, Principal, Business Manager and Front Office Personnel. These costs are approximately \$615,642. Other costs include \$123,029 that will be spent on Kitchen Infrastructure; \$25,067 for a librarian; \$24,000 for a mental health tech; \$42,284 that will be transferred to the SELPA for mental health services; \$313,054 for Arts, Music and Instructional Materials will be held for grant purposes; \$43,161 for SPED preschool programs; \$24,520 for electric bus infrastructure; \$360,767 for the Expanded Learning Opportunity Program; and \$12,000 to support retiree benefits.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pacific Union School District is projecting it will receive \$699,623 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 \$890,261 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 2023-24



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 2023-24, Pacific Union School District's LCAP budgeted \$831,030 for planned actions to increase or improve services for high needs students. Pacific Union School District actually spent \$686,540 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-144,490 had the following impact on Pacific Union School District's ability to increase or improve services for high needs students:

There are three actions that expenditures came in less than what was originally budgeted. The first one is goal/action 1.9 technology. Technology expenditures are less than what was budgeted as all technology funds that were budgeted at adoption were not meant for just our unduplicated population. The actual expenditures reflect the percentage of technology that supported that group of students. The second was School Counselors and Social workers, goal/action 2.1. The actual expenditures are lower than budgeted because of Personnel leaves and shortages. Finally, goal/action 2.4 that was budgeted to support our School Based Wellness Center had zero expenditures. This goal/action was met, but was not paid for out of LCFF funds.

# LOCAL CONTROL ACCOUNTABILITY PLAN

## Budget Overview for Parents 24-25 LCAP



**Rene McBride – Superintendent**

**Mat Bigham - Principal**

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title                      | Email and Phone                                 |
|-------------------------------------|---|---|
| <b>[Insert LEA Name here]</b>       | <b>[Insert Contact Name and Title here]</b> | <b>[Insert Email and Phone here]</b>            |
| Pacific Union School District       | Rene McBride<br>Superintendent              | rmcbride@pacificunionschool.org<br>707-822-4619 |

# 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. |

## 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:<br>100% of teachers are appropriately and fully credentialed for their assignments.  | 2021-2022 Data:<br>97% of teachers are appropriately and fully credentialed for their assignments.<br>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. | 2022-2023 Data:<br>97% of teachers are appropriately and fully credentialed for their assignments.<br>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:<br>Every student has sufficient state standard aligned instructional materials. | All students have access to sufficient instructional materials. The District received no Williams Act complaints regarding sufficiency of materials. | All students continue to have access to sufficient instructional materials. The District received no Williams Act complaints regarding sufficiency of materials. | All students continue to have access to sufficient instructional materials. The District received no Williams Act complaints regarding sufficiency of materials.  | All students continue to have access to sufficient instructional materials. The District received no Williams Act complaints regarding sufficiency of materials.  | 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  |
|--|--|--|---|---|--|
| Teacher Survey and Observations: Implementation of Common Core State Standards (CCSS) aligned curriculum and Next Generation Science Standards aligned curriculum. | <p>CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY.</p> <p>100% of teachers in grades 6-8th are implementing Big Ideas.</p> <p>TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum.</p> <p>100% of 7th-8th grade teachers are implementing McDougal Littell curriculum.</p> <p>The District will evaluate NGSS aligned curriculum and begin implementing in all grades.</p> | <p>CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY.</p> <p>100% of teachers in grades 6-8th are implementing Big Ideas.</p> <p>TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum.</p> <p>100% of 7th-8th grade teachers are implementing McDougal Littell curriculum.</p> <p>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 committee is in the process of evaluating NGSS aligned curriculum and will</p> | <p>CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY.</p> <p>100% of teachers in grades 6-8th are implementing Big Ideas.</p> <p>TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum.</p> <p>100% of 7th-8th grade teachers are implementing McDougal Littell curriculum.</p> <p>The District's curriculum committee recommended adopting and Board Adopted: McGraw Hill Impact Social Studies/History curriculum for grade TK-5th National Geographic Social Studies/History curriculum 6th-8th</p> | <p>CCSS Curriculum: 100% of teachers in grades K-5th are implementing Engage NY.</p> <p>100% of teachers in grades 6-8th are implementing Big Ideas.</p> <p>TK-6th grades are implementing Fountas and Pinnell Classroom Curriculum.</p> <p>100% of 7th-8th grade teachers are implementing McDougal Littell curriculum.</p> <p>The District's curriculum committee recommended adopting and Board Adopted: McGraw Hill Impact Social Studies/History curriculum for grade TK-5th National Geographic Social Studies/History curriculum 6th-8th</p> | 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                    |
|---|--|---|---|---|--|
|   |  | pilot curriculum in the Fall.   | The committee was planning on moving forward with piloting NGSS curriculum, but has shifted to evaluate and pilot Math curriculum for grades TK-8th.                                  | The committee was planning on moving forward with piloting NGSS curriculum, but has shifted to evaluate and pilot Math curriculum for grades TK-8th.                                  |  |
| Teacher Survey and Observation:<br>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. | 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:<br>CAASPP  | 2018-2019 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.<br><br>52.75% of Pacific Union Students met or exceeded standard for ELA. | 2020-2021 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.<br><br>47% of Pacific Union Students met or exceeded standard for ELA. | 2021-2022 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.<br><br>47% of Pacific Union Students met or exceeded standard for ELA. | 2022-2023 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.<br><br>46% of Pacific Union Students met or exceeded standard for ELA. | To increase yearly by 1% proficiency.          |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|--|--|--|
|   | 40.12% of Pacific Union Students met or exceeded standard for Math.<br><br>34.48% of Pacific Union Students met or exceeded standard for Science.                             | 40% of Pacific Union Students met or exceeded standard for Math.<br><br>CAST was optional in 2020-2021. No results for Pacific Union School District.                         | 37% of Pacific Union Students met or exceeded standard for Math.   | 39% 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).                                      | 2022-2023 ELPAC Reporting, CDE, Pacific Union: 36.4% 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).   | 2022-2023 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 Grades and STAR Assessment in 4th-8th grades for ELA and STAR Assessment in K-8th for Math. | Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model.<br><br>2020-2021: 58% of TK-3rd grades are | Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model.<br><br>2021-2022: 80% of TK-3rd grades are | Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model.<br><br>2022-2023: 100% of TK-3rd grades are | Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model.<br><br>2023-2024: 100% of TK-3rd grades are | 100% of teachers in grades TK-8th will be using local assessments with fidelity to monitor student progress and achievement in the classrooms and the Learning Center. |

| Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--|--|--|--|---|--|
|  | <p>using BAS with fidelity.</p> <p>2020-2021: 0% of grades 4th-8th are using STAR with fidelity for ELA.</p> <p>2020-2021: 0% of grade levels are using STAR with fidelity for math.</p> | <p>using BAS with fidelity.</p> <p>2021-2022: 70% of grades 4th-8th are using STAR with fidelity for ELA.</p> <p>2021-2022: 35% of grade levels are using STAR with fidelity for math.</p> | <p>using BAS with fidelity.</p> <p>2022-2023: 100% of grades 4th-8th are using STAR with fidelity for ELA.</p> <p>2022-2023: 2% of grade levels are using STAR with fidelity for math.</p> | <p>using BAS with fidelity.</p> <p>2023-2024: 100% of grades 4th-8th are using STAR with fidelity for ELA.</p> <p>2023-2024: 29% of grade levels are using STAR with fidelity for math.</p> |  |
| 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.   | 2022-2023 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. |
| Staff Survey and Observation: Programs and services for all students including | The District provides a wide range of services and programs for unduplicated students, including but not limite  | The District continues to provides a wide range of services and programs for unduplicated students,  | The District continues to provides a wide range of services and programs for unduplicated students,  | The District continues to provides a wide range of services and programs for unduplicated students,   | Continue providing a wide range of services and programs for unduplicated students, including but not limite   |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|---|---|--|--|--|
| unduplicated pupils (Low Income, English Learners, Foster youth) and Students with Disabilities. | <p>d 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.</p> <p>2020-2021 100% parent/guardian participation for annual and triannual IEP meetings.</p> | <p>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.</p> <p>2021-2022 100% parent/guardian participation for annual and triannual IEP meetings.</p> | <p>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.</p> <p>2022-2023: 100% parent/guardian participation for annual and triannual IEP meetings.</p> | <p>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.</p> <p>2023-2024: 100% parent/guardian participation for annual and triannual IEP meetings.</p> | <p>d 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.</p> <p>Maintain 100% parent/guardian participation for annual and triannual IEP meetings.</p> |
| Engagement Surveys, Attendance Sheets, and Observations: Enrichment, Extra                       | Provide a variety of enrichment and extra curricular activities to all students. Such as, but not limited to art,   | 2021-2022 Data: 25 classes participate in classroom music and 11 additional   | 2022-2023 Data: 26 classes participate in classroom music and 11 additional  | 2023-2024 Data: 26 classes participate in classroom music and 11 additional  | All students will have the opportunity to engage in enrichment and/or extra curricular activities during school  |

| Metric                                  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|---|---|---|---|--|--|
| Curricular Activities, Community Events | garden, after school sports, after school program, maker nights, movie nights, art night, Jr. High play, and GATE activities. | <p>music classes are offered.</p> <p>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.</p> <p>GATE: 37 students participated in activities throughout the year.</p> <p>After School Care: 102 registered participants.</p> <p>The pandemic has limited the District's ability to provide additional community events.</p> | <p>music classes are offered.</p> <p>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.</p> <p>GATE: 37 students participated in activities throughout the year.</p> <p>HW Club: 98 students participated in HW Club throughout the year.</p> <p>After School Care: 229 registered participants.</p> <p>2022-2023<br/>Community Events: Fall Carnival, Movie Night, Read-a-Thon, Sing Along, Kidco, Matilda Musical,</p> | <p>music classes are offered.</p> <p>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 163 students participated throughout the seasons.</p> <p>GATE: 37 students participated in activities throughout the year.</p> <p>HW Club: 98 students participated in HW Club throughout the year.</p> <p>After School Care: 229 registered participants.</p> <p>2022-2023<br/>Community Events: Fall Carnival, Movie Night, Read-a-Thon, Sing Along, Kidco, The Lion King</p> | 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 |
|--------|----------|----------------|---|--|-----------------------------|
|        |          |                | Spring into Summer Dance, Back to School Night, and Open House. | Musical, Spring into Summer Dance, Back to School Night, and Open House. |                             |

## Goal Analysis

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.

Teachers continue to us BAS and STAR for local assessments. CAASPP scores stayed relatively the same with Math increasing by almost 2%. Our EL students are making progress towards English Language proficiency, but our percentage of students has dropped. We will continue to work on ways to provide additional support to our EL students.

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.

Goal 1.1 is expected to expend \$89,405 less than what was adopted, this is primarily due to four new positions that ended up on the salary schedule lower than what was budgeted. Goal 1.2 is projected to expend \$34,512 less than what was originally budgeted due to attrition. Classified staff had a high turn over rate and some positions were empty as we were attempting to rehire. Goal 1.4 expenditures are \$2,016 lower than the original budget because of attrition. There was a short time that the position remained vacant after one employee resigned. Goal/Action 1.5 expended \$1,037 more than what was budgeted due to an increase in the Workers Comp rate that was unknown when the LCAP was developed. Goal/Action 1.6 is projected to have \$247 more expended than what was projected due to Workers Comp rate changes. Goal/Action 1.7 expended \$42,667 more than what was originally budgeted due to a change in staffing. An employee lower on the salary scheduled moved to a different position and was replaced by someone at the top of the salary schedule. Goal/Action 1.8 expended \$2,701 less than what was originally budgeted due to attrition in our classified staff and the vacant time between employees as we rehired staff. Goal/Action 1.9 expended \$6,190 more than what was originally budgeted because of variances in what is need to be purchased to keep our technology stable. Goal/Action 1.11 Professional development expended \$27,059 more than what was budgeted. This was due to being in differentiated assistance and the need to work and teach staff. Goal/Action 1.12 expended \$63,079 less than what was budgeted due to piloting math curriculum, but not adoption a program. The math framework is changing and PU is waiting to get the most current

curriculum. Goal/Action 1.13 spent \$26,634 less than what was budgeted. Goal Action 1.13 usually has a large expense at the end of the school year and could possibly see a larger expenditure in those designated funds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

These goals and actions were effective in making progress towards the goal of providing all students with a broad course of study. PUSD has expanded our enrichment and extracurricular activities. We have also expanded our GATE enrichment programming to mirror what the county provides, but offer an equivalent program on campus which is accessible to all students through differentiation and after school activities.

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. A new 3 year cycle for the LCAP begins in 2024.

**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. |

## 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, 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. | 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. | 2022-2023 Data: 80 surveys were completed in 2024. This is a 15% participation rate. | 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   |
|---|--|--|--|--|---|
|   | 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. | 2022-2023 Data: Students were surveyed in all grades (TK-8). 81 TK-2nd grade students completed the survey in 2024. This is a 46% participation rate. 219 3rd-8th grade students completed the survey in 2024. This is a 63% participation rate. | 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%. Participation rate is up 8%.                                     | 2022-2023 Data: 46 Staff members completed the annual engagement survey. This is a participation rate of 57%. Participation rate is down 8%.   | 2022-2023 Data: 45 Staff members completed the annual engagement survey. This is a participation rate of 50%.  | Increase staff participation rate in annual engagement survey by 2% yearly.   |
| Local Data: School Attendance Rates (P2)          | 2019-2020 attendance rate was: 95%   | 2020-2021 attendance rate was: 93%   | 2022-2023 attendance rate is: 92%  | 2023-2024 attendance rate is: 93%  | To maintain at least a 95% Attendance Rate.                                   |
| CA Dashboard: Chronic Absenteeism Rates           | 2018-2019 CA Dashboard shows "Red" for chronic absenteeism.  | 2020-2021 Local data (student information system):   | 2022-2023 Local Data (student information system)  | 2022-2023 Local Data (student information system)  | To decrease chronic absenteeism rate by 1% yearly.                            |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--|---|---|--|--|--|
|  | Students were chronically absent 10.9%.   | TK-6th: 3.66% of students were chronically absent.<br>7th-8th: 3.96% of students were chronically absent.<br>Total District: 3.72%                                  | Dashboard Chronic Absenteeism Rate: 22%<br>State Chronic Absenteeism Rate: 30%   | Dashboard Chronic Absenteeism Rate: 22%<br>State Chronic Absenteeism Rate: 30%   |  |
| 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%.   | 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.<br>2019 CA School Dashboard shows "Green" performance category and a 2.2%. | Local Data Suspensions as of May 1, 2022:<br>TK-3rd: 0 events<br>4th-6th: 14 events<br>7th-8th: 13 events<br>Total Students: 19<br>Rate: 3.5%                       | Local Data Suspensions as of May 1, 2023:<br>TK-3rd: 2 events<br>4th-6th: 2 events<br>7th-8th: 5 events<br>Total Students: 8<br>Dashboard Data (2021-2022)<br>Rate: 4.3% | Local Data Suspensions as of May 1, 2024:<br>TK-3rd: 0 events<br>4th-6th: 3 events<br>7th-8th: 2 events<br>Total Students: 2<br>Dashboard Data (2022-2023)<br>Rate: 1.6% | To move into the "Blue" performance category yearly on the CA Dashboard. |
| 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 Expulsion rate as of May 1, 2023 is 0%.  | Pacific Union Expulsion rate as of May 1, 2024 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 | The District maintained weekly communication to all families including families with students with exceptional needs and unduplicated pupils to inform about all of      | The District maintained weekly communication to all families including families with students with exceptional needs and unduplicated pupils to inform about all of      | Maintain weekly communication and updated, user- friendly website.       |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24   |
|---|--|--|--|--|---|
|   |  | programs, services, and activities available. Emails, Class Dojo, weekly bulletin, robocall messages, and the school website are all forms of communication tools.   | 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.   | 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.   |   |
| Local Data: School Connectedness shows in the School Climate section of the district engagement survey. | <p>2020-2021: 92% of parents/guardians feel connected to school.</p> <p>2020-2021: 93% of staff feels connected to school.</p> <p>2020-2021: 74% of students feel connected to school.</p> | <p>2021-2022: 97% of parents/guardians feel connected/informed about school.</p> <p>2021-2022: 87% of staff feels connected/part of the decision making process regarding school.</p> <p>2021-2022: 79% of students feel connected/look forward to school.</p> | <p>2022-2023 Data:</p> <p>86% parents/guardians feel connected/informed about school.</p> <p>70% of staff feels connected/part of the decision making process regarding school.</p> <p>TK-2nd Grades<br/>85% Like their school.<br/>3rd-8th Grades<br/>95% of students feel connected to their school.</p> | <p>2023-2024 Data:</p> <p>86% parents/guardians feel connected/informed about school.</p> <p>60% of staff feels connected/part of the decision making process regarding school.</p> <p>TK-2nd Grades<br/>83% Like their school.<br/>3rd-8th Grades<br/>95% of students feel connected to their school.</p> | <p>To maintain 90% or higher for parents/guardians and staff to feel connected to school.</p> <p>To increase by 2% every year for students to feel connected to school.</p> |

## Goal Analysis

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

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

The district suspension rate went down and the expulsion rate stayed at 0%. Various platforms of communication (i.e. Dojo, Wildcat Weekly, Morning Messages, Website, and Class Newsletters) improved communication across the school community. It continued to be difficult to engage parent/guardians with the annual survey. The participation rate dropped despite our best efforts. Many email blasts, reminders, postings, of the survey went out to the school community, but we would have liked to receive more input and feedback from our

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.

Goal Action 2.1 was under expended by \$6,121 due to staff being on leave and being unable to fill that position. We did add a tech that helped meet the needs of our students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district was not able to increase parent/guardian participation rate for the completion of the annual engagement surveys despite multiple platforms of messaging. Suspension rates continue to decline and the district maintains a low suspension rate focusing on restorative practices, PBIS, and alternative means of correction.

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. A new 3 year cycle for the LCAP begins in 2024.

**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. |

## 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.  | 2023-2024 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.<br><br>Grounds staff are working to beautify the softscape areas. We would like to focus on the arboretum to create an outdoor learning space.<br><br>PTO helped paint stencils on the playground and hardscape areas. | School will be repainted during the summer.<br><br>Grounds staff are working to beautify the softscape areas. Native plants/trees have been planted, as well as fruit trees, and plants/flowers to beautify the campus.<br><br>PTO helped paint stencils on the playground and hardscape areas.<br><br>The safety committee is working with PTO to | Maintain campus landscaping, playgrounds, and outdoor learning spaces. |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|--|--|---|---|---|
|   |  |  |   | organize a painting day to repaint the states map on the playground.  |   |
| Local Data: School Safety (engagement surveys "do you feel safe at school" and "does your child feel safe at school") | <p>2020-2021: 91% of parents/guardians feel their child is safe at school.</p> <p>2020-2021: 92% of staff feels safe at school.</p> <p>2020-2021: 83% of students feel safe at school.</p> | <p>2021-2022: 97% of parents/guardians feel their child is safe at school.</p> <p>2021-2022: 98% of staff feels safe at school.</p> <p>2021-2022: 93% of students feel safe at school.</p> | <p>2022-2023:</p> <p>91% of parents/guardians feel their child is safe at school.</p> <p>89% of staff feels safe at school.</p> <p>91% of students feel safe at school.</p> | <p>2023-2024:</p> <p>93% of parents/guardians feel their child is safe at school.</p> <p>100% of staff feels safe at school.</p> <p>86% of TK-2nd grade students feel safe at school.</p> <p>95% of 3rd-8th grade students feel safe at school.</p> | <p>Maintain at least 90% of parents/guardians and staff feel safe at school.</p> <p>Increase by 2% every year of students feeling safe at school.</p> |

## Goal Analysis

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 3.

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.

Goal/Action 3.1 was under expended by \$215,124 due to not being able to build the DSA shelter over friendship square due to DSA not approving the structure. Goal/Action 3.2 was over spent by \$36,681 due to the addition and upgrade in order to accommodate electric buses. Goal/Action 3.3 expended \$535 more than what was in the LCAP due to the increased cost of materials and supplies for the grounds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The district continued to remain in "good" standing on the FIT. Beautification remains a priority of the district and updating all bathrooms when funding is secured.

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. A new 3 year cycle for the LCAP begins in 2024.

**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.**

# 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](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)           |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

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.

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



- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# LOCAL CONTROL ACCOUNTABILITY PLAN

## Budget Overview for Parents 24-25 LCAP



**Rene McBride – Superintendent**

**Mat Bigham - Principal**

# 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<br>Superintendent | rmcbride@pacificunionschool.org<br>707-822-4619 |

## Plan Summary [2024-25]

### 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 the Local Educational Agency (LEA) for Trillium Charter School, a Direct Funded Charter School. 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 530 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. Programs and supports are implemented to ensure all students have equitable access to their education and an inclusive learning environment.

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 members 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. Support services staff are highly qualified and provide counseling, academic support, social emotional support, and behavioral support that aligns with our Multi-Tiered System of Support (MTSS). Pacific Union has a "Safe, Responsible, Respectful" Code of Conduct that uses the Positive Behavior Intervention Support (PBIS)

Framework, which incorporates components of positive behavioral and intervention supports. Student behavior expectations are clearly identified with signage at various school locations. Staff members have been trained in Restorative Practices and some have participated in the Compassionate Systems Awareness trainings. All staff has also been trained in Crisis Prevention Intervention (CPI).

All staff have opportunities to participate in professional development. We have developed a core of staff members who are participating in intense, ongoing trainings in the areas of:

- Literacy, 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

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: Annual Performance

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

Based on the CA School Dashboard (Dashboard) Pacific Union School is eligible for Differentiated Assistance (DA) because the same student group is in the lowest performance category in at least two different LCFF priority areas. The group that determined the District's DA status in Academics and Chronic Absenteeism are English Learners.

We are focusing on engagement across all avenues of our school. Teachers are focusing on Universal Design for Learning (UDL) for professional development. UDL is an educational framework aimed at creating flexible learning environments that can accommodate diverse learners' needs. The core idea behind UDL is to design curriculum materials, teaching methods, and assessments that are accessible to all students, regardless of their abilities, learning styles, or backgrounds. By implementing UDL principles, educators aim to create inclusive learning environments where all students can succeed. This approach acknowledges and celebrates the diversity of learners, recognizing that there is no one-size-fits-all approach to teaching and learning.

Every teacher piloted Empathy Interviews in September with a minimum of 5 families and received valuable input regarding their child's education and family needs. Empathy interviews are a qualitative research technique used to gain a deeper understanding of individuals' experiences, emotions, and perspectives.

Building from this we will replace traditional parent/teacher conferences next year with Empathy Interviews with all families moving forward.

Primary teachers were all trained in the Orton-Gillingham phonics program. This program is beneficial because it provides a structured, systematic, and individualized approach to teaching reading and spelling, helping struggling learners develop strong foundational skills and achieve success in literacy. This phonics program is an additional and supplementary curriculum to the district adopted Fountas and Pinnell Classrooms curriculum.

Beginning this summer up to 3 staff members will begin the Training of Trainers program through the International Institute for Restorative Practices. Having restorative practices trainers on campus enhances the professional development of all teachers by providing them with the knowledge and skills to effectively implement restorative approaches in their classrooms. Our trainers can offer specialized guidance,

resources, and ongoing support to empower teachers in fostering positive relationships, managing conflicts, and promoting a culture of empathy and accountability. By building capacity among educators, trainers of trainers contribute to creating a cohesive and proactive approach to discipline and social-emotional learning throughout the school community.

2023 Dashboard (Data must remain in the plan for the full 3 year cycle):

Lowest Performance Level:

- Chronic Absenteeism

Lowest Performance Level (Student Group Performance):

- Academic English Language Arts: English Learner and Students with Disabilities
- Goal 1, Action 1.3, 1.16 (EL Students)
- Goal 1, Action 1.4 and 1.8 (SWD)
- Academic Math: English Learner
- Goal 1, Action 1.4, 1.8, and 1.14
- Chronic Absenteeism: American Indian, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White
- Goal 2, Action 2.1, 2.4, and 2.5

## Reflections: Technical Assistance

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

Based on the 2023 Dashboard, Pacific Union School District is eligible for Differentiated Assistance (DA). The district has one identified student group (English Learners) eligible in the priority areas of Academics and Chronic Absenteeism.

Our school district is dedicated to providing comprehensive support for English Language Learners (ELLs) to ensure their academic success and holistic development. Through a multi-faceted approach, we will offer specialized language instruction tailored to the needs of ELLs at various proficiency levels. Our curriculum will integrate language learning with content instruction, enabling students to acquire English proficiency while mastering core academic subjects. Additionally, we will implement culturally responsive teaching practices to create an inclusive and supportive learning environment where ELLs feel valued and empowered. We will also provide supplemental resources such as an EL Technician, translation services, and access to technology-enhanced language learning tools. The District has purchased LEXIA and Rosetta Stone to support EL students in the classroom and in small groups. By fostering a collaborative partnership between educators, students, families, and the community, we aim to ensure that all ELLs receive the necessary resources and support to thrive academically and socially. This will also be evident in their connection to their school and community which will increase their attendance rate.

We are monitoring by providing EL groups, small group instruction, our master schedule, and local data.

# 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 in the development of the LCAP.

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

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

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

| Educational Partner(s)   | Process for Engagement  |
|--|---|
| <p>The following Educational Partners were provided opportunities to give feedback and input:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Principals</li> <li>Administrators</li> <li>Other School Personnel</li> <li>Local Bargaining Unit</li> <li>Parents</li> <li>Students</li> </ul> | <p>Educational Partners were welcomed to attend and/or participate in the following:</p> <ul style="list-style-type: none"> <li>• Monthly School Board Meetings, typically the second Thursday of the month</li> <li>• Monthly PTO Meetings, typically the second Wednesday of the month</li> <li>• Monthly DELAC Meetings, typically the first Monday of the month</li> <li>• Site Council/PACT Meetings, agendas will be posted on the District's website, typically at least once a trimester</li> <li>• Monthly classified staff meetings, typically the last Friday of the month</li> <li>• Monthly Team meetings for certificated staff, typically the first Monday of the month</li> <li>• Engagement Surveys</li> <li>• Phone conversations and in person meetings</li> </ul> |

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

In 2023-2024 certificated teachers piloted Empathy Interviews and found them to be a great tool to connect with families. Beginning in the Fall of 2024-2025 teachers will hold an empathy (connection) interview with each of their students' family instead of the traditional parent/teacher conferences. Empathy (connection) interviews are essential for building community as they facilitate genuine connections and understanding among individuals. By actively listening to others' experiences and perspectives, participants in empathy interviews develop empathy, compassion, and respect for one another. These interviews create a platform for authentic communication, fostering trust and



cohesion within the community. Ultimately, empathy interviews promote a sense of belonging and solidarity, laying the foundation for collaborative problem-solving and collective action toward common goals.

Parent/Guardian/Community Feedback (81 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 (all bathrooms gender inclusive), continue grounds updates, healthier school lunches, math curriculum, more support for students, more opportunities for GATE students, more communication/updated grade book in upper grades (6th-8th).

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.

- 84% agrees or strongly agrees that their child's academic needs are being met.
- 80% agrees or strongly agrees that teachers set high, but appropriately achievable academic goals for my child.
- 87% 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.
- 81% 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:

- The student / parent portal could be easier to navigate
- More resources, challenge in classroom, and opportunities for students in GATE

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.

- 93% agrees or strongly agrees that Pacific Union School staff is approachable and responsive.
- 90% agrees or strongly agrees that Pacific Union School is a good place to be.
- 87% agrees or strongly agrees that their child feels accepted by their peers.
- 88% 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.
- 98% agrees or strongly agrees that they are aware of upcoming events at Pacific Union School

Written Feedback Trends:

- Continue to work on bullying prevention
- More communication about what is happening in upper grade classrooms, i.e. newsletters, emails, dojos, progress reports, updated grade book
- More activities during unstructured times (recess, lunch, before school)

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.

- 93% agrees or strongly agrees that their child feels safe at school.
- 90% agrees or strongly agrees that their child feels safe on the playground.
- 82% agrees or strongly agrees that their child feels safe using the restrooms on campus.
- 81% agrees or strongly agrees that the grounds at Pacific Union School are maintained.

Written Feedback Trends for Improvement:

- Maintenance is needed on the track, paint the school, continue to work on landscape and grounds
- Bathrooms need to be updated
- All bathrooms should be gender inclusive
- Trash picked up in front of the school (accessible garbage can out front)

Additional Feedback:

- Better lunch choices
- Continue to focus on bullying and bullying prevention
- Smaller class sizes in the upper grades
- More support and supervision (especially during transitions and on the playground)
- Higher quality ingredients in school lunches, better breakfast and lunch program/food
- Continued support and expansion of the mental health/behavioral support services and wellness services for students, families and staff.

Staff Engagement Survey Feedback (45 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.

- 71% agrees or strongly agrees all curriculum is aligned with the Common Core State Standards (CCSS).
- 75% agrees or strongly agrees the social emotional curriculum (SEL) that has been provided to teachers is being implemented with fidelity (PATHS TK-3rd and Character Strong 4th-8th)
- 100% agrees or strongly agrees that Pacific Union School fosters the development of the whole child, including character and social-emotional skills.

Written Feedback Trends for Improvement:

- Math and Science curriculum adoptions are needed, there will be a shift with the new math frameworks (alignment with CA state standards)

- More alignment with SEL curriculum, all classrooms should be implementing SEL curriculum and explicitly teaching the lessons
- More Arts Integration

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.

- 83% agrees or strongly agrees that students are motivated to learn.
- 58% agrees or strongly agrees that students come to class ready to learn.
- 71% agrees or strongly agrees that students care about our school.
- 86% 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.
- 96% agrees or strongly agrees that our school staff works together as a team.
- 74% agrees or strongly agrees that their grade level collaborates well together.
- 90% agrees or strongly agrees that they collaborate well with their grade level aide and support services staff when needed.
- 93% agrees or strongly agrees that our school encourages involvement from community organizations.
- 60% agrees or strongly agrees that are a part of the decision making process at Pacific Union School.
- 69% agrees or strongly agrees that parents/guardians are a part of the decision making process at Pacific Union School.

Written Feedback Trends for Improvement:

- More involvement with community and families
- More teacher input with decision making
- More opportunities for students to share their voice

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.

- 100% agrees or strongly agrees that they feel safe at work (school).
- 95% agrees or strongly agrees that students trust teachers and staff at school.
- 97% agrees or strongly agrees that teachers and staff encourage students on a regular basis.
- 38% agrees or strongly agrees that bullying is not a problem at our school.
- 93% agrees or strongly agrees that school rules are fair.
- 76% agrees or strongly agrees that student discipline is handled in a fair way following our school's expectations, restorative practices, 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.
- 85% agrees or strongly agrees that the facilities at Pacific Union School are well-maintained.
- 78% agrees or strongly agrees that Pacific Union School is clean.

Written Feedback Trends for Improvement:

- Stronger focus on students caring for our school both physically and emotionally
- Updating student bathrooms

Additional Feedback:

- Administration and staff work well together
- Dedication of staff to our community of learners
- Pacific Union has a good reputation in the community and all of the stakeholders have a lot of pride in that reputation.

Student Engagement Survey Feedback (81 TK-2nd grade students were surveyed and 219 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

- 83% of students like their school.

3rd-8th Grades

- 95% agrees or strongly agrees that my school provides a good education.
- 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

- 86% of students know the school rules.
- 78% of students feel connected to their school.

3rd-8th Grades

- 93% 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.
- 81% agrees or strongly agrees that students are treated fairly when on campus.
- 69% agrees or strongly agrees that at my school, students get along with each other and respect their differences.
- 86% agrees or strongly agrees that there is at least one adult on campus they can talk to and get help.
- 95% 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

- 86% feel safe at school.

3rd-8th Grades

- 95% agrees or strongly agrees that they feel safe on campus.
- 81% agrees or strongly agrees that school buildings are well maintained.

Additional Feedback:

TK-2nd Grades

- Recess is a favorite activity as well as lunch.
- Many students said they like everything about school.
- They enjoy their teachers and friends at school.

3rd-8th Grades

- Teachers are friendly and accommodating.
- After school/extracurricular activities are fun and valuable.
- Caring and supportive environment.
- Music class is appreciated.
- The bathrooms could use improvement/be cleaner.
- More access to the Library other than scheduled class times.
- Return the mirrors to the Junior High bathrooms.
- More adult supervision at recesses.
- Maintain the cleanliness of water fountains more often.

# Goals and Actions

## Goal

| Goal # | Description   | Type of 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. | Broad Goal   |

State Priorities addressed by this goal.

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|--|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

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| 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 # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1.1      | Annual SARC Report on Teacher Credentialing: Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they teach. | 100% of teachers are appropriately and fully credentialed for their assignments. |                |                | Maintain 100% of teachers are appropriately and fully credential for their assignments. |                                  |
| 1.2      | Williams Act: Every student has sufficient state   | 100% of students have access to sufficient instructional                         |                |                | Maintain 100% of students have access to sufficient                                     |                                  |

|     |  |  |  |  |   |  |
|-----|--|--|--|--|---|--|
|     | standard aligned instructional materials.  | materials. The District received no Williams Act complaints regarding sufficiency of materials.  |  |  | instructional materials.  |  |
| 1.3 | Teacher Survey and/or Administrative Observation: All pupils, including English Learners, maintain access to Common Core State Standards (CCSS) curriculum aligned materials through the adoption of current core curriculum and state frameworks. | Maintain 100% access to CCSS aligned materials for all subject areas.  |  |  | Maintain 100% access to CCSS aligned materials for all subject areas.   |  |
| 1.4 | Teacher Survey and/or Administrative Observation: Access to CCSS aligned curriculum and English Language Development (ELD) standards aligned curriculum to English Language Arts (ELA) for English Learners.                                       | 100% 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 100% English Learner students have access to CCSS and ELD standards aligned curriculum to ELA.                                     |  |
| 1.5 | Statewide Assessments: CAASPP  | 2022-2023 results of the CAASPP were reported on the CA School Dashboard and included LCFF Evaluation Rubrics.<br><br>46.7% of Pacific Union Students met or                           |  |  | Increase to a minimum of 50% of students meet or exceed standard for ELA.<br><br>Increase to a minimum of 42% of students to meet or exceed |  |

|     |   |   |  |  |  |  |
|-----|---|---|--|--|--|--|
|     |   | <p>exceeded standard for ELA.</p> <p>38.8% of Pacific Union Students met or exceeded standard for Math.</p> <p>35.49% of Pacific Union Students met or exceeded standard for Science.</p>   |  |  | <p>standard for mathematics.</p> <p>Increase to a minimum of 39% of students to meet or exceed standard for Science.</p> |  |
| 1.6 | ELPAC: Percentage of English Learners making progress toward English proficiency  | 2022-2023 ELPAC Reporting, CDE, Pacific Union: 36.4% of EL students are making progress towards English language proficiency.   |  |  | Increase the number of EL students making progress towards English Language proficiency by 1% annually.                  |  |
| 1.7 | English Learner Reclassification Rate   | 2022-2023 data: 8.5% of students reclassified to Fluent English Proficient (FEP).   |  |  | Increase FEP by 1% annually.   |  |
| 1.8 | <p>Local Assessment: Implementation of Benchmark Assessment System (BAS) in TK-3rd Grades and STAR Assessment in 4th-8th grades for ELA and STAR Assessment in K-8th for Math.</p> <p>BAS Benchmark or Above Rate</p> | <p>Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model. 21 teachers completed the survey in 2023-2024.</p> <p>2023-2024: 100% of TK-3rd grades are using BAS with fidelity.</p> |  |  | To have 100% of core teachers using agreed upon local assessments.   |  |



|      |   |   |  |  |   |  |
|------|---|---|--|--|---|--|
|      | <p>STAR Reading Benchmark or Above Rate</p> <p>Math Benchmark or Above Rate</p>   | <p>2023-2024: 88% of grades 4th-8th are using STAR with fidelity for ELA.</p> <p>2023-2024: 71% of grade levels are using STAR with fidelity for math.</p> <p>*There are 8 classes that should be using STAR ELA and 7 classes that should be using STAR math. These are the total number of classes in the District.</p> |  |  |   |  |
| 1.9  | All pupils, including unduplicated and those with exceptional needs, have access to a broad course of study.  | 100% of students have full access to our full continuum of curriculum.  |  |  | Maintain 100% of students having full access to our full continuum of curriculum.   |  |
| 1.10 | <p>Master Schedule: Maintain access to Enrichment Classes/Activities, Academic Intervention Support, Music, Social Emotional Learning (SEL), Gifted and Talented (GATE)</p> <p>Athletic Program and After School Program: Maintain Opportunities for students to participate in</p> | <p>2022-2023: 100% of students have access to enrichment classes/activities, academic support, music, SEL, and GATE if needed or qualify.</p> <p>2022-2023: Employed Athletic Director and Maintained MOU with BGCR.</p> <p>2022-2023 100% parent/guardian</p>  |  |  | <p>Maintain 100% of students having access to enrichment classes/activities, academic support (intervention), music, SEL, athletics, and GATE.</p> <p>Maintain Athletic Director and MOU with BGCR.</p> |  |

|      |  |  |  |  |   |  |
|------|--|--|--|--|---|--|
|      | <p>Extracurricular Activities, and Community Events, such as, but not limited to, Jr. High Play, School Sports, Maker Night, Movie Night, Art Night, Literacy Night, Writer's in the Mist, Homework Club, and Science Club. Maintain MOU with Boys and Girls Club of the Redwoods (BGCR) for after school program and Athletic Director position. Maintain MOU with Independent Practice Association School Wellness Program to provide empowerment groups.</p> <p>Programs and services for all students including unduplicated pupils (Low Income, English Learners, Foster youth) and Students with Disabilities.</p> | <p>participation for annual and triennial IEP meetings.</p>  |  |  | <p>Maintain 100% parent/guardian participation for annual and triennial IEP meetings.</p> |  |
| 1.11 | <p>Primary teachers (K-3) will be trained in Orton-Gillingham Phonics Program.</p>   | <p>2023-2024 Teachers have the option to complete the training during the school year or the summer of 2024.</p> |  |  | <p>100% of primary teachers will implement the OG Phonics program with fidelity.</p>      |  |

# Goal Analysis [2023-24]

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

## 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.  | \$3,326,136.00 | 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. | \$979,222.00   | No           |
| 1.3      | EL Technician                                       | EL Technician will administer the English Language Proficiency Assessments for California (ELPAC) and provide instructional support to English Learners in developing  | \$59,526.00    | Yes          |

|            |                                       |   |              |     |
|------------|---------------------------------------|---|--------------|-----|
|            |                                       | proficiency in English language and literacy as they engage in learning academic content based on CCSS to meet benchmarks.  |              |     |
| <b>1.4</b> | 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).  | \$65,094.00  | Yes |
| <b>1.5</b> | 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.<br>a. Staff<br>b. Equipment repairs<br>c. Materials<br>d. Music instruments | \$93,097.00  | Yes |
| <b>1.6</b> | Gifted And Talented Education Teacher | Gifted and Talented Education teacher will administer district approved assessments and provide qualifying students with extended learning opportunities.   | \$20,366.00  | No  |
| <b>1.7</b> | 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.   | \$97,122.00  | Yes |
| <b>1.8</b> | 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  | \$416,409.00 | Yes |

|             |  |   |              |     |
|-------------|--|---|--------------|-----|
|             |  | Income students). Additionally, paraprofessionals will focus services to identified students in order to increase math scores.  |              |     |
| <b>1.9</b>  | Technology Technician  | <p>The network administrator provides technology support to staff and students and maintains the district’s network of servers, hardware, and software.</p> <p>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).</p> <ul style="list-style-type: none"> <li>a. Network administrator</li> <li>b. Materials</li> <li>c. Computers</li> <li>d. Software</li> <li>e. Contract Service</li> </ul>          | \$121,173.00 | Yes |
| <b>1.11</b> | 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. | \$42,398.00  | No  |
| <b>1.12</b> | State Standard Aligned Instructional/Supplemental Curriculum | Instructional materials: The district will purchase state standard aligned 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).  | \$135,672.00 | No  |

|             |   |   |              |     |
|-------------|---|---|--------------|-----|
| <b>1.13</b> | Enrichment, Extracurricular, Community Events | District will provide academic and extracurricular opportunities to support multiple opportunities for student success.   | \$62,409.00  | No  |
| <b>1.14</b> | 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.  | \$26,840.00  | Yes |
| <b>1.15</b> | Instructional Coach (TOSA)                    | Our instructional coach provides personalized support and guidance to teachers, helping them improve their instructional practices and enhance student learning outcomes. Our Instructional Coach offers valuable expertise in pedagogy, curriculum design, and classroom management, empowering teachers to implement evidence-based strategies effectively. Additionally, our instructional coach facilitates collaboration and professional development opportunities, fostering a culture of continuous improvement within the school community. This promotes teacher retention, boosts morale, and ultimately contributes to the overall success and growth of both educators and students.   | \$135,602.00 | No  |
| <b>1.16</b> | Orton-Gillingham Phonics Training             | A balanced literacy program is crucial because it provides students with a comprehensive approach to literacy instruction, addressing various components such as reading, writing, speaking, and listening. A robust phonics program is vital to a balanced literacy program. The Orton-Gillingham curriculum play vital roles in creating this balance by focusing on foundational skills, decoding, and word recognition. These structured approaches ensure that students develop strong phonemic awareness and decoding abilities, which are essential for fluent reading and comprehension. Integrating phonics with other literacy components, such as guided reading and writing workshops, helps students become proficient readers and effective communicators. By combining phonics instruction with broader literacy strategies, a balanced approach ensures that students receive the diverse support they need to become confident and successful readers and writers. | \$5,200.00   | No  |

# Goals and Actions

## Goal

| Goal # | Description  | Type of 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. | Broad Goal   |

State Priorities addressed by this goal.

|   |
|---|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|---|

An explanation of why the LEA has developed this goal.

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| <p>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 Analyst (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 continue to support 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).</p> |
|--|

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| 2.2      | Local Data: Annual Engagement Survey for Parent/Guardians, and Community. | Parents/Guardians, including those parents/guardians of students with exceptional needs and unduplicated pupils, have multiple |                |                | To increase participation in the annual engagement survey to 30% or higher. |                                  |

|     |   |  |  |  |   |  |
|-----|---|--|--|--|---|--|
|     |   | <p>opportunities to participate in decision making and feedback at Pacific Union: Back to School nights, District English Language Advisory Committee (DELAC), School Site/PACT Council, School Board, Parent Teacher Organization (PTO), Family Nights, Sports, Arts, and Music events, and as part of their children’s classrooms. 81 surveys were completed in 2024. This is a 15% of our parents/guardians who participated in the annual engagement survey.</p> |  |  |   |  |
| 2.3 | Local Data: Annual Engagement Survey for Students | <p>Students were surveyed in grades 3rd-8th. 219 students completed the survey in 2024. The survey was distributed to all class and time was given to complete the survey. 65% of students in grades 3rd-8th completed the survey,</p>   |  |  | 100% of classrooms will provide the opportunity to students to complete the annual engagement survey by devoting class time to complete it. |  |
| 2.4 | Local Data: Annual Engagement Survey for Staff    | <p>45 staff members completed the annual engagement survey.</p>  |  |  | 100% of staff members will be given the opportunity to  |  |



|      |  |  |  |  |  |  |
|------|--|--|--|--|--|--|
|      |  |  |  |  | complete the annual engagement survey.   |  |
| 2.5  | Local Data: School Attendance Rates (P2)   | 2023-2024 attendance rate was: 93%   |  |  | To increase our school attendance rate to a minimum of 95%.  |  |
| 2.6  | CA Dashboard: Chronic Absenteeism Rates  | 2023 CA Dashboard shows "Red" for chronic absenteeism. 29.6% of students are chronically absent. |  |  | To maintain the chronic absenteeism rate below the state average rate and to decrease the District's absenteeism rate by 5% each year. |  |
| 2.7  | Local Data: Middle School Dropout Rate   | For 2022-2023 middle school dropout rate was 0%  |  |  | Maintain a 0% dropout rate for middle school students.   |  |
| 2.8  | Suspension Rates   | 2023 CA School Dashboard shows "Green" performance category and a 1.6%.                          |  |  | To maintain a minimum of "green" status on the CA Dashboard.   |  |
| 2.9  | Local Data: Expulsion Rates  | Pacific Union School's expulsion rate as of May 1, 2024 is 0%.                                   |  |  | Maintain a 0% expulsion rate.  |  |
| 2.10 | Local Data: All teachers will be trained in Universal Design for Learning. Professional Development and Professional Learning Community (PLC) attendance sheets. | 2023-2024 Foundational training is provided.   |  |  | Continue PLCs with a focus on UDL for a minimum of two years.  |  |

|      |   |  |  |  |   |  |
|------|---|--|--|--|---|--|
| 2.11 | Local Data: School Connectedness shows in the School Climate section of the district engagement survey. | <p>2023-2024: 92% of parents/guardians feel connected to school.</p> <p>2023-2024: 93% of staff feels connected to school.</p> <p>2023-2024: 74% of students feel connected to school.</p> |  |  | To maintain school connectedness with our Staff and parents/guardians above 90%. To increase school connectedness with students to 80%. |  |
|------|---|--|--|--|---|--|

## Goal Analysis [2023-24]

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

|            |   |  |              |     |
|------------|---|--|--------------|-----|
| <b>2.1</b> | School Counselor, Social Worker, and Psychologist | Counselor (1.0 FTE), social worker (1.0 FTE) and Psychologist (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.  | \$314,347.00 | Yes |
| <b>2.2</b> | Website and Wildcat Weekly                        | To provide an updated and organized website for our school community to access information. Wildcat Weekly is a bulletin sent out to the broader school community on a weekly basis.   | \$7,090.00   | No  |
| <b>2.3</b> | School 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, by providing assessments, behavior support plans, and goals as needed. Additionally, the BCBA will collaborate with administration in regarding school climate, progressive discipline, alternative discipline, and restorative practice interventions to reduce suspension rates in this year.  | \$112,198.00 | No  |
| <b>2.4</b> | 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 |
| <b>2.5</b> | Restorative Practices Train the Trainers          | Restorative Practices Training of Trainers is a program designed to equip individuals with the skills and knowledge to become trainers themselves in the field of restorative practices. Participants learn about the principles and techniques of restorative approaches, including conflict resolution, community building, and repairing harm. Through experiential learning, role-playing, and theoretical study, trainees develop expertise in facilitating restorative circles, conducting conferences, and implementing restorative | \$4,000.00   | No  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | interventions in various settings such as schools, workplaces, and communities. The goal of Training of Trainers is to empower individuals to disseminate restorative practices effectively, promote relational well-being, and contribute to creating more connected and compassionate environments on our campus. |  |  |
|--|--|---|--|--|

# Goals and Actions

## Goal

| Goal # | Description   | Type of 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. | Broad Goal   |

State Priorities addressed by this goal.

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| <p>Priority 1: Basic (Conditions of Learning)<br/>           Priority 6: School Climate (Engagement)</p> |
|--|

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 # | Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|----------------|----------------|--|----------------------------------|
| 3.1      | Facility Inspections Tool (FIT)  | Facilities in "good" status.  |                |                | Maintain a minimum of "good" status.   |                                  |
| 3.2      | Local Data: Engagement Surveys (Conditions of Learning)                              | Grounds, landscaping, outdoor learning spaces, play areas, and bathrooms (all student bathrooms should be gender inclusive) need to be updated. |                |                | To continue to beautify the school and create a deferred maintenance plan that includes updating the school bathrooms. |                                  |
| 3.3      | Local Data: School Safety (engagement surveys "do you feel safe at school" and "does | 2023-2024: 93% of parents/guardians feel their child is safe at school.   |                |                | To increase to 95% of parents/guardians, students, and staff feel safe at school.                                      |                                  |

|  |                                  |  |  |  |  |  |
|--|----------------------------------|--|--|--|--|--|
|  | your child feel safe at school") | <p>2023-2024: 100% of staff feels safe at school.</p> <p>2023-2024: 86% of TK-2nd grade students feel safe at school.</p> <p>2023-2024: 95% of 3rd-8th grade students feel safe at school.</p> |  |  |  |  |
|--|----------------------------------|--|--|--|--|--|

## Goal Analysis [2023-24]

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

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

Not Applicable

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.

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

|            |   |  |              |    |
|------------|---|--|--------------|----|
| <b>3.1</b> | Facilities  | Maintenance staff will ensure school facilities and grounds are safe and welcoming and daily services needed for operation are provided.                     | \$506,426.00 | No |
| <b>3.2</b> | Supervisor and Assistant Supervisor of Maintenance and Transportation | Transportation will be provided to support students in getting to and from school.   | \$105,319.00 | No |
| <b>3.3</b> | Landscaping/Grounds   | Update landscaping with native plants, food producing trees, and/or curriculum based materials (i.e. attracting butterflies or hummingbirds with shrubbery). | \$65,500.00  | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$699,623   | \$21,050.54  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 12.982%   | 0.000%                      | \$0.00                  | 12.982%   |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| 1.4               | <p><b>Action:</b><br/>Learning Center Aides</p> <p><b>Need:</b><br/>Our unduplicated students need individualized and small group support to make progress in academic areas.</p> | Our Learning Center Aides address needs on a schoolwide basis by providing targeted support to students who require additional assistance in various subjects. These aides play a crucial role in addressing diverse learning needs, including those of English language learners, students with learning disabilities, low income students, and homeless/foster youth, and those who benefit from | 1.5 and 1.8                        |



| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p><b>Scope:</b><br/>Schoolwide</p>  | <p>personalized instruction. By offering their services across the school, Learning Center Aides ensure equitable access to academic support, promoting student success and fostering a more inclusive learning environment. This approach not only helps individual students overcome challenges, but also strengthens the overall academic performance and wellbeing of the school community.</p>   |                                    |
| <p><b>1.5</b></p> | <p><b>Action:</b><br/>Music Teacher</p> <p><b>Need:</b><br/>Unduplicated pupils may have less access to outside music opportunities.</p> <p><b>Scope:</b><br/>Schoolwide</p>                           | <p>Our music teacher addresses needs on a schoolwide basis by providing students with opportunities for creative expression, cultural appreciation, and holistic development. Music education enhances cognitive skills, emotional intelligence, and social cohesion, benefiting students of all backgrounds and abilities. By offering music instruction across the school, students can explore their talents, develop a lifelong appreciation for the arts, and cultivate essential skills such as teamwork, discipline, and self-confidence. Music teachers contribute to a well-rounded education, enriching the school community and fostering a vibrant and inclusive learning environment for all students.</p> | <p>1.10</p>                        |
| <p><b>1.7</b></p> | <p><b>Action:</b><br/>Reading Specialist</p> <p><b>Need:</b><br/>Through data analysis and partner feedback unduplicated pupils require additional assistance.</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>Our reading specialist addresses needs on a schoolwide basis by focusing on literacy development, a foundational skill critical for academic success across all subjects. They provide targeted interventions and personalized instruction to students who struggle with reading comprehension, decoding, and fluency. By offering their expertise schoolwide, reading specialists ensure that all students, regardless of their proficiency level, receive the support they need to become proficient readers. This proactive approach not only addresses individual learning</p>   | <p>1.5 and 1.8</p>                 |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
|                   |   | needs but also contributes to improving overall literacy rates, fostering a culture of lifelong learning and empowerment within the school community.  |                                    |
| 1.8               | <p><b>Action:</b><br/>Classroom Paraprofessionals</p> <p><b>Need:</b><br/>Through data analysis and partner feedback unduplicated pupils require additional assistance.</p> <p><b>Scope:</b><br/>Schoolwide</p> | Our paraprofessionals address needs on a schoolwide basis by providing invaluable support to both students and teachers across various educational settings. They assist in implementing individualized education plans (IEPs), reinforcing instructional materials, and providing one-on-one support to students with diverse learning needs. By offering their services schoolwide, paraprofessionals ensure that every student receives the attention and assistance necessary to succeed academically and socially. Their presence enhances inclusivity, promotes personalized learning, and helps maintain a positive and supportive school environment conducive to growth and achievement for all students. | 1.5 and 1.8                        |
| 1.9               | <p><b>Action:</b><br/>Technology Technician</p> <p><b>Need:</b><br/>Through data analysis and partner feedback unduplicated pupils require additional assistance.</p> <p><b>Scope:</b><br/>Schoolwide</p>       | Our Technology Technician is crucial for providing schoolwide support to students because they ensure that technological tools and systems essential for learning are functional and accessible. They troubleshoot technical issues, repair equipment, and offer guidance on using various devices and software, empowering students to navigate the digital landscape effectively. Their presence ensures a seamless integration of technology into the educational environment, fostering an environment conducive to learning and technological literacy.   | 1.10                               |
| 1.14              | <p><b>Action:</b><br/>Math Intervention Specialist</p> <p><b>Need:</b></p>  | Our math intervention teacher addresses needs on a schoolwide basis by focusing on improving mathematical proficiency and addressing gaps in understanding for students across grade levels.   | 1.5 and 1.8                        |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>Through data analysis and partner feedback unduplicated pupils require additional assistance.</p> <p><b>Scope:</b><br/>Schoolwide</p>   | <p>They provide targeted instruction, remediation, and enrichment to help students develop essential mathematical skills and concepts.</p>  |                                    |
| <p><b>2.1</b></p> | <p><b>Action:</b><br/>School Counselor, Social Worker, and Psychologist</p> <p><b>Need:</b><br/>Through data analysis and partner feedback unduplicated pupils require additional assistance and/or support.</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>Our school social workers and counselors address needs on a schoolwide basis by providing essential mental health and emotional support to students, educators, and families. They offer counseling services, crisis intervention, and social-emotional learning programs to promote positive mental health outcomes and address social-emotional challenges that may impact academic performance. By providing their services schoolwide, social workers and counselors ensure that all students have access to the support they need to navigate personal and academic challenges effectively. This approach not only enhances individual well-being, but also contributes to creating a nurturing and inclusive school environment conducive to overall student success and holistic development.</p> | <p>2.2, 2.3, and 2.4</p>           |
| <p><b>2.4</b></p> | <p><b>Action:</b><br/>School Based Wellness Center</p> <p><b>Need:</b><br/>Through data analysis and partner feedback unduplicated pupils require additional assistance and/or support.</p> <p><b>Scope:</b><br/>Schoolwide</p>                      | <p>Our school-based wellness center addresses needs on a schoolwide basis by offering comprehensive health and wellness services that support the physical, mental, and emotional well-being of students, staff, and families. By providing services on a schoolwide basis, wellness centers ensure that everyone in the school community has access to preventive care, health education, and support services, fostering a culture of well-being and resilience. This proactive approach not only improves individual health outcomes, but also</p>   | <p>2.2, 2.3, and 2.4</p>           |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--------------------|---|------------------------------------|
|                   |                    | contributes to creating a healthier and more supportive school environment overall.         |                                    |

### Limited Actions

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

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|------------------------------------|
| 1.3               | <p><b>Action:</b><br/>EL Technician</p> <p><b>Need:</b><br/>Our EL students are underperforming compared to our all students group.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Our EL technician provides specialized support tailored to the unique linguistic and academic needs of English learners, ensuring that unduplicated pupils receive targeted assistance to overcome language barriers and excel academically. By offering personalized instruction, language development resources, and cultural understanding, the EL technician helps unduplicated pupils access educational opportunities on par with their peers, fostering equity and empowering them to succeed in school and beyond. | 1.6 and 1.7                        |

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

N/A

### Additional Concentration Grant Funding

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

N/A

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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 ratio of certificated staff providing direct services to students          | 1:15   | N/A   |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | 5,389,024  | 699,623  | 12.982%   | 0.000%   | 12.982%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$5,340,376.00 | \$1,069,840.00    | \$0.00      | \$370,930.00  | \$6,781,146.00 | \$6,080,863.00  | \$700,283.00        |

| Goal # | Action # | Action Title  | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
| 1      | 1.1      | Certificated Staff and Substitutes                  | All  | No  |  |  | All Schools |           | \$3,326,136.00  | \$0.00              | \$3,060,055.00 | \$233,626.00      |             | \$32,455.00   | \$3,326,136.00 |   |
| 1      | 1.2      | Certificated and Classified Special Education Staff | Students with Disabilities                     | No  |  |  | All Schools |           | \$979,222.00    | \$0.00              | \$438,520.00   | \$424,112.00      |             | \$116,590.00  | \$979,222.00   |   |
| 1      | 1.3      | EL Technician                                       | English Learners                               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools |           | \$59,526.00     | \$0.00              | \$59,526.00    |                   |             |               | \$59,526.00    |   |
| 1      | 1.4      | Learning Center Aides                               | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income |             |           | \$65,094.00     | \$0.00              | \$65,094.00    |                   |             |               | \$65,094.00    |   |
| 1      | 1.5      | Music Teacher                                       | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$93,097.00     | \$0.00              | \$9,310.00     | \$83,787.00       |             |               | \$93,097.00    |   |
| 1      | 1.6      | Gifted And Talented Education Teacher               | All  | No  |  |  | All Schools |           | \$20,366.00     | \$0.00              | \$20,366.00    |                   |             |               | \$20,366.00    |   |
| 1      | 1.7      | Reading Specialist                                  | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$97,122.00     | \$0.00              | \$48,561.00    |                   |             | \$48,561.00   | \$97,122.00    |   |
| 1      | 1.8      | Classroom Paraprofessionals                         | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$416,409.00    | \$0.00              | \$308,911.00   |                   |             | \$107,498.00  | \$416,409.00   |   |

| Goal # | Action # | Action Title  | Student Group(s)                               | Contributing to Increased or Improved Services? | Scope       | Unduplicated Student Group(s)                  | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned Percentage of Improved Services |
|--------|----------|---|--|---|-------------|--|-------------|-----------|-----------------|---------------------|--------------|-------------------|-------------|---------------|--------------|---|
| 1      | 1.9      | Technology Technician   | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$80,812.00     | \$40,361.00         | \$121,173.00 |                   |             |               | \$121,173.00 |   |
| 1      | 1.11     | Professional Development  | All  | No  |             |  | All Schools |           | \$0.00          | \$42,398.00         | \$37,800.00  | \$4,000.00        |             | \$598.00      | \$42,398.00  |   |
| 1      | 1.12     | State Standard Aligned Instructional/Supplemental Curriculum          | All  | No  |             |  | All Schools |           | \$0.00          | \$135,672.00        | \$57,794.00  | \$76,151.00       |             | \$1,727.00    | \$135,672.00 |   |
| 1      | 1.13     | Enrichment, Extracurricular, Community Events                         | All  | No  |             |  | All Schools |           | \$32,562.00     | \$29,847.00         | \$29,847.00  | \$32,562.00       |             |               | \$62,409.00  |   |
| 1      | 1.14     | Math Intervention Specialist  | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$26,840.00     | \$0.00              | \$26,840.00  |                   |             |               | \$26,840.00  |   |
| 1      | 1.15     | Instructional Coach (TOSA)  | All  | No  |             |  | All Schools |           | \$135,602.00    | \$0.00              |              | \$135,602.00      |             |               | \$135,602.00 |   |
| 1      | 1.16     | Orton-Gillingham Phonics Training                                     | All  | No  |             |  | All Schools |           | \$0.00          | \$5,200.00          | \$5,200.00   |                   |             |               | \$5,200.00   |   |
| 2      | 2.1      | School Counselor, Social Worker, and Psychologist                     | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$314,347.00    | \$0.00              | \$250,846.00 |                   |             | \$63,501.00   | \$314,347.00 |   |
| 2      | 2.2      | Website and Wildcat Weekly  | All  | No  |             |  | All Schools |           | \$0.00          | \$7,090.00          | \$7,090.00   |                   |             |               | \$7,090.00   |   |
| 2      | 2.3      | School Behaviorist  | All  | No  |             |  | All Schools |           | \$112,198.00    | \$0.00              | \$112,198.00 |                   |             |               | \$112,198.00 |   |
| 2      | 2.4      | School Based Wellness Center  | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide | English Learners<br>Foster Youth<br>Low Income | All Schools |           | \$0.00          | \$80,000.00         |              | \$80,000.00       |             |               | \$80,000.00  |   |
| 2      | 2.5      | Restorative Practices Train the Trainers                              | All  | No  |             |  | All Schools |           | \$0.00          | \$4,000.00          | \$4,000.00   |                   |             |               | \$4,000.00   |   |
| 3      | 3.1      | Facilities  | All  | No  |             |  | All Schools |           | \$244,759.00    | \$261,667.00        | \$506,426.00 |                   |             |               | \$506,426.00 |   |
| 3      | 3.2      | Supervisor and Assistant Supervisor of Maintenance and Transportation | All  | No  |             |  | All Schools |           | \$76,771.00     | \$28,548.00         | \$105,319.00 |                   |             |               | \$105,319.00 |   |

| Goal # | Action # | Action Title        | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location    | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---------------------|------------------|---|-------|-------------------------------|-------------|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 3      | 3.3      | Landscaping/Grounds | All              | No  |       |                               | All Schools |           | \$0.00          | \$65,500.00         | \$65,500.00 |                   |             |               | \$65,500.00 |   |



# 2024-25 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 5,389,024                    | 699,623  | 12.982%   | 0.000%   | 12.982%   | \$890,261.00  | 0.000%   | 16.520 %   | <b>Total:</b>            | \$890,261.00     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$59,526.00      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$830,735.00     |

| 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      | EL Technician               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | \$59,526.00  |   |
| 1    | 1.4      | Learning Center Aides       | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income |             | \$65,094.00  |   |
| 1    | 1.5      | Music Teacher               | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools | \$9,310.00   |   |
| 1    | 1.7      | Reading Specialist          | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools | \$48,561.00  |   |
| 1    | 1.8      | Classroom Paraprofessionals | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools | \$308,911.00   |   |
| 1    | 1.9      | Technology Technician       | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools | \$121,173.00   |   |

| 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<br>Foster Youth<br>Low Income | All Schools | \$26,840.00  |   |
| 2    | 2.1      | School Counselor, Social Worker, and Psychologist | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$250,846.00   |   |
| 2    | 2.4      | School Based Wellness Center                      | Yes   | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools |  |   |

# 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$6,486,245.00                                       | \$6,143,261.00                             |

| 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   | \$3,454,596.00                                 | \$3,365,191                                       |
| 1                  | 1.2                  | Certificated and Classified Special Education Staff | No   | \$910,537.00                                   | \$876,025   |
| 1                  | 1.3                  | English Learner Aide                                | Yes  | \$55,699.00                                    | \$55,699  |
| 1                  | 1.4                  | Learning Center Aides                               | Yes  | \$24,706.00                                    | \$22,690  |
| 1                  | 1.5                  | Music Teacher                                       | Yes  | \$87,132.00                                    | \$88,169  |
| 1                  | 1.6                  | Gifted And Talented Education Teacher               | No   | \$19,072.00                                    | \$19,319  |
| 1                  | 1.7                  | Reading Specialist                                  | Yes  | \$89,776.00                                    | \$132,443   |
| 1                  | 1.8                  | Classroom Paraprofessionals                         | Yes  | \$358,599.00                                   | \$355,898   |
| 1                  | 1.9                  | Technology  | Yes  | \$106,027.00                                   | \$112,217   |
| 1                  | 1.11                 | Professional Development                            | No   | \$19,188.00                                    | \$46,247  |

| 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   | \$123,026.00                                   | \$59,947  |
| 1                  | 1.13                 | Enrichment, Extracurricular, Community Events                         | No   | \$48,265.00                                    | \$21,631  |
| 1                  | 1.14                 | Math Intervention Specialist  | Yes  | \$25,415.00                                    | \$25,459  |
| 2                  | 2.1                  | School Counselor and Social Worker                                    | Yes  | \$176,701.00                                   | \$170,580   |
| 2                  | 2.2                  | Website and Weekly Wildcat  | No   | \$7,090.00                                     | \$7,090   |
| 2                  | 2.3                  | Behaviorist   | No   | \$104,939.00                                   | \$103,587   |
| 2                  | 2.4                  | School Based Wellness Center  | Yes  | \$80,000.00                                    | \$80,000  |
| 3                  | 3.1                  | Facilities  | No   | \$652,606.00                                   | \$437,482   |
| 3                  | 3.2                  | Supervisor and Assistant Supervisor of Maintenance and Transportation | No   | \$87,338.00                                    | \$107,519   |
| 3                  | 3.3                  | Landscaping/Grounds   | No   | \$55,533.00                                    | \$56,068  |

# 2023-24 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) |
|--|---|---|--|--|--|--|
| \$590,432  | \$831,030.00  | \$686,540.00  | \$144,490.00   | 0.000%   | 0.000%   | 0.000%   |

| 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   | \$55,699.00  | \$55,697  |   |   |
| 1                  | 1.4                  | Learning Center Aides              | Yes   | \$24,706.00  | \$58,833  |   |   |
| 1                  | 1.5                  | Music Teacher                      | Yes   | \$87,132.00  | \$88,169  |   |   |
| 1                  | 1.7                  | Reading Specialist                 | Yes   | \$44,888.00  | \$66,221  |   |   |
| 1                  | 1.8                  | Classroom Paraprofessionals        | Yes   | \$230,462.00   | \$280,768   |   |   |
| 1                  | 1.9                  | Technology                         | Yes   | \$106,027.00   | \$38,164  |   |   |
| 1                  | 1.14                 | Math Intervention Specialist       | Yes   | \$25,415.00  | \$25,459  |   |   |
| 2                  | 2.1                  | School Counselor and Social Worker | Yes   | \$176,701.00   | \$73,229  |   |   |
| 2                  | 2.4                  | School Based Wellness Center       | Yes   | \$80,000   | \$0.00  |   |   |

## 2023-24 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) |
|---|---|--|---|--|---|--|--|---|
| \$5,483,271   | \$590,432   | 0  | 10.768%   | \$686,540.00   | 0.000%  | 12.521%  | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.



- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

| Metric #  |
|---|
| <ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>  |
| Metric  |
| <ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul> |
| Baseline  |
| <ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>  |

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.



**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

**Total Percentage to Increase or Improve Services for the Coming School Year**

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic



Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

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

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

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

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

California Department of Education  
November 2023