LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Union Elementary School District
CDS Code: 10623566007025
School Year: 2023-24
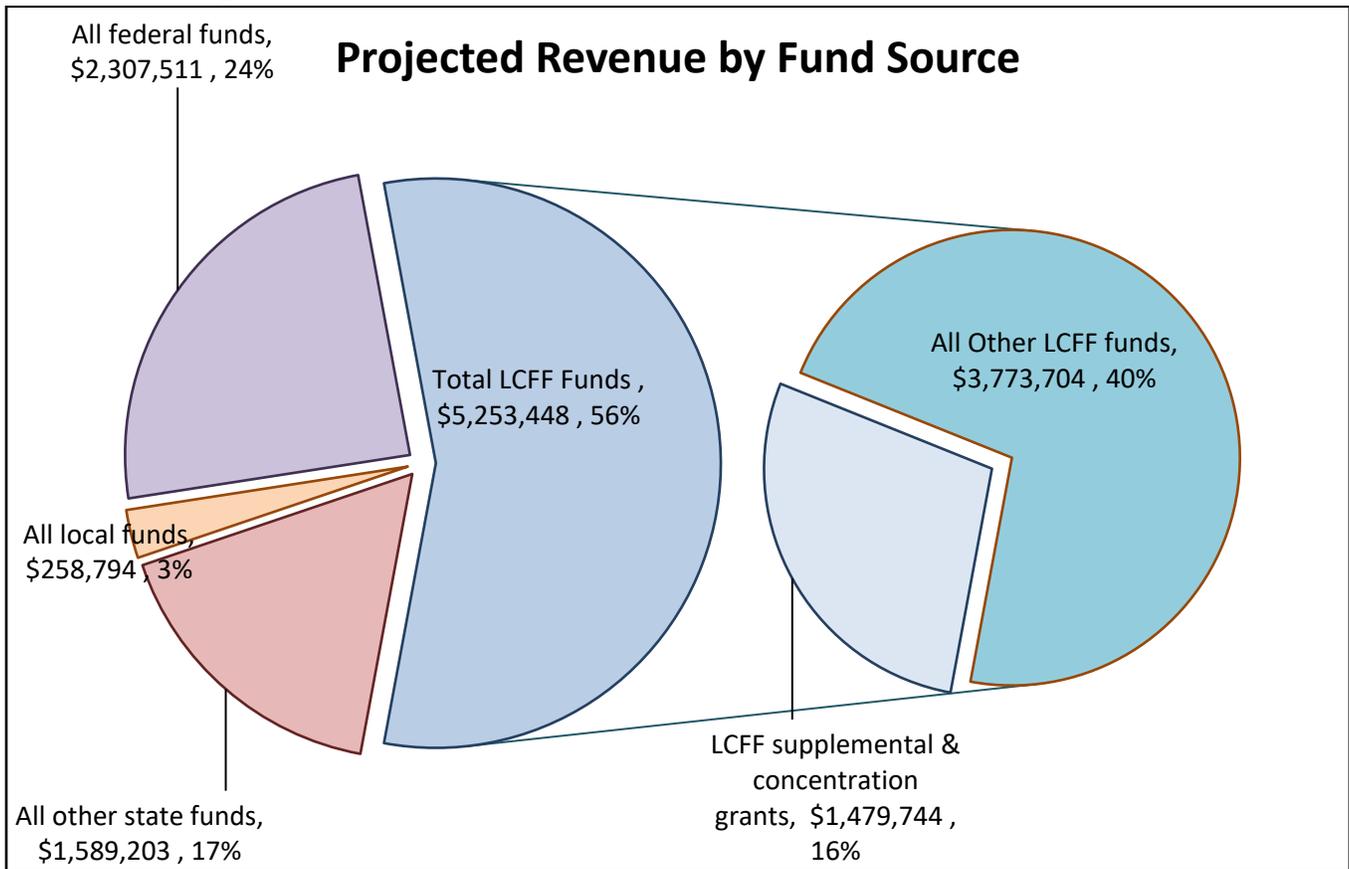LEA contact information:
Annette S. Machado
Superintendent/Principal
amachado@puschool.org
(559) 834-2533

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $2,307,511 , 24%

Total LCFF Funds , $5,253,448 , 56%

All Other LCFF funds, $3,773,704 , 40%

All local funds, $258,794 , 3%

All other state funds, $1,589,203 , 17%

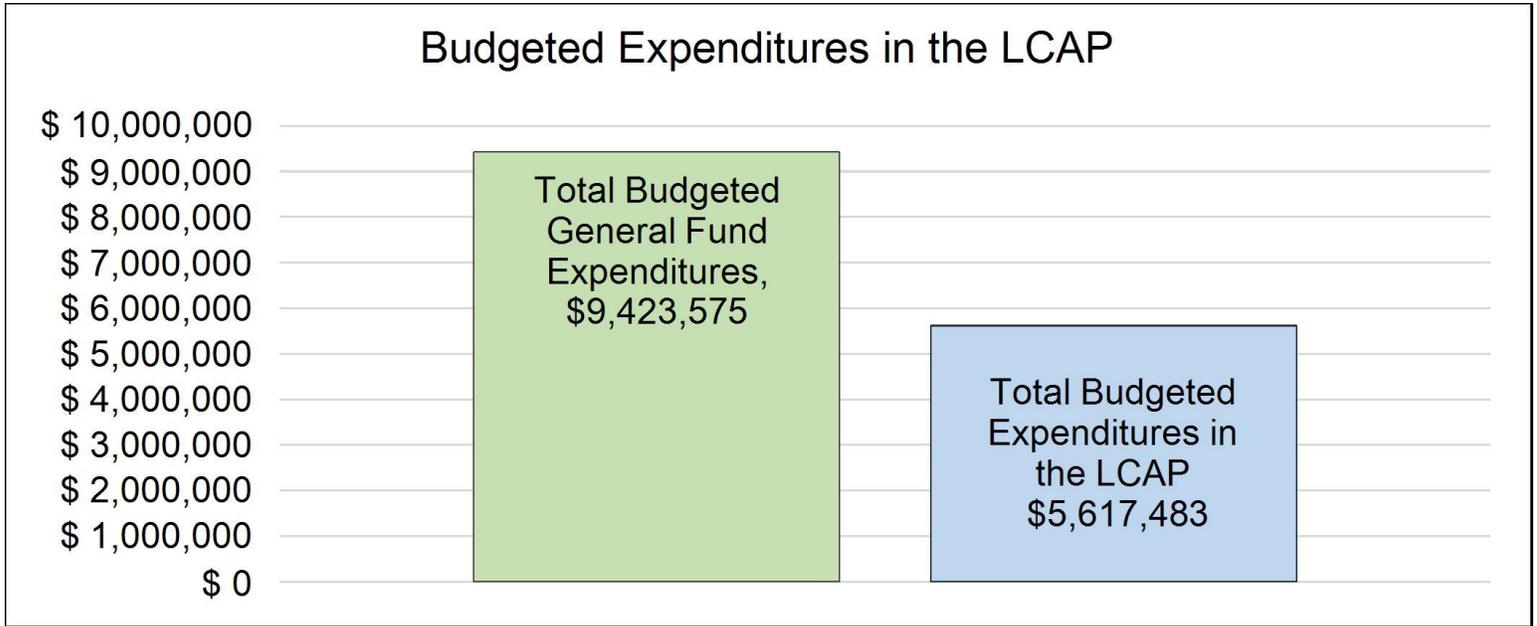LCFF supplemental & concentration grants, $1,479,744 , 16%

This chart shows the total general purpose revenue Pacific Union Elementary 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 Elementary School District is $9,408,956, of which $5,253,448 is Local Control Funding Formula (LCFF), $1,589,203 is other state funds, $258,794 is local funds, and $2,307,511 is federal funds. Of the $5,253,448 in LCFF Funds, $1,479,744 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,423,575

Total Budgeted Expenditures in the LCAP $5,617,483

This chart provides a quick summary of how much Pacific Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pacific Union Elementary School District plans to spend $9,423,575 for the 2023-24 school year. Of that amount, $5,617,483 is tied to actions/services in the LCAP and $3,806,092 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP include the LCFF Base grant funding used for general administration and special education.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pacific Union Elementary School District is projecting it will receive $1,479,744 based on the enrollment of foster youth, English learner, and low-income students. Pacific Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Union Elementary School District plans to spend $2,190,434 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23
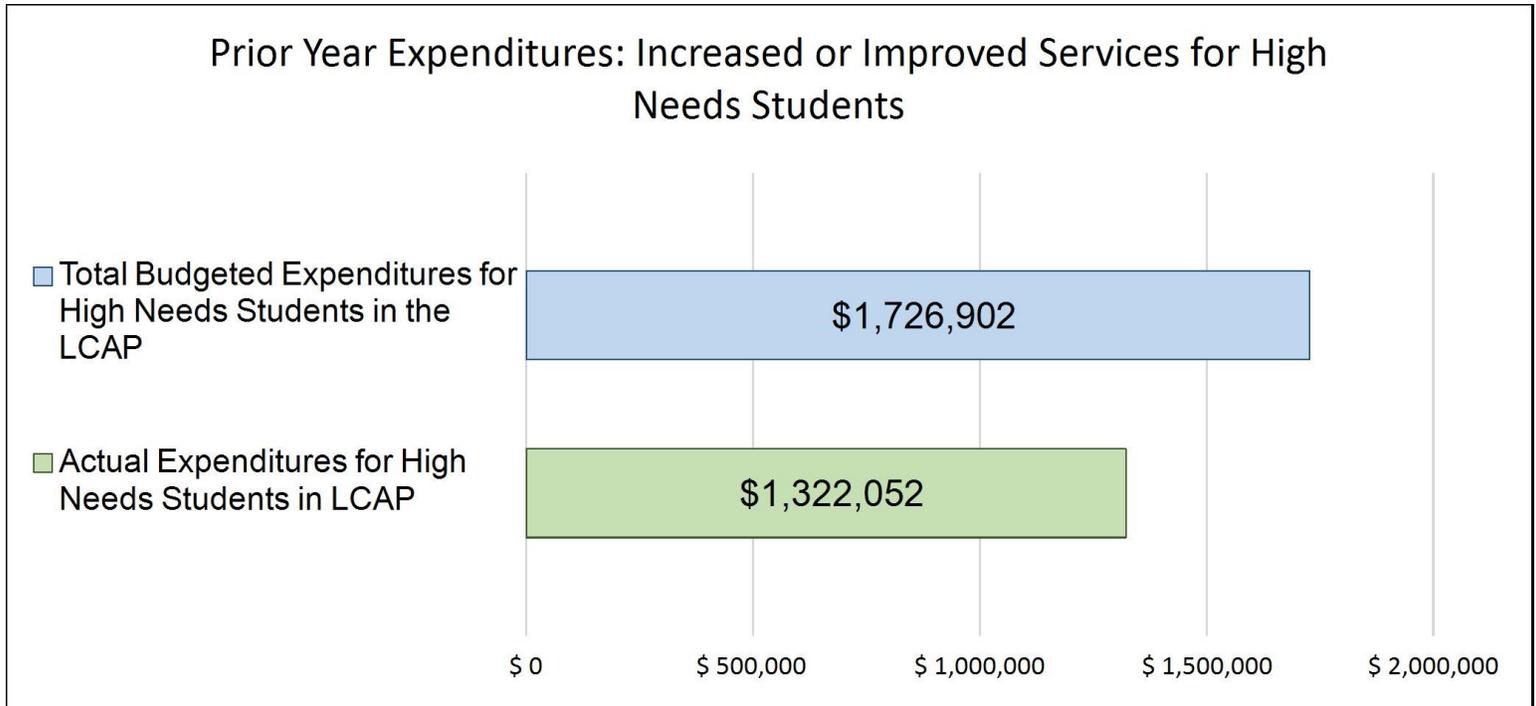
This chart compares what Pacific Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pacific Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Pacific Union Elementary School District's LCAP budgeted $1,726,902 for planned actions to increase or improve services for high needs students. Pacific Union Elementary School District actually spent $1,322,052 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-404,850 had the following impact on Pacific Union Elementary School District's ability to increase or improve services for high needs students:

$404,850 of the planned expenditures was not spent in 2022-2023. Although the unspent expenditures were planned for more aides, fitness ciruit for Physical Education, increased field trips, increased sports and clubs, technology, and common core supplemental materials, these actions and services were still partially or mostly implemented.

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 Elementary School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

Plan Summary [2023-24]

General Information

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

Pacific Union serves 349 students in grades TK-8. The unduplicated population is 91.04%. English learners make up 51% of the population. 89.1% of the students are low-income. 0.3% of students are foster youth. In order to protect student privacy, foster youth metric data is not reported because the number of foster youth students in the Pacific Union Elementary School District is less than 15. Pacific Union Elementary School District is a 22 square-mile rural district. The safety of students and staff is a high priority. Pacific Union provides a safe and secure environment with locked gates during and after school hours, and security cameras on campus and on buses. Teachers receive training annually on Mandated Reporting, Diversity and Equity, Bullying, Online Safety, Active Shooter, Human Trafficking, Youth Suicide, and medical conditions such as Seizures through Keenan Safe Schools. Each year Pacific Union updates its teacher training to include all required training topics. Pacific Union's monthly Social and Emotional Learning themes help students improve their mental health through learning activities about topics such as growth mindset, self-confidence, mindfulness, tolerance, and community. Pacific Union continues to improve 21st century skills with the student-to-device ratio of 1:1 in grades TK-8.   Students receive additional educational experience outside the classroom through two grade-level field trips each year. Pacific Union's Expanded Learning Opportunities Program provides an after-school program for all students, including low-income, English learners, and foster youth with enrichment activities and homework assistance. Pacific Union provides opportunities for parent/guardian/community engagement through school functions, i.e., Back to School Night, Parent-Teacher Conferences, Spring Carnival, Halloween Parade, Parent Workshops, Open House, Oral Interpretation, Spring Concert, etc.

Pacific Union is a TK-8 school and the following metrics do not apply: A-G, CTE, AP, EAP, High School Dropout, and Graduation Rates.

Reflections: Successes

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

All state indicator data was reported in the Dashboard for 2022. The state indicator data reported in this plan is the most current available state and local data. CDE has not released teacher assignment data, therefore the teacher assignment data is the most current data available. The following reflections on successes and needs are based on the most current state and local data.

The LEA has identified the following areas of success using locally collected data including local assessment data, educational partner feedback, the self-reflection tool, and local indicator data:

Goal 1
Successes and progress:
English learner students making progress toward English language proficiency: 44.1% of English learner students are making progress toward English language proficiency. This is a 7.4% increase compared to 2019-2020, when the English Language Learner Progress indicator data was last available.

English learner students meeting reclassification: 12.6% of English learner students met reclassification criteria in 2021-22 as evidenced by DataQuest. This is a 4.2% increase compared to the prior year (DataQuest 2020-21). Pacific Union plans to continue professional development for teachers in literacy skills, Guided Reading, and English language development, in order to continue to build on the success of English learners' progress toward reclassification.

i-Ready Diagnostic Reading percentage of TK-8 students who met growth target by student group:
All - 49%, a 3% increase from 2022
EL - 47%, a 8% increase from 2022
LI - 48%, a 3% increase from 2022
Pacific Union plans to continue to build on the success of students meeting i-Ready growth targets by continuing data meetings and providing professional development for teachers in writing and literacy skills.

i-Ready Diagnostic Math percentage of TK-8 students who met growth target by student group:
All - 54%, a 1% increase from 2022
EL - 51%, a 2% decrease from 2022
LI - 55%, a 0% increase from 2022
Pacific Union plans to continue to build on the success of students meeting i-Ready growth targets by continuing data meetings to review and analyze i-Ready data in order to plan improved targeted instruction.

Fountas & Pinnell BAS Reading percentage of K-2 students reading at or above grade level by student group:
All - 56%, maintained 56% from 2022
LI - 53%, a 7% increase from 2022

Pacific Union plans to continue to build on the success of K-2 students reading at or above grade level by continuing to provide a Learning Director to lead and coordinate academic supports for all student groups and support K-2 teachers with disaggregating data and identifying the instructional need of students. The district will also provide professional development in writing and literacy skills to teachers.

Goal 2
Successes and progress:
Suspension rate by student group:
All - 3.3% in 2021-22, an increase of 3.3% from 2020-21, a decrease of 0.8% from 2019-20
EL - 2.3% in 2021-22, an increase of 2.3% from 2020-21, a decrease of 1.1% from 2019-20
LI - 3.2% in 2021-22, an increase of 3.2% from 2020-21, a decrease of 1.3% from 2019-20
Although there was an increase in the suspension rate in 2021-22, the suspension rate is still lower than it was in 2019-20, which was the year that students had last attended in-person instruction. Pacific Union will continue to work toward decreased suspension rates by providing psychological services and social-emotional learning opportunities for students and training for staff.

Growth Mindset in 3rd-5th grade by student group:
All - 61% in 2023, a 1% increase from 2022
EL - 63% in 2023, a 6% increase from 2022
LI - 61% in 2023, a 3% increase from 2022
Pacific Union will continue to build on the success of increased growth mindset in grades 3rd-5th by enrichment activities such as music, sports, and clubs, as well as providing social-emotional learning in every classroom.

Seek parent input and promote parental participation in programs has maintained a status of full implementation. Pacific Union will continue to build on the success of parent/guardian input and participation by implementing increased school events and parent meetings, and continuing to provide access to their child's grades and attendance through the Aeries Student Information System.

Goal 3
Successes and progress:
0 misassigned teachers. Pacific Union will continue to provide necessary and additional support to all teachers.

0% of students without instructional materials. Pacific Union will continue to purchase and provide instructional materials to all students.

0 instances where the facilities do not meet the "Good Repair" standard. Pacific Union will continue to maintain and improve facilities.

Reflections: Identified Need

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

All state indicator data was reported in the Dashboard for 2022. The state indicator data reported in this plan is the most current available state and local data. CDE has not released teacher assignment data, therefore the teacher assignment data is the most current data available in DataQuest. The following reflections on successes and needs are based on the most current state and local data.

The LEA has identified the following areas of need using the 2022 Dashboard (lowest performance level applicable to that indicator), locally collected data including local assessment data, educational partner feedback, the self-reflection tool, and local indicator data:

Goal 1
According to locally collected 2023 i-Ready data, 51% of English learners met their growth target in math. This is a 2% decrease from 2022. According to locally collected 2023 Fountas and Pinnell BAS data, 39% of English learners are reading at grade level. This is a 5% decrease from 2022.

Goal 2
According to the 2022 Dashboard, significant improvement is needed in Chronic Absenteeism (Very High).
- There are no significant performance gaps for any student group compared to All Students.
According to locally collected data, 88% of all students feel safe and connected at school. This is a 2% decrease from 2022.
- There are no significant performance gaps for any student group compared to All Students.
According to locally collected 2023 Panorama data, 44% of All 6th-8th students have a positive growth mindset. This is a 5% decrease from 2022. 40% of English learners have a positive growth mindset. This is an 8% decrease from 2022. 43% of Low income students have a positive growth mindset. This is a 5% decrease from 2022.
- There is a significant performance gap (4%) for English learners compared to All Students.

Goal 3
There are no areas of need associated with Goal 3.

Pacific Union was not eligible for Differentiated Assitance.

Pacific Union will address the identified needs listed above through actions and services within this plan. Those actions and services include:
1.1: Learning Director for program evaluation
1.2: Instructional Aides for targeted intervention
1.6: Data Meetings to make data-driven decisions to improve targeted instruction and accelerate learning
1.7: Additional ELD Supports and Activities to increase progress toward English language proficiency and reclassification rates
2.1: Physical Fitness and Health to increase health awareness and improve classroom behavior
2.3: Psychological Services to provide targeted social-emotional and behavioral supports

2.4: School Events, Parent Meetings, and Aeries SIS to increase parent engagement
2.5: Social-Emotional Learning to improve social-emotional awareness and behavior skills
2.6: Music Program, Sports, and Clubs to engage students and improve attendance
2.7: Rewards/Awards for Positive Academics, Behavior, and Attendance to reinforce improved behavior, academics, and attendance

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

Pacific Union has been identified for ATSI on the 2022 Dashboard based on performance in the 2021-2022 school year. Pacific Union met the criteria for identification based on the performance of White and Students with Disabilities student groups. To be identified for ATSI a school must have one or more student groups that either have all indicators at the lowest status or have all indicators at the lowest status and one indicator and another status. The Students with Disabilities and White student groups each had a status of "very high" on the Chronic Absenteeism Indicator. There were no significant performance gaps between these two student groups and All Students on the Chronic Absenteeism Indicator. As a requirement of ATSI schools, any resource inequities must be identified in this section and a plan to address those resource inequities must be included in the LCAP actions.

Identified resource inequities include 1) During the 2021-2022 school year, any student who tested positive for COVID-19 was not allowed to attend school for a number of days based on guidance from the Fresno County Department of Pubic Health. Students who were sick or exhibited symptoms of COVID-19 were also not allowed to attend school until symptom-free based on guidance from the Fresno County Department of Public Health. 2) Parents and guardians kept students home more often. Many feared the possibility of contracting COVID-19.

In order to address the need to improve Chronic Absenteeism and the resource inequities described above, Pacific Union will continue to implement the following actions and services:
2.3: Psychological Services to provide targeted social-emotional and behavioral supports; open opportunities to focus on socializing, developing connectivities and a sense of community and belonging that will improve attendance.
2.5: Social-Emotional Learning to improve social-emotional awareness and behavior skills
2.6: Music Program, Sports, and Clubs to engage students and improve attendance by increasing a sense of feeling connected to the school community, creating consistent learning routines, and developing a positive growth mindset all of which are beneficial to learning and being present.
2.7: Rewards/Awards for Positive Academics, Behavior, and Attendance to reinforce improved students' behavior, academics, and attendance.

LCAP Highlights

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

Pacific Union's goals focus on increasing and improving services for students in the areas of academics, social-emotional learning, health and fitness, and student/parent engagement to create a positive and healthy school climate, promote positive citizenship, and encourage students and parents to regularly attend school and school events. The most important desired outcomes are a decrease in chronic

absenteeism, an increase in students' sense of safety and school connectedness, an increase in K-2 Reading At or Above Grade Level, and an increase in the percentage of students who met their i-Ready growth target in reading and math. Key features of this year's LCAP include continued support for English learners, teacher professional development and PLC meetings, physical fitness and health education, social-emotional learning, a music program, after-school sports, clubs, enrichment, and homework assistance through the expanded learning after school program, and increased technology and common core supplemental materials.

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.

Pacific Union is no longer eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Pacific Union believes that engaging educational partners throughout the year and especially in the development of the district's LCAP and budget is essential. Opportunities for purposeful engagement, strategic planning, accountability, and input on how the improvement of the state priorities took place with the following educational partner groups: parents, students, educators, and community partners. Opportunities for engagement, input, and consultation through digital surveys, paper surveys, and in-person meetings by group are listed below. Translation support was also provided.

September 15, 2022 - Consulted with SELPA on actions designed to support students with disabilities
October 18, 2022 - Consulted with SELPA on actions designed to support students with disabilities
November 10, 2022 - Consulted with SELPA on actions designed to support students with disabilities
January 26, 2023 - Consulted with SELPA on actions designed to support students with disabilities
February 16, 2023 - Consulted with SELPA on actions designed to support students with disabilities
March 9, 2023 - Consulted with SELPA on actions designed to support students with disabilities
April 20, 2023 - Consulted with SELPA on actions designed to support students with disabilities
April 17, 2023 - Parent surveys were sent to families in English and Spanish.
April 17, 2023 - Community member surveys were sent in English and Spanish.
April 28, 2023 - Parent Surveys were returned to school.
April 28, 2023 - Community member surveys were returned to school with students.
April 17, 2023 - Certificated staff surveys were administered via Google Forms. A digital survey was provided to the certificated staff because this group uses Google services daily, and feedback indicated they prefer a digital version of the survey.
April 13, 2023 - Paper surveys were disseminated to Classified staff. Feedback received indicated that the classified staff prefer a paper version of the survey. Completed surveys were submitted through the office.
May 8, 2023 - Consulted with SELPA on actions designed to support students with disabilities
May 16, 2023 - Prior to the adoption LCAP draft, including evidence-based interventions to address ATSI eligibility, was provided to the Parent Advisory Committee (PAC) for input; there were no questions submitted to the Superintendent from the PAC. However, if there were questions they would have been given to the superintendent and responded to in writing.
Pacific Union is a single school district therefore the DAC is also the school level Parent Advisory Committee (PAC).
May 23, 2022 - LCAP draft, including evidence-based interventions to address ATSI eligibility, was provided to the District English Learner Advisory Committee (DELAC) for input prior to adoption; there were no questions submitted to the Superintendent from the DELAC. However, if there were questions they would have been given to the superintendent who would have responded in writing.
Pacific Union is a single school district therefore the DELAC is also the school level English Learner Advisory Committee pursuant to California Ed. Code 52063(a)(3).
May 2023 - Consulted with teachers, Certificated Local Bargaining Unit, administrators, and principal at the regularly scheduled weekly meetings. Each group had a dedicated meeting date and time.
May 2023 - Consulted with students in grades 3-8

May 2023 - Student surveys were administered via Google Forms and Panorama
May 30, 2023 - Public Hearing - LCAP was presented at the board meeting to the board of trustees and the public, there were no comments from the public.
May 30-June 27, 2023 - LCAP public comment period. The draft plan was available in digital form at the front desk of the office and available to print per request. Members of the public were provided the opportunity to provide written comments/questions regarding actions and expenditures of the proposed LCAP in writing at the front desk or via email to the front desk or via email to district office personnel.
June 27, 2023 – Board Adoption of the LCAP. All Educational Partner input, including parent input, was considered. LCAP public comment period concluded. Local indicators were presented in conjunction with the revised final draft of the LCAP for approval. The LEA budget and LCAP were approved and adopted by the Board.
Pacific Union does not have a Classified Union.

A summary of the feedback provided by specific educational partners.

The list below includes the most frequently mentioned feedback by the district's certificated and classified staff, families and students, bargaining units, and community partners on the educational partners survey and from educational partner meetings:
- continued increased sports and afterschool clubs key input patterns from parents, students, and the community
- continued increased physical fitness equipment and curriculum for students key input patterns from parents and teachers
- continued increased events and meetings for students and parents key input patterns from parents, students, and teachers
- continued parent/teacher meetings key input patterns from parents
- continued increased English language development for English learners key input patterns from parents, teachers, and site administrators
- increased academic intervention supports and reading skills key input from parents, teachers, and site administrators
- increased hands-on materials key input from parents and teachers
- continued field trips key input patterns from students, parents, and teachers
- continued increased and improved technology and computer skills key input patterns from parents and teachers
- continued increased campus safety key input patterns from parents, students, classified staff, and community
- continued psychological and counseling services key input patterns from parents, students, teachers, and classified staff

Parent, student, and community feedback revealed that increased sports and clubs, school events/parent activities, school-to-home communication, and information meetings for parents were most important, as these were mentioned more than any other item on educational partner surveys and during meetings.

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

Input from the educational partner groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable information regarding the needs and services for all students, including how to increase and improve services for our English

learner, low-income, and foster youth students. Information was gathered through online surveys and written surveys distributed schoolwide in English and Spanish, educational partner meetings, teachers' meetings, and district board meetings.
The feedback received influenced the following goals and actions:

Goal 1, Actions 1, 2, 3, 4, 6, 7, and 8
- additional support and targeted instruction for all students, including our English learner, low-income, and foster youth students, to increase academic achievement in ELA and Math

Goal 1, Actions 4, 5, and 7
- targeted support, including professional development, for foundational literacy and English language development

Goal 1, Action 3
- additional experience for students outside the classroom through field trips

Goal 2, Action 3
- psychological services

Goal 2, Action 4
- increased school events and meetings, and information reaching parents and caregivers.

Goal 2, Action 6
- increased music programs, sports, and clubs for students

Goal 2, Action 9
- campus safety

Goal 3, Action 3
- increased technology and access to educational apps and programs

All of the feedback, consultation, and input from educational partner groups, including the DELAC and PAC, impacted the updated LCAP and is reflected above.

The following goals and actions were included to address ATSI requirements:

Goal 2, Action 3
- Psychological Services to provide targeted social-emotional and behavioral supports; open opportunities to focus on socializing, developing connectivities and a sense of community and belonging that will improve attendance.

Goal 2, Action 5
- Social-Emotional Learning to improve social-emotional awareness and behavior skills

Goal 2, Action 6
- Music Program, Sports, and Clubs to engage students and improve attendance by increasing a sense of feeling connected to the school community, creating consistent learning routines, and developing a positive growth mindset all of which are beneficial to learning and being present.

Goal 2, Action 7
- Rewards/Awards for Positive Academics, Behavior, and Attendance to reinforce improved students' behavior, academics, and attendance.

Goals and Actions

Goal

Goal #	Description
1	All students, including English learners, low-income, and foster youth, will continue to meet academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, and Mathematics, as measured by state and local assessments.

An explanation of why the LEA has developed this goal.

Pacific Union has developed this goal to provide actions and services for students to meet academic growth targets. The actions and services within this goal will provide increased targeted instruction, improved academic learning supports, and increased knowledge and use of evidence-based best practices and data-driven decisions in the classroom. Metrics outlined below provide the growth target measures to show students' increased proficiency in English Language Arts, English Language Development, and Mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Note: Dashboard results will be used once available.	Met or exceeded standards: All 23% EL 23% LI 22% FY N/A Data Year: 2020-21 Data Source: i-Ready local benchmark	Met or exceeded standards: All 26% EL 19% LI 21% FY N/A Data Year: 2021-22 Data Source: i-Ready local benchmark	Distance from level 3: All -25.5 points EL -37.4 points LI -31.4 points FY N/A Data Year: 2022-23 Data Source: Dashboard Fall 2023		Distance from level 3: All -16 points EL -19 points LI -20 points FY Data Year: 2023-24 Data Source: Dashboard Fall 2024
CAASPP Math Note: Dashboard results will be used once available.	Met or exceeded standards: All 16% EL 17% LI 15% FY N/A Data Year: 2020-21	Met or exceeded standards: All 20% EL 18% LI 18% FY N/A Data Year: 2021-22	Distance from level 3: All -44.5 points EL -44.9 points LI -48.6 points FY N/A Data Year: 2022-23		Distance from level 3: All -40 points EL -42 points LI -42 points FY Data Year: 2023-24 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: i-Ready local benchmark	Data Source: i-Ready local benchmark	Data Source: Dashboard Fall 2023		Dashboard Fall 2024
EL students making progress toward English language proficiency	36.7% Data Year: 2018-19 Data Source: Fall 2019 Dashboard	Refer to data below in lieu of ELPI per suspended 2020 ELPAC Level 4- 6.6% Level 3-21.32% Level 2-31.98% Level 1- 40.1% Data Year: 2021 Data Source: ELPAC	44.1% Data Year: 2021-2022 Data Source: Fall 2022 Dashboard		40% Data Year: 2022-23 Data Source: Fall 2023 Dashboard
EL students meeting reclassification criteria	7.6% Data Year: 2019-20 Data Source: Data Quest	8.4% Data Year: 2020-21 Data Source: Data Quest	12.6% Data Year: 2021-22 Data Source: Data Quest		Maintain Rate of 5% Data Year: 2022-23 Data Source: Data Quest
i-Ready Diagnostic Reading	Met Growth Target (K-8th) All 24% EL 24% LI 23% FY N/A Data Year: 2020-21 Data Source: i-Ready spring diagnostic	Met Growth Target (K-8th) All 46% EL 39% LI 45% FY N/A Data Year: 2021-22 Data Source: i-Ready spring diagnostic	Met Growth Target (K-8th) All 49% EL 47% LI 48% FY N/A Data Year: 2022-23 Data Source: i-Ready spring diagnostic		Met Growth Target (K-8th) All 30% EL 30% LI 30% FY 30% Data Year: 2023-24 Data Source: i-Ready spring diagnostic
i-Ready Diagnostic Mathematics	Met Growth Target (K-8th) All 20%	Met Growth Target (K-8th) All 53%	Met Growth Target (K-8th) All 54%		Met Growth Target (K-8th) All 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL 21% LI 19% FY N/A Data Year: 2020-21 Data Source: i-Ready spring diagnostic	EL 53% LI 55% FY N/A Data Year: 2021-22 Data Source: i-Ready spring diagnostic	EL 51% LI 55% FY N/A Data Year: 2022-23 Data Source: i-Ready spring diagnostic		EL 28% LI 28% FY 28% Data Year: 2023-24 Data Source: i-Ready spring diagnostic
Fountas & Pinnell BAS Reading	Reading at Grade Level (K-2nd) All 1.8% EL 1.5% LI 1.8% FY N/A Data Year: 2020-21 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level Adjusted	Reading at Grade Level (K-2nd) All 56% EL 46% LI 53% FY N/A Data Year: 2021-22 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level	Reading at Grade Level (K-2nd) All 56% EL 39% LI 60% FY N/A Data Year: 2022-23 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level		Reading at Grade Level (K-2nd) All 5% EL 5% LI 5% FY Data Year: 2023-24 Data Source: 3rd Trimester Fountas & Pinnell Running Records Instructional Level Adjusted

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Learning Director	As demonstrated by educational partner feedback, in the Metrics section, CAASPP, ELPAC, i-Ready, and Fountas & Pinnell BAS reveal a continued need that has been exacerbated by the pandemic, especially for low-income and English learner students is for intervention/accelerated learning in order to address lost instructional time. Through research and experience, we know that properly implemented, instructional and social-emotional supports will help to	$110,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address specific learning barriers often faced by our EL and LI students to master the skills and concepts they need to accelerate learning and move toward academic proficiency. To meet these needs, the district will provide a Learning Director focused on coordinating and providing academic and social-emotional learning supports for the EL and LI students and support teachers with identifying the unique scaffolding, differentiation, and knowledge gap needs of these students, as well as support disaggregation of student group data for more targeted instruction, and program evaluation for effectiveness. As the unique academic and social-emotional learning needs most associated with our EL and LI are improved through providing and coordinating academic and social-emotional supports our EL and LI students will make increased progress on State and Local assessments, including CAASPP, ELPAC, i-Ready, and Fountas & Pinnell BAS. Because we expect that all students will benefit from this additional type of support, it will be available district-wide.		
1.2	Instructional Aides	According to local ELPAC, CAASPP ELA, local i-Ready benchmark data, and educational partner feedback, there is a need to increase the English learner, low-income, and foster youth students' reading skills, including foundational literacy skills and English language development. To meet this need instructional aides will provide specialized instructional support in the classroom to English learners, low-income, and foster youth, through individualized and small group remediation and acceleration lessons. Since all students will benefit from these supports, they will be offered to all students district-wide. As student reading skills and English language development are brought closer to proficiency, through this support, the associated test scores will increase, like i-Ready benchmarks, and specifically, ELPAC and CAASPP ELA will increase. This will also address educational partner feedback	$911,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Off-campus Field Trips	According to the metrics above, state and local assessment data show that there is a need to improve the language acquisition and proficiency skills of our EL and LI students. Also according to feedback from educational partners, classroom field trips are an important part of the learning process. However, our EL and LI students have the least opportunity to learn outside of the classroom due to common barriers most associated with these groups. To address this need Pacific Union will provide up to two grade-level off campus field trips to increase background knowledge in subjects such as Science, History, and Art, and promote English Language Development. We know from research and experience that field trips let students touch, feel, and listen to what they are learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, increase language development and expose them to worlds outside their own. Access to these experiences is especially important to extend learning for our EL and LI but is beneficial to all students and will be available district-wide. The increased knowledge and language development will result in increased English language proficiency and increased scores on Smarter Balanced assessments.	$15,000.00	Yes
1.4	Teacher Professional Development - Writing and Math	According to teacher and parent feedback, and local assessment data, there is a need to increase EL and LI writing efficacy and math fluency. Through research and experience, we know that instructional best practices increase student learning because teachers use the most current instructional techniques and methodology which increases the engagement and learning needs of EL and LI students. To address this need, Pacific Union will provide teacher professional development activities, facilitated by the Fresno County Superintendent of Schools, to increase instructional best practices, specifically knowledge and use of research-based best practices in writing and math instruction, especially for our EL and LI students. While this action is designed to address the needs of our EL and LI students, we expect that all students will benefit, therefore the action will be provided district-wide. As teachers hone instructional skills and knowledge, each EL and LI student's ability to develop critical thinking,	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		self-efficacy, and strengthen core concepts will improve. The instructional best practices in writing and math will result in increased academic performance on state and local assessments.		
1.5	Professional development - English learner proficiency	According to the metrics above, our EL students have the greatest opportunity to continue progress of improving English language proficiency. In order to address this need, the district will provide professional development in order to increase effective English language development (ELD) activities and supports in the classroom. As teachers more skillfully support the specific needs of our EL students, English language proficiency for our EL students will continue to increase according to the ELPAC and other state and local measures.	$5,000.00	Yes
1.6	Data Meetings	According to the metrics above, state and local assessment data show that there is a need to improve the language acquisition and math proficiency skills of our EL and LI students. From research, we know that data-driven decisions in the classroom result in accelerated learning for EL and LI. To address this need teachers will receive a stipend to participate in monthly grade-level professional learning communities (PLC), outside of their duty day, to review and analyze i-Ready diagnostic and personalized instruction data in order to plan improved targeted instruction to address lost instructional time and accelerate learning in reading and mathematics for EL and LI students. Monthly meetings to plan and make data-driven decisions will improve targeted instruction and accelerate learning for our EL and LI students. Because this action will benefit all students struggling in reading and math, it will be provided on a district-wide basis, and will therefore increase the number of students meeting growth targets on the i-Ready reading and mathematics diagnostics and CAASPP ELA and Math proficiency levels.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Additional ELD Supports and Activities	According to the metrics above, our EL students have a great opportunity to continue progress of improved English language proficiency as evidenced by the ELPAC and the reclassification rate. In order to address this need, the district will purchase an ELD curriculum program and will use it to provide English learners with additional English language development (ELD) activities and supports daily with an instructional aide in a small group or one-on-one. Increasing ELD activities and supports in the classroom or one-on-one through designated language acquisition strategies, targeted support, and additional opportunities to communicate verbally will increase English language proficiency for English learners as measured by ELPAC, continued progress of English language proficiency and Reclassification Rates.	$57,207.00	Yes
1.8	Expanded Learning After School Program	According to the metrics above, state and local assessment data show that there is a need to improve the language acquisition and proficiency skills of our EL and LI students. Also according to feedback from educational partners, an after school program is a high priority and is a key factor in student progress. To address this need Pacific Union will expand its afterschool program by providing credentialed teachers to work in tandem with the afterschool program paraprofessionals in order to provide students with targeted academic support to EL and LI students. From research and experience, we know that additional targeted instruction will help EL and LI students learn the skills and concepts they need to accelerate learning. While this action has been designated to meet the need of EL and LI students, we belive that all students will benefit from these supports, therefore they will be offered to all students attending the Expanded Learning After School Program district-wide. The increased knowledge and language development will result in increased English language proficiency and increased scores on Smarter Balanced assessments.	$150,000.00	Yes

Goal Analysis [2022-23]

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

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

In an effort to accelerate student learning to meet academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, and Mathematics, as measured by state and local assessments, Pacific Union implemented a learning director, instructional aides, off-campus field tripa, professional development in writing, math and ELD, data meetings, continued additional ELD classroom supports and activities, and an expanded learning after school program. The implemented actions are all helping the district reach this goal. The result was increased achievement on the i-Ready Diagnostic in Reading and Math and K-2 grade level reading. The percentage of English learners meeting reclassification increased to 12.6% Listed below are each action an explanation of the substantive differences and significant successes and challenges of implementation:

Action 1-Learning Director: The learning director focused on coordinating and providing academic and social-emotional learning support for all students including English learners, low-income, and foster youth students, and supported teachers with identifying the needs of these students, as well as support disaggregation of student group data, and program evaluation for effectiveness.

Action 2-Instructional Aides: Three additional aides were hired. The goal was to hire 5 additional aides. There were very few applicants for the positions.

Action 3-Off Campus Field Trips: This action was implemented, however, some of the larger field trips planned were unavailable, due to late scheduling.

Action 4-Professional Development -Writing and Math: This action was implemented as planned.

Action 5-Professional Development-ELD: This action was implemented as planned.

Action 6-Data Meetings: All teachers successfully participated in monthly grade-level professional learning communities (PLC) to review and analyze i-Ready diagnostic and personalized instruction data in order to plan improved targeted instruction to address learning loss and accelerate learning in reading and mathematics. The challenge was asking teachers to participate in the PLC meetings outside of the duty day. For this reason teachers were paid a stipend to participate.

Action 7-Additional ELD Supports and Activities: ELD supports and activities were increased in the classrooms for English learner students.

Action 8-Expanded Learning After School Program: This action was implemented as planned.

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.

Action 2 - Instructional Aides: $494,000 was budgeted and $400,130 dollars were spent. The goal was to five additional aides. Three were hired.

Action 3 - Off Campus Field Trips: $30,000 was budgeted and $10,375 dollars were spent. Some of the larger fieldtrips were not booked as planned this year. The annual 4th grade trip to San Juan Batista and the Monterey Bay Aquarium was not booked. The tours were full for the entire year. The 8th grade trip was also not booked as planned.

Action 8 - Expanded Learning After School Program: $61,000 was budgeted and $139,256 dollars were spent. The costs associated with the program were higher than anticipated.

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

The following actions were effective in making progress toward all students, including English learners, low-income, and foster youth, meeting academic growth targets with the intent of increasing proficiency in English Language Arts, English Language Development, and Mathematics, as measured by state and local assessments:

Learning Director - Action 1 - as evidenced by students meeting Growth Targets on the i-Ready Reading Diagnostic (All increased 3%, EL increased8%, LI increased 3%) and the i-Ready Mathematics Diagnostic (All increased by 1%, LI increased maintained 55%); and students in K-2nd grade reading at or above grade level (All maintained 56% and LI increased by 7%). We believe the coordination of targeted academic and SEL supports and helping teachers desaggregate student data benefited our identified students.

Instructional Aides - Action 2 - as evidenced by students making progress toward English language proficiency (increased by 7.4%). We believe the specialized instructional support in the classroom benefited the identified students.
Off-campus Field Trips - Action 3 - as evidenced by students making progress toward English language proficiency (increased by 7.4%). We believe the access to experiences through off-campus field trips benefited our identified students.

Professional Development-Writing and Math - Action 4 - as evidenced by EL and LI students meeting Growth Targets on the i-Ready Reading Diagnostic (increased by 8%, LI increased 3%); LI students maintaing Growth Targets on the i-Ready Math Diagnostic (maintained 55%); students making progress toward English language proficiency (increased by 7.4%) and the reclassification rate of 12.6% (increased by 4.2%). We believe the professional development activities to increase instructional best practices, specifically knowledge and use of research-based best practices in writing and math instruction benefited the identified students.

Professional Development English learner proficiency - Action 5 - as evidenced by EL students meeting Growth Targets on the i-Ready Reading Diagnostic (increased by 8%); students making progress toward English language proficiency (increased by 7.4%) and the

reclassification rate of 12.6% (increased by 4.2%). We believe the professional development in order to increase effective English language development (ELD) activities and supports in the classroom benefited the identified students.

Data Meetings - Action 6 - as evidenced by students meeting Growth Targets on the i-Ready Reading Diagnostic (All increased 3%, EL increased 8%, LI increased 3%) and the i-Ready Mathematics Diagnostic (All increased 1%, LI increased maintained 55%). We believe the monthly grade-level professional learning communities (PLC), outside of the teachers' duty day, to review and analyze i-Ready diagnostic and personalized instruction data in order to plan improved targeted instruction to address lost instructional time and accelerate learning in reading and mathematics benefited the identified students.

Additional ELD Supports and Activities - Action 7 - as evidenced by EL students meeting Growth Targets on the i-Ready Reading Diagnostic (increased by 8%); students making progress toward English language proficiency (increased by 7.4%). EL students in TK-2nd grade reading at or above grade level (El increased by 39%), and the reclassification rate of 12.6% (increased by 4.2%). We believe Increasing ELD activities and supports in the classroom or one-on-one through designated language acquisition strategies, targeted support, and additional opportunities to communicate verbally benefited the identified students.

Expanded Learning After School Program-Action 8 - as evidenced by EL and LI students meeting Growth Targets on the i-Ready Reading Diagnostic (increased by 8%, LI increased 3%); LI students maintaing Growth Targets on the i-Ready Math Diagnostic (maintained 55%); students making progress toward English language proficiency (increased by 7.4%) and the reclassification rate of 12.6% (increased by 4.2%). We believe expanding our afterschool program by providing credentialed teachers to work in tandem with the afterschool program paraprofessionals in order to provide students with targeted academic support benefited the identified students.

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

The following expected outcomes, metrics, or actions to achieve this goal have been adjusted:
CAASPP ELA: this now includes CAASPP data for All students, EL (English learner), LI (Low income), and FY (foster youth).
CAASPP Math: this now includes CAASPP data for All students, EL (English learner), LI (Low income), and FY (foster youth).
The desired outcome for EL students meeting reclassification criteria is changed to "Maintain a Rate of 5%" to provide more clarity.
i-Ready Diagnostic Reading: The desired outcome percentage for Foster Youth is now 30%
i-Ready Diagnostic Math: The desired outcome percentage for Foster Youth is now 28%
Instructional Aides - Action 2 - the expenditure amount has been significantly increased in order to hire additional instructional aides to work with students in the classroom.

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

Goals and Actions

Goal

Goal #	Description
2	Pacific Union will continue to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community.

An explanation of why the LEA has developed this goal.

According to s educational partner feedback and state and local data, there is a need to improve the suspension rate, chronic absenteeism, and student engagement. This goal was developed to address the root causes of these needs by implementing increased and improved actions and services surrounding school climate, social-emotional and behavior skills, student and parent engagement, and student citizenship. The Pacific Union school district is located in a rural agricultural community. 349 students are spread out over 22 square miles. Although students have returned to in-person instruction, the impact of the isolation and disconnectedness caused by the pandemic has created a continued need to provide increased and improved social-emotional and behavioral classroom supports, student safety, and an increased focus on students' physical and mental well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Note: Data Quest will be used until data is available on the Dashboard	4.1% EL 3.4% LI 4.5% FY N/A Data Year: 2019-20 Data Source: DataQuest	0% EL 0% LI 0% FY N/A Data Year: 2020-21 Data Source: DataQuest	3.3% EL 2.3% LI 3.2% FY N/A Data Year: 2021-22 Data Source: Dashboard Fall 2022		All 3% EL 3% LI 3.5% FY 1% Data Year: 2022-23 Data Source: Dashboard Fall 2023
Chronic Absenteeism Note: Local SIS Aeries and/or DataQuest will be	7.8% EL 6.3% LI 4.8% FY N/A Data Year: 2019-2020	9.1% EL 7.1% LI 9.6% FY N/A Data Year: 2020-2021	All 36.8% EL 38% LI 38.3% FY N/A White 37.1%		All 7% EL 6% LI 7.6% FY 5% White 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
used until data is available on the Dashboard	Data Source: Local SIS Aeries	Data Source: DataQuest	SWD 39.3% Data Year: 2021-22 Data Source: Dashboard Fall 2022		SWD 7% Data Year: 2022-23 Data Source: Dashboard Fall 2023
Average Daily Attendance (ADA)	95.8% Data Year: 2019-2020 Data Source: CALPADS P2	96.2% Data Year: 2020-2021 Data Source: CALPADS P2	91.04% Data Year: 2022-2023 Data Source: CALPADS P2		95% Data Year: 2023-24 Adjusted: Data Year: 2022-2023 Data Source: CALPADS P2
Facilities maintained in good repair	0 instances did not meet good repair Data Year: 2020-21 Data Source: Dashboard Fall 2021	0 instances did not meet good repair Data Year: 2021-22 Data Source: Dashboard Fall 2022	0 instances did not meet good repair Data Year: 2022-23 Data Source: Dashboard Fall 2023		0 instances did not meet good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
Student SEL Survey	Growth Mindset Percent Favorable 3rd-5th Grade: All 53% EL 53% LI 54% FY N/A 6th-8th Grade: All 50% EL 51% LI 50% FY N/A Data Year: 2020-21 Data Source: Panorama SEL Survey	Growth Mindset Percent Favorable 3rd-5th Grade: All 60% EL 57% LI 58% FY N/A 6th-8th Grade: All 49% EL 48% LI 48% FY N/A Data Year: 2021-22 Data Source: Panorama SEL Survey	Growth Mindset Percent Favorable 3rd-5th Grade: All 61% EL 63% LI 61% FY N/A 6th-8th Grade: All 44% EL 40% LI 43% FY N/A Data Year: 2022-23 Data Source: Panorama SEL Survey		Growth Mindset Percent Favorable 3rd-5th Grade: All 60% EL 60% LI 60% FY 60% 6th-8th Grade: All 57% EL 57% LI 57% FY 57% Data Year: 2023-24 Data Source: Panorama SEL Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	All 0 EL 0 LI 0 FY N/A Data Year: 2020-21 Data Source: DataQuest	All 0 EL 0 LI 0 FY N/A Data Year: 2020-21 Data Source: DataQuest	All 0 EL 0 LI 0 FY N/A Data Year: 2021-22 Data Source: DataQuest		All 0 EL 0 LI 0 FY 0 Data Year: 2023-24 Data Source: DataQuest
Middle School Dropout Rate	All 0 EL 0 LI 0 FY N/A Data Year: 2020-21 Data Source: Local Data	All 0 EL 0 LI 0 FY N/A Data Year: 2021-22 Data Source: Local Data	All 0 EL 0 LI 0 FY N/A Data Year: 2022-23 Data Source: Local Data		All 0 EL 0 LI 0 FY 0 Data Year: 2023-24 Data Source: Local Data
Seek parent input & promote parental participation in programs for English learner, low-income, and foster youth students	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021	Full Implementation Data Year: 2021-22 Data Source: Dashboard Fall 2022	Full Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023		Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024
Sense of safety and school connectedness	Students: All 98.8% EL 98% LI 98.8% FY N/A Teachers: 100% Parents: 91% Data Year: 2020-21	Students: All 90% EL 89% LI 90% FY N/A Teachers: 100% Parents: 91% Data Year: 2021-22	Students: All 93% EL 92% LI 93% FY N/A Teachers: 92% Parents: 92% Data Year: 2022-23		Students: All 100% EL 100% LI 100% FY 100% Teachers: 100% Parents: 100% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Local Survey	Data Source: Local Survey	Data Source: Local Survey		Data Source: Local Survey
Percent of students with access to a broad course of study	All 100% EL 100% LI 100% FY N/A Data Year: 2020-21 Data Source: Review and analysis of school and teacher instructional schedules	All 100% EL 100% LI 100% FY N/A Data Year: 2021-22 Data Source: Review and analysis of school and teacher instructional schedules	All 100% EL 100% LI 100% FY N/A Data Year: 2022-23 Data Source: Review and analysis of school and teacher instructional schedules		All 100% EL 100% LI 100% FY 100% Data Year: 2023-24 Data Source: Review and analysis of school and teacher instructional schedules

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physical Fitness and Health	According to the data above, low-income students have the most opportunity for improvement around Chronic Absenteeism. An analysis of absenteeism data indicates that our low-income students experience high levels of health issues that present obstacles in attending school. Further, professional experience and education partner feedback express the need for increased attention to the importance of physical fitness and health. Our Low-income students also have the least access to playgrounds, parks, healthcare, and places for fitness all of which are closely linked to physical and mental wellbeing. Other than the school, the nearest playground is approximately 10 miles away. To address this need Pacific Union will increase health and Physical Education instruction, provide improved Physical Education and sports areas, increase the variety of physical education and sports	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		equipment, and provide a full-time nurse, in addition to what is required by law, to focus on increasing physical fitness, and health, and provide students and families with health education. The increased physical education areas and equipment will allow Low-income students more access and time spent in healthy play and physical activities. As fitness and health levels increase in our low-income students so will attendance, thereby decreasing the chronic absenteeism rate. However, because we expect that all students struggling with attendance and in danger of chronic absenteeism will benefit, this action is provided on an LEA-wide basis. Pacific Union expects that our chronic absenteeism for low-income students will decrease.		
2.2	Basic Services	Provide bus transportation, classified positions, maintain facilities, retain and hire highly qualified teachers, and maintain phone system.	$3,362,049.00	No
2.3	Psychological Services	As demonstrated by the metrics above and educational partner feedback, low-income, English learner, foster youth, and students with disabilities in these student groups struggle with regular attendance which in our experience is often a result of the associated emotional, mental, and physical stresses and challenges these students face. There is also a need to decrease suspension rates for English learner, foster youth, and low-income students. To address these needs, the district will provide a School Psychologist to provide services above and beyond any required in an IEP, focused on providing targeted social-emotional and behavioral support for low-income, English learner, foster youth, and students with disabilities in these three student groups through small group and individualized interactions. This action is focused on meeting the social-emotional needs of these groups, however, because we expect that all students showing low attendance rates will benefit, this action is provided on an LEA-wide basis. As social-emotional and behavioral skills are improved through psychological services it will open up more opportunities to focus on	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		appropriate socializing, developing connectivity and a sense of community and belonging that will build the desire to attend class and continue to improve behavior, which will improve attendance, decrease chronic absenteeism, and continue to decrease the suspension rate for low-income, English learners, foster youth, and students with disabilities within these students groups by 1% each year.		
2.4	School Events, Parent Meetings, and Aeries SIS	According to feedback from educational partners and local indicator data, there is a continued need and desire for parent/guardian involvement and engagement among our low-income students. In order to increase parent/guardian involvement and engagement, Pacific Union will schedule additional periodic parent meetings and school events for all parents/guardians and students, especially our low-income, foster youth, and English learner students. Educational partner feedback shows that our educational partners feel more welcomed and are more drawn to attend engagement opportunities when they include: light refreshments, parent resources with school information, and interpreters which will be provided. The meetings and events will be published in the school calendar and on Pacific Union's website in English and Spanish. Pacific Union will also provide more information, more often, regarding Aeries SIS access. Parents/guardians can use the Aeries SIS portal to access their child's attendance and grades. In order to support robust communication, the district will continue to maintain the website and Aeries licensing. By increasing the number of opportunities parents/guardians have to engage with the school, the number of parents/guardians of low-income students that become involved and engaged will increase, too as well as maintaining Full Implementation status on the local indicator tool. However, because we expect that all parents/guardians and students will benefit from increased involvement and engagement, this action is provided on an LEA-wide basis.	$24,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social-Emotional Learning	As demonstrated in the metric section, the chronic absenteeism rate is very high for our low-income, English learner, foster youth, and students with disabilities student groups. Additionally, according to Student SEL Survey results English learner and low-income students have a greater opportunity to be supported in increasing their growth mindset. Frequent absences cause a disruption in the students' ability to feel connected to the school community, create consistent learning and behavior routines, develop trusting relationships, and develop a positive growth mindset all of which are beneficial to learning and being present. To address this need, teachers will implement research-backed SEL (social-emotional learning) interventions, activities, and resources in weekly lessons to increase services for the Whole Student by providing social-emotional awareness, behavior skills, and social skills. This additional attention and focus on meeting the underlying root causes most often experienced through the stressors and obstacles of our English learner and low-income students will increase the students' ability to become more appropriately engaged in the academic and social aspects of school. However, because we expect that all students who are chronically absent, or can further develop a growth mindset will benefit, this action is provided on an LEA-wide basis. As students' social-emotional and behavioral skills improve, increasing a sense of belonging and meeting the basic needs of the students, chronic absenteeism for low-income students will decrease, and growth mindset for all English learner and low-income students will increase.	$10,000.00	Yes
2.6	Music Program, Sports, and Clubs	According to educational partner feedback, one potential root cause of absenteeism for our low-income and English learner students is due to a lack of engagement which therefore contributes to higher rates of absenteeism. To address this need Pacific Union will provide additional K-8 school activities that allow more opportunities for low-income and English learner students to become engaged in school through activities such as sports, clubs, and programs. Increased participation at school through enrichment will help students further explore personal interests, become part of a team, express themselves creatively, improve growth mindset, and learn	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		sportsmanship which will encourage students to attend school regularly. Additionally, Pacific Union will continue to staff a credentialed music teacher who provides weekly music lessons to each TK-8 grade classroom, as well as extracurricular band instruction for students in grades 5-8, providing increased opportunities for low-income and English learners to be exposed to the music arts. After school sports, such as basketball, volleyball, cross country, and track will be offered to students, along with before and after school clubs such as garden club, chess, and folkloric dancing. The increased sports and clubs will provide low-income and English learner students with increased opportunities to participate, be engaged, and become more connected with school. However, because we expect that all students who are chronically absent will benefit, this action is provided on an LEA-wide basis. As more low-income and English learner students become more connected and engaged in school through extra activities, there will be an increased desire to attend school on a regular basis to participate in these activities, therefore decreasing the absenteeism rate and increasing school connectedness.		
2.7	Rewards/Awards for Positive Academics, Behavior, and Attendance	As demonstrated by the metrics above and educational partner feedback, low-income and English learner students struggle to attend school regularly due to the common stressors and barriers experienced by these students, such as illness, housing instability, or lack of seeing value in being at school. To address this need, Pacific Union will implement increased rewards and awards to celebrate and affirm positive/improved behavior, academics, and attendance. As other actions within this plan address the root causes of chronic absenteeism, this action reinforces the desired outcome which is positive social and behavioral student interactions, regular attendance, and increased engagement in the classroom academically and socially. As more students receive positive reinforcement for improved academics, behavior, and attendance the anticipated effect will be increased attendance and lower chronic absenteeism rates for our low-income, English learners, and students with disabilities. However, because we expect that all students with low attendance rates will benefit, this action is provided on an LEA-wide basis. Pacific Union	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expects chronic absenteeism rates for low-income and English learner students to decrease.		
2.8	Students with Disabilities	Pacific Union will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other desingated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided are aligned withother district offereings to best support each student's academic and social-emotional needs.	$5,000.00	No
2.9	Campus Safety	Pacific Union will provide a safe and secure environment by maintining security cameras and emergency systems and protocols.	$10,000.00	No

Goal Analysis [2022-23]

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

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

In an effort to provide safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community, Pacific Union implemented a full-time nurse, psychological services, behavior rewards, sports, increased campus security and safety systems, PIQE parent workshops, monthly social and emtional learning themese school-wide, and a music program.
Listed below are each action and an explanation of the substantive differences and significant successes and challenges of implementation:
Action 1- Physical Fitness and Health: A full-time nurse was successfully implemented. P.E. and playground physical fitness equipement were purchased. The physical fitness circuit was not built this year because it will be part of a set of projects next year using a contractor.
Action 2-Basic Services: Basic services were successfully implemented as planned. Buses continue to be a challenge due to the shortage of bus drivers with Southwest Transportation and annual increases in contracted dollar amount.

Action 3-Psychological Services: Additional psychological services, above those called out in IEPs, were successfully implemented as planned.

Action 4-School Events, Parent Meetings, and Aeries SIS: School events such as spring carnival, spring concert, Halloween parade, and Christmas Program were held. Parent meetings and PIQE parent workshops were implemented. However, only one 6-week PIQE workshop was implemented instead of two 6-week PIQE workshops. Parents and guardians were provided access to grades and attendance through the Aeries student information system.

Action 5-Social-Emotional Learning: Social-emotional learning was implemented with the school-wide monthly SEL themes.

Action 6-Music Program, Sports, and Clubs: After school clubs and sports were provided to all students in grades 3rd through 8th (Soccer, Volleyball, Flag Football, Basketball, Cross Country, Track, Garden Club, and Newspaper Club). The music program was implemented successfully.

Action 7-Rewards/Awards for Positive Academics, Behavior, and Attendance: Rewards and awards for academics and behavior were successfully implemented. Awards ceremonies were held each trimester.

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.

Action 2.1 - Physical Fitness and Health: $350,000 was budgeted and only $92,006 was spent. A new physical fitness circuit was budgeted but not purchased. A contract with KYA to purchase and install the fitness circuit along with other projects is in progress.

Action 2.4 - School Events, Parent Meetings, and Aeries SIS: $35,700 was budgeted and only $24,122 was spent because of the time it took to find a parent workshop vendor. Only one 6-week seriec of parent workshops was held.

Action 2.6 - Music Program, Sports, and Clubs: $254,344 was budgeted and $189,196 was spent. Pacific Union over-budgeted for coaching stipends.

Action 2.7 - Rewards/Awards for Positive Academic, Behavior, and Attendance: $15,000 was budgeted and $17,264 was spent. Pacific Union increased the number and quality of awards and rewards for academics, behavior, and attendance.

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

The following actions were effective in making progress toward providing safe and welcoming grounds and classrooms, increased social-emotional and behavior skills, improved physical health and fitness, and increase school events and meetings in order to create and maintain a positive school climate that encourages students to attend school regularly and strive to become productive and positive citizens in class, at school, and in the community, as measured by state and local metrics:

Physical Fitness and Health - Action 1 - and Psychological Services - Action 3 - as evidenced by decreasing suspension rate:
All - 3.3% in 2021-22, an increase of 3.3% from 2020-21, a decrease of 0.8% from 2019-20
EL - 2.3% in 2021-22, an increase of 2.3% from 2020-21, a decrease of 1.1% from 2019-20
LI - 3.2% in 2021-22, an increase of 3.2% from 2020-21, a decrease of 1.3% from 2019-20

Although there was an increase in the suspension rate in 2021-22, the suspension rate is still lower than it was in 2019-20, which was the year that students had last attended in-person instruction. Pacific Union will continue to work toward decreased suspension rates by providing psychological services and social-emotional learning opportunities for students and training for staff. We believe the Psychological Services and increased health and Physical Education instruction benefited the identified students.

Basic Services - Action 2 - as evidenced by 0 instances did not meet good repair

School Events, Parent Meetings, and Aeries SIS - Action 4 - as evidenced by the metric Seek parent input & promote parental participation in programs for English learner, low-income, and foster youth which increased from Initial Implementation to Full Implementation. We believe the increased parent meetings and continued communication through Aeries SIS and school website benefited the identified student groups.

Social-Emotional Learning - Action 5 - and Music Program, Sports, and Clubs - Action 6 - as evidenced by an increase in growth mindset for 3rd-5th grade students (All increased by 1%, EL increased by 6%, and LI increased by 3%). We believe that the implemented research-backed SEL (social-emotional learning) interventions, activities, and resources in weekly lessons to increase services for the Whole Student, providing social-emotional awareness, behavior skills, and social skills benefited the identified students.

Pacific Union designed the following actions and services in 2020-2021 in order to improve Chronic Absenteeism in 2021-2022:
2.3: Psychological Services to provide targeted social-emotional and behavioral supports; open opportunities to focus on socializing, developing connectivities and a sense of community and belonging that will improve attendance.
2.5: Social-Emotional Learning to improve social-emotional awareness and behavior skills
2.6: Music Program, Sports, and Clubs to engage students and improve attendance by increasing a sense of feeling connected to the school community, creating consistent learning routines, and developing a positive growth mindset all of which are beneficial to learning and being present.
2.7: Rewards/Awards for Positive Academics, Behavior, and Attendance to reinforce improved students' behavior, academics, and attendance.
These actions were not successful in improving Chronic Absenteeism in 2021-2022 because COVID-19 illness and quarantine guidelines and protocols were in place to prevent the spread of COVID-19. These protocols prevented students from coming to school regularly in order to improve Chronic absenteeism.

Pacific Union designed the following actions and services in 2020-2021 in order to improve the Suspension Rate in 2021-2022:
2.3: Psychological Services to provide targeted social-emotional and behavioral supports; open opportunities to focus on socializing, developing connectivities and a sense of community and belonging that will decrease the number of suspensions.

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

The following expected outcomes, metrics, or actions to achieve this goal have been adjusted:

Student group data was added to the Chronic Absenteeism metric under Year 2 outcomes and Desired Outcomes for White and SWD to meet ATSI requirements.
Foster youth students group percentage was added to Desired Outcomes for each of these metrics: Suspension Rate, Student SEL, Expulsion, Dropout, Sense of Safety & Connectedness, and Broad Course of Study.
Parent survey data was added to the sense of safety and school connectedness metric and desired outcome to align with the statutory requirement.
Action 8-Students with Disabilities-was added to align with amended education code 52062(a)(5).
Action 9-Campus Safety-was added because feedback from educational partners revealed that campus safety including security cameras and emergency systems is extremely important.

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

Goals and Actions

Goal

Goal #	Description
3	Retain and hire Highly Qualified Teachers for all core subjects, purchase state/locally approved curriculum and supplemental resources for all courses in order to acquire 21st century learning skills; update library and classroom books and materials.

An explanation of why the LEA has developed this goal.
The actions and services within this goal will provide teachers and students with the increased resources, supplies, technology, and materials they need to teach and learn, measured by State Standards Reflection Tool, SARC, lesson plans, curriculum calendars, and textbook inventory.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards, including ELD standards, for all students	Full Implementation Data Year: 2020-21 Data Source Dashboard Fall 2021	Full Implementation Data Year: 2021-22 Data Source Dashboard Fall 2022	Full Implementation Data Year: 2022-23 Data Source Dashboard Fall 2023		Full Implementation & Sustainability Data Year: 2023-24 Data Source Dashboard Fall 2024
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: Dashboard Fall 2022	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Local Data		0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023		100% Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Common Core Supplemental Materials	According to the metrics above, our LI and EL students have the most opportunity for improvement on state and local assessments, which means greater access to stardards and a variety of standards-aligned materials. Further, according to feedback from educational partners and local indicator data, there is a need to increase the number of hands-on materials, including materials for Science, Technology, Engineering, Art, and Math (STEAM), for English learners, low-income, and foster youth in order to provide improved access to state standards and a broad course of study. From research and experience, we know that increased hands-on and creative activities in the classroom lead to increased knowledge and understanding of concepts and learning objectives. Common barriers faced by our LI and EL students include a lack of guided experiential learning outside of the classroom, the use of manipulative to stimulate various sensory experiences connected to deeper learning and discovery, and intentional academic problem solving opportunities. To address this need Pacific Union will increase the number of supplementary hands-on materials, including materials for STEAM, in order to improve access to state standards and a broad course of study for EL and EL which will be evidenced by improvement on state and local indicators. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	State Adopted Common Core Curriculum	Purchase state and locally adopted common core curriculum	$50,000.00	No
3.3	Technology	According to the metrics above, our EL and LI students have the most opportunity for improvement on state and local assessments, which means a need for greater access to a variety of standards-aligned materials. Further, according to feedback from educational partners and local indicator data, there is a need to increase and improve access to, and availability of, adequate technology for EL and LI students. In order for students to have an increased variety of access to standards-aligned instruction materials, students need increased access to technology in the classroom and at home. To address this need Pacific Union will improve and maintain technology services and purchase classroom and Library technology, i.e., replacement Chromebooks, additional Chromebooks, headphones, educational app licenses, etc. Increased access to technology will help create a 21st-century environment where EL and LI students can utilize the technology to obtain 21st-century skills and access a broad course of study. However, because all students will benefit from increased technology this action is being implemented district-wide. Pacific Union expects the increase in technology will increase the implementation of standards including English Language Development Standards, as well as an increased variety of access to standards-aligned instructional materials and therefore improved outcomes on state and local assessments.	$118,710.00	Yes

Goal Analysis [2022-23]

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

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

In an effort to Retain and hire Highly Qualified Teachers for all core subjects, purchase state/locally approved curriculum and supplemental resources for all courses in order to acquire 21st century learning skills; update library and classroom books and materials, Pacific Union purchased and implemented common core supplemental materials, state-adopted common core curriculum, and increased instructional technology for teachers and students. The result was full implementation of standards, including ELD standards, for all students, 100% appropriately assigned and fully credentialed teachers, and 100% access to standards-aligned instructional materials.

Listed below are each action and an explanation of the substantive differences and significant successes and challenges of implementation:

Common Core Supplemental Materials - Action 1 - supplemental materials, including materials for STEAM, were purchased for TK-8 classrooms to increase hands-on and creative activities in the classroom and improve access to state standards and a broad course of study for EL, LI, and FY.

State adopted Common Core Curriculum - Action 2 - state adopted common core curriculum was provided. A curriculum committee made up of classroom teachers reviews the curriculum before it is sent to the board for approval. Planning time to review and evaluate the curriculum was a challenge due to teachers' schedules and meetings.

Technology - Action 3 - Pacific Union improved and maintained technology services and purchased classroom and Library technology, i.e., replacement chromebooks, headphones, educational app licenses, etc. and increased access to technology to help create a 21st-century environment where our EL, LI, and FY and students utilizing the technology to obtain 21st-century skills and access a broad course of study. The district was successful in continuing to purchase and implement online education licenses for classrooms. Pacific Union strives to maintain consistency in the online programs used among grade levels and grade spans in order to further support the transition from one grade level to the next for students.

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

Action 3.1 - Common Core Supplemental Materials: $86,434 was budgeted and $53,580 was spent. Pacific Union over budgeted on the amount needed to cover common core supplemental materials.
Action 3.2 - State Adopted Common Core Curriculum: $50,000 was budgeted and $0 was spent because we would like to purchase new ELA and Math common core programs but the State Board of Education has not yet adopted new ELA and Math programs.
Action 3.3 - Technology: $33,051 was budgeted and $22,005 was spent. When Pacific Union budgeted $30,345, it was with the intent that more Chromebooks would need to be purchased to replace damaged Chromebooks. However, there were far fewer damaged Chromebooks than the district initially planned for. Declining enrollment was also a factor because less chromebooks were needed for the 2022-23 school year.

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

The following actions were effective in retaining and hiring Highly Qualified Teachers for all core subjects, purchasing state/locally approved curriculum and supplemental resources for all courses in order to acquire 21st century learning skills, as well as update library and classroom books and materials:

Common Core Supplemental Materials - Action 1 - as evidenced by Full Implementation of standards, including ELD standards, for all students, including EL, LI, and FY; and 100% of students, including EL, LI, and FY, having access to standards aligned instructional materials. We believe that increasing common core supplemental materials benefited the identified students.

State adopted Common Core Curriculum - Action 2 - as evidenced by Full Implementation of standards, including ELD standards, for all students, including EL, LI, and FY; 0% missasigned teachers; and 100% of students, including EL, LI, and FY, having access to standards aligned instructional materials. We believe the continued use of state adopted common core curriculum benefited the identified students.

Technology - Action 3 - as evidenced by Full Implementation of standards, including ELD standards, for all students, including EL, LI, and FY; and 100% of students, including EL, LI, and FY, having access to standards aligned instructional materials. We believe the increased access to technology in the classroom benefited the identified students.

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

Data source for Appropriately assigned and fully credentialed teacher is changed to local data because the data on the Dashboard for teachers has changed and will not be available for 2022-2023.

The description of the goal was updated.

Common Core Supplemental Materials - Action 1 - the expenditure amount was increased significantly in order to purchase an additional supplemental reading program for grades K-8.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,479,744	191,798

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
41.43%	19.89%	$687,138.85	61.32%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group's stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action The contributing "wide" actions in this plan are:

Goal 1; Action 1: Learning Director

Goal 1; Action 2: Instructional Aides

Goal 1; Action 3: Off-campus Fieldtrips

Goal 1; Action 4: Teacher Professional Development - Writing and Math

Goal 1; Action 6: Data Meetings

Goal 1; Action 8: Expanded Learning After School Program

Goal 2; Action 1: Physical Fitness and Health

Goal 2; Action 3: Psychological Services

Goal 2; Action 4: School Events, Parent Meetings, and Aeries SIS

Goal 2; Action 5: Social-Emotional Learning

Goal 2; Action 6: Music Program, Sports, and Clubs

Goal 2; Action 7: Rewards/Awards for Positive Academics, Behavior, and Attendance

Goal 3; Action 1: Common Core Supplemental Materials

Goal 3; Action 3: Technology

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to

justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

For the Budgeted Expenditures for Actions identified as Contributing Required Descriptions Prompt 2 section Actions will be referenced based on how they appear in the Expenditure Table.

Goal 1; Action 5: Professional Development - English Learner Proficiency
Goal 1; Action 7: Additional ELD Supports and Activities

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.

Pacific Union Elementary School District is a single school district with an enrollment of unduplicated students (low-income, foster youth, and/or English learner students) that is greater than 55%. Pacific Union has added 2 paraprofessionals (Goal 1.2 and 1.7). The increased staff will continue to provide increased one-on-one and small group academic support and English language development in order to improve student academic and English language proficiency outcomes among students.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,607,483.00	$10,000.00			$5,617,483.00	$3,425,066.00	$2,192,417.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Learning Director	English Learners Low Income	$110,977.00				$110,977.00
1	1.2	Instructional Aides	English Learners Foster Youth Low Income	$911,040.00				$911,040.00
1	1.3	Off-campus Field Trips	English Learners Low Income	$15,000.00				$15,000.00
1	1.4	Teacher Professional Development - Writing and Math	English Learners Low Income	$5,000.00				$5,000.00
1	1.5	Professional development - English learner proficiency	English Learners	$5,000.00				$5,000.00
1	1.6	Data Meetings	English Learners Low Income	$55,000.00				$55,000.00
1	1.7	Additional ELD Supports and Activities	English Learners	$57,207.00				$57,207.00
1	1.8	Expanded Learning After School Program	English Learners Low Income	$150,000.00				$150,000.00
2	2.1	Physical Fitness and Health	Low Income	$100,000.00				$100,000.00
2	2.2	Basic Services	All	$3,362,049.00				$3,362,049.00
2	2.3	Psychological Services	English Learners Foster Youth Low Income	$110,000.00				$110,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	School Events, Parent Meetings, and Aeries SIS	Low Income	$24,500.00				$24,500.00
2	2.5	Social-Emotional Learning	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.6	Music Program, Sports, and Clubs	English Learners Low Income	$200,000.00				$200,000.00
2	2.7	Rewards/Awards for Positive Academics, Behavior, and Attendance	English Learners Low Income	$18,000.00				$18,000.00
2	2.8	Students with Disabilities	Students with Disabilities	$5,000.00				$5,000.00
2	2.9	Campus Safety	All		$10,000.00			$10,000.00
3	3.1	Common Core Supplemental Materials	English Learners Low Income	$300,000.00				$300,000.00
3	3.2	State Adopted Common Core Curriculum	All	$50,000.00				$50,000.00
3	3.3	Technology	English Learners Low Income	$118,710.00				$118,710.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,571,677	1,479,744	41.43%	19.89%	61.32%	$2,190,434.00	0.00%	61.33 %	**Total:**	$2,190,434.00
								LEA-wide Total:	$2,128,227.00
								Limited Total:	$62,207.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Learning Director	Yes	LEA-wide	English Learners Low Income	All Schools	$110,977.00	
1	1.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$911,040.00	
1	1.3	Off-campus Field Trips	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
1	1.4	Teacher Professional Development - Writing and Math	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
1	1.5	Professional development - English learner proficiency	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	1.6	Data Meetings	Yes	LEA-wide	English Learners Low Income	All Schools	$55,000.00	
1	1.7	Additional ELD Supports and Activities	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,207.00	

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	1.8	Expanded Learning After School Program	Yes	LEA-wide	English Learners Low Income	All Schools	$150,000.00	
2	2.1	Physical Fitness and Health	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
2	2.3	Psychological Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	LEA-wide	Low Income	All Schools	$24,500.00	
2	2.5	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.6	Music Program, Sports, and Clubs	Yes	LEA-wide	English Learners Low Income	All Schools	$200,000.00	
2	2.7	Rewards/Awards for Positive Academics, Behavior, and Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$18,000.00	
3	3.1	Common Core Supplemental Materials	Yes	LEA-wide	English Learners Low Income	All Schools	$300,000.00	
3	3.3	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$118,710.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,942,066.00	$4,487,216.00

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	Learning Director	Yes	$108,977.00	108,977
1	1.2	Instructional Aides	Yes	$494,000.00	400,130
1	1.3	Off-campus Field Trips	Yes	$30,000.00	10,375
1	1.4	Teacher Professional Development - Writing and Math	Yes	$25,000.00	25,000
1	1.5	Professional development - English learner proficiency	Yes	$6,000.00	6,000
1	1.6	Data Meetings	Yes	$55,000.00	55,000
1	1.7	Additional ELD Supports and Activities	Yes	$57,206.00	63,891
1	1.8	Expanded Learning After School Program	Yes	$61,000.00	139,256
2	2.1	Physical Fitness and Health	Yes	$350,000.00	92,066
2	2.2	Basic Services	No	$3,165,164.00	3,165,164

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)
2	2.3	Psychological Services	Yes	$105,190.00	105,190
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	$35,700.00	24,122
2	2.5	Social-Emotional Learning	Yes	$10,000.00	10,000
2	2.6	Music Program, Sports, and Clubs	Yes	$254,344.00	189,196
2	2.7	Rewards/Awards for Positive Academics, Behavior, and Attendance	Yes	$15,000.00	17,264
3	3.1	Common Core Supplemental Materials	Yes	$86,434.00	53,580
3	3.2	State Adopted Common Core Curriculum	No	$50,000.00	0
3	3.3	Technology	Yes	$33,051.00	22,005

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,431,983	$1,726,902.00	$1,322,052.00	$404,850.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Learning Director	Yes	$108,977.00	108,977	0	0
1	1.2	Instructional Aides	Yes	$494,000.00	400,130	0	0
1	1.3	Off-campus Field Trips	Yes	$30,000.00	10,375	0	0
1	1.4	Teacher Professional Development - Writing and Math	Yes	$25,000.00	25,000	0	0
1	1.5	Professional development - English learner proficiency	Yes	$6,000.00	6,000	0	0
1	1.6	Data Meetings	Yes	$55,000.00	55,000	0	0
1	1.7	Additional ELD Supports and Activities	Yes	$57,206.00	63,891	0	0
1	1.8	Expanded Learning After School Program	Yes	$61,000.00	139,256	0	0
2	2.1	Physical Fitness and Health	Yes	$350,000.00	92,066	0	0
2	2.3	Psychological Services	Yes	$105,190.00	105,190	0	0
2	2.4	School Events, Parent Meetings, and Aeries SIS	Yes	$35,700.00	24,122	0	0

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)
2	2.5	Social-Emotional Learning	Yes	$10,000.00	10,000	0	0
2	2.6	Music Program, Sports, and Clubs	Yes	$254,344.00	189,196	0	0
2	2.7	Rewards/Awards for Positive Academics, Behavior, and Attendance	Yes	$15,000.00	17,264	0	0
3	3.1	Common Core Supplemental Materials	Yes	$86,434.00	53,580	0	0
3	3.3	Technology	Yes	$33,051.00	22,005	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,454,266	$1,431,983	16.71	58.17%	$1,322,052.00	0.00%	38.27%	$687,138.85	19.89%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **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).

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

    o   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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