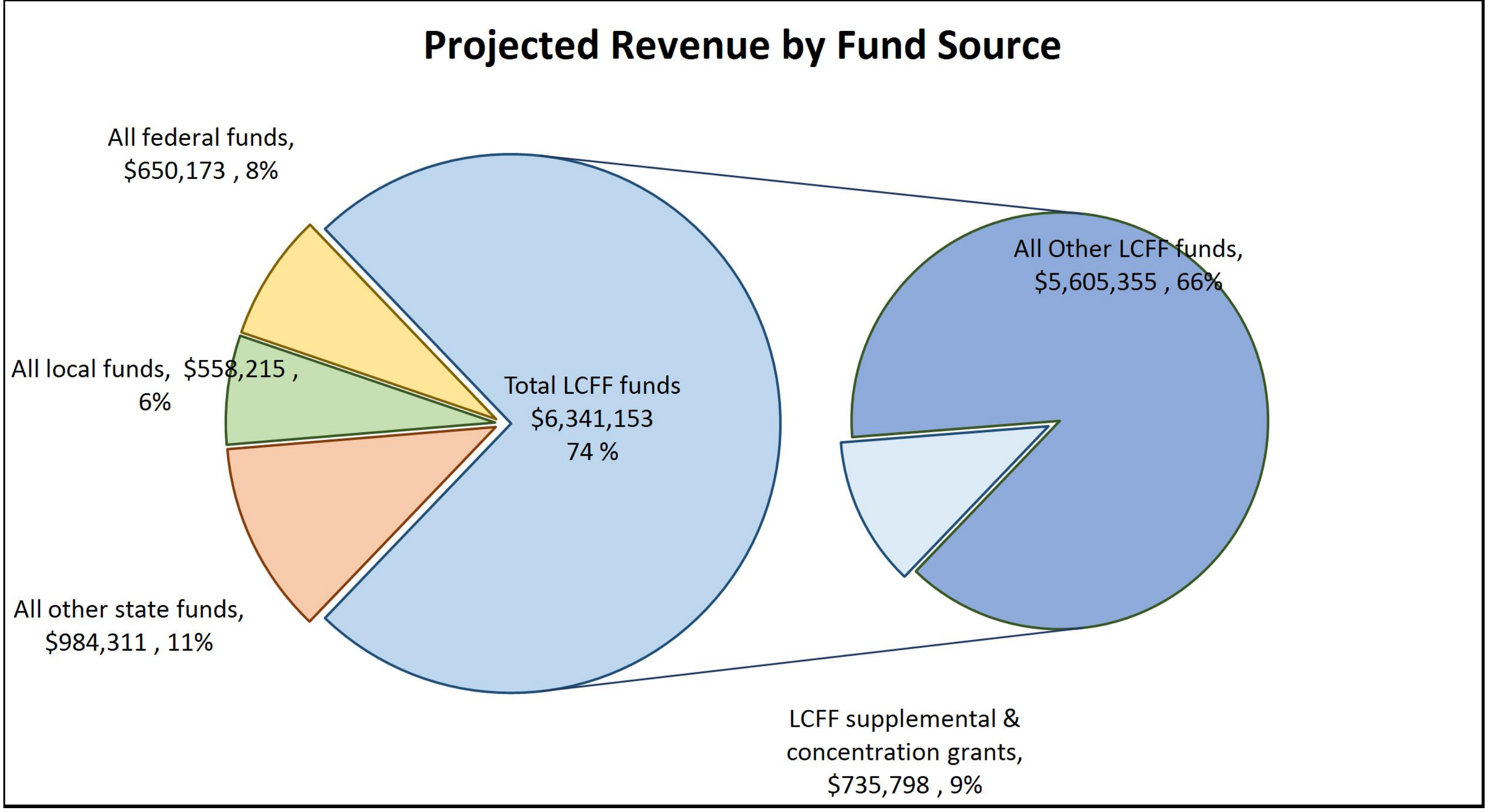
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Union School District
CDS Code: 12629766008098
School Year: 2025-26
LEA contact information:
Rene McBride
Superintendent
rmcbride@pacificunionschool.org
707-822-4619

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

Budget Overview for the 2025-26 School Year

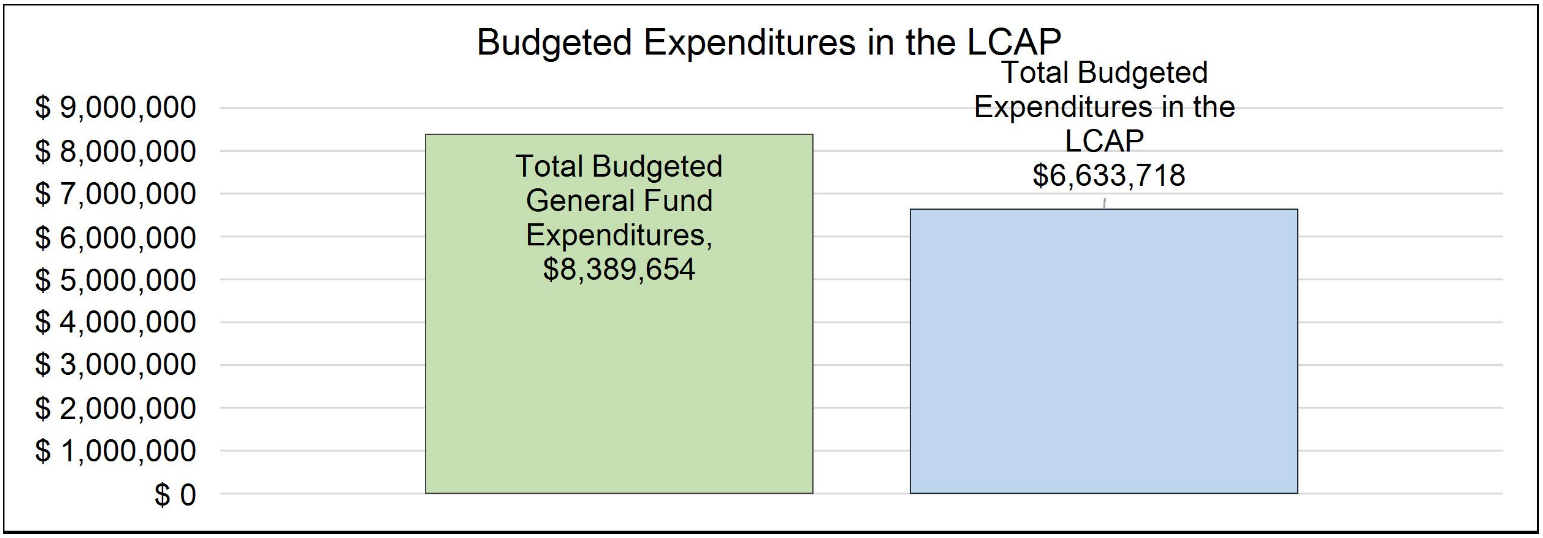


This chart shows the total general purpose revenue Pacific Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Union School District is $8,533,852, of which $6,341,153 is Local Control Funding Formula (LCFF), $984,311 is other state funds, $558,215 is local funds, and $650,173 is federal funds. Of the $6,341,153 in LCFF Funds, $735,798 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 2025-26. 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 $8,389,654 for the 2025-26 school year. Of that amount, $6,633,718 is tied to actions/services in the LCAP and $1,755,936 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

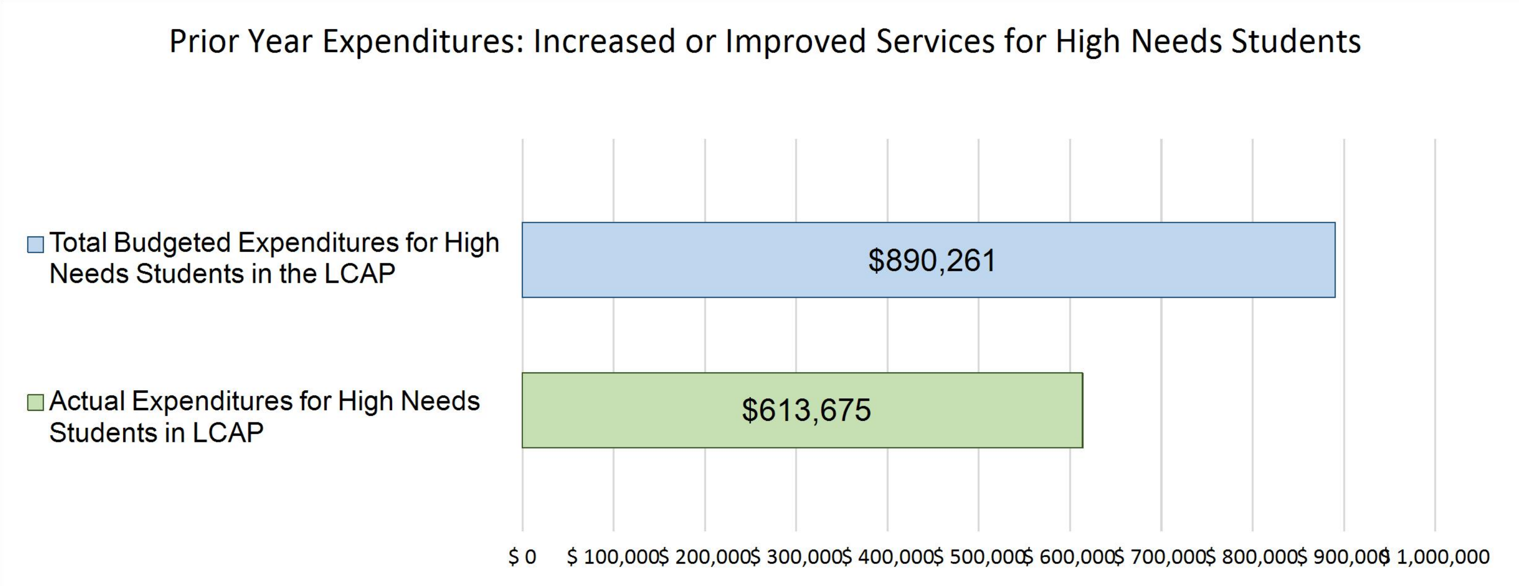
Some of the funds not budgeted in the LCAP are $366,000 in administration salaries, $305,000 in Front office and Business Services costs, $126,000 in Special Education preschool services, $184,000 in undesignated funds in the Art, Music, and instructional materials block grant, $156,000 in administrative contracts and Insurance liabilities, $57,000 in utilities, $42,000 in Technology

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pacific Union School District is projecting it will receive $735,798 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 $851,576 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 2024-25



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 2024-25, Pacific Union School District's LCAP budgeted $890,261 for planned actions to increase or improve services for high needs students. Pacific Union School District actually spent $613,675 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $276,586 had the following impact on Pacific Union School District’s ability to increase or improve services for high needs students:

Even though expenditures are less than what was budgeted for our high needs students, there was no impact on students or the services they received. Our learning center aides for goal/action 1.4 were originally budgeted out of our supplemental concentration, but part ended up being paid out of a federal grant. For goal/action 1.7, our reading specialist was new this year and her salary was slightly less than what was budgeted. Our classroom paraprofessionals in goal/action 1.8 were lower as many of them are paid out of Title 1 and their salaries may have been added in as contributing at budget adoption. 1.9 Technology Technician was budgeted to high at budget adoption, only part of his job is working with our high needs population, and his whole salary got added to the budget at budget adoption. With goal/action 2.1, we lost a school counselor at the beginning of the year, and the position was not filled. Our psych intern, mental health technician, and social worker took on extra duties to cover the vacancy.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Union School District	Rene McBride Superintendent	rmcbride@pacificunionschool.org 707-822-4619

Plan Summary [2025-26]

General Information

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

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 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). Beginning in the 2024-2025 school year, professional development for staff focused on Universal Design for Learning.

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 no longer eligible for Differentiated Assistance (DA) due to the success of our English Learners being reclassified. For the first time Pacific Union School does qualify for Additional Targeted Support Instruction (ATSI).

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.

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. Intermediate teachers will be trained in the Orton-Gillingham Morphology program.

While these instructional and programmatic changes are expected to improve students academic achievement metrics, the District also continues to focus on school climate improvement. Every teacher participated in Connection Interviews in September. The district restructured the traditional parent/teacher conferences and held Connection Conferences in September with all families. This allowed teachers to receive valuable input regarding their child's education and family needs. Connection Conferences are a qualitative research technique used to gain a deeper understanding of individuals' experiences, emotions, and perspectives.

In addition, two staff members participated in the Training of Trainers program through the International Institute for Restorative Practices. They will begin training staff this year in 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.

The LEA has no unexpended Learning Emergence Recovery Block Grant funds.

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 2024 Dashboard, Pacific Union School District is no longer eligible for Differentiated Assistance (DA).

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
The following Educational Partners were provided opportunities to give feedback and input: Teachers Principal Administration Other School Personnel Local Bargaining Unit Parents/Guardians Students	Educational Partners were welcomed to attend and/or participate in the following: • Monthly School Board Meetings, typically the second Thursday of the month • Monthly PTO Meetings, typically the second Wednesday of the month • Monthly DELAC Meetings, typically the first Monday of the month • Site Council/PACT Meetings, agendas will be posted on the District's website, typically at least once a trimester • Monthly classified staff meetings, typically the last Friday of the month • Monthly Team meetings for certificated staff, typically the first Monday of the month • Engagement Surveys • CA Healthy Kids Survey (CHKS) • Phone conversations and in person meetings

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

In 2023-2024 certificated teachers piloted Empathy Interviews (i.e. Connection Conferences) and found them to be a great tool to connect with families. Beginning in the Fall of 2024-2025 teachers held Connection Conferences with each of their students' family instead of the traditional parent/teacher conferences. Connection Conferences 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 conferences create a platform for authentic communication, connection, and fostering trust and cohesion within the community. Ultimately, Connection Conferences promote a sense of belonging and solidarity, laying the foundation for collaborative problem-solving, and collective action toward common goals.

Parent/Guardian/Community Feedback (113 surveys completed): Overall there was high praise for how the PUSD attends to the whole child and communicates well with educational 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 continues to be the older bathrooms on campus (a call to be updated and gender inclusive), continue with beautification of the campus, make sure to not change after school activities the day of, and more notification for schedules of after school activities and events within the school day.

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

- 86% agrees or strongly agrees that their child's academic needs are being met.
- 87% agrees or strongly agrees that teachers set high, but appropriately achievable academic goals for my child.
- 86% agrees or strongly agrees that they are kept informed about how my child is doing academically in school.
- 85% agrees or strongly agrees that teachers and programs provide academic support for my child as needed.

Positive Highlights:

- Extracurricular activities
- Overall school accountability standards
- Nurturing a love of learning
- Varied curriculum including arts and music

Room for Improvement:

- No visibility into grades after changes to grading system
- No feedback on completed work
- Lack of communication about upcoming assignments
- More differentiated instruction for students who are achieving above grade level

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.

- 95% 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.
- 81% agrees or strongly agrees that their child feels accepted by their peers.
- 86% agrees or strongly agrees that their child feels connected to their school.
- 86% agrees or strongly agrees that Pacific Union fosters the development of the whole child, including character and social-emotional skills.
- 94% agrees or strongly agrees that they are aware of upcoming events at Pacific Union School

Positive Highlights:

- School Climate is heading in the right direction
- Welcoming staff
- Supportive learning environments
- Positive interactions with support services staff

Room for Improvement:
- Advance notification of awards ceremonies, talent shows, auditions, practices
- Do not make changes to extracurricular activities and only give short (if not same day) notification
- Continue to work on bullying behaviors within the grade levels
- Move away from candy and sweets

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.
- 88% agrees or strongly agrees that their child feels safe at school.
- 86% agrees or strongly agrees that their child feels safe on the playground.
- 86% agrees or strongly agrees that the grounds at Pacific Union School are maintained.

Positive Highlights:
- New entrance to the school
- Hard working maintenance staff
- Lockdowns were handled well

Room for Improvement:
- BATHROOMS (updated)
- Litter on campus, in front of school

Additional Feedback:
During Budget Challenges Parents/Guardians prioritized community needs as:
1. Reading Intervention
2. School Counselors/Social Workers
3. Small Class Sizes

It was also noted that the after school program is a priority.

Staff Engagement Survey Feedback (49 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.

- 81% agrees or strongly agrees all curriculum is aligned with the Common Core State Standards (CCSS).
- 100% agrees or strongly agrees that Pacific Union School fosters the development of the whole child, including social-emotional skills and well-being.
- 70% agrees or strongly agrees that the social-emotional curriculum (SEL) that has been provided to teachers is being implemented with fidelity (PATHS for primary grades and Character Strong for upper grades)

Additional Feedback Regarding Goal 1:
Curriculum Needs and Implementation Challenges

- Math Curriculum Concerns - The most urgent academic issue appears to be math curriculum alignment. Teachers consistently note that "current math materials aren't aligned with standards" and that they're "seeing the effects from a weak Math program." This gap in aligned math materials directly impacts academic success and achievement goals.
- Inconsistent SEL Implementation - While teachers value social-emotional learning, there's significant variation in how programs like Character Strong and PATHS are implemented across grade levels. Some note that "Junior high does not use Character strong at all anymore" while others report modifying materials significantly to keep students engaged.
- Desire for Comprehensive, Aligned Materials - Teachers express needs for complete curriculum packages in multiple subjects, including math, science, and writing. There's a specific desire for materials that support both academic standards and social-emotional development, reinforcing the whole-child approach.
- Support and Professional Development - Teachers request proper training for any newly adopted curriculum, particularly for math. Some acknowledge missing opportunities for training during COVID and express desire for renewed professional development.
- Fidelity of Implementation - Multiple comments reference concerns about monitoring and accountability for curriculum implementation, particularly with SEL programs. One teacher notes: "I'm not sure who is monitoring the implementation of the SEL curriculum and how we are determining if it is being implemented with fidelity."

Positive Elements and Vision

- Whole-Child Focus - Despite implementation challenges, teachers value the school's commitment to addressing both academic and social-emotional needs, noting "Our school works really hard to address the needs of the whole child."
- Targeted Recommendations - Some teachers offer specific curriculum recommendations, such as Envision for math and CommonLit for reading, based on positive experiences with standards alignment and student engagement.
- School-Wide Practices - Teachers appreciate consistent, school-wide approaches that reinforce both academic and character development, including assemblies that highlight monthly character traits.

Overall, staff values both academic rigor and social-emotional development, but struggles with inconsistent curriculum materials and implementation. The most pressing need appears to be adopting and properly implementing math curriculum, while also ensuring consistent application of SEL programs across all grade levels.

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.

- 92% agrees or strongly agrees that students are motivated to learn.
- 79% agrees or strongly agrees that students come to class ready to learn.

- 71% agrees or strongly agrees that students care about our school.
- 91% agrees or strongly agrees that parents/guardians feel comfortable engaging with teachers.
- 80% agrees or strongly agrees that parents/guardians feel comfortable engaging with all staff.
- 94% agrees or strongly agrees that our school staff works together as a team.
- 85% agrees or strongly agrees that their grade level collaborates well together.
- 89% agrees or strongly agrees that they collaborate well with their grade level aide and support services staff when needed.
- 98% agrees or strongly agrees that students trust teachers and staff and school.
- 100% agrees or strongly agrees that our school encourages involvement from community organizations.
- 85% agrees or strongly agrees that student discipline is handled in a fair way following our school's expectations, restorative, and PBIS practices.
- 92% agrees or strongly agrees that administration listens to school staff at Pacific Union School.

Additional Feedback Regarding Goal 2:
Climate Strengths
- Teachers describe Pacific Union as a strong, supportive community with collaborative staff relationships and consistent focus on student well-being. Many value the school enough to enroll their own children there.

Areas for Growth
- Teachers note inconsistent implementation of SEL programs across grade levels, with varying fidelity to Character Strong and PATHS curricula. More consistent implementation of social-emotional learning programs
- Better support for students coming from challenging home environments
- Increased family engagement through cultural events and activities
- Enhanced collaboration between teachers to balance workload

Overall, the feedback reveals a generally positive school community that values both academic rigor and social-emotional development, while acknowledging specific curriculum gaps and implementation challenges that impact student success.

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).
- 92% agrees or strongly agrees the facilities at Pacific Union School are well-maintained.
- 88% agrees or strongly agrees that Pacific Union School is clean.

Additional Feedback Regarding Goal 3:
Teachers strongly appreciate recent security enhancements, specifically mentioning:
- The new gate system and locked front doors that provide better protection from outside threats
- Effective handling of emergency situations (lockdowns and earthquake)
- Overall campus security improvements that make staff feel "proud, safe, and supported"

Teachers note both positives and challenges with campus appearance:

- Appreciation for beautification efforts including murals, mosaic art, and native landscaping
- Concerns about maintenance of planted areas and general cleanliness
- Suggestions for "garden days" to involve staff and families in campus maintenance
- Recognition that maintenance staffing shortages impact cleanliness

A significant theme involves student ownership of campus care:
- Multiple mentions of excessive littering, particularly in certain areas (Friendship Square, near 6th-8th grade buildings)
- Suggestions that "students don't take pride in the campus" and often "litter or vandalize with very little consideration"
- Ideas for fostering stewardship, such as having classes "adopt" areas of campus to maintain

Bathroom issues emerge as a particular concern:
- Suggestions for solutions other than locking bathrooms, such as checking for writing implements or installing cameras
- Specific concerns about cleanliness of lobby bathrooms in the gym

The feedback reveals a school community that values recent safety improvements while identifying opportunities to enhance campus pride through better student ownership, improved maintenance (despite staffing challenges), and addressing specific facility concerns.

Overall, what do staff like most about Pacific Union School?
- Strong community atmosphere - Most frequently mentioned is the "family feeling" and sense of belonging that makes the school special.
- Supportive colleagues - Staff deeply appreciate their coworkers who are described as caring, dedicated, and willing to go "above and beyond."
- Whole-child approach - Teachers value the balance of academics, social-emotional learning, athletics, and arts that supports complete student development.
- TK-8 structure - The comprehensive grade span fosters inclusive relationships and continuity for students.
- Enrichment opportunities - Staff appreciate the many traditions and programs including arts events, garden education, music, and sports.
- Collaborative environment - The willingness to work together and solve problems as a team is highly valued.

This feedback reveals a staff that finds meaning in their workplace relationships and appreciates the comprehensive educational approach that addresses both academic and social-emotional needs.

Overall, what changes or improvements would staff like to see happen at Pacific Union School?
More campus beautification including murals, refreshed signage, and landscaping
- Improved maintenance of outdoor spaces, particularly fields and the track
- Bathroom updates and more consistent upkeep
- Enhanced playground equipment and spaces for student activities

Instructional Support
- Requests for classroom aides in every classroom, greater staffing support during recess for organized activities
- Improved academic coaching across subjects, not just art-based lessons

- More consistent grade-level collaboration time

Student Engagement and Agency
- Increased student involvement in decision-making, more student-led initiatives like the bathroom improvement project, enhanced student buy-in for academics
- Reducing food waste by involving students in lunch program decisions

Program Enhancements
- Language instruction for younger grades (Spanish specifically mentioned)
- More structured and unstructured activities at recess
- Greater understanding of special education processes across all staff

Staff generally express appreciation for current initiatives while suggesting refinements and extensions of existing programs, rather than major overhauls. Many responses focus on physical environment improvements and ways to increase student agency and engagement.

Student Engagement Survey Feedback (81 TK-2nd grade students were surveyed and 172 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
- 98% agrees or strongly agrees that they are satisfied with the education they are receiving through Pacific Union School.
- 96% agrees or strongly agrees that they are aware of options to receive additional help with their classes/assignments.

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.
- 77% of students feel connected to their school.

3rd-8th Grades
- 95% agrees or strongly agrees that they are proud to be a student at Pacific Union School.
- 97% agrees or strongly agrees that they feel connected to their school.
- 82% agrees or strongly agrees that students are treated fairly when on campus.
- 75% agrees or strongly agrees that at my school, students get along with each other and respect their differences.
- 91% agrees or strongly agrees that there is at least one adult on campus they can talk to and get help.
- 94% 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

- 89% agrees or strongly agrees that they feel safe on campus.
- 78% agrees or strongly agrees that school buildings are well maintained.

Additional Feedback - Favorite thing about Pacific Union (TK-2 Grades):

- Playing with friends
- The playground
- Recess
- Math
- PE
- Aftercare with friends
- Having a lot of friends
- Brain Breaks
- School Lunch

Additional Feedback - If I could change one thing about my school, it would be (TK-2nd Grades):

- More or longer recess
- More math
- Nothing
- Don’t interrupt classes
- Having pets
- The climbing structures
- Having toys outside by the rockwall
- Having more toys

Common Themes/Trends in TK-2 Additional Feedback:

- Students like school
- Students feel safe at school
- Students know the school rules
- Students feel connected to the school
- Recess and unstructured activities was a common theme for change.
- Majority of students enjoy social interactions (peer and adult).

Common Themes of Appreciation (3rd-8th Grades):

- Supportive Teachers and Staff - The most frequently mentioned positive aspect, with numerous comments about teachers being nice, kind, helpful, and welcoming.

- Friends and Social Connections - Many students simply wrote "friends" or mentioned valuing their peer relationships and memories made at school
- Sports and Physical Activities - Strong enthusiasm for athletic opportunities, basketball, PE class, and the track. Students appreciate having sports options and teams.
- Learning and Education Quality - Many students directly mentioned learning, education quality, and academic benefits as what they like about the school.
- School Food - Several specific mentions of free lunch and particular menu items, with orange chicken receiving multiple enthusiastic comments.
- Art and Creative Opportunities - Multiple students mentioned art programs and creative enrichment opportunities that allow for self-expression.
- Music Program - Several specific mentions of the music program as a valued aspect of the school experience.
- Facilities and Campus - Comments about well-maintained classrooms, the new paint job, spaciousness, and specific features like the track and water fountains.
- Support Services - Appreciation for resources like the Wellness Center, youth ambassadors, and empowerment groups that provide additional support.
- School Community and Culture - Broader appreciation for the inclusive community, diversity, and overall positive atmosphere that helps students grow.

Overwhelming majority of students expressed appreciation for some aspect of their school experience, with teacher quality and peer relationships being the most valued elements.

Common Themes for Improvement (3rd-8th Grades):

- Bathroom Conditions - By far the most common concern across all grade levels. Students are frustrated with cleanliness issues, bathrooms being locked, lack of mirrors, and poor maintenance. Many feel strongly that bathroom access is a basic need that isn't being adequately met.
- Food Quality and Options - Many students want better school lunches, more options, and larger portions. There were specific concerns about food quality and requests for more of their favorite items.
- Playground and Recreational Facilities - Students frequently mentioned improving basketball courts, adding soccer goals, enhancing playground equipment, and fixing field conditions. Several also requested longer recess time.
- School Policies and Administration - Students expressed concerns about bathroom closure policies, enforcement of rules, field trip opportunities (especially for 8th grade), and desire for more student input in school decisions.
- Social Environment - Addressing bullying and building better community through cross-grade activities.
- Academic Experience - A smaller number of comments addressed teaching approaches, assignment policies, and academic support needs.

The bathroom situation clearly stands out as the most pressing concern for students, affecting their daily experience and comfort at school. The intensity and frequency of these comments suggest this issue significantly impacts student well-being.

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.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	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.	2023-2024 Data: 97% of teachers are appropriately and fully credentialed for their assignments.		Maintain 100% of teachers are appropriately and fully credential for their assignments.	1 teacher was placed on a local assignment
1.2	Williams Act: Every student has sufficient state standard aligned instructional materials.	100% of students have access to sufficient instructional materials. The District received no Williams Ac	100% of students have a ccess to sufficient instructional materials. The		Maintain 100% of students have access to sufficient instructional materials.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		t complaints regarding sufficiency of materials.	District received no Williams Act complaints regarding sufficiency of 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.		Maintain 100% access to CCSS aligned materials for all subject areas.	Maintained
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.	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.	Maintained
1.5	Statewide Assessments: CAASPP	2022-2023 results of the CAASPP were reported on the CA School Dashboard	2023-2024 results of the CAASPP were reported on the CA School Dashboard and included LCFF		Increase to a minimum of 50% of students meet or exceed standard for ELA.	ELA Increased by 2% Math Increased by 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and included LCFF Evaluation Rubrics. 46.7% of Pacific Union Students met or exceeded standard for ELA. 38.8% of Pacific Union Students met or exceeded standard for Math. 35.49% of Pacific Union Students met or exceeded standard for Science.	Evaluation Rubrics. 48.7% of Pacific Union Students met or exceeded standard for ELA. Increased by 2%. 39.2% of Pacific Union Students met or exceeded standard for Math. Increased by 0.4%. 41.2% of Pacific Union Students met or exceeded standard for Science. Increased by 5.7%.		Increase to a minimum of 42% of students to meet or exceed standard for mathematics. Increase to a minimum of 39% of students to meet or exceed standard for Science.	Science Increased by 5.7%
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.	2023-2024 ELPAC Reporting, CDE, P acific Union: 33.3% 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.	Decreased rate by 3.1%
1.7	English Learner Reclassification Rate	2022-2023 data: 8.5% of students reclassified to Fluent English Proficient (FEP).	2023-2024 data: 16.6% of students reclassified to Fluent English Proficient (FEP).		Increase FEP by 1% annually.	Increased by 8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	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. BAS Benchmark or Above Rate STAR Reading Benchmark or Above Rate Math Benchmark or Above Rate	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. 2023-2024: 100% of TK-3rd grades are using BAS with fidelity. 2023-2024: 88% of grades 4th-8th are using STAR with fidelity for ELA. 2023-2024: 71% of grade levels are using STAR with fidelity for math. *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.	Local assessments will be administered and used to progress monitor students to create flexible groups in a Learning Center Model. 2024-2025: 100% of TK-3rd grades are using BAS with fidelity. 2024-2025: 100% of grades 4th-8th are using STAR with fidelity for ELA. 2024-2025: 29% of grade levels are using STAR with fidelity for math.		To have 100% of core teachers using agreed upon local assessments.	Maintained
1.9	All pupils, including unduplicated and those with exceptional needs,	100% of students have full access to our full continuum of curriculum.	100% of students have full access to our full continuum of curriculum.		Maintain 100% of students having full access to our	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	have access to a broad course of study.				full continuum of curriculum.	
1.10	Master Schedule: Maintain access to Enrichment Classes/Activities, Academic Intervention Support, Music, Social Emotional Learning (SEL), Gifted and Talented (GATE) Athletic Program and After School Program: Maintain Opportunities for students to participate in 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.	2022-2023: 100% of students have access to enrichment classes/activities, academic support, music, SEL, and GATE if needed or qualify. 2022-2023: Employed Athletic Director and Maintained MOU with BGCR. 2022-2023 100% parent/guardian participation for annual and triennial IEP meetings.	2023-2024: 100% of students have access to enrichment classes/activities, academic support, music, SEL, and GATE if needed or qualify. 2023-2024: Employed Athletic Director and Maintained MOU with BGCR. 2023-2024: 100% parent/guardian participation for annual and triennial IEP meetings.		Maintain 100% of students having access to enrichment classes/activities, academic support (intervention), music, SEL, athletics, and GATE. Maintain Athletic Director and MOU with BGCR. Maintain 100% parent/guardian participation for annual and triennial IEP meetings.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Programs and services are provided for all students including unduplicated pupils (Low Income, English Learners, Foster youth) and Students with Disabilities.					
1.11	Primary teachers (K-3) will be trained in Orton-Gillingham Phonics Program.	2023-2024 Teachers have the option to complete the training during the school year or the summer of 2024.	2024-2025 100% of teachers in grades K-3 have been trained in Orton-Gillingham Phonics Program. Teachers are expected to implement the program with fidelity.		100% of primary teachers will implement the OG Phonics program with fidelity.	Maintained

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of Goal 1.

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 1.11 – Professional Development
Expenditures for professional development were lower than budgeted. Although professional development opportunities remained available to all staff, consistent with prior years, overall participation and associated costs were less than anticipated.

Goal/Action 1.12 – Instructional Materials

Actual expenditures for instructional materials were approximately 27% below the budgeted amount. While materials were purchased to meet student needs, no new curriculum adoption occurred during the 2024–25 school year, resulting in lower spending.

Goal/Action 1.13 – Expanded Learning/Afterschool Program
Expenditures exceeded the budgeted amount due to higher-than-anticipated costs associated with the Boys and Girls Club contract to provide afterschool services. The final contract rate was greater than originally projected during budget development.

Goal/Action 1.16 – Orton-Gillingham Training
Spending for Orton-Gillingham training came in approximately 42% under budget. This variance is due to the majority of staff having completed training during the 2023–24 school year, with only a limited number of new staff requiring training in 2024–25.

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

The district's LCAP Goal 1 actions have been effective in promoting academic success for all students. The implementation of a systematic phonics program within our balanced literacy approach has strengthened early reading skills among K-2 students. Offering a broad course of study to all students provides them with access to diverse learning opportunities. We continue to support students through small group math intervention and reading intervention. It is also important to note that we continue to see success with the Learning Center model that provides small group reading instruction at each students reading level through certificated staff as well as classroom aides.

Teachers continue to use local assessment data to drive instruction (BAS and STAR). We will also be implementing the Universal Reading Screener in grades K-6th. CAASPP scores stayed relatively the same with ELA increasing by 2% and science increasing by 5.7%. English Learners continue to make progress towards English Language proficiency and 6 students were reclassified.

The arts are integrated into the school day through Music classes (classroom music and instruments) and ArtSel (teachers have been trained and the instructional coach continues to support implementation).

The technology technician has maintained equipment and 1:1 access for students. This has been an effective action.

Maintaining access to after school support in academics, athletic opportunities, afterschool programs, and enrichment activities has helped participants improve their performance levels in academics and athletics while enhancing their self-confidence and social-emotional learning.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The district is no longer in Differintiated Assistance, but will continue the work to focus on academic achievement for all students with a focus on our EL students and socioeconomically disadvantaged students. We have purchased supplemental EL curriculum/software to help support our students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff and Substitutes	Highly qualified certificated staff and substitutes will provide a high quality, standards based education.	$2,924,593.00	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.	$1,009,163.00	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 proficiency in English language and literacy as they engage in learning academic content based on CCSS to meet benchmarks.	$68,060.00	Yes
1.4	Learning Center Aides	Learning Center Aides will provide support and assistance to all Learning Center students and will focus individual or small group attention on unduplicated pupils (English Learner, Foster Youth and Low Income students).	$60,563.00	Yes
1.5	Music Teacher	Music teacher will provide classroom music in grades TK-8 as well as chorus, band, and orchestra opportunities to all students in grades 4th-8th. Additional supplemental/concentration funding will be used to provide more music supplies and instruments to all unduplicated students more access. a. Staff b. Equipment repairs c. Materials	$105,588.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Music instruments		
1.6	Gifted And Talented Education Teacher	Gifted and Talented Education teacher will administer district approved assessments and provide qualifying students with extended learning opportunities.	$21,290.00	No
1.7	Reading Specialist	Reading Specialist will administer district approved reading assessments and provide targeted reading intervention primarily directed to unduplicated students. Reading Specialist also supports the implementation of the Fountas and Pinnell English Language Arts program.	$116,644.00	Yes
1.8	Classroom Paraprofessionals	Classroom paraprofessionals will provide academic support to struggling students and offer more individual or small group attention to unduplicated pupils (English Learner, Foster Youth, and Low Income students). Additionally, paraprofessionals will focus services to identified students in order to increase math scores.	$384,332.00	Yes
1.9	Technology Technician	The network administrator provides technology support to staff and students and maintains the district's network of servers, hardware, and software. Additional network administrator time and materials are allocated to offer more devices and support to benefit unduplicated pupils (English Learner, Foster Youth, and Low Income students). a. Network administrator b. Materials c. Computers d. Software e. Contract Service	$42,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Professional Development	Professional development – Travel and conference funding for teaching staff to attend professional development opportunities in order to gain skills in teaching effectiveness to engage all students including unduplicated pupils (EL, low income, foster youth) and reluctant learners. A focus area for certificated and classified staff professional development will be in the areas of trauma-informed practices, positive classroom management, and reviewing, selecting, and implementing Next Generation Science Standards/Curriculum and Mathematics curriculum.	$24,903.00	No
1.12	State Standard Aligned Instructional/Supplemental Curriculum	Instructional materials: The district will purchase state standard alined curriculum (NGSS, CCSS, History/Social Studies), classroom materials, and supplemental materials for all students including unduplicated pupils (English Learner, Foster Youth, and Low Income students).	$107,949.00	No
1.13	Enrichment, Extracurricular, Community Events	District will provide academic and extracurricular opportunities to support multiple opportunities for student success.	$315,566.00	No
1.14	Math Intervention Specialist	Math Specialist will administer district approved math assessments and provide targeted math intervention primarily directed to unduplicated students and students with unique needs/disabilities.	$62,346.00	Yes
1.15	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	$130,626.00	No

Action #	Title	Description	Total Funds	Contributing
		retention, boosts morale, and ultimately contributes to the overall success and growth of both educators and students.		
1.16	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.	$2,071.00	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.

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

An explanation of why the LEA has developed this goal.

Students require support to acquire proficiency in common core standards for academic success, and to develop in social, emotional and behavioral learning. We must provide support systems and a "safety net" for students to access. This includes two full time counselors and a full time Board Certified Behavior 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).

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 opportunities to particip	2024-2025 Data: 113 surveys were completed. This is a 22% participation rate. Participation rate is up 7%		To increase participation in the annual engagement survey to 30% or higher.	Increased by 32 surveys completed and increased by 7% participation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ate 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.				
2.3	Local Data: Annual Engagement Survey for Students	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 compete the survey. 65% of students in grades 3rd-8th completed the survey,	2024-2025 Data: 100% of students were provided the opportunity in all grades (TK-8) to complete the engagement survey. 81 TK-2nd grade students completed the survey. This is a		100% of classrooms will provide the opportunity to students to complete the annual engagement survey by devoting class time to complete it.	Maintained 100% access to annual engagement survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			44% participation rate. 172 3rd-8th grade students completed the survey. This is a 53% participation rate.			
2.4	Local Data: Annual Engagement Survey for Staff	45 staff members completed the annual engagement survey.	2024-2025 Data: 100% of staff members were given the opportunity to complete the annual engagement survey. 49 Staff members completed the annual engagement survey. 4 more staff members than the previous year. 57% of staff members completed the survey.		100% of staff members will be given the opportunity to complete the annual engagement survey.	Maintained 100% access to annual engagement survey.
2.5	Local Data: School Attendance Rates (P2)	2023-2024 attendance rate was: 93%	2024-2025 attendance rate was: 93.7%		To increase our school attendance rate to a minimum of 95%.	0.7% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CA Dashboard: Chronic Absenteeism Rates	2023 CA Dashboard shows "Red" for chronic absenteeism. 29.6% of students are chronically absent.	2024 CA Dashboard shows "Yellow" for chronic absenteeism. 20.9% 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.	Improved chronic absenteeism from "Red" to "Yellow" on CA Dashboard. Decreased rate by 8.7%.
2.7	Local Data: Middle School Dropout Rate	For 2022-2023 middle school dropout rate was 0%	For 2023-2024 middle school dropout rate was 0%		Maintain a 0% dropout rate for middle school students.	Maintained
2.8	Suspension Rates	2023 CA School Dashboard shows "Green" performance category and a 1.6%.	2024 CA School Dashboard shows "Green" performance category and a 1.1%.		To maintain a minimum of "green" status on the CA Dashboard.	Maintained
2.9	Local Data: Expulsion Rates	Pacific Union School's expulsion rate as of May 1, 2024 is 0%.	Pacific Union Scho ol's expulsion rate as of May 1, 2025 is 0%.		Maintain a 0% expulsion rate.	Maintained
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.	Monthly Professional Development is provided on one of the early release days to focus on UDL. 100% of teachers are participating.		Continue PLCs with a focus on UDL for a minimum of two years.	Maintained
2.11	Local Data: School Connectedness shows in the School Climate	2023-2024: 92% of parents/guardians feel connected to school.	2024-2025: 94% of parents/guardians feel connected to school.		To maintain school connectedness with our staff and parents/guardians	Maintained and exceeded student goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	section of the district engagement survey.	2023-2024: 93% of staff feels connected to school. 2023-2024: 74% of students feel connected to school.	2024-2025: 93% of staff feels connected to school. 2024-2025: 97% of students feel connected to school.		above 90%. To increase school connectedness with students to 80%.	

Goal Analysis [2024-25]

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

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

The implementation of planned actions proceeded as outlined, with one substantive difference from the original plan. The District's Board Certified Behavior Analyst (BCBA) went out on leave and did not return to their position. To address this staffing change, the District contracted with the Special Education Local Plan Area (SELPA) to provide BCBA consultation services.

Moving forward, the District will continue to contract with SELPA for BCBA consultation time as needed. While this arrangement may not result in a full-time equivalent BCBA position, the needs of students and classroom environments will continue to be met through the expertise and services provided by the SELPA BCBA. This contracted service model ensures continuity of specialized behavioral support while maintaining flexibility to meet varying student needs across the District.

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 – Counseling and Mental Health Services
Expenditures for this goal were lower than projected at budget adoption due to staffing changes. Specifically, the school counselor position remained vacant for a portion of the year. During this time, the responsibilities of the counselor were assumed by the existing mental health team, including the Mental Health Technician, School Psychologist, and School Social Worker. This staffing adjustment resulted in reduced overall costs.

Goal/Action 2.3 – School Behaviorist

Actual expenditures for the School Behaviorist were below the original budget due to staffing challenges. The assigned behaviorist was on leave and did not return during the fiscal year. To ensure continued support for students, the district contracted with the SELPA to provide behavioral services, which resulted in a lower cost than the originally budgeted staffing model.

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

District disciplinary metrics demonstrate positive trends, with suspension rates continuing to decline and expulsion rates maintaining at 0%. The annual engagement survey was successfully distributed to all educational partners, including teachers, staff, students, and parents/guardians. While staff and parent/guardian participation increased, student participation declined, likely due to scheduling conflicts with absences and field trips that prevented on-campus survey completion. Teachers have dedicated monthly professional development time during Monday early release sessions to focus on Universal Design for Learning (UDL) practices. This initiative will continue as a cornerstone of site-based professional development in the coming academic year, as UDL represents best practices for engaging, including, and addressing the diverse needs of all students as well as strengthening student-teacher relationships.

The District continues focusing on creating safe, nurturing school environments that address the "whole child." Two specific social-emotional learning programs—PATHS and Character Strong—have been introduced in all schools with clear expectations for full teacher participation.

The partnership with Humboldt Independent Practice Association (IPA) to provide our school based wellness center continues to be a priority. The school wellness center focuses on providing support and services to 5th-8th graders, but will provide wrap services to any family within the Pacific Union School District. The district also prioritizes support and services to students in grades TK-4th by providing a school based social worker and school based counselor. They are part of our support services staff that also includes a speech and language pathologists, two holistic wellness coaches (one is an EL wellness coach), and a school psychologist. The district continues to prioritize our students and families social and emotional well being.

The District is also partnering with Cal Poly Humboldt College Corps. Fellows will be placed on campus for 10-12 hours a week to support students and staff with various projects. Such as, but not limited to, lunch time intramurals, art clubs, homework club, garden club, and social emotional learning projects.

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

No changes were made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$365,253.00	Yes
2.2	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.	$8,000.00	No
2.3	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 regarding school climate, progressive discipline, alternative discipline, and restorative practice interventions to reduce suspension rates in this year.	$20,335.00	No
2.4	School Based Wellness Center	The wellness center will work collaboratively with support staff, teachers, and families to support students and their mental health and well-being.	$80,000.00	Yes
2.5	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	$2,071.00	No

Action #	Title	Description	Total Funds	Contributing
		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.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students need to attend a school that is a 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.	Facilities in "good" status.		Maintain a minimum of "good" status.	Maintained
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.	School has been painted and maintenance staff continues to beautify the softscapes. New siding was completed on the two after school classrooms and new flooring was done in the 3rd and 4th grade classrooms.		To continue to beautify the school and create a deferred maintenance plan that includes updating the school bathrooms.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Local Data: School Safety (engagement surveys "do you feel safe at school" and "does your child feel safe at school")	2023-2024: 93% of parents/guardians feel their child is safe at school. 2023-2024: 100% of staff feels safe at school. 2023-2024: 86% of TK-2nd grade students feel safe at school. 2023-2024: 95% of 3rd-8th grade students feel safe at school.	2024-2025: 88% of parents/guardians feel their child is safe at school. 2024-2025: 100% of staff feels safe at school. 2024-2025: 87% of TK-2nd grade students feel safe at school. 2024-2025: 89% of 3rd-8th grade students feel safe at school.		To increase to 95% of parents/guardians, students, and staff feel safe at school.	Parent/Guardians decreased by 5% Staff maintained TK-2nd increased by 1% 3rd-8th decreased by 6%

Goal Analysis [2024-25]

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

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

There were no substantive differences in planned actions and actual implementation of 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 3.2 – Home-to-School Transportation
Actual expenditures for this goal significantly exceeded the projected costs established at budget adoption. This variance is primarily due to the one-time purchase of two electric buses and the installation of electric charging stations required to operate them. These capital expenditures are not recurring and are expected to be substantially reduced in the 2025–26 fiscal year.

Goal/Action 3.3 – Landscaping

Expenditures for landscaping services were considerably higher than budgeted. This was the result of an unexpected billing methodology used by Miller Farms Nursery, which based charges on a per-square-foot rate that had not been clearly communicated at the time of contracting. As a result, the final costs were substantially above initial projections.

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

The school campus continues to maintain "good" status on the Facility Inspections Tool (FIT). The bathrooms remain an area of need, as they are outdated and require modernization. The District is actively pursuing funding to update the bathrooms and convert them to gender-neutral facilities. An architect has been retained and is collaborating with the District on this project. A comprehensive set of plans is nearing completion, after which the District will proceed with Division of the State Architect (DSA) approval to advance toward the goal of constructing new bathroom facilities. Campus grounds continue to be well-maintained, and ongoing beautification efforts around the campus remain a priority for the District. The District will also continue to work with the PTO and maintenance staff to make sure the track is maintained.

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

No changes were made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Maintenance staff will ensure school facilities and grounds are safe and welcoming and daily services needed for operation are provided.	$543,111.00	No
3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	Transportation will be provided to support students in getting to and from school.	$108,719.00	No
3.3	Landscaping/Grounds	Update landscaping with native plants, food producing trees, and/or curriculum based materials (i.e. attracting butterflies or hummingbirds with shrubbery).	$129,860.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$735,798	$24,766

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
13.333%	0.822%	$43,955.00	14.155%

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	**Action:** Learning Center Aides **Need:** Our unduplicated students need individualized and small group support to make progress in academic areas. **Scope:**	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 personalized instruction. By offering their services across the school, Learning Center Aides ensure equitable access to academic support, promoting	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
	Schoolwide	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.	
1.5	**Action:** Music Teacher **Need:** Unduplicated pupils may have less access to outside music opportunities. **Scope:** Schoolwide	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.	1.10
1.7	**Action:** Reading Specialist **Need:** Through data analysis and partner feedback unduplicated pupils require additional assistance. **Scope:** Schoolwide	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 needs but also contributes to improving overall literacy rates, fostering a culture of lifelong	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
		learning and empowerment within the school community.	
1.8	**Action:** Classroom Paraprofessionals **Need:** Through data analysis and partner feedback unduplicated pupils require additional assistance. **Scope:** Schoolwide	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	**Action:** Technology Technician **Need:** Through data analysis and partner feedback unduplicated pupils require additional assistance. **Scope:** Schoolwide	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	**Action:** Math Intervention Specialist **Need:**	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. They provide targeted instruction, remediation,	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
	Through data analysis and partner feedback unduplicated pupils require additional assistance. **Scope:** Schoolwide	and enrichment to help students develop essential mathematical skills and concepts.	
2.1	**Action:** School Counselor, Social Worker, and Psychologist **Need:** Through data analysis and partner feedback unduplicated pupils require additional assistance and/or support. **Scope:** Schoolwide	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.	2.2, 2.3, and 2.4
2.4	**Action:** School Based Wellness Center **Need:** Through data analysis and partner feedback unduplicated pupils require additional assistance and/or support. **Scope:** Schoolwide	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	2.2, 2.3, and 2.4

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	**Action:** EL Technician **Need:** Our EL students are underperforming compared to our all students group. **Scope:** Limited to Unduplicated Student Group(s)	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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15	N/A

2025-26 Total Planned 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	5,518,652	735,798	13.333%	0.822%	14.155%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,221,471.00	$767,923.00	$130,626.00	$513,698.00	$6,633,718.00	$5,625,974.00	$1,007,744.00

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		$2,924,593.00	$0.00	$2,923,576.00			$1,017.00	$2,924,593.00	
1	1.2	Certificated and Classified Special Education Staff	Students with Disabilities	No			All Schools		$1,009,163.00	$0.00	$566,194.00	$300,163.00		$142,806.00	$1,009,163.00	
1	1.3	EL Technician	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$66,308.00	$1,752.00	$68,060.00				$68,060.00	
1	1.4	Learning Center Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$60,563.00	$0.00	$34,144.00			$26,419.00	$60,563.00	
1	1.5	Music Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$97,588.00	$8,000.00	$17,759.00	$87,829.00			$105,588.00	
1	1.6	Gifted And Talented Education Teacher	All	No			All Schools		$21,290.00	$0.00	$21,290.00				$21,290.00	
1	1.7	Reading Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$116,644.00	$0.00	$58,322.00			$58,322.00	$116,644.00	
1	1.8	Classroom Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$384,332.00	$0.00	$247,753.00			$136,579.00	$384,332.00	
1	1.9	Technology Technician	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	All Schools		$42,075.00	$600.00	$42,675.00				$42,675.00	

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
			Low Income			Low Income										
1	1.11	Professional Development	All	No			All Schools		$0.00	$24,903.00	$24,903.00				$24,903.00	
1	1.12	State Standard Aligned Instructional/Supplemental Curriculum	All	No			All Schools		$0.00	$107,949.00	$40,100.00	$64,365.00		$3,484.00	$107,949.00	
1	1.13	Enrichment, Extracurricular, Community Events	All	No			All Schools		$39,934.00	$275,632.00		$315,566.00			$315,566.00	
1	1.14	Math Intervention Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$62,346.00	$0.00	$62,346.00				$62,346.00	
1	1.15	Instructional Coach (TOSA)	All	No			All Schools		$130,626.00	$0.00			$130,626.00		$130,626.00	
1	1.16	Orton-Gillingham Phonics Training	All	No			All Schools		$0.00	$2,071.00	$2,071.00				$2,071.00	
2	2.1	School Counselor, Social Worker, and Psychologist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		$345,253.00	$20,000.00	$240,517.00			$124,736.00	$365,253.00	
2	2.2	Website and Wildcat Weekly	All	No			All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.3	School Behaviorist	All	No			All Schools		$0.00	$20,335.00				$20,335.00	$20,335.00	
2	2.4	School Based Wellness Center	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth 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	$2,071.00	$2,071.00				$2,071.00	
3	3.1	Facilities	All	No			All Schools		$213,780.00	$329,331.00	$543,111.00				$543,111.00	
3	3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	All	No			All Schools		$78,334.00	$30,385.00	$108,719.00				$108,719.00	
3	3.3	Landscaping/Grounds	All	No			All Schools		$33,145.00	$96,715.00	$129,860.00				$129,860.00	

2025-26 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
5,518,652	735,798	13.333%	0.822%	14.155%	$851,576.00	0.000%	15.431 %	**Total:**	$851,576.00
								LEA-wide Total:	$0.00
								Limited Total:	$68,060.00
								Schoolwide Total:	$783,516.00

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	$68,060.00	
1	**1.4**	Learning Center Aides	Yes	Schoolwide	English Learners Foster Youth Low Income		$34,144.00	
1	**1.5**	Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,759.00	
1	**1.7**	Reading Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$58,322.00	
1	**1.8**	Classroom Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$247,753.00	
1	**1.9**	Technology Technician	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,675.00	
1	**1.14**	Math Intervention Specialist	Yes	Schoolwide	English Learners Foster Youth	All Schools	$62,346.00	

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 (%)
					Low Income			
2	**2.1**	School Counselor, Social Worker, and Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$240,517.00	
2	**2.4**	School Based Wellness Center	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$80,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,781,146.00	$7,171,267.00

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	$3,326,136.00	$3,183,695
1	**1.2**	Certificated and Classified Special Education Staff	No	$979,222.00	$987,265
1	**1.3**	EL Technician	Yes	$59,526.00	$61,902
1	**1.4**	Learning Center Aides	Yes	$65,094.00	$69,887
1	**1.5**	Music Teacher	Yes	$93,097.00	$92,833
1	**1.6**	Gifted And Talented Education Teacher	No	$20,366.00	$20,287
1	**1.7**	Reading Specialist	Yes	$97,122.00	$90,075
1	**1.8**	Classroom Paraprofessionals	Yes	$416,409.00	$381,750
1	**1.9**	Technology Technician	Yes	$121,173.00	$119,038
1	**1.11**	Professional Development	No	$42,398.00	$22,532

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	$135,672.00	$98,608
1	1.13	Enrichment, Extracurricular, Community Events	No	$62,409.00	$362,948
1	1.14	Math Intervention Specialist	Yes	$26,840.00	$26,734
1	1.15	Instructional Coach (TOSA)	No	$135,602.00	$135,329
1	1.16	Orton-Gillingham Phonics Training	No	$5,200.00	$3,000
2	2.1	School Counselor, Social Worker, and Psychologist	Yes	$314,347.00	$356,600
2	2.2	Website and Wildcat Weekly	No	$7,090.00	$8,000
2	2.3	School Behaviorist	No	$112,198.00	$49,018
2	2.4	School Based Wellness Center	Yes	$80,000.00	$80,000
2	2.5	Restorative Practices Train the Trainers	No	$4,000.00	$4,000
3	3.1	Facilities	No	$506,426.00	$550,473
3	3.2	Supervisor and Assistant Supervisor of Maintenance and Transportation	No	$105,319.00	$330,557
3	3.3	Landscaping/Grounds	No	$65,500.00	$136,736

2024-25 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)
$657,630	$890,261.00	$613,675.00	$276,586.00	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	EL Technician	Yes	$59,526.00	$61,901		
1	1.4	Learning Center Aides	Yes	$65,094.00	$39,437		
1	1.5	Music Teacher	Yes	$9,310.00	$9,283		
1	1.7	Reading Specialist	Yes	$48,561.00	$45,038		
1	1.8	Classroom Paraprofessionals	Yes	$308,911.00	$227,860		
1	1.9	Technology Technician	Yes	$121,173.00	$40,307		
1	1.14	Math Intervention Specialist	Yes	$26,840.00	$26,734		
2	2.1	School Counselor, Social Worker, and Psychologist	Yes	$250,846.00	$163,115		
2	2.4	School Based Wellness Center	Yes				

2024-25 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)
$5,344,705	$657,630	0.00	12.304%	$613,675.00	0.000%	11.482%	$43,955.00	0.822%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

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

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

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

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