



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pacific Grove Unified School District

CDS Code: 27661340000000

School Year: 2026-27

LEA contact information:

Dr. Lawrence Haggquist

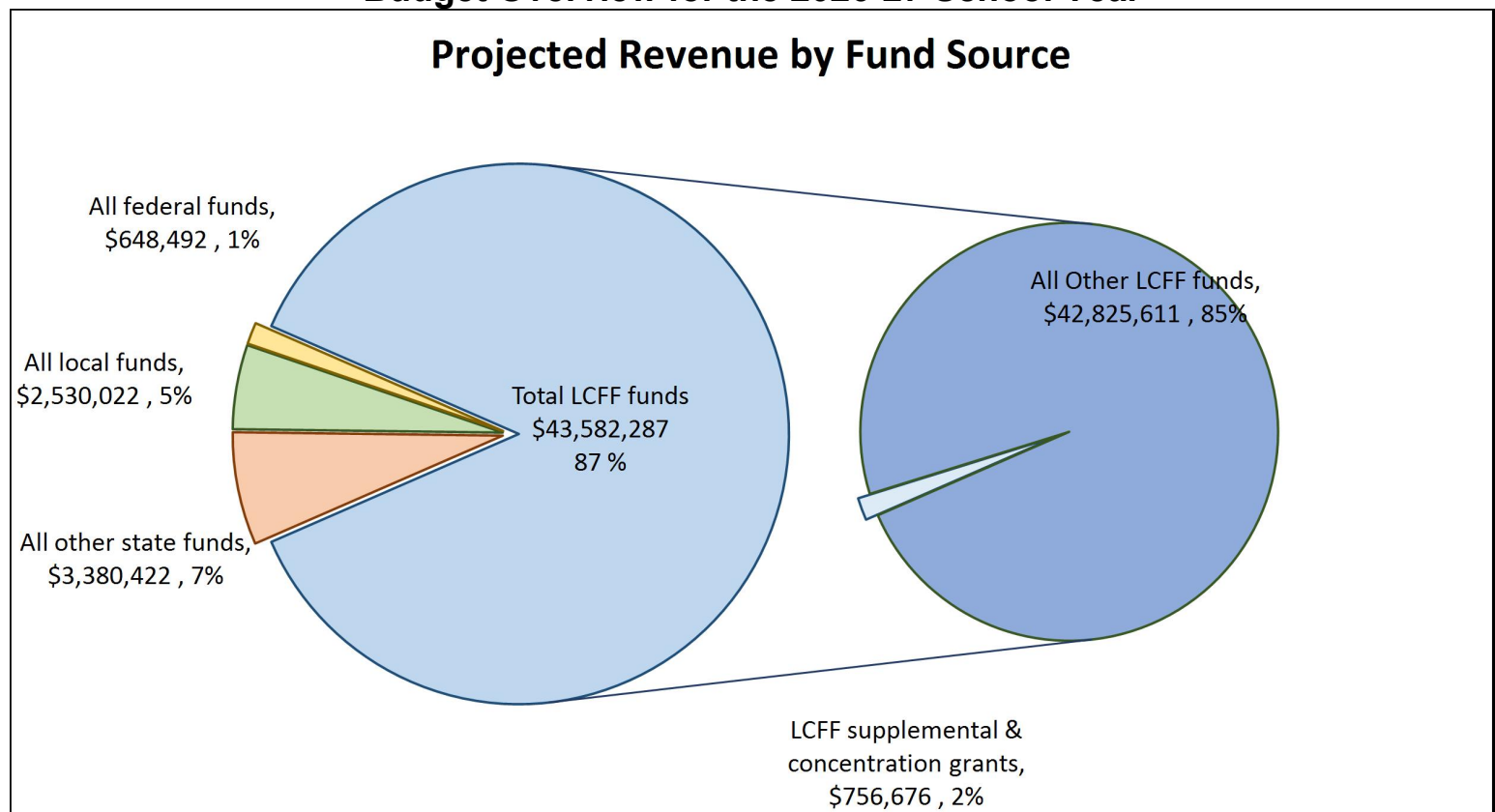
Executive Director of Educational Services

lhaggquist@pgusd.org

831 646-6526

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 2026-27 School Year

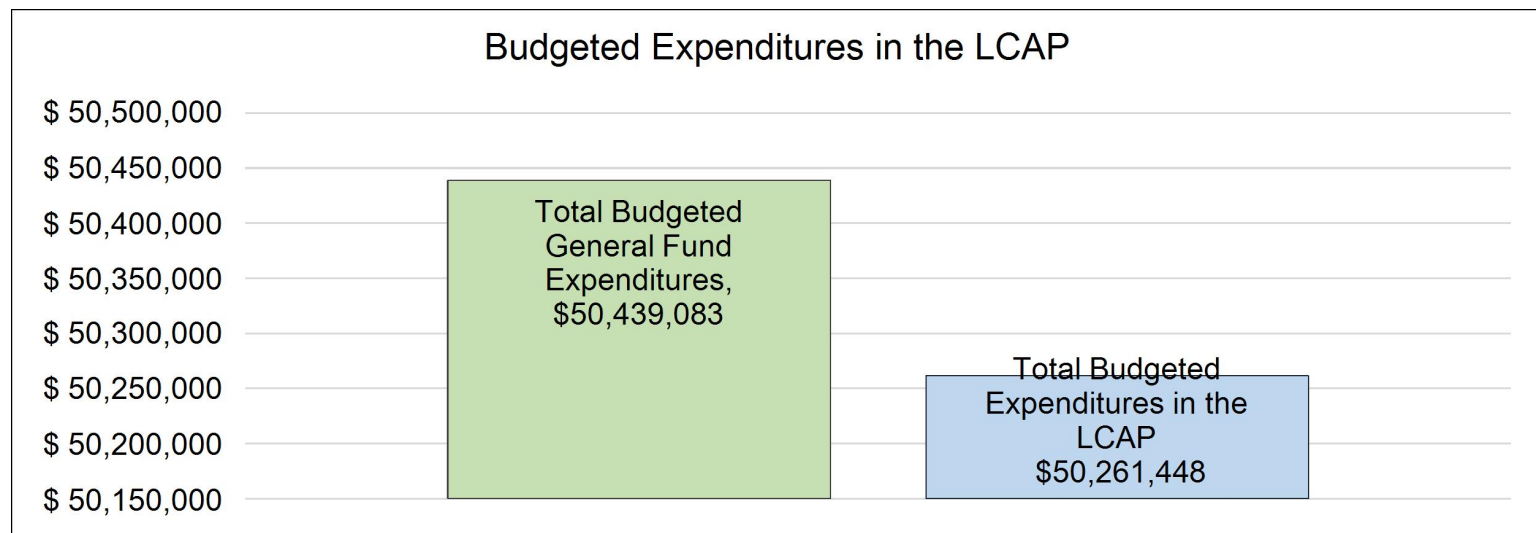


This chart shows the total general purpose revenue Pacific Grove Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pacific Grove Unified School District is \$50,141,223, of which \$43,582,287 is Local Control Funding Formula (LCFF), \$3,380,422 is other state funds, \$2,530,022 is local funds, and \$648,492 is federal funds. Of the \$43,582,287 in LCFF Funds, \$756,676 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pacific Grove Unified School District plans to spend for 2026-27. 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 Grove Unified School District plans to spend \$50,439,083 for the 2026-27 school year. Of that amount, \$50,261,448 is tied to actions/services in the LCAP and \$177,635 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

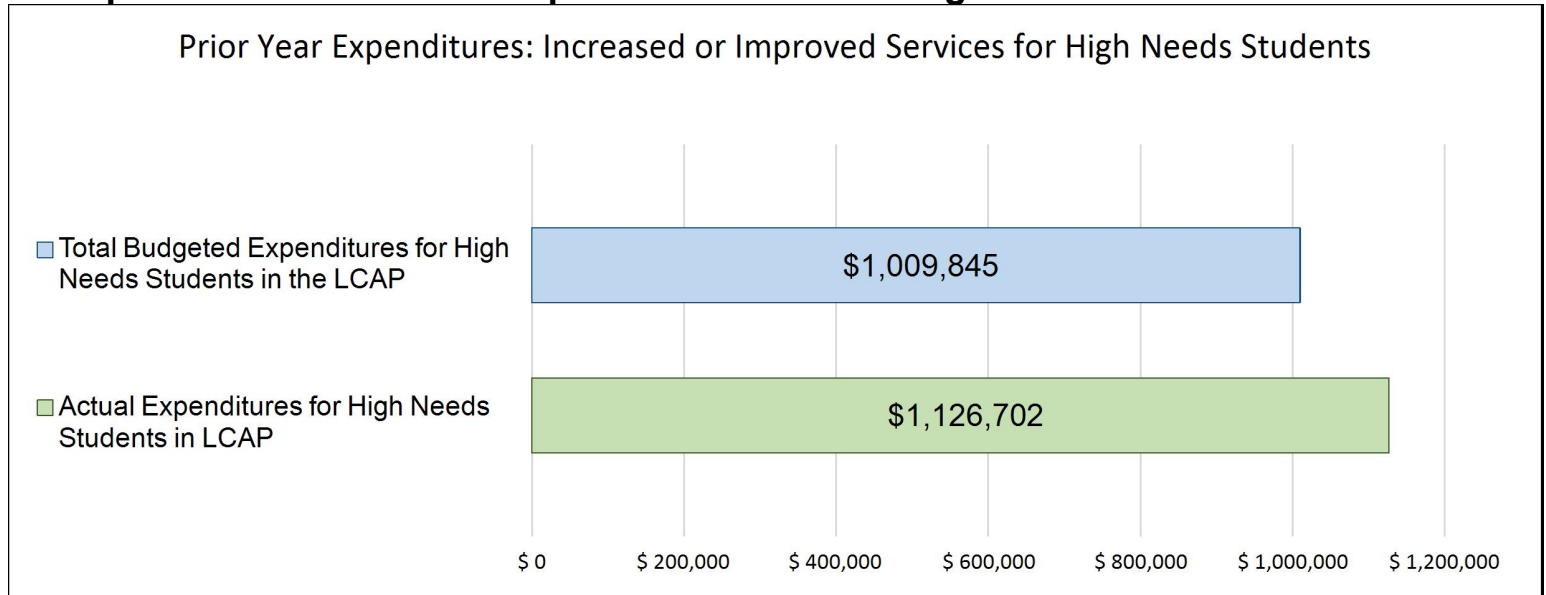
General Fund expenditures not included in the LCAP consist primarily of operational and required district costs such as utilities, insurance, and transfers to other funds. These expenditures support overall district operations but are not directly tied to specific LCAP actions or goals.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pacific Grove Unified School District is projecting it will receive \$756,676 based on the enrollment of Foster Youth, English learner, and low-income students. Pacific Grove Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pacific Grove Unified School District plans to spend \$1,195,564 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 2025-26



This chart compares what Pacific Grove Unified 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 Grove Unified 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 2025-26, Pacific Grove Unified School District's LCAP budgeted \$1,009,845 for planned actions to increase or improve services for high needs students. Pacific Grove Unified School District actually spent \$1,126,702 for actions to increase or improve services for high needs students in 2025-26.



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 Grove Unified School District	Dr. Lawrence Haggquist Executive Director of Educational Services	lhaggquist@pgusd.org 831 646-6526

Plan Summary [2026-27]

General Information

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

Pacific Grove Unified School District (PGUSD) is a coastal, community-centered school district serving students in transitional kindergarten through grade 12 through a system of elementary, middle, high school, and alternative education programs designed to meet diverse student needs. The district serves a close-knit community and is committed to ensuring that all students—including English learners, low-income students, foster youth, and students with disabilities—have equitable access to high-quality instruction, meaningful support, and inclusive learning environments.

At the core of PGUSD’s work is a deliberate effort to build a “Culture of We,” in which every student, staff member, and family experiences a strong sense of belonging, safety, and shared responsibility for success. This culture emphasizes that students are known, valued, and supported, and that schools function as collaborative communities where educators, families, and students partner together. The district’s approach reflects a belief that academic success is deeply connected to students’ sense of connection, identity, and well-being, and that fostering inclusive and affirming environments is essential to improving outcomes for all students.

To operationalize this vision, PGUSD has aligned several key initiatives that work together to support both academic achievement and social-emotional development. The district is actively advancing a cultural proficiency framework that guides staff in recognizing, valuing, and responding to the diverse cultural assets of students and families, with the goal of moving toward full cultural proficiency where diversity is viewed as a strength. In parallel, the district is implementing restorative justice practices to build strong relationships, promote accountability, and create equitable school environments where conflict is addressed through dialogue, reflection, and repair rather than exclusionary discipline.

PGUSD is also re-establishing Professional Learning Communities (PLCs) across all schools to strengthen instructional practice and ensure a consistent focus on student learning. Through PLCs, educators collaborate regularly to analyze data, share strategies, and respond to the academic and social-emotional needs of students, with particular attention to addressing disparities among student groups. This work is supported by the use of multiple measures of student progress, including state assessments, local benchmarks, and social-emotional indicators, to inform continuous improvement.

These initiatives are intentionally integrated and mutually reinforcing. The “Culture of We” provides the foundation for inclusive and supportive school environments; cultural proficiency ensures that practices are responsive to student identities and experiences; restorative justice strengthens relationships and promotes equity; and PLCs create the structures for ongoing collaboration and improvement. Together, they form a coherent districtwide approach that aligns resources, actions, and practices to support the whole child.

PGUSD’s strategic vision is grounded in continuous improvement and equity, informed by data from the California School Dashboard, local assessments, and extensive educational partner engagement. Through this aligned system of initiatives and a strong culture of collaboration, the district is committed to ensuring that all students are prepared for success in college, career, and civic life while feeling a deep sense of belonging and connection within their schools.

Reflections: Annual Performance

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

Dashboard Successes

Pacific Grove Unified School District continues to demonstrate strong overall academic performance on the 2025 California School Dashboard.

On the 2025 Dashboard, PGUSD’s All Students group performed at the Blue level in English language arts, with students scoring 53.6 points above standard. Several student groups also demonstrated strong ELA outcomes, including Asian students at Blue, White students at Blue, Hispanic or Latino students at Green, and students identifying as Two or More Races at Green. In mathematics, PGUSD’s All Students group performed at the Green level, with students scoring 20.5 points above standard. Asian students performed at Blue, while English learners, White students, and students identifying as Two or More Races performed at Green.

The 2025 CAASPP data file also reflects strong overall achievement. In ELA, 71.78% of all students met or exceeded standard. Student groups with strong ELA outcomes included Asian students at 82.50%, White students at 77.40%, and students identifying as Two or More Races at 74.42% meeting or exceeding standard. In mathematics, 60.22% of all students met or exceeded standard, an increase from 57.93% in 2024. Asian students, White students, and students identifying as Two or More Races also demonstrated strong math outcomes, with 75.29%, 65.41%, and 66.67% meeting or exceeding standard, respectively.

Dashboard Challenges

While PGUSD continues to demonstrate strong overall outcomes, the 2025 California School Dashboard identifies areas requiring continued attention. Chronic absenteeism is a challenge, with the All Students group performing at the Orange level. Student group results show continued concern for socioeconomically disadvantaged students, students with disabilities, English learners, Asian students, and White

students, all of whom were also Orange for chronic absenteeism. Hispanic or Latino students and students identifying as Two or More Races were Yellow.

The Dashboard also shows academic performance gaps for specific student groups. In ELA, English learners and students with disabilities were Orange, while socioeconomically disadvantaged students were Yellow. In mathematics, Hispanic or Latino students and socioeconomically disadvantaged students were Orange, and students with disabilities were Yellow. These Dashboard results indicate the need to continue strengthening targeted academic supports, progress monitoring, and access to grade-level instruction for student groups performing below the districtwide level.

The CAASPP percent met/exceeded data further supports these areas of need. In ELA, English learners had 14.29% meeting or exceeding standard, socioeconomically disadvantaged students had 49.43%, and students with disabilities had 37.41%. In mathematics, socioeconomically disadvantaged students had 35.47% meeting or exceeding standard, Hispanic or Latino students had 39.78%, and students with disabilities had 27.54%. These results show that, while PGUSD performs well overall, achievement gaps persist for English learners, socioeconomically disadvantaged students, Hispanic or Latino students, and students with disabilities.

The district will maintain a focus on reducing chronic absenteeism, strengthening mathematics instruction, supporting English learners, and addressing persistent performance gaps for socioeconomically disadvantaged students and students with disabilities.

A requirement of this Local Control and Accountability Plan is to identify any school within PGUSD that received the lowest performance level on one or more state indicators; any group within PGUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or any student group within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard. PGUSD has five incidents of low performance on dashboard indicators. These low performance indicators must remain part of the LCAP for the entirety of the 3-year cycle

:

Chronic absenteeism - multiple races/two or more - districtwide 20.4%

Chronic absenteeism - multiple races/two or more - Forest Grove Elementary 25.6%

Chronic absenteeism - socioeconomically disadvantaged - Robert Down Elementary 27.8%

Chronic absenteeism - students with disabilities - Robert Down Elementary 25.5%

English language arts - students with disabilities - Forest Grove Elementary - 73.8 points below the standard

PGUSD has continued to make a strong effort to gather meaningful community input during this second year of the three-year LCAP cycle. Through a comprehensive engagement process that included student advisory groups, Parent Advisory Committee (PAC) meetings, DELAC consultation, community forums, and survey data such as the California Healthy Kids Survey (CHKS), families, students, and staff provided consistent and actionable feedback. Across these engagement opportunities, educational partners continued to prioritize strengthening students' sense of connection and belonging, ensuring both the physical and emotional safety of students, and maintaining and improving school facilities. In addition, stakeholders emphasized the importance of inclusive practices, culturally responsive environments, and strong relationships between schools and families as central to student success. This feedback reinforces the district's commitment to a "Culture of We," grounded in belonging, safety, and prosperity, and directly informs the development of LCAP goals, actions, and resource allocation.

Learning Recovery and Emergency Block Grant

Currently, the district has an allocation of \$37, 723 which is included in the LCAP goals and actions as follows:

\$25, 739 - LCAP Goal 1, Action 1
\$2,500 - LCAP Goal 2, Action 2
\$6,800 - LCAP Goal 2, Action 9
\$2,684 - Indirect

Reflections: Technical Assistance

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

PGUSD is not eligible for technical assistance, so this section does not apply.

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.

PGUSD does not have schools that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	The district gathered student input by meeting with student LCAP advisory groups at each school. Participants were selected with an emphasis on ensuring a diverse representation of student perspectives. Each meeting was held during the school day and lasted approximately one hour. The dates of the meetings were: Pacific Grove High School on February 25, 2026, March 18, 2026, and March 25, 2026; Forest Grove Elementary on March 3, 2026; Pacific Grove Middle School on March 5, 2026; Robert Down Elementary on March 9, 2026; Community High School on March 27, 2026; Pacific Grove High School Special Education on April 7, 2026; Pacific Grove Middle School Special Education on April 7, 2026; and Pacific Grove High School English Language Development students on April 7, 2026. The district also gathered student input through the California Healthy Kids Survey (CHKS), administered to students in grades five, seven, nine, and eleven. The CHKS provided data related to school connectedness, school safety, caring adult relationships, high expectations, student well-being, harassment and bullying, and social-emotional health. Data from the CHKS was incorporated into the metrics and annual review sections of the district’s LCAP goals. Additional student voice data was collected through the CORE Social Emotional Learning (SEL) survey administered to students across grade spans. The district also reviewed local indicators including MAP

Educational Partner(s)	Process for Engagement
	assessments, DIBELS assessments, and qualitative feedback gathered through student focus groups and student advisory discussions. Other methods of capturing student voice included ongoing feedback provided by student leadership groups and student advisory committees at school sites. Student input gathered throughout the year was used to help identify district strengths, areas for growth, and priorities related to academic achievement, social-emotional learning, school climate, student supports, and student engagement.
Parents	PGUSD held parent advisory and community engagement meetings throughout the 2025-26 LCAP development process. The district held an LCAP Parent Advisory Committee (PAC) meeting on April 1, 2026, and community engagement meetings on March 25, 2026 at Pacific Grove High School and April 8, 2026 at Forest Grove Elementary. These meetings provided families and community members with an overview of the district's LCAP goals, actions, and current outcomes related to the three-year LCAP plan. Participants reviewed district data, discussed areas of strength and growth, and provided input regarding district priorities and actions aligned to academic achievement, social-emotional learning, intervention and support systems, and school climate. The district also gathered parent input through the California Healthy Kids Survey (CHKS) Family Survey. The survey included rating-scale and written response questions related to school climate, communication, caring adult relationships, cultural respect, student motivation, family engagement, and school safety. Feedback gathered through the survey informed the development of LCAP metrics, actions, and annual goal review processes. Topics discussed during parent and community engagement sessions included academic programming, social-emotional learning supports, school safety, restorative practices, communication with families, behavioral expectations, differentiated student supports, and access to intervention programs. Community members also provided input

Educational Partner(s)	Process for Engagement
	regarding student belonging and support systems for historically underserved student groups. Every school site continued to maintain a School Site Council (SSC) that met regularly throughout the school year. School Site Councils reviewed school safety plans, provided input regarding site-level decision making, and supported the development and monitoring of School Plans for Student Achievement (SPSA) aligned to district LCAP goals and actions.
Certificated Staff/Pacific Grove Teachers Association	Certificated staff provided feedback throughout the 2025-26 school year during regular staff meetings and collaborative planning structures held at each school site. All schools continued to maintain site leadership teams that provided counsel to site administration and contributed to decisions regarding school operations, instructional practices, student supports, and school improvement efforts. District administration consulted regularly with the Pacific Grove Teachers Association (PGTA) executive board throughout the year to discuss contractual matters, working conditions, instructional initiatives, and site concerns. District administration also collaborated with PGTA leadership regarding professional development planning, instructional priorities, restorative practices implementation, and districtwide initiatives connected to the LCAP development process. Teachers continued to serve as representatives on School Site Councils (SSC) at every school site. Certificated staff participated in the review of school safety plans, site-level data, and the development and monitoring of School Plans for Student Achievement (SPSA) aligned with district LCAP goals and actions. Certificated staff also participated in several district committees and engagement structures that informed the development of the LCAP. The PGUSD Cultural Proficiency Team, which included 37 teachers, counselors, and administrators representing all school sites, met throughout the year to reflect on Goal 4 of the LCAP and provide input regarding restorative practices, equity-centered instructional

Educational Partner(s)	Process for Engagement
	practices, PLC collaboration, bias response systems, and curriculum implementation efforts. In addition, certificated staff participated in EL Education planning sessions, site visits, restorative practices trainings, district leadership collaboration meetings, and school-based student advisory activities that supported continuous improvement efforts connected to the LCAP development process. Certificated staff also participated in the California Healthy Kids Survey (CHKS) Staff Survey, which provided feedback regarding school climate, student safety, social-emotional supports, parent involvement, and caring adult relationships. Staff input gathered through the survey and community engagement activities informed the development of district goals, metrics, and actions within the LCAP.
Classified Staff/California School Employees Association	PGUSD gathered classified staff feedback through multiple methods during the 2025-26 school year, including participation in the California Healthy Kids Survey (CHKS) Staff Survey. Staff members responded to rating-scale and written response questions related to school climate, student supports, school safety, caring adult relationships, social-emotional learning, parent involvement, and professional development needs. The survey data provided important feedback regarding district strengths and areas for growth and was incorporated into the development of the LCAP goals, metrics, and actions. Classified staff also had opportunities to participate in district committees and collaborative groups that informed the district's educational program and continuous improvement efforts. Classified employees participated in the PGUSD Cultural Proficiency Team, which included representatives from all school sites and departments across the district. The committee met throughout the year to support implementation of restorative practices, bias response systems, culturally responsive practices, and equity-centered professional learning connected to Goal 4 of the LCAP.

Educational Partner(s)	Process for Engagement
	In addition, classified staff participated in districtwide planning meetings, restorative practices trainings, technology planning discussions, and collaborative operational meetings that supported district initiatives and student services throughout the year. The California School Employees Association (CSEA) met regularly with district administration throughout the year to discuss contractual matters, working conditions, operational concerns, and issues affecting school sites and district programs. These meetings occurred monthly or as needed to ensure ongoing communication and collaboration between the district and classified staff representatives.
Principals and Administrators	Administrators provide feedback to the district at management meetings which are held two times per month. There is also a management retreat held at the beginning of the year where the Superintendent and administrators refine a vision or a theme for the academic year. Administrators have the opportunity to take all of the staff surveys including the LCAP staff survey, the California Healthy Kids Survey for staff, and the district's human needs assessment survey. Administrators lead and participate alongside of staff as members of the Cultural Proficiency Committee, which met two times this year, and the school site council for their sites.
Community Members/Parent Advisory Committee	PGUSD held multiple community engagement and Parent Advisory Committee (PAC) meetings throughout the 2025-26 LCAP development process. Community engagement meetings were held on March 25, 2026 at Pacific Grove High School and April 8, 2026 at Forest Grove Elementary. The March 25th meeting included a strong focus on Cultural Proficiency efforts connected to Goal 4 of the LCAP, including restorative practices, belonging, bias response systems, and culturally responsive practices across the district. The April 8th meeting included discussion and feedback related to school safety, student supports, school climate, and social-emotional well-being, with participation and input from members of the district Safety Committee as well.

Educational Partner(s)	Process for Engagement
	The district also held an LCAP Parent Advisory Committee (PAC) meeting on April 1, 2026. During this meeting, families and community members reviewed district data, discussed progress toward LCAP goals, and provided feedback regarding academic achievement, intervention systems, social-emotional learning supports, communication with families, restorative practices, and school safety priorities. Community members participating in engagement sessions provided feedback regarding academic rigor, student well-being, behavioral expectations, school connectedness, mental health supports, communication with families, intervention programs, and real-world learning opportunities for students. This input was reviewed and incorporated into the development of the district's LCAP goals, actions, and annual updates.
District English Learner Advisory Committee	The PGUSD District English Language Advisory Council met on April 24, 2026, for 90 minutes. The group provided feedback on the best ways to serve the needs of our English learners both academically and socially.
Special Education Local Plan Area	Our parent advisory committee had parents of students with disabilities. Their participation and input was a critical component during each of our meetings.

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

The Pacific Grove Local Control and Accountability Plan is driven entirely by data analysis and educational partner feedback. As we held LCAP committee meetings, community feedback meetings, and worked with staff, several points of emphasis were repeated among our group.

Goal #1 speaks to the academic success of all students in a learning environment that is welcoming to all families.

- One of the dashboard indicators that raised the greatest concern among our parents was our A-G completion rate. To help improve this rate the district developed action 1.7 that includes a visual indicator in the Synergy student information system to easily identify students who were in danger falling off pace to complete the UC/CSU A-G requirements.
- School safety came up as a concern among students, families, and staff. Our PGUSD Community Safety Committee reviewed improvement recommendations made by Kimball Associates and identified three immediate priorities that have become action items 1.11 (Visitor access management and controls), 1.12 (Safety training for staff), and 1.13 (Streamline communications).
- Teachers requested staff development activities that were directly related to their subject matter or grade level, so action 1.8 was developed that will provide differentiated professional development activities.

- Our state testing data shows that our students scores remain below the level they were before the pandemic. To institute a research based approach to improving learning across the district, PGUSD will begin a three-year commitment to building vibrant professional learning communities by partnering with Solution Tree as indicated in action 1.9.
- Facilities were a point of emphasis in all of the educator partner input sessions. Action 1.10 related to facilities marks a three-year commitment to analyze our district's needs and move forward with projects to include facilities. The specific reference to improving bathrooms is in response to the students' consistent request for this action.
- Action 1.14 (Secondary review of homework practices) is based on feedback from our parent advisory group and our student survey where secondary pupils expressed 45% were in disagreement with the statement "I never have homework assigned on school breaks."

Goal #2 addresses creating a learning environment that is physically, emotionally, and intellectually safe.

- Our students, families, and staff mentioned the need for the district to maintain mental health therapists at the high school and elementary identified in actions 2.6 and 2.8. The community also requested that a mental health therapist be added to the Middle School, so this position is included in action 2.7.
- The dashboard indicator where the district scores at the lowest level is chronic absenteeism, so a chronic absenteeism prevention program has been added as action 2.10.
- Students, parents and staff identified bullying as a concern in PGUSD schools, so the district is implementing multiple actions to create a safer environment for students including training with the Restorative Justice Partnership (action 2.2); a theme of "know my face, know my name, know my story" so every student has an adult who knows them and cares deeply about them at school (action 2.4); and clearly communicate the consequences for instances of bullying (action 2.5).
- Student survey data indicated that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons. In response, the district added action 2.3 that calls for increased efforts to make students aware of the help that is available to them.
- Parent and staff survey data showed strong support for counseling services in our schools, so the current counseling staff levels were maintained in action 2.1.

Goal #3 will provide differentiated education services to our unduplicated pupil population based on their performance levels in academic subjects.

- Much of the progress our district has made in monitoring student progress and discussing the ways to improve learning has been through the work of our instructional leadership teams. To maintain this progress, funding will be made available for these teams at the secondary level to continue their work outside of the regular school day. Actions 3.1 and 3.2 address this need.
- One of the programs that received a positive response from our District English Language Advisory Committee is our AVID program. Action 3.3 commits funding to support the AVID program. The demand for AVID classes in grades 9 and 10 has increased, so an additional section will be added, while maintaining a section to serve students in grades 11-12. In the Middle School, there will be an AVID class for grade 7 and another for grade 8.
- Literacy support for elementary students received strong support during our parent meetings, so our intervention classes will be maintained in actions 3.4 and 3.5. Due to the loss of one-time categorical funding, however, the full time intervention teacher at Forest Grove and the part-time intervention position at Robert Down have been eliminated. This will impact the number of students who will be able to receive tier two intervention services.

- Our DELAC voiced strong support for peer-to-peer tutoring among similar age students. Action 3.10 was developed to support the group's feedback to add a robust tutoring program where Middle School and High School students teach younger students while possibly earning community service hours.
- Educational partners mentioned math as an area of need for the district based on state testing data. The elementary school will maintain leveled small group instruction for math, while the secondary schools include math support classes in the master schedule. Math teachers will also participate in two articulation meetings per year to discuss student assessment results and identify areas of need and action 3.10 was written in support of this work.
- Action 3.13 exploring free BASRP for socioeconomically disadvantaged youth is in response to feedback from the Board of Trustees.

Goal #4 is our cultural proficiency goal that to provide access to our full academic program for all students while valuing and celebrating all of the cultures at our school. The development of this goal, and all of the subsequent actions, are the direct result of community input combined with the work of PGUSD's Cultural Proficiency committee.

- Professional learning related cultural proficiency. Input from our educational partners indicated that local community resources be accessed to assist with the professional learning associated with this implementation, so action 4.1 was developed in response. The district is entering into a new contract with the Black Leaders and Allies Collaborative to consult on professional development and guide our implementation of these actions district wide.
- Multiple sources of community input requested that diversifying the curriculum be a priority for the district, and action 4.2 was added in response. In student and staff surveys as well community input meetings, our community requested learning materials where all students could see diverse depictions of people and hear multiple perspectives.
- During our cultural proficiency community meetings, our educational partners requested that parents have the opportunity to provide feedback to our individual schools. Action 4.3 calls for two meetings per year at schools to have these feedback sessions.
- Secondary schools will continue their professional learning community work in the area of grading for equity. Action 4.4 is in response to our student survey where 19% of students were in disagreement with the statement "The grading practices at our school are fair."

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	PGUSD will create a “culture of we” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the academic success of all students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, religion, race, ethnicity, gender, sexual orientation, learning ability, and language feel welcome and a sense of connection.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Pacific Grove Unified School District developed this goal to build an overall academic program that provides access for all students to programs designed to ensure all students graduate from PGUSD college and career ready. Although our district rated "high" for college preparedness on the latest dashboard, we want to increase the percentage of students who complete UC/CSU A-G requirements. Critical to achieving this goal is creating a safe educational environment in which all students' learning needs are met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1 A Degree to which teachers are appropriately assigned and fully credentialed.	87.6% in 2021-2022	89.8% in 2022-2023	91.61% in 2023-2024	95% in 2025-2026	+4.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					
1.2	State Priority 1 B Degree to which students have standards-aligned instructional materials. Source: PGUSD Resolution regarding sufficiency of instructional materials September 7, 2023	100% in 2023-2024	100% in 2024-2025	100% in 2025-2026	100% in 2026-2027	Maintained, +0%
1.3	State Priority 1 C FIT Rating for school facilities in good repair. Source: SARC Fall 2023	Overall rating: Good in 2023-2024	Overall rating: Good in 2024-2025	Overall rating: Good in 2025-2026	Overall Rating: Good in Fall 2026-2027	Maintained, +0%
1.4	State Priority 2 The implementation of academic content and performance standards for all students. Source: Administrator confirmation of implementation of CA Standards and record during observations.	2023-2024 100% of teachers are implementing CA State Standards.	2024-2025 100% of teachers are implementing CA State Standards.	2025-2026 100% of teachers are implementing CA State Standards.	2026-2027 100% of teachers are implementing CA State Standards. Source: Administrator confirmation of implementation of CA Standards and record during observations.	Maintained, +0%
1.5	State Priority 4 A The percentage of pupils that have successfully	2022-2023 37.2% graduated A through G eligible	2023-2024 57.4% graduated A-G eligible	2024-2025 57.3%% graduated A-G eligible	2026-2027 75% graduate A to G eligible	+20.1% for A-G eligible

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed A-G requirements. Source: Dataquest	21.1% SED students graduated A-G eligible	25.8% SED students graduated A-G eligible	47.8% SED students graduated A-G eligible	50% SED students graduated A-G eligible	+26.7% SED graduating A-G eligible
1.6	The percentage of pupils that have successfully completed CTE pathways Source: Dataquest	2022-2023 13.5% successfully completed at least one CTE pathway.	2023-2024 16.4% successfully completed at least one CTE pathway	2024-2025 9.9% successfully completed at least one CTE pathway	2026-2027 25% successfully complete at least one CTE pathway.	-3.6%
1.7	The percentage of pupils that have successfully completed A-G requirement and successfully completed at least one CTE pathway. Source: Dataquest	2022-2023 7.7% completed both A-G requirements and at least one CTE pathway.	2023-2024 13.1% completed both A-G requirements and at least one CTE pathway	2024-2025 4.8% completed both A-G requirements and at least one CTE pathway	2026-2027 15% complete both A-G requirements and at least one CTE pathway.	-2.9%
1.8	State Priority 4 B The percentage of students who took an AP exam and passed with a score of 3 or higher Source: The College Board	2022-2023 76.6% of students who took AP exams passed with a score of 3 or greater.	2023-2024 140 students took 267 AP exams 91% passed with a 3 or higher	2024-2025 172 students took 319 AP exams 91% of our students received a score of 3 or higher	2026-2027 80% of students who take AP exams will pass with a score of 3 or greater	+14.4%
1.9	State Priority 5 E High School graduation rate. Source: Dataquest (four-year cohort)	2022-2023 85.9% High school graduation rate. 78.9% SED High School graduation rate.	2023-2024 93.4% high school graduation rate 87.1% SED high school graduation rate NA (<11)-EL high	2024-2025 96.4% high school graduation rate 95.7% SED high school graduation rate NA (<11)-EL high	2026-2027 97.5% High school graduation rate. 97.5% SED High school graduation rate.	+10.5% graduation rate +16.8% SED high school graduation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NA (<11) - EL High School graduation rate.	school graduation rate	school graduation rate	97.5% EL High school graduation rate.	
1.10	State Priority 2 B The degree to which programs/services enable English Learners to access the CSS and the ELD standards Source: Curriculum Department	2023-2024 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	2024-2025 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. Currently, elementary sites are piloting ELA curriculum. The quality of the EL component is an integral part of the review process and EL teachers have been	2025-2026 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. Currently, elementary sites are in year 1 of implementing new ELA curriculum. The quality of the EL component in this new curriculum was a	2026-2027 All curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms.	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			included on the pilot team.	significant factor in its selection.		
1.11	State Priority 7 A Broad course of study	2023-2024 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	2024-2025 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. Beginning in 2025-2026, PGHS will offer a 1-year	2025-2026 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district. This year, PGHS is offering a 1-year Ethnic Studies	2026-2027 Students have access and are enrolled in all required areas of study as monitored through CalPads & Synergy. Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Illuminate. The district provides access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.	Maintained, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Ethnic Studies course that will replace 10th-grade World Geography. Geography will now be embedded in the World History and US History courses.	course. Plans are currently in place to offer a Personal Finance course in 2027-28.		
1.12	State Priority 4 C: The percentage of pupils who participate in, and demonstrate college preparedness in the EAP. Source: CAASPP Data	2022-2023 81.44% prepared in ELA 51.04% prepared in Math	2023-2024 87.7% met or exceeded in ELA 65.2% met or exceeded in mathematics	2024-2025 81.8% met or exceeded in ELA 54.54% met or exceeded in mathematics	2025-2026 85% prepared in ELA 75% prepared in Math	+0.36% met or exceeded ELA +3.5% met or exceeded in mathematics

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:

Action 1.1 - Certificated Teachers, Classified Staff, and Administrators - Dashboard data indicates that PGUSD has 91.6% of teachers qualifying as "fully credentialed." This is well ahead of the statewide average of 82.5% and the county average of 78%

Action 1.2 Instructional Materials and Resources: Successfully launched implementation of the EL Education English Language Arts (ELA) curriculum across elementary grade levels during the 2025-26 school year following the completion of the districtwide pilot and adoption process. Highlights identified by the pilot and implementation committees include student-centered lesson design, integration of diverse authors and perspectives, alignment with California ELA/ELD standards, and habits of character embedded throughout instruction.

Professional learning and collaboration time were provided to support teacher implementation of the new curriculum. Additional successes include the continued implementation of the new Ethnic Studies course at PGHS and refinement of the Ethnic Studies curriculum through ongoing collaboration with educational partners, staff, students, and community input.

Action 1.3 High School Outreach Counselor - Data across multiple metrics both quantitative and qualitative reinforces the essential role that the outreach counselor position plays. The increase in the graduation metric is directly related to interventions supported by this position, including the A-G credit recovery, Tier 2 support, and summer school completion numbers.

Action 1.5 Broad Course of Study - PGUSD continues to offer a broad and diverse course of study that provides students with multiple pathways for college and career readiness. Despite the district's relatively small size, students continue to access a wide variety of engaging elective and Career Technical Education (CTE) opportunities, including photography, culinary arts, computer science, engineering, psychology, and expanded English electives. Pacific Grove High School also continued to expand dual enrollment opportunities in partnership with Monterey Peninsula College, including the addition of Sociology and other college-level coursework that allows students to earn transferable college credit while in high school. Continued efforts to expand access to rigorous coursework, Career Technical Education pathways, and dual enrollment opportunities support increased student engagement and preparation for postsecondary success.

Action 1.6 Technology Infrastructure and Educational Support – Continued implementation of the Measure A Educational Technology Bond device refresh initiative, including phased replacement planning for Chromebooks and iPads districtwide. PGTech completed evaluation and selection of the HP G11 Fortis-14 Chromebook model and developed a long-term deployment timeline to support equitable student access, device sustainability, and efficient use of bond resources.

Action 1.7 A-G Completion - New College and Career Counselor at the high school. Successful expansion of California Colleges Guidance Initiative (CCGI) platform use to support college and career exploration, academic planning, and the college application process. Outreach counselor continued supporting early identification and intervention for at-risk students through regular students of concern meetings and coordinated student support efforts.

Action 1.9 Professional Learning Communities – Continued expansion of Professional Learning Community (PLC) work through dedicated site collaboration time focused on analyzing student data, strengthening collaborative instructional planning, and using data-informed practices to support student achievement.

Action 1.10 Facility Improvements – Continued implementation of Measure D facility improvement projects, including HVAC upgrades, roofing, playground improvements, electrical infrastructure, flooring modernization, and energy efficiency projects across district sites. The district finalized and presented a long-term Facilities Master Plan and continued prioritizing facility needs to support safe, modernized, and well-maintained learning environments.

Action 1.12 Safety Training for Staff – Continued implementation of districtwide safety training and emergency preparedness initiatives based on recommendations from the M.C. Kimball and Associates Threat and Risk Assessment. Staff participated in Incident Command System (ICS) 100-300 trainings, Big Five emergency response training, active intruder protocol preparation, behavioral threat assessment training, and ongoing site-based safety planning to strengthen crisis response readiness across all district sites.

MODIFIED IMPLEMENTATION:

Action 1.8 Subject Specific Professional Development - several staff and departments were able to take advantage of subject specific professional development this year. Of note were attendees to the California Kindergarten Conference, AVID Summer Institute, AP Institutes,

and Allyship in Education conference to support Ethnic Studies. The elementary teachers team also participated in EL Education professional development to support year 1 of implementation. Despite district support of these opportunities, budget challenges have required the district to be more strategic about the subject specific professional development it will support moving forward.

Action 1.11 Visitor Access Management and Controls - the district successfully installed a new visitor access management system at all sites and has been tracking visits by contractors, guest speakers, guest staff, parents/guardians, student teachers, and campus visitors. Despite the presence of the new system, some campuses can be accessed by visitors who do not login to the system.

Action 1.13 Streamline Communications between PGUSD and Community - There has been an increase in efforts to streamline communication and communicate more effectively with parents and the community. Some of the efforts include: regular superintendent communications, after action reports (AAR) when safety incidents occur, telephone outreach for LCAP input, and a safety update at every board meeting. Despite the efforts, perceptual data still indicates that PGUSD families would like to see more effective communication.

NON-IMPLEMENTED ACTIONS:

Action 1.14 Secondary Review of Homework Practices – Site and district leadership continued discussions regarding secondary homework practices and grading consistency through PLC collaboration and instructional planning conversations. Due to continued focus on districtwide professional development priorities, including Cultural Proficiency, PLC implementation, safety training, and instructional initiatives, a comprehensive secondary homework review remains an ongoing priority within the LCAP cycle.

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 1.1: Budgeted \$26,390,106 Actuals \$26,930,629 Difference due to additional elementary positions

Action 1.2: Budgeted \$300,000 Actuals \$368,117. Difference due to actual ELA adoption

Action 1.4: Budgeted \$28,156 Actuals \$76,971. Difference due to new FY25 CTEIG funding

Action 1.8 & 1.9 Budgeted \$62,806 Actuals \$10,000. Difference was due to instructors meeting during minimum days, which eliminated the need for substitute costs.

Action 1.10: Budgeted \$5,259,091 Actuals \$9,686,509. Difference due to Measure D bond reprioritization

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators. A comprehensive review of efficacy data is available in the PGUSD LCAP 2024-25 Board Study Report.

Action 1.1 Certificated Teachers, Classified Staff, and Administrators

Metrics: State assessment data (Metric 3.4 and 3.5), perceptual survey data (Metric 2.4 and 2.5.), local indicators (Metric 1.11)

Effectiveness of Action(s): 3 - Effective

Demonstrated strong effectiveness as supported by state assessment data (Metric 3.4 and 3.5), perceptual survey data (Metric 2.4 and 2.5.), local indicators (Metric 1.11), and LCAP feedback. Dashboard data indicates that PGUSD has 91.6% of teachers qualifying as "fully credentialed." This is well ahead of the statewide average of 82.5% and the county average of 78%.

Action 1.2 Instructional Materials

Metrics: Instructional Materials (Metric 1.2)

Effectiveness of Action(s): 3 - Effective

100% of students have standards-aligned materials. Successfully carried out year 1 of an English Language Arts (ELA) adoption and survey data related to implementation efforts have been strongly positive.

Action 1.3 High School Outreach Counselor

Metrics: State assessment data (Metric 3.4 and 3.5), and Graduation (Metric 1.9)

Effectiveness of Action(s): 3 - Effective

The High School Outreach Counselor continued to effectively support at-risk students through targeted academic intervention, credit recovery, attendance monitoring, students of concern meetings, and coordination of Tier 2 supports. Continued focus on A-G completion, summer school participation, and individualized student support contributed to positive outcomes in graduation and student achievement metrics, particularly for English Learners and Socioeconomically Disadvantaged students.

Action 1.4 Career Technical Education

Metrics: CTE Pathway (Metric 1.6)

Effectiveness of Action(s): 2 - Somewhat Effective

Although there was an increase of 2.9% for the CTE pathway completion metric last year, there was a drop in the metric this year to 9.9%. We are anticipating another drop next year as we restructure the program and a large increase the following year in 2028-29.

Action 1.5 Broad Course of Study

Metrics: Broad course of study (Metric 1.11)

Effectiveness of Action(s): 3 - Effective

PGUSD continues to offer an impressively broad course of study. Students have access and are enrolled in all required areas of study as well as additional subjects such as photography, culinary, computer science, engineering, English, psychology, and sociology.

Action 1.6 Technology Infrastructure and Educational Support

Metrics: Instructional Materials (Metric 1.2)

Effectiveness of Action(s): 3 - Effective

100% of students have standards-aligned materials. Access to modern chromebooks and ipads has facilitated access to instructional materials.

Action 1.7 A-G Completion

Metrics: A-G Completion (Metric 1.5)

Effectiveness of Action(s): 2 - Somewhat Effective

Demonstrated moderate effectiveness as A-G completion scores have increased 20.1% since the establishment of the baseline indicator(Metric 1.5). Despite the increase, we are still falling short of the 3-year target goal of 75%.

Action 1.8 Subject Specific Professional Development

Metrics: State assessment data (Metric 3.4 and 3.5)

Effectiveness of Action(s): 3 - Effective

Educators participated in the California Kindergarten Conference, AVID Summer Institute, Structured Literacy training, AP Institutes, EL Education training, and mCLASS training. In addition to rich qualitative support for the professional development, CAASPP scores also increased by +7.28 in science and +2.29 in Math.

Action 1.9 Professional Learning Communities

Metrics: Post professional development survey

Effectiveness of Action(s): 2 - Somewhat Effective

Demonstrated moderate effectiveness as post professional development survey data revealed that 73.3% of August professional development training attendees reported that the content of the training was excellent or near excellent.

Action 1.10 Facility Improvements

Metrics: FIT Rating for school facilities (Metric 1.3)

Effectiveness of Action(s): 3 - Effective

A districtwide facilities needs assessment was conducted and presented to the board. All schools remained in the “Good” rating.

Action 1.11 Visitor Access Management and Controls

Metrics: Parent Survey (Metric 2.7)

Effectiveness of Action(s): 2 - Somewhat Effective

The district successfully installed a new visitor access management system at all sites and has been tracking visits by contractors, guest speakers, guest staff, parents/guardians, student teachers, and campus visitors. Despite the presence of the new system, some campuses can be accessed by visitors who do not log into the system. 82% of parents feel welcome to participate at the school; an increase of +5% from baseline.

Action 1.12 Safety Training for Staff

Metrics: Number of trainings held

Effectiveness of Action(s): 3 - Effective

Incident Command System (ICS) 100-300 trainings were held at all sites in the district

Action 1.13 Streamline Communications between PGUSD and Community Metrics: Survey on Parent Input (Metric 2.1) Effectiveness of Action(s): 2 - Somewhat Effective Although there was a significant decline in metric 2.1, qualitative survey data and California Healthy Kids survey data related to "school connectedness" remains strong. .
Action 1.14 Secondary Review of Homework Practices Metrics: Effectiveness of Action(s): 1 - Not Yet Effective This action was not implemented yet and so has not demonstrated effectiveness.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle: GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs. METRICS MODIFICATIONS: No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress. ACTIONS MODIFICATIONS: Action 1.12 has been adjusted to eliminate module training by Kimball and Associates to replace with a train the trainer model of implementation. OUTCOMES MODIFICATIONS: We adjusted the expected outcomes for Action 1.5 (percentage of pupils who graduate A-G eligible) slightly to reflect a more attainable growth target by three years, resulting in a decrease from a goal of 68% for SED students to 50%. Despite growth from 21.1% to 25.8%, the 68% 3-year goal may be difficult to reach for this group of students. A-G eligibility may not be a priority for this group of students, where as CTE completion may be more of a priority.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Teachers, Classified Staff, and Administrators	All teachers (1100-1900) and administrators (1300) are highly qualified to provide support to students in attaining access to a comprehensive education. (1000 object code) Classified staff and administrators in each job alike support student learning, health, and safety. (2100-2900) object code) LREGB is using \$25, 739 toward this action in order to ensure PGUSD maintains robust and comprehensive course offerings. The metrics we are using to monitor progress toward Goal 1, Action 1, as	\$41,059,069.00	No

Action #	Title	Description	Total Funds	Contributing
		supported by LREGB funding are: state assessment data, metric 3.4 and 3.5, as well as perceptual survey data, metric 2.4 and 2.5.		
1.2	Instructional Materials and Resources	Instructional delivery of all core content areas with standards aligned instructional materials. Teachers and support staff are trained on instructional materials to support students during small group instruction. All newly adopted instructional materials are analyzed to ensure that diverse populations are represented in the content to support culturally responsive lesson planning. (4000 object code)	\$341,290.00	No
1.3	High School Outreach Counselor	The High School Outreach Counselor position continues to provide support to historically underserved and special populations. This counselor is responsible for helping to identify students who have difficulty establishing a connection with school and implementing processes to help those students build a bond with their school. Historically underserved students include those who are struggling academically, social-emotionally, or may have other barriers to their success. Special populations of students include our students with a Section 504 accommodation plan, socio-economically disadvantaged, foster youth and English Language Learners. Support includes teaching coping skills, strategies to overcome a variety of obstacles, regular meetings, Student Study Team meetings, crisis intervention, and collaboration with the teachers and staff to support the students.	\$0.00	Yes
1.4	Career Technical Education	Explore opportunities to publicize our Career Technical Education program, so that all of our students are aware of the benefits of CTE classes with a particular focus on our English Learners, socio-economically disadvantaged youth, and special education students. Working with our CTE instructors, create strategies to inform all students of the program, how the program can benefit their future, and how to adjust their schedule to enroll in CTE classes. Explore the possibility of informing our incoming 9th grade students of the benefits of the CTE program. The CTE team will take a planning day at the beginning of the school year working with Foundations 4 Innovation to organize delivery of the CTE program and	\$2,664.00	No

Action #	Title	Description	Total Funds	Contributing
		strategize a vision for growth in 2024-2025. The program will be overseen by a CTE Coordinator 2024-2025.		
1.5	Broad Course of Study	Dual enrollment class offerings will expand in 2024-2025 to 19 from 11 the previous year. The courses are offered in photography, culinary, computer science, engineering, English, psychology, and sociology. We will continue to seek ways to improve on this robust offering of dual enrollment classes by continuing our partnership with Monterey Peninsula College and staying current with our College and Career Pathways (CCAP) Agreement. To increase the number of CTE completers district wide, we will publicize these courses to our incoming 9th and 10th grade students, so they can begin a CTE pathway early in their high school experience. PGHS will continue to seek funding for the CTE programs via Career Technical Education Incentive and Perkins grants to support and increase the number of course offerings.	\$119,607.00	No
1.6	Technology Infrastructure and Educational Support	The PGUSD Tech Department, PGTech, has identified the following technology implementation priorities that will guide the bulk of the department's work over the next three to five years, using Measure A Education Technology Bond funds: -Student Computing Device Fleet-Refresh Project: Upgraded tablets for students in grades K-1 and upgrade Chromebooks for students in grades 2nd-12th by 2029 -Teacher Laptop Replacement Plan: Phase-in replacement of teachers' aging Windows-based laptops with upgraded Chromebooks (Chrome OS) -Adult School and Community High School Flex/Tech Lab Design: Design and install flexible learning labs AS and CHS, replacing outdated computer labs. -District and Site Level Website Refresh Project: Replace current site and district-level websites with upgraded web design templates that provide improved navigation, interactivity, and two-way communication functionalities. -PGUSD Security/Surveillance Camera System Upgrade Project: Replace existing cameras with "Smart" high-definition (HD), AI/Artificial-Intelligence-enhanced cameras	\$950,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-Ongoing Teacher and Staff Technology Training and Support: Expand district end-user on-demand training and support tools, resources, and sessions for instructional and business operations platforms including Google, Synergy, and Catapult.		
1.7	A-G Completion	PGHS will work with the counselors and teachers to implement measures to increase the number of students who complete the A-G requirements for admittance into a UC/CSU school. We will look for ways to support our students and staff by improving the system of monitoring student progress, making students aware of which classes fulfill these requirements, and installing an early notification system when students fall behind. PGHS will also conduct an analysis to identify which classes act as barriers to students completing A-G classes and focus intervention efforts in those areas.	\$0.00	No
1.8	Subject Specific Professional Development	PGUSD will identify staff development activities that are specific to the subject matter taught. District administrators will work with site principals to seek out training time to focus specifically on instructional practice directly related to the teachers' assignments.	\$25,000.00	No
1.9	Professional Learning Communities	PGUSD will embark on a three-year commitment to train and support school administrators and certificated staff in the fundamentals of building a professional learning community. This training will focus on the foundation of professional learning community work: "gathering evidence of current levels of student learning, developing strategies to build on the strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying new knowledge in the next cycle of continuous improvement." - quoted from Learning by Doing by Richard and Rebecca DuFour.	\$15,183.00	No
1.10	Facility Improvements	PGUSD will develop a facilities needs assessment to identify an annual list of district wide projects. At the direction of the board of education, the	\$4,698,406.00	No

Action #	Title	Description	Total Funds	Contributing
		maintenance and facilities department will complete the projects deemed most necessary. This ongoing process of identifying needs and addressing them will be supported by funds 14 (deferred maintenance), 21 (Measure D), and 40 (capital improvements). Included in this process will be a review of our school bathrooms and a plan to upgrade those facilities.		
1.11	Visitor Access Management and Controls	PGUSD will implement a consistent visitor management system at all of its sites. The system will be able screen visitors and send real time alerts if a visitor is flagged for being a known threat. This is a check-in, check-out system that will automate the process and accommodate a wide range of visitors.	\$0.00	No
1.12	Safety Training for Staff	The district will include training for incident command structure for all staff. Also included is ongoing training for our campus supervisors in active intruder response. Multi-disciplinary threat and risk assessment training for year one and followed up by refresher training in subsequent years.	\$30,000.00	No
1.13	Streamline Communications between PGUSD and Community	PGUSD will standardize communication practices to the community to include initial and immediate response to incident, follow up response to an incident when further details are available, and produce an after action report to the community following PGUSD and PGPD reviews.	\$0.00	No
1.14	Secondary Review of Homework Practices	In response to a survey question where 45% of secondary students were in disagreement with the statement "I never have homework assigned over school breaks," PGUSD will review and recommit to our homework policy at the secondary level. Of our secondary students' parents surveyed, 60% were in agreement with the statement, "The amount of time my child spends reading and doing homework is appropriate." In light of these responses, the secondary schools will explore the efficacy of homework as it relates to equitable grading practices.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All schools will nurture learning environments that are intellectually, physically, and emotionally safe. Our educators will create an environment that promotes positive relationships among students and staff to increase school connectedness and a sense of belonging. Every student will feel connected to a minimum of one adult on campus who cares for them, watches out for them, checks in with them regularly, and to whom they can turn during times of need.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this goal after receiving feedback in community input sessions that students felt disconnected from school which was supported by California Healthy Kids Survey data concerning the prompt "There is a teacher or some other adult from my school who really cares about me." PGUSD also included this goal in response to receiving red indicators for chronic absenteeism on the California Dashboard. Our groups that scored in the red are students identifying as two or more races districtwide and at Forest Grove Elementary as well as SED students and students with disabilities at Robert Down Elementary. At our parent advisory sessions, educational partners indicated that chronic absenteeism is an area of concern after reviewing dashboard data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 3 A: Demonstration of the efforts the school district makes to seek parent input in making decisions for the school district and school sites. Source: CHKS	2023-2024 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions." = 63%	2024-25 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions." = 64%	2025-2026 Strongly Agree/Agree "School actively seeks the input of parents before making important decisions." = 27%	"School actively seeks the input of parents before making important decisions." = 80%	-36%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 5 A: Attendance rate Source: Synergy Student Information System	2023-2024 Attendance rate through P2 PGUSD = 90.95% Forest Grove = 90.46% Robert Down = 91.87% PGMS = 93.85% PGHS = 94.38% CHS = 17.04%	2024-2025 Attendance rate through P2 PGUSD = 94.59% Forest Grove = 93.24% Robert Down = 93.35% PGMS = 95.38% PGHS = 95.75% CHS = 12.71%	2025-2026 Attendance rate through P2 PGUSD = 94.61% Forest Grove = 93.73% Robert Down = 94.51% PGMS = 95.63% PGHS = 94.57% CHS = 14.2%	2026-2027 Attendance rate through P2 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	District Wide: +3.6% Forest Grove =+3.27% Robert Down: =2.64% PGMS: +1.78% PGHS: +.19% CHS: -2.84%
2.3	State Priority 5 B: Chronic Absenteeism Source: California Dashboard	2022-2023 Chronic Absenteeism rates PGUSD = 15.8% Two or more = 20.4% Forest Grove = 22.6% Two or more = 25.6% Robert Down = 16.6% SWD = 25.5% SED =27.8% PGMS = 8.8%	2023-2024 Chronic Absenteeism rates PGUSD = 15.8 Two or more = 18.4% SWD = 23.7% SED = 25.6% Elementary = 16.35%% (avg.) PGMS = 15.4%	2024-2025 Chronic Absenteeism rates PGUSD = 15.5% Two or more = 14.1% SWD = 20.7% SED = 22.7% Elementary = 14.7% (avg.) PGMS = 16.9%	2025-2026 District Wide: 10% Two or more: 10% Forest Grove: 12% Two or more: 12% Robert Down: 12% SWD = 12% SED = 12% PGMS = 5%	District Wide: -0.3% Two or more: -6.3% SWD: -4.8% SED: -5.1% PGMS: +8.1%
2.4	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Caring Adults, elementary Source: CHKS	2023-2024 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 83% Forest Grove 82% Robert Down 83%	2024-2025 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 95% Forest Grove 95% Robert Down 95%	2025-2026 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 91% Forest Grove 95% Robert Down 86%	2025-2026 Do the teachers and grown ups care about you? Percent of students who answered "Yes, most of the time," or "Yes, all of the time." Elementary 90% Forest Grove 90% Robert Down 90%	Elementary: +8% Forest Grove: +13% Robert Down: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	State Priority 6 C: School Climate Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Caring Adults, secondary Source: CHKS	2023-2024 There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 56% 9th grade 52% 11th grade 65%	2024-2025 There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 62% 9th grade 51% 11th grade 63%	2025-2026 There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 74% 9th grade 59% 11th grade 72%	There is a teacher or some other adult from my school who really cares about me. Percent of students who answered "Very much true" or "Pretty much true." 7th grade 70% 9th grade 66% 11th grade 80%	7th grade: +18% 9th grade: +7% 11th grade: +7%
2.6	State Priority 3 A: Demonstration of the efforts the school district makes to encourage parents to be an active partner with schools. Parent Input Source: CHKS	2023-2024 "School encourages me to be an active partner with the school in educating my child." = 82%	2024-2025 "School encourages me to be an active partner with the school in educating my child." = 89% (agree or strongly agree)	2025-2026 "School encourages me to be an active partner with the school in educating my child." = 88% (agree or strongly agree)	"School encourages me to be an active partner with the school in educating my child." = 90%	+6%
2.7	State Priority 3 A: Demonstration of the efforts the school district makes to encourage parents to be an active partner with schools. Parent Input Source: CHKS	2023-2024 "Parents feel welcome to participate at this school." = 77%	2024-2025 "Parents feel welcome to participate at this school." = 83% (agree or strongly agree)	2025-2026 "Parents feel welcome to participate at this school." = 82% (agree or strongly agree)	"Parents feel welcome to participate at this school." = 90%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	State Priority 6 A: School Climate Pupil suspension rate Source: California Dashboard	2023-2024 Suspension rate = 1.5% Rating of "green" on the dashboard	2024-2025 Suspension rate = 1.7% Rating of "yellow" on the dashboard	2025-2026 Suspension rate = 0.8% Rating of "blue" on the dashboard	Suspension rate equal to or less than 1.0%. Achieve a rating of "green" or "blue" on the dashboard.	-0.7%
2.9	State Priority 6 B: School Climate Pupil expulsion rate Source: Dataquest	2023-2024 Expulsion rate = 0%	2024-2025 Expulsion rate = 0%	2025-2026 Expulsion rate = 0%	Expulsion rate = 0%	0%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:

Action 2.1 Counseling Services - PGUSD offers robust counseling services throughout the district. At Pacific Grove High School there are 2 counselors, 1 intervention counselor, and 1 licensed mental health therapist; Pacific Grove Middle School houses 1 counselor and 1 licensed mental health therapist; and both elementary sites have 1 counselor each and .5 mental health therapist. There have been modifications to the job descriptions and the length of the work year for the mental health therapists, so they can serve students who are on an IEP.

Action 2.6 High School Licensed Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has revealed that SEL support needs remain high; a specific metric that speaks to the SEL needs at PGHS is the CORE SEL data, which has 26% of the students reporting unhealthy/unfavorable levels of SEL health. On a positive note, the "life satisfaction" metric on the California Healthy Kids Survey (CHKS) show improvement with 72% of students reporting healthy levels of life satisfaction.

Action 2.7 Middle School Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has revealed that SEL support needs remain high. The middle school CORE SEL survey results indicate that the most frequent response category was Level 2 (Slightly Unfavorable), with 136 students (38%) scoring at this level. On a positive note, two areas of improvement with respect to PGMS student SEL health were revealed in the CHKS data, with the metrics for "meaningful participation" and "caring adult relationships" showing growth (+6% and +11% respectively).

Action 2.8 Elementary Licensed Mental Health Therapist - This position, which was originally created using restricted Covid Relief funds (ESSER), has remained a priority as survey data has revealed that SEL support needs remain high. 21% of elementary students fell in the slightly unhealthy/unfavorable category on the CORE SEL assessment, however, CHKS data indicates considerable growth in the "Do teachers and grown ups care about you?" metric (+12% over 2 years).

Action 2.9 Vector Training Student Safety & Wellness Courses Grades 6-12 - Along with California Healthy Youth Act (CHYA) curriculum, PGMS and PGHS continue to utilize this instructional resource in PE classes to address SEL needs. Improvement in "connectedness" metrics across the board point to the success of the multi-pronged approach PGUSD has taken to address student SEL needs, including use of this instructional resource.

MODIFIED IMPLEMENTATION:

Action 2.2 Social Emotional Learning Resources - This SEL Action involved our contract with the Restorative Justice Partnership (RJP), which outlined a multi-year, multi-step approach to enhancing restorative approaches to discipline in our schools. RJP planned activities included a district wide introductory training, book study, 4-day circle-keeper training, administrator training, and implementation training. Due to budget constraints and professional development capacity challenges, the contract with RJP was modified. During the 2025-26 school year, PGUSD partnered with the team of Ann Jealous and Caroline Haskell who helped facilitate or restorative practices work.

Action 2.3 Increase Awareness of Available Assistance - The district has made efforts to increase communication around the availability of mental health resources. In 2023-24 15% of high school students were not aware that a mental health therapist was available on campus. In 2024-25 year, the number decreased to 7.6%. This year, 2025-26 the percentage is at 7.5%. In 2023-24, 21% of elementary students did not know who to go to for personal reasons. In 2024-25, that number has decreased to 15.4%. This year, 2025-26 the number is 16.2%. While the improvement from baseline is promising, we will continue to improve and modify our communication strategies in order to foster continued awareness and improvement.

Action 2.4 Increase Connection to School/Caring Adults - Metrics related to caring adults on campus have increased since last year. At PGHS, the campus for which this action was targeted, 88% on 9th graders reported that there was a teacher or other adult on campus who made them feel good about themselves. For 11th graders the number was 72%. These outcomes indicate improvement, however modifications to the "know my face, know my name, know my story" action will continue to be made in order to maintain a strong effort toward improving the sense of belonging amongst our students.

Action 2.5 Clear Consequences - District led Bias Incident Response Training was held at the beginning of the 2024-25 school year and reviewed again at the beginning of 2025-26, as well as during management team meetings. The goal of this redundancy is to increase awareness among staff, students, and families about the district discipline matrix and restorative practices in our schools. The "I feel safe in

my school" metric contained in the CHKS indicated that 62% of 7th graders, 80% of 9th graders, and 74% of 11th graders reported that they agree or strongly agree to the statement.

Action 2.10 Preventing Chronic Absenteeism - In addition to the Synergy monitoring and notification measure outline in the action description, PGUSD has modified the action by implementing a change to the way "justifiable unexcused" absences are recorded. Taking guidance from California Department of Education, PGUSD has initiated a new short-term independent study option that families have been utilizing since January. As implementation of this modification becomes more streamlined and widely communicated, PGUSD expects to see improvement in the Chronic Absenteeism metric.

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.

NA

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators. A comprehensive review of efficacy data is available in the PGUSD LCAP 2024-25 Board Study Report.

Action 2.1 Counseling Services

Metrics: Caring Relationships (Metric 2.4 and 2.5)

Effectiveness of Action(s): 2 - Somewhat Effective

Demonstrated emerging effectiveness as metrics indicate increased awareness of the availability of counseling services as well as improvement in perceptual data amongst families regarding caring adult relationships (Metric 2.4 and 2.5). In elementary school 85% of students think a teacher cares about them while in 9th grade it is 60%. Despite improving metrics, social-emotional health of the students continues to be an area of needed attention, as indicated by qualitative data and CORE SEL scores.

Action 2.2 Social Emotional Learning Resources

Metrics: Caring Relationships (Metric 2.4 and 2.5)

Effectiveness of Action(s): 2 - Somewhat Effective

Improvement in perceptual data amongst families regarding caring adult relationships (Metric 2.4 and 2.5). In elementary school 85% of students think a teacher cares about them while in 9th grade it is 60%. Despite improving metrics, social-emotional health of the students continues to be an area of needed attention, as indicated by qualitative data and CORE SEL scores.

Action 2.3 Increase Awareness of Available Assistance

Metrics: Student Awareness Survey

Effectiveness of Action(s): 3 - Effective

Demonstrated strong effectiveness as data indicates a significant increase in student awareness of available mental health resources. In 2023-24, 15% of high school students were not aware that a mental health therapist was available on campus. In 2024-25 year, the number decreased to 7.6%. This year, 2025-26 the percentage is at 7.5%

Action 2.4 Increase Student Connection to School/Caring Adults

Metrics: Caring Relationships (Metric 2.4 and 2.5)

Effectiveness of Action(s): 3 - Effective

Demonstrated effectiveness as metrics related to "caring adults on campus" point to improvement at all levels. The "school connectedness" Metric available on the CHKS report also showed a 12% growth over 3 years at the elementary level, 14% growth over the same 3 years at the middle school level, and 5% growth over 3 years at the high school level. These numbers are promising, however, improvement in this area will continue to be an area of focus as the district believes that a sense of belonging is pivotal to student learning. .

Action 2.5 Clear Consequences

Metrics: CHKS Survey

Effectiveness of Action(s): 3 - Effective

The "I feel safe in my school" metric contained in the CHKS indicated that 86% of 5th graders, 62% of 7th graders, 80% of 9th graders, and 74% of 11th graders reported that they agree or strongly agree to the statement.

Action 2.6 High School Licensed Mental Health Therapist

Metrics: CHKS Survey

Effectiveness of Action(s): 3 - Effective

On a positive note, the "life satisfaction" metric on the California Healthy Kids Survey (CHKS) show improvement with 72% of students reporting healthy levels of life satisfaction

Action 2.7 Middle School Mental Health Therapist

Metrics: Caring Relationships (Metric 2.5)

Effectiveness of Action(s): 3 - Effective

Two areas of improvement with respect to PGMS student SEL health were revealed in the CHKS data, with the metrics for "school connectedness" and "caring adult relationships" showing growth (+3% and +11% respectively).

Action 2.8 Elementary Licensed Mental Health Therapist

Metrics: Caring Relationships (Metric 2.4)

Effectiveness of Action(s): 3 - Effective

CHKS data indicates considerable growth in the "Do teachers and grown ups care about you?" metric. 85% agree or strongly agree.

Action 2.9 Vector Training Student Safety & Wellness Courses Grades 6-12

Metrics: LCAP Student Survey (Metric 4.1)
Effectiveness of Action(s): 3 - Effective
Vector curriculum addresses mental health, substance abuse, healthy relationships, personal safety, and more. Ultimately, the learning done through this platform aims to improve the sense of belonging fostered at the site. Student LCAP survey data indicated that there has been an overall increase in the sense of belonging with 73.3% of students reporting that they feel like they belong at their school.

Action 2.10 Preventing Chronic Absenteeism
Metrics: Chronic Absenteeism (Metric 2.3)
Effectiveness of Action(s): 1 - Not Yet Effective
Did not achieve desired outcomes as California Dashboard metrics indicate that PGUSD reported essentially the same percentage (15.5%) of chronically absent students in 2025 as it did in 2024. The number was 15.8% in 2024

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

METRICS MODIFICATIONS: The metrics were revised for Action 2.4 to include the CHKS student responses to the question "At my school, there is a teacher or other adult who makes me feel good about myself." This slight modification to student connectedness metrics will help us to maintain consistency with the exact language used in the CHKS.

ACTIONS MODIFICATIONS: Action 2.5 has been adjusted to add language that will support the ongoing implementation of bias incident response protocol.

OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	Counseling services are offered at the elementary, middle, and high school level. An orderly, caring, and positive educational and social environment enhances student learning. The district's goal is for all students to feel safe and feel as though they belong at their school. Counselors help guide and implement a variety of	\$1,021,858.00	No

Action #	Title	Description	Total Funds	Contributing
		social/emotional supports and programs at each of the sites. The elementary school counselors work collaboratively with classroom teachers to implement the Toolbox social emotional learning curriculum. The Middle School counselors support and contribute to the planning of the advisory period activities at Pacific Grove Middle School, and high school counselors help students prepare for college and career choices.		
2.2	Social Emotional Learning Resources	PGUSD will contract with the Restorative Justice Partnership beginning in Fall 2024 and continuing through 2027 to deliver high quality professional development for all district personnel. During the 2024-2025 school year, the professional development will consist of an introduction to restorative justice in education, a book study of restorative justice in education, a 4-day circle keeper training for teams from each school, restorative justice implementation training for school administrators, and whole school implementation. The action is intended to increase the percentage of students who feel the school is a safe place for them across all groups on the California Healthy Kids Survey. PGUSD is continuing to work with community partners organizations as BLAAC, Ann Jealous and Caroline Haskell, and EQ Schools to conduct this work. LREGB is using \$2,500 toward this action in order to ensure PGUSD continues to provide quality SEL resources to our staff and students. The metrics we are using to monitor progress toward Goal 2, Action 2, as supported by LREGB funding are: metrics 2.4 and 2.5 reflecting feedback on the California Healthy Kids Survey.	\$2,500.00	No
2.3	Increase Awareness of Available Assistance	All PGUSD schools will increase communication and signage related to the social emotional supports that are available for students. This goal is in response to survey data indicating that 15% of high school students were not aware that there was a mental health therapist on campus and 21% of elementary students did not know who to go to for personal reasons.	\$0.00	No
2.4	Increase Student Connection to School - Caring Adults	PGUSD will implement a theme called "Know my face, know my name, know my story." The goal will be for each school to identify those students who do not have a meaningful relationship with an adult on campus. Once the students are identified, staff will work toward creating a strong	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		connection with them. This is in response to survey data indicating that 66% of our secondary students responded that there was an adult on campus who made them feel excited about their future.		
2.5	Clear Consequences	All schools will publicize PGUSD's discipline matrix, so staff, students, and families have a clear understanding of the consequences that will be applied in various disciplinary situations. Schools will communicate the action taken in disciplinary situations to the greatest extent possible. Bias incidence response training protocol will be followed at all sites. The success of this action will be measured by an increase in the percentage of students who respond that they feel safe at school in the California Healthy Kids Survey.	\$0.00	No
2.6	High School Licensed Mental Health Therapist	The Licensed Mental Health Therapist position will be continued at PGHS. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The therapist's intent is to help students develop skills and strategies for coping with anxiety, depression, trauma, substance abuse, suicide, grief, family discord or any issues contributing functional impairments in school and achievement. The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.	\$198,674.00	No
2.7	Middle School Mental Health Therapist	The Middle School Mental Health Therapist will serve the social emotional needs of our middle school students. The therapist provides direct mental health services including counseling, consultation, mental health evaluations, treatment, mental health assessments, and case management. The will help students develop skills and strategies for coping with anxiety, depression, trauma, suicide, grief, family discord or any issues contributing functional impairments in school and achievement.	\$180,907.00	No

Action #	Title	Description	Total Funds	Contributing
		The Licensed Mental Health Therapist also acts as a resource to teachers and staff by communicating and collaborating with them to effectively support student progress. Additionally, the therapist will provide professional development to staff in the area of youth social-emotional health.		
2.8	Elementary Licensed Mental Health Therapist	This full time position will be split between Forest Grove and Robert Down elementary schools. The therapist will identify student mental health needs and provide staff professional development develop strategies to support our students.	\$170,452.00	No
2.9	Vector Training Student Safety & Wellness Courses grades 6-12	The Vector Solutions curriculum covers essential safety and wellness topics that are age appropriate for students in grades 6-8 and 9-12. Students at PGMS and PGHS will access these online lessons in their physical education classes. The PE teachers will facilitate discussions related to the lesson content. Topics covered include: Alcohol, Drug, & Vaping Prevention, Bullying & Cyberbullying, Digital Citizenship, Sexual Harassment, Youth Suicide Awareness, Stress & Anxiety, Depression, Good Decision Making, Healthy Relationships, and Resolving Disagreements. LREGB is using \$6,800 toward this action in order to in order to support the implementation and use of the Vector Training tools that will enhance the restorative practices at our schools. The metric we are using to monitor progress toward Goal 2, Action 9, as supported by LREGB funding is: metric 4.1 taken from the California Healthy Kids Survey.	\$6,800.00	No
2.10	Preventing Chronic Absenteeism	The district will use the Synergy student information system to monitor student attendance. When a student is on pace to be absent for 10 percent or more of the school year, the school will notify families that their student is chronically absent and offer support based on the student's individual circumstance to help increase attendance. The success of this action will be measured by improving the district's low performing chronically absent groups: multiple races/two or more (district wide, Forest Grove), socioeconomically disadvantaged (Robert Down), students with disabilities (Robert Down).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Unduplicated students (low socio-economic, foster youth, and English Learners) as well as homeless students and students with disabilities will receive the necessary differentiation and support to make accelerated growth to close the achievement gap. When necessary, targeted intervention using a variety of strategies, programs, and small group instruction will be implemented for students requiring additional tiered support. These programs will be designed to show an increase in our state testing scores for all groups and an improvement in our English learner reclassification rate.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

An analysis of our CAASPP testing data shows that gaps still remain in the achievement of our general population and our unduplicated pupil population. Although our dashboard metrics are positive with regard to our English learner progress and reclassification rate, we want to deepen our support for them, so they can continue to excel upon reclassification. Our low income students are another group that will warrant additional support based on assessment data. We feel the number of low income students is currently underreported in our district due to lunches being provided free of charge. Because the free and reduced lunch designation is used to identify our socioeconomically disadvantaged youth, the incentive to apply for the program is diminished when students have access to free meals. This situation calls for more intensive classroom tier 1 interventions in the form of small group, differentiated instruction and strong professional learning community practices at all sites.
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 2 B: The degree to which programs/services enable English Learners to access the CSS and the ELD standards. District analysis of instructional materials	In 2023-2024, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.	In 2024-2025, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component. Elementary sites are currently piloting ELA materials from EL Education and CKLA. Both have integrated and designated ELD supports and the	In 2025–2026, all adopted English Language Arts curriculum materials will include both Integrated and Designated ELD components to ensure consistent support for English learners. In all other content areas, teachers will continue incorporating integrated language development supports within the context of instruction. Designated ELD teachers at each site will collaborate with content area teachers to strengthen instructional practices and support EL student success in the classroom. All curriculum adoptions will include a required	In 2026-2027, all curriculum materials in English Language Arts offer both the Integrated and Designated component. For all other content areas, teachers are incorporating integrated components in support of English learners within the context of the subject area. Designated ELD teachers at each site collaborate with content area teachers in support of EL students in their classrooms. All curriculum adoptions require an EL support component.	Maintaining, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			curriculum evaluation instrument being used is ELD focused. ELD teachers have been included on the pilot team.	English learner support component. At the elementary level, the district has adopted EL Education as its core ELA curriculum. A key factor in this adoption was the program's strong English learner support component, including embedded guidance for integrated language development and differentiated instruction within daily lessons. The curriculum provides clear structures to support English learners across proficiency levels, and designated ELD teachers have been actively involved in the adoption and implementation process to ensure		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				alignment with student needs.		
3.2	State Priority 3 B: Demonstration of how the school district will promote parental participation in programs for unduplicated. (number of meetings, number of participants) District LCAP Family Survey - UPP results	2024 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 84.8% The school staff shows a caring, supportive attitude toward my child. = 84.6%	2025 District LCAP Family Survey - UPP results. Strongly Agree/Agree -The school creates a welcoming environment for families = 76% -The school staff shows a caring, supportive attitude toward my child. 82%	2026 District LCAP Family Survey - UPP results. Strongly Agree/Agree -The school creates a welcoming environment for families = 70.6% -The school staff shows a caring, supportive attitude toward my child. 78.3%	2027 District LCAP Family Survey - UPP results Strongly Agree/Agree The school creates a welcoming environment for families. = 95% The school staff shows a caring, supportive attitude toward my child. = 95%	Welcoming environment: -14% Caring attitude: -6.3%
3.3	State Priority 3 C: Demonstration of how the school district will promote parental participation in programs for students with exceptional needs. (number of meetings, number of participants)	2024: PG serves 298 students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 156 students who are on a 504 plan.	2025: PG serves 301 (330 active/pending) students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 159 (180	2026: PG serves 300 (300 active/pending) students on IEPs and our SELPA provides opportunities multiple time per year. IEP Meetings 1-2 times per year Orientation at start of each school year Orientation at transition from Elem to MS, and MS to HS. Annual meetings for our 118 (178	Maintain current level of compliance.	Maintaining, +2 students on IEPs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Active/Pending) students who are on a 504 plan.	Active/Pending) students who are on a 504 plan.		
3.4	State Priority 4 A: English Language Arts Statewide Assessments Source: California Dashboard	2022-2023 70.07% Met/exceeded standards 45.1 distance above standard	2023-2024 72.78% Met/exceeded standards (CAASPP) 53.4 (+8.4) distance above standard (Dashboard)	2024-2025 71.78% Met/exceeded standards (CAASPP) 53.6 (+.2) distance above standard (Dashboard)	2025-2026 85% Met/exceeded standards 60 distance above standard	+1.71% CAASPP ELA +8.5 distance above standard
3.5	State Priority 4 B: Statewide Assessment: Math Source: California Dashboard	2022-2023 56.88% Met/exceeded standards 9.6 distance above standard	2023-2024 57.93 % Met/exceeded standards (CAASPP) 16.3 (+6.8)distance above standard (Dashboard)	2024-2025 60.22 % Met/exceeded standards (CAASPP) 20.5 (+4.2) distance above standard (Dashboard)	2025-2026 70% Met/exceeded standards 30 distance above standard	+3.34% CAASPP Math +10.9 distance above standard)
3.6	State priority 4 C: Statewide Assessment: CAST Source: Dataquest CAASPP report	2022-2023 56.8% Met/exceeded standards	2023-2024 56.62% Met/exceeded standards	2024-2025 63.9% Met/exceeded standards	2025-2026 70% Met/exceeded standards	+7.1%
3.7	State priority 4 H: Percent of English learners who are making progress	2022-2023 54.4% progressed at least one EL proficiency level	2023-2024 70.4% progressed at least one EL proficiency level	2024-2025 56.4% progressed at least one EL proficiency level	2025-2026 65% will progress at least one EL proficiency level	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard					
3.8	State priority 4I: English learner reclassification rate Source: Synergy Student Information System	2023-2024 English learner reclassification rate = 17.3%	2024-2025 English learner reclassification rate = 21.3%	2025-2026 English learner reclassification rate = 13.51%	2026-2027 English learner reclassification rate = 25%	-3.79%
3.9	State priority 4J: The percentage of students qualified for the Early Assessment Program based on the CAASPP test scores. Source: Dataquest CAASPP report	2022-2023 81.44% prepared in ELA 51.04% prepared in math	2024-2025 90.15% prepared in ELA 68.18% prepared in math	2025-2026 83.33% prepared in ELA 55.10% prepared in math	2025-2026 90% prepared in ELA 70% prepared in math	+1.89% prepared in ELA +4.06% prepared in math
3.10	State Priority 5 A: School Attendance Rate Source: Synergy Student Information System	2022-2023 District Wide: 91.8% Forest Grove 88.6% Robert Down: 90.2% PGMS: 93.5% PGHS: 93.4% CHS: 78.6%	2023-2024 District Wide: 92.82% Forest Grove 90.44% Robert Down: 91.78% PGMS: 93.89% PGHS: 94.32% CHS: 66.8%	2025-2026 Attendance rate through P2 PGUSD = 94.61% Forest Grove = 93.73% Robert Down = 94.51% PGMS = 95.63% PGHS = 94.57% CHS = 51.4%	2025-2026 District Wide: 95% Forest Grove 95% Robert Down: 95% PGMS: 97% PGHS: 97% CHS: 85%	District Wide: +2.82% Forest Grove +5.13% Robert Down: +4.8% PGMS: +2.13% PGHS: +1.17% CHS: -27.2%
3.11	State Priority 5 B: Chronic Absenteeism rates	2022-2023 District Wide: 15.8% Forest Grove: 22.6% Robert Down: 16.6% PGMS: 8.8%	2023-2024 District Wide: 15.8% Forest Grove: 18.9%	2024-2025 District Wide: 15.5% Forest Grove: 14.6%	2025-2026 District Wide: 10% Forest Grove: 12% Robert Down: 12% PGMS: 5%	District Wide: -.3% Forest Grove: -8% Robert Down: -1.8% PGMS: +8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Dashboard		Robert Down: 13.8% PGMS: 15.4%	Robert Down: 14.8% PGMS: 16.9%		
3.12	State Priority 5 C: Middle School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 0% Dropout rate	2023-2024 0% Dropout rate	2024-2025 0% Dropout rate	2025-2026 0% Dropout rate	0%
3.13	State Priority 5 D: High School dropout rates Source: Calpads/Synergy Student Information System	2022-2023 1.6% (2 students - PGHS) 0% (0 students - CHS)	2023-2024 0% (0 students - PGHS) 0% (0 students - CHS)	2024-2025 0% (0 students - PGHS) 0% (0 students - CHS)	2025-2026 1.5% PGHS 0% CHS	-1.6% PGHS 0 CHS
3.14	State Priority 6 A: Pupil Suspension rates Source: Calpads/Synergy Student Information System	2022-2023 PGUSD: 1.5% Forest Grove: 0.5% Robert Down: 0.2% PGMS: 1.6% PGHS: 2.5% CHS: 22.7%	2023-2024 PGUSD: 1.82% Forest Grove: 1.43% Robert Down: 0.48% PGMS: 2.71% PGHS: 2.34% CHS: 10%	2024-2025 PGUSD: 0.97% Forest Grove: 0.92% Robert Down: 0.71% PGMS: 1.14% PGHS: 1.09% CHS: 0%	2025-2026 PGUSD: 1.0% Forest Grove: 0.5% Robert Down: 0.5% PGMS: 1.0% PGHS: 1.5% CHS: 5.0%	PGUSD: -0.53% Forest Grove: +.42% Robert Down: +.51% PGMS: -.46% PGHS: -1.41% CHS: -22.7%
3.15	State Priority 6 B: Pupil expulsion Source: Calpads/Synergy SIS	2022-2023 0%	2023-2024 0%	2024-2025 0%	2025-2026 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	State Priority 7B: Programs and services developed and provided to unduplicated pupils Source: PGUSD synopsis of services.	2023-2024 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level.	2024-2025 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Synergy. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level. BASRP and Summer Enrichment Programs (ELO-P) are offered to all UPP students.	2025-2026 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Synergy. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level. BASRP and Summer Enrichment Programs (ELO-P) are offered to all UPP students.	2026-2027 Academic counselors and site administration monitor student enrollment by demographic to ensure there is equitable access to all courses offered districtwide. Students have access and are enrolled in all required areas of study as monitored through CalPads and Illuminate. The district also provides designated and integrated English Language Development supports and uses a co-teaching model at the elementary level.	Maintaining, 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP ELA testing data	CAASPP ELA testing data 2023 for specific student groups General population: Exceeded - 36.33% Met - 33.70% Nearly Met - 18.99% Not Met - 10.98% Socioeconomically Disadvantaged Youth: Exceeded - 19.48% Met - 34.42% Nearly Met - 27.92% Not Met - 18.18% English Learners: Exceeded - 2.94% Met - 5.88% Nearly Met - 50.00% Not Met - 41.18% Students with Disabilities Exceeded - 11.38% Met - 11.38% Nearly Met - 39.84% Not Met - 37.40%	CAASPP ELA testing data 2024 for specific student groups General population: Exceeded - 40.34% Met - 32.44% Nearly Met - 16.97% Not Met - 10.25% Socioeconomically Disadvantaged Youth: Exceeded - 33.04% Met - 26.52% Nearly Met - 24.35% Not Met - 16.09% English Learners: Exceeded - 0% Met - 27.03% Nearly Met - 37.84% Not Met - 35.14% Students with Disabilities Exceeded - 17.39% Met - 22.46%	CAASPP ELA testing data 2025 for specific student groups General population: Exceeded - 40.31% Met - 31.47% Nearly Met - 17.36% Not Met - 10.86% Socioeconomically Disadvantaged Youth: Exceeded - 20.45% Met - 28.98% Nearly Met - 32.39% Not Met - 18.18% English Learners: Exceeded - 4.76% Met - 9.52% Nearly Met - 28.57% Not Met - 57.14% Students with Disabilities Exceeded - 15.83% Met - 21.58%	CAASPP ELA testing data 2026 for specific student groups General population: Exceeded - 45% Met - 40% Nearly Met - 10% Not Met - 5% Socioeconomically Disadvantaged Youth: Exceeded - 30% Met - 45% Nearly Met - 15% Not Met - 10% English Learners: Exceeded - 15% Met - 25% Nearly Met - 50.00% Not Met - 10% Students with Disabilities Exceeded - 20% Met - 20% Nearly Met - 40% Not Met - 20%	General population: Exceeded: +3.98% Met: -2.23% Nearly Met: -1.63% Not Met: -0.12% Socioeconomically Disadvantaged Youth: Exceeded: +0.97% Met: -5.44% Nearly Met: +4.47% Not Met: 0.00% English Learners: Exceeded: +1.82% Met: +3.64% Nearly Met: -21.43% Not Met: +15.96% Students with Disabilities: Exceeded: +4.45% Met: +10.20% Nearly Met: -13.94% Not Met: -0.71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Nearly Met - 28.99% Not Met - 31.16%	Nearly Met - 25.90% Not Met - 36.69%		
3.18	State Priority 8: Pupil Outcomes for unduplicated pupil population and students with disabilities. Source: CAASPP Math testing data	CAASPP Math testing data 2023 for specific student groups General population: Exceeded - 30.02% Met - 26.86% Nearly Met - 22.93% Not Met - 20.20% Socioeconomically Disadvantaged Youth: Exceeded - 14.01% Met - 22.93% Nearly Met - 23.57% Not Met - 39.49% English Learners: Exceeded - 8.11% Met - 32.43% Nearly Met - 13.51% Not Met - 45.95% Students with Disabilities Exceeded - 8.06% Met - 13.71% Nearly Met - 21.77% Not Met - 56.45% Students with Disabilities at Forrest Grove	CAASPP Math testing data 2024 for specific student groups General population: Exceeded - 33.12% Met - 24.81% Nearly Met - 23.96% Not Met - 18.10% Socioeconomically Disadvantaged Youth: Exceeded - 21.65% Met - 22.51% Nearly Met - 28.57% Not Met - 27.27% English Learners: Exceeded - 9.30% Met - 13.95% Nearly Met - 37.21% Not Met - 39.53% Students with Disabilities Exceeded - 9.49%	CAASPP Math testing data 2025 for specific student groups General population: Exceeded - 19.37% Met - 17.93% Nearly Met - 23.72% Not Met - 38.98% Socioeconomically Disadvantaged Youth: Exceeded - 10.92% Met - 15.27% Nearly Met - 25.03% Not Met - 48.78% English Learners: Exceeded - 3.16% Met - 7.85% Nearly Met - 19.96% Not Met - 69.04% Students with Disabilities Exceeded - 5.51%	CAASPP Math testing data 2026 for specific student groups General population: Exceeded - 30% Met - 40% Nearly Met - 20% Not Met - 10% Socioeconomically Disadvantaged Youth: Exceeded - 25% Met - 35% Nearly Met - 25% Not Met - 15% English Learners: Exceeded - 20% Met - 40% Nearly Met - 25% Not Met - 15% Students with Disabilities Exceeded - 15% Met - 25% Nearly Met - 40% Not Met - 20%	General population: Exceeded: - 10.65% Met: -8.93% Nearly Met: +0.79% Not Met: +18.78% Socioeconomically Disadvantaged Youth: Exceeded: -3.09% Met: -7.66% Nearly Met: +1.46% Not Met: +9.29% English Learners: Exceeded: -4.95% Met: -24.58% Nearly Met: +6.45% Not Met: +23.09% Students with Disabilities: Exceeded: -2.55% Met: -6.12% Nearly Met: - 5.94% Not Met: +14.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Met - 16.79% Nearly Met - 24.09% Not Met - 49.64%	Met - 7.59% Nearly Met - 15.83% Not Met - 71.08%		
3.19	State Priority 8: Pupil Outcomes Source: DIBELS (reading composite score)	DIBELS Assessment Spring 2024 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 22% Strategic: 9% Proficient: 36% Advanced: 33% First Grade: Intensive: 7% Strategic: 14% Proficient: 35% Advanced: 44% Second Grade: Intensive: 11% Strategic: 8% Proficient: 34% Advanced: 46% Third Grade: Intensive: 17% Strategic: 8% Proficient: 23% Advanced: 52%	DIBELS Assessment Spring (EOY) 2025 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 12% Strategic: 12% Proficient: 48% Advanced: 28% First Grade: Intensive: 11% Strategic: 10% Proficient: 23% Advanced: 50% Second Grade: Intensive: 5% Strategic: 5% Proficient: 35% Advanced: 54% Third Grade: Intensive: 10% Strategic: 13%	DIBELS Assessment Spring (EOY) 2026 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 11% Strategic: 14% Proficient: 43% Advanced: 32% First Grade: Intensive: 9% Strategic: 13% Proficient: 37% Advanced: 41% Second Grade: Intensive: 11% Strategic: 10% Proficient: 24% Advanced: 55% Third Grade: Intensive: 9% Strategic: 16%	DIBELS Assessment Spring 2027 Robert Down Elementary & Forest Grove Elementary Schools Combined data: Kindergarten: Intensive: 15% Strategic: 10% Proficient: 40% Advanced: 35% First Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45% Second Grade: Intensive: 5% Strategic: 10% Proficient: 40% Advanced: 45% Third Grade: Intensive: 7% Strategic: 8%	Kindergarten: Intensive: -11% Strategic: +5% Proficient: +7% Advanced: -1% First Grade: Intensive: +2% Strategic: -1% Proficient: +2% Advanced: -3% Second Grade: Intensive: 0% Strategic: +2% Proficient: -10% Advanced: +9% Third Grade: Intensive: -8% Strategic: +8% Proficient: -3% Advanced: +3% Fourth Grade: Intensive: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fourth Grade: Intensive:10% Strategic: 22% Proficient: 30% Advanced: 37% Fifth Grade: Intensive: 23% Strategic: 10% Proficient: 18% Advanced: 50%	Proficient: 23% Advanced: 54% Fourth Grade: Intensive: 10% Strategic: 22% Proficient: 37% Advanced: 31% Fifth Grade: Intensive: 15% Strategic: 8% Proficient: 16% Advanced: 61%	Proficient: 20% Advanced: 55% Fourth Grade: Intensive: 8% Strategic: 19% Proficient: 33% Advanced: 40% Fifth Grade: Intensive: 24% Strategic: 11% Proficient: 20% Advanced: 45%	Proficient: 40% Advanced: 45% Fourth Grade: Intensive: 5% Strategic: 10% Proficient: 45% Advanced: 40% Fifth Grade: Intensive: 10% Strategic: 5% Proficient: 45% Advanced: 40%	Strategic: -3% Proficient: +3% Advanced: +3% Fifth Grade: Intensive: +1% Strategic: +1% Proficient: +2% Advanced: -5%
3.20	State Priority 8: Pupil Outcomes MAP ELA testing data for grade levels that do NOT participate in CAASPP testing (Grades K, 1, 2, 9, and 10)	MAP ELA Testing results Spring 2024 The following scores are Map growth norm-referenced FG Grade K: 15% Low, 17% Low Average, 10% Average, 27% High Average, 32% High RD Grade K: 5% Low, 5% Low Average, 32% Average, 16% High Average, 43% High FG Grade 1: 16% Low,	MAP ELA Testing results Spring 2025 The following scores are Map growth norm-referenced FG Grade K (Winter): 0% Low, 27% Low Average, 22% Average, 29% High Average, 22% High RD Grade K: 13% Low, 18% Low Average, 24% Average,	MAP ELA Testing results Spring 2026 The following scores are Map growth norm-referenced FG Grade K : 12% Low, 15% Low Average, 20% Average, 18% High Average, 35% High RD Grade K: 6% Low, 9% Low Average, 21% Average, 12% High Average,	MAP ELA Testing results Spring 2027 The following scores are Map growth norm-referenced FG Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High RD Grade K: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High	FG Grade K: -3% Low, -2% Low Average, +10% Average, -9% High Average, +3% High RD Grade K: -1% Low, -4% Low Average, +11% Average, +4% High Average, -9% High FG Grade 1: +6% Low,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30% Low Average, 19% Average, 19% High Average, 16% High	15% High Average, 30% High	52% High	FG Grade 1: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High	+8% Low Average, +5% Average, -2% High Average, -17% High
		RD Grade 1: 23% Low, 8% Low Average, 18% Average, 23% High Average, 28% High	FG Grade 1 (Winter): 31% Low, 12% Low Average, 18% Average, 14% High Average, 25% High	22% Low Average, 14% Average, 21% High Average, 33% High	RD Grade 1: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High	RD Grade 1: -3% Low, 0% Low Average, +4% Average, 0% High Average, -1% High
		FG Grade 2: 20% Low, 19% Low Average, 8% Average, 25% High Average, 28% High	RD Grade 1: 16% Low, 6% Low Average, 20% Average, 25% High Average, 33% High	RD Grade 1: 26% Low, 8% Low Average, 14% Average, 23% High Average, 29% High	FG Grade 2: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High	FG Grade 2: +15% Low, +12% Low Average, -20% Average, +1% High Average, -8% High
		RD Grade 2: 8% Low, 9% Low Average, 17% Average, 33% High Average, 24% High	FG Grade 2 (Winter): 18% Low, 12% Low Average, 32% Average, 26% High Average, 12% High	FG Grade 2: 5% Low, 7% Low Average, 28% Average, 24% High Average, 36% High	RD Grade 2: 5% Low, 10% Low Average, 15% Average, 40% High Average, 30% High	RD Grade 2: +8% Low, 0% Low Average, 0% Average, -4% High Average, -13% High
		Grade 9: 18% Low, 16% Low Average, 23% Average, 29% High Average, 16% High	RD Grade 2 (Winter): 5% Low, 10% Low Average, 13% Average, 33% High Average,	RD Grade 2: 0% Low, 9% Low Average, 17% Average, 37% High Average, 37% High	Grade 9: 5% Low, 10% Low Average, 25% Average, 35% High Average, 25% High	Grade 9: +15% Low, +6% Low Average, +8% Average, +1% High Average, -28% High
		Grade 10: 17% Low, 29% Low Average, 21% Average,		Grade 9: 3% Low, 10% Low Average,	Grade 10: 5% Low, 10% Low	Grade 10:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22% High Average, 12% High	39% High Grade 9: 17% Low, 25% Low Average, 26% Average, 22% High Average, 10% High Grade 10: 24% Low, 17% Low Average, 16% Average, 28% High Average, 15% High	15% Average, 28% High Average, 44% High Grade 10: 11% Low, 22% Low Average, 23% Average, 26% High Average, 18% High	Average, 25% Average, 35% High Average, 25% High	+6% Low, +7% Low Average, -2% Average, -4% High Average, -6% High
3.21	State Priority 8: Pupil Outcomes MAP Math testing data for grade levels that do NOT participate in CAASPP testing (Grades K, 1, 2, 9, and 10)	MAP Math Testing results Spring 2024 The following scores are Map growth norm-referenced FG Grade K: 15% Low, 15% Low Average, 20% Average, 27% High Average, 24% High RD Grade K: 9% Low, 0% Low Average, 25% Average, 34% High Average, 32% High	MAP Math Testing results Winter 2025 The following scores are Map growth norm-referenced FG Grade K (Winter): 5% Low, 5% Low Average, 21% Average, 36% High Average, 33% High RD Grade K (Winter):	MAP Math Testing results Spring 2026 The following scores are Map growth norm-referenced FG Grade K: 13% Low, 10% Low Average, 35% Average, 17% High Average, 25% High RD Grade K: 7% Low, 12% Low Average,	MAP Testing results Spring 2027 The following scores are Map growth norm-referenced FG Grade K: 5% Low, 5% Low Average, 10% Average, 40% High Average, 40% High RD Grade K: 5% Low, 5% Low Average, 10% Average, 40%	The following scores are Map growth norm-referenced FG Grade K: -2% Low, -5% Low Average, +15% Average, -10% High Average, +1% High RD Grade K: +2% Low, -12% Low Average, +7% Average,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FG Grade 1: 19% Low, 22% Low Average, 27% Average, 14% High Average, 19% High RD Grade 1: 9% Low, 18% Low Average, 26% Average, 22% High Average, 25% High FG Grade 2: 23% Low, 11% Low Average, 20% Average, 20% High Average, 25% High RD Grade 2: 8% Low, 8% Low Average, 24% Average, 24% High Average, 36% High Grade 9: 16% Low, 9% Low Average, 22% Average, 17% High Average, 36% High Grade 10:	4% Low, 26% Low Average, 28% Average, 18% High Average, 24% High FG Grade 1 (Winter): 16% Low, 30% Low Average, 20% Average, 14% High Average, 20% High RD Grade 1 (Winter): 14% Low, 16% Low Average, 14% Average, 33% High Average, 23% High FG Grade 2 (Winter): 18% Low, 15% Low Average, 21% High Average, 28% High RD Grade 2 (Winter):	18% Average, 36% High Average, 27% High FG Grade 1: 21% Low, 21% Low Average, 14% Average, 30% High Average, 14% High RD Grade 1: 6% Low, 6% Low Average, 29% Average, 35% High Average, 24% High FG Grade 2: 8% Low, 5% Low Average, 12% Average, 35% High Average, 40% High RD Grade 2: 2% Low, 8% Low Average, 17% Average, 30% High Average, 43% High	High Average, 40% High FG Grade 1: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High RD Grade 1: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High FG Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High RD Grade 2: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High Grade 9: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High	+2% High Average, -5% High FG Grade 1: +2% Low, -1% Low Average, -13% Average, +16% High Average, -5% High RD Grade 1: -3% Low, -12% Low Average, +3% Average, +13% High Average, -1% High FG Grade 2: -15% Low, -6% Low Average, -8% Average, +15% High Average, +15% High RD Grade 2: -6% Low, 0% Low Average, -7% Average, +6% High Average, +7% High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12% Low, 17% Low Average, 17% Average, 19% High Average, 35% High	0% Low, 3% Low Average, 20% Average, 32% High Average, 45% High Grade 9: 18% Low, 15% Low Average, 19% Average, 15% High Average, 33% High Grade 10: 21% Low, 9% Low Average, 20% Average, 11% High Average, 39% High	Grade 9: 7% Low, 6% Low Average, 17% Average, 17% High Average, 53% High Grade 10: 16% Low, 22% Low Average, 14% Average, 19% High Average, 29% High	Grade 10: 5% Low, 10% Low Average, 10% Average, 40% High Average, 35% High	Grade 9: -9% Low, -3% Low Average, -5% Average, 0% High Average, +17% High Grade 10: +4% Low, +5% Low Average, -3% Average, 0% High Average, -6% High
3.22	State Priority 7C: Programs and services developed and provided to students with disabilities Source: PGUSD synopsis of services.	2023-2024 PGUSD provides services to students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate disabilities are served in the general education	2024-2025 PGUSD provides services to students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate	2025-2026 PGUSD provides services to students on individual education programs serving students with mild-to-moderate and moderate-to-severe disabilities. Students with mild-to-moderate	2026-2027 Maintain current level of service.	Maintaining, +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in PGUSD's inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the general education curriculum.	disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in PGUSD's inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the	disabilities are served in the general education setting and supported when necessary with specialized academic instruction based on their needs. Some students with mild-to-moderate disabilities are served in PGUSD's inclusion program where the student's instructional day is divided between the general education setting and a special day classroom. Students with moderate-to-severe disabilities receive services in an inclusion model in a special day setting and general education placement when students are able to access the		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			general education curriculum.	general education curriculum.		

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:

Action 3.1 Site Based Professional Learning Teams – Successfully convened Cultural Proficiency Team meetings and planning sessions throughout the 2025-26 school year, including meetings held on November 12th, 2025 and follow-up sessions scheduled for May 12th, 2026. Professional learning focused on restorative practices, bias incident response, PLC collaboration (data dive), and culturally responsive instructional practices aligned to Goal 4 of the LCAP. Post PD survey data revealed that 82% of attendees felt that the sessions were helpful and in alignment with district priorities. Student climate data continued to reflect positive outcomes in belonging and school connectedness, while parent survey data reflected continued growth in perceptions of respect for cultural beliefs and inclusive school environments.

Action 3.2 Site-based Planning Time - effectively supported site-based planning time as requested by staff. Some examples of this planning include the , middle school advisory lesson planning, planning for Ethnic Studies implementation, AVID Summer Institute, math articulation, world language ELPAC collaboration, and EL Education co-planning, co-teaching sessions. These planning sessions are vital to the success of our programs, and our state assessment data is indicative of program success.

Action 3.3 AVID Classes at PGHS and PGMS - effectively provided AVID classes at PGMS and PGHS. The AVID program continues to be popular with students and parents. These programs are now hosting college field trips, which are highly attended, two times per year.

Action 3.6 Language Review Teams - effective coordination of language review team work as evidence by strong reclassification rates and success of the English Learner(EL) students on the ELPAC

Action 3.10 Implement a Robust Peer-to-Peer Tutoring Program - PGHS students are volunteering to support younger students at both elementary sites in exchange for community service credit. One "point teacher" per site is serving to host the program.

Action 3.11 Districtwide Math Articulation - articulation meetings were held between the elementary and middle school math departments at the 5th and 6th grade level during the fall and between middle and high school level during the spring. This twice a year collaboration has helped alignment of math curriculum at all levels. State math have scores shown strong improvement.

Action 3.12 English Language Development - successfully integration of English language development practices as guided by the ELD staff at each site. ELPAC scores and reclassification rates continue to be strong.

Action 3.13 Free BASRP for SED Youth - successfully offered the free Before and After School program to our unduplicated population this year. This program offers academic enrichment and support to students who attend.

MODIFIED IMPLEMENTATION:

Action 3.4 English Language Arts Support Classes - A change in the Read 180 program offered by HMH has created a shift in the way reading intervention is being offered. Teachers and intervention staff are providing intervention through direct instruction, with less frequent use of the computer adaptive support. Improvement in ELA scores indicates that reading intervention has been successful despite the modification.

Action 3.5 Elementary Schools English Language Arts Intervention - A modification had to be made to this action due to a change in the Read 180 program and to our before school reading intervention offerings. Despite the modifications, outcomes appear strong as evidenced by strong Dibels and MAP growth.

Action 3.7 Math Intervention Programs - High school math support classes, as well as tutoring are still in place. One modification that is occurring is a shift away from the Math 180 support. Another modification occurred because we had an elementary homework support teacher go on maternity leave. Although another teacher stepped in to carry the program forward, the meetings were less frequent.

IMPLEMENTATION CHALLENGES:

Action 3.8 High School Productive Study Class - although the district supported several sections of Independent Productive Study classes at PGHS, challenges with the master schedule and the need to create more diverse and appealing opportunities for students have created a need to reduce the number of IPS sections, which was originally 5.

NON-implemented Actions:

3.9 ELD Afterschool Homework Club - the teacher who had been running this club for the past two years was not available to run the club this year.

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.

Actions 3.2, 3.6 Budgeted \$26,200; Actual \$18,455. Difference due to actuals subs required to cover for planning time

Action 3.7 Budgeted \$165,961; Actual \$65,727. Difference is primarily due to lower personnel costs achieved by utilizing student tutors instead of higher-cost staff.

Action 3.9 Budgeted \$7,000; Actual \$0. Difference due to after school program not being launched during the current year, resulting in no associated expenses.

Action 3.11 Budgeted \$6,450; Actual \$1,500. Difference due to no sub cost associated with teacher meetings.

Action 3.12 Budgeted \$212,112. Actual \$251,227. Difference due to higher salary & benefits costs than originally budgeted.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 Site Based Professional Learning Teams

Metrics: Student Belonging and Culturally Representative (Metrics 4.1 and 4.9)

Effectiveness of Action(s): 3 - Effective

Demonstrated strong effectiveness, as evidenced by 82% of professional development attendees reporting the material as helpful and aligned with district priorities, and 78% finding the activities engaging. Furthermore, student LCAP survey data indicated that 73% of students feel a sense of belonging. Across the board increases in "school connectedness" at all levels (68% HS, 63% MS, 82% ES) indicate efficacy with this action.

Action 3.2, Site-based Planning Time

Metrics: CAASPP Assessments (Metrics 3.4, 3.5, 3.17 and 3.18)

Effectiveness of Action(s): 3 - Effective

Demonstrated strong effectiveness, as evidenced by the successful support of various site-initiated planning activities directly linked to curriculum development and program alignment. Examples such as Ethnic Studies planning, math articulation, middle school advisory lesson planning, and ELD teacher collaborations, and the district's strong state assessment data (Metrics 3.4, 3.5, 3.17 and 3.18) is indicative of the positive impact of this dedicated planning time on instructional quality.

Action 3.3 AVID Classes at PGHS and PGMS

Metrics: SED A-G (Metric 1.5)

Effectiveness of Action(s): 3 - Effective

The AVID program continues to be popular with students and parents. These programs are now hosting college field trips, which are highly attended, two times per year. 66.3% met A-G by graduation (green indicator), a slight increase of 1.8%.

Action 3.4 English Language Arts Support Classes

Metrics: CAASPP ELA (Metrics 3.4, and 3.17)

Effectiveness of Action(s): 3 - Effective

The district showed strong state assessment data with ELA at 53.6 points above standard and maintaining high performance for all students.

Action 3.5 Elementary Schools English Language Arts Intervention

Metrics: CAASPP ELA (Metrics 3.4, and 3.17), DIBELS (Metric 3.19)

Effectiveness of Action(s): 3 - Effective

Demonstrated emerging effectiveness. While initially rated "red" on the Dashboard with 73.8% of SWD students at Forest Grove below standards in ELA in 2023-24, a modified approach led to a significant improvement, with only 11.4% below standards in 2024-25, resulting in a "yellow" rating (Metrics 3.4, and 3.17). This substantial shift suggests the modified intervention is positively impacting student outcomes for this specific group. While the effectiveness of reading intervention appears strong in relation to the metric provided for the SWD students, Dibels data (Metric 3.19) indicated a continued need for the ELA intervention that the designated funds are supporting.

Action 3.6 Language Review Teams

Metrics: EL Progress (Metric 3.7)

Effectiveness of Action(s): 2 - Somewhat Effective

The percentage of English learners who progressed is 56.4%, a decline from last year, however, 40.98% scored proficient and above on the 2024-25 summative ELPAC, indicating strong reclassification numbers.

Action 3.7 Math Intervention Programs

Metrics: MAP student growth (Metric 3.21), CAASPP Math (Metric 3.18)

Effectiveness of Action(s): 2 - Somewhat Effective

MAP scores show mixed results depending on grade level, despite this CAASPP results are showing strong positive shifts.

Action 3.8, High School Productive Study Class

Metrics: A-G completion (Metric 1.5)

Effectiveness of Action(s): 2 - Somewhat Effective

Beginning to see improvement in desired outcomes, as College Career Readiness scores on the Dashboard for the targeted group decreased by 5.9%, from 45.9%(2023) prepared to 40%(2024) prepared from 2023 to 2024. Modifications made last year may have turned this trend around, with the targeted group seeing a 10% increase this year to 50% prepared (2025). This indicates that the current structure of the Productive Study Class may be supporting growth in the targeted areas.

Action 3.9 ELD Afterschool Homework Club

Metrics: EL Progress (Metric 3.7)

Effectiveness of Action(s): 2 - Somewhat Effective

Although the teacher who typically leads this program was out on leave, another teacher stepped forward to provide support at lunch and occasionally after school. The student outcomes remained positive. The percentage of English learners who scored proficient and above on the summative ELPAC was 40.98%, an 11.22% increase over the prior year.

Action 3.10 Implement a Robust Peer-to-Peer Tutoring Program

Metrics: CAASPP ELA and Math (Metrics 3.17, 3.18)

Effectiveness of Action(s): 3 - Effective

Peer Tutoring may have contributed to the districtwide improvement of in ELA (.2 points) and in Math (4.2 points)

Action 3.11 Districtwide Math Articulation

Metrics: CAASPP Math (Metric 3.18)

Effectiveness of Action(s): 3 - Effective

Overall, Math scores increased 4.2 points to 20.5 above standard.

Action 3.12 English Language Development

Metrics: DFS on ELA and Math (Metrics 3.4, 3.5, 3.17, 3.18), EL Progress (Metric 3.7)
Effectiveness of Action(s): 3 - Effective
English Learners maintained (2 points) on ELA and increased (+14.4 points) on Math in CAASPP testing. Additionally, the percentage of English learners who scored proficient and above on the summative ELPAC was 40.98%, an 11.22% increase over the prior year.

Action 3.13 Free BASRP for SED Youth
Metrics: CAASPP ELA and Math (Metrics 3.17, 3.18)
Effectiveness of Action(s): 3 - Effective
The Extended Learning Opportunities for SED youth may have contributed to their 4.2 point increase in Math and .2 maintaining level in ELA on CAASPP.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:
GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.
METRICS MODIFICATIONS: No changes were made to the metrics as they continue to provide relevant and accurate measures of progress.
ACTIONS MODIFICATIONS: Action 3.8, High School Productive Study (IPS) Class, has been modified slightly so that the language of the action description matches the designated metric. Formerly, the action description mentioned college/career readiness as the indicator. Although A-G completion is one factor in the determination of college/career readiness, the two are not synonymous. The IPS classes are designed, in part, to support A-G completion.
OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Based Professional Learning Teams	Instructional leadership teams will continue to participate in and lead professional learning activities at their sites. The learning activities will continue the district's work toward establishing equitable grading practices building off of previous efforts and continuing to align with the districts emphasis on cultural proficiency.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Site Based Planning Time	The district will support common planning time for teachers to prepare the implementation of new curriculum. This includes developing pacing guides and lesson plans for recently adopted high school texts and collaboration time for grade level or department teams. A main focus for all of these meetings will be the adapting the material to meet the needs of our unduplicated pupil population.	\$6,000.00	No
3.3	AVID Classes at PGHS and PGMS	Advancement Via Individual Determination (AVID) is an academic program that provides support and guidance to students in grades 6-12 who are traditionally underrepresented in higher education. The AVID program will increase unduplicated students' access to college preparation. The strategies learned would not typically be attained independently without additional support. This model will also give Low-Income students access to college and career planning. This is needed to help them visualize their future by introducing them to colleges meeting their personal goals and college application support. AVID has very specific requirements for the class, and there are rigorous steps each student must complete to participate. AVID has been described as "Wonderful for all, but necessary for some." The middle school will offer two sections for grades 7 and 8, and the high school will have three sections, one serving grades 9-10, the other grades 11-12. The Avid District Director is also allotted one section as part of their teaching assignment.	\$180,253.00	Yes
3.4	English Language Arts Support Classes	Students who struggle in English language arts will receive multiple levels of support at the middle school. Students two or more grade levels behind will be scheduled in general education Read 180 courses and students will also have a transitions English class to support them with general education English classes.	\$188,639.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Elementary Schools English Language Arts Intervention	Elementary ELA programs will incorporate certificated teachers, instructional assistants, and materials needed to support grade level interventions such as Read 180, targeted foundational reading instruction, and designated English language development support. Students who are designated as below grade level will receive support in the classroom and with intervention staff. Instructional aides and the intervention teacher will also support teachers in the classroom with small group instruction. Students with disabilities will receive the same general education support along with specialized academic instruction in English language arts when it is identified as a need on their individualized education program (IEP). This action is designed to address our lowest level performance on the dashboard in ELA by our students with disabilities at Forest Grove Elementary School.	\$534,929.00	Yes
3.6	Language Review Teams	Designated English language development teachers collaborate with general education teachers to ensure English Learners access core programs. Language Review teams will meet twice a year to discuss English learners' and reclassified fluent English learners' individual strengths, areas of growth, reclassification criteria, and designated support for CAASPP tests. The expenditure is for the cost of substitutes for teachers and English language development teachers to attend the Language Review Team day.	\$1,065.00	Yes
3.7	Math Intervention Programs	Elementary teachers will support students through leveled targeted intervention in the classroom using small group instruction as well as grade level flexible grouping. In the Middle School, students two or more grade levels behind will be enrolled in Math 180 courses beginning in grade six. There are two sections of math 180. The Middle School will offer three math support classes, one at each grade level, where identified students are concurrently enrolled in the grade level math class. The support class offers a differentiated approach focusing on conceptual learning of mathematics and its application.	\$29,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		At the high school, two math support classes serve students in Integrated Math 1 and 2. Students will be concurrently enrolled in the support class and the grade-level math class. The support classes offer a differentiated approach focusing on conceptual learning of mathematics and its application. There will also be math tutoring for all classes taught by a certificated staff member. (Object code 1000)		
3.8	High School Productive Study Class	Based on a needs assessment, there will be a total of five sections for Math/ELA Independent Productive Study: Grades 9, 10, 11, and 12. This class will serve as an A-G credit recovery class for students who need to make up units, and students will also be to complete unfinished classwork, homework assignments/projects, and studying for upcoming tests/quizzes. (object code 1000) This action meets the district need to increase A-G completion indicator of our low income students which was 45.9 in 2023.	\$110,560.00	Yes
3.9	ELD Afterschool Homework Club	In response to feedback from the site and district English Learner Advisory Committees, an Afterschool Homework Club operates at Forest Grove. The club provides access to the support and technology necessary to complete classwork. The program also provides a positive social environment and a comfortable place for students to learn English.	\$3,337.00	Yes
3.10	Implement a Robust Peer-to-Peer Tutoring Program	PGUSD will implement a peer tutoring program where our older students work with our younger students under the supervision of our staff. Based on our campuses' close proximity to each other, the middle school and high school students will tutor elementary students. The district will look for additional ways to implement this model to build relationships between schools and allow our older students to serve as positive examples for our elementary population. This action is in response to input from multiple parent meetings including our District English Learner Advisory Committee and community input meetings.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	District wide math articulation	Twice a year for the next three years, the district math teachers will meet to analyze student data and identify areas of focus to increase learning for our students. Elementary teachers will participate in meetings with the Middle School teachers to discuss areas of student need, and High School teachers will have similar meetings with our Middle School teachers.	\$2,664.00	No
3.12	English Language Development	English Language Development teachers will work with students to provide designated support to students who are emerging, expanding, and bridging proficiency levels of English language acquisition focusing on how English works. Designated ELD teachers will work closely with the classroom teacher to support their professional learning, so they can better serve students with current curriculum in the classroom.(Object codes 1000, 2000)	\$310,720.00	Yes
3.13	Free BASRP for SED Youth	PGUSD will explore the feasibility of offering the Before and After School Recreation Program free of charge for our socioeconomically disadvantaged youth. The district must develop cost estimates, and project income from the Extended Learning Opportunity Program to determine if this program is possible.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	PGUSD will strive to create a “Culture of We” at every school site where educators and families work together as partners, sharing responsibility, leadership, and advocacy for the success of ALL students. All PGUSD families will feel welcome and fully invested in their student’s education through authentic partnerships with teachers and site leaders in a safe, nurturing, and culturally responsive school environment. All district and school policies and practices will be equitable and inclusive for all students and families creating a culture of belonging where students of every economic circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, or language feel a strong sense of connection.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

PGUSD developed this goal because of data and feedback indicating that our schools demonstrated a need to build a more culturally responsive school environment. For our district to embody its core value of belonging, we need to take measurable actions to create an environment where students of every circumstance, culture, race, ethnicity, gender, sexual orientation, learning ability, and language feel a strong sense of connection to their schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	5: School Climate Student LCAP Survey	Agree or strongly agree with the statement "I feel like I belong at my school." 2023-2024 All: 65.8%	Agree or strongly agree with the statement "I feel like I belong at my school." 2024-2025	Agree or strongly agree with the statement "I feel like I belong at my school." 2025-2026	Agree or strongly agree with the statement "I feel like I belong at my school." 2026-2027	All: +7.2% African American: +8.3% American Indian: -34.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 41.7% American Indian: 91.7% Asian: 85.7% Asian Filipino: 75.7% Filipino: 62.5% Hispanic/Latino: 54.4% Pacific Islander: 85.7% Two or more: 59.5% White: 70.3%	All: 82.4% African American: 75% American Indian: 88.9% Asian/Pacific Islander: 75.7% Filipino: 83.3% Hispanic/Latino: 67.5% Two or more: 83.3% White: 87.8%	All: 73% African American: 50% American Indian: 57% Asian/Pacific Islander: 71% Filipino: 45% Hispanic/Latino: 75% Two or more: 72% White: 76%	All: 80% African American: 75% American Indian: 90% Asian: 90% Asian Filipino: 90% Filipino: 75% Hispanic/Latino: 75% Pacific Islander: 90% Two or more: 75% White: 85%	Asian/Pacific Islander: -14.7% Filipino: -17.5% Hispanic/Latino: +20.6% Two or more: +12.5% White: +5.7%
4.2	5: School climate Student LCAP Survey	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024 All: 77% African American: 38% American Indian: 100% Asian Filipino: 97% Hispanic/Latino: 85% Pacific Islander: 100% Two or more: 77% White: 94%	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2024-2025 All: 94.6% African American: 87.5% American Indian: 100% Asian/Pacific Islander: 87.8% Filipino: 83.3% Hispanic/Latino: 90% Two or more: 92.2% White: 100%	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2025-2026 All: 94% African American: 70% American Indian: 100% Asian/Pacific Islander: 89% Filipino: 82% Hispanic/Latino: 95% Two or more: 93% White: 97%	Answered "never" or "once or twice" to a question asking if the student had been bullied racially. 2023-2024 All: 90% African American: 90% American Indian: 100% Asian Filipino: 90% Hispanic/Latino: 90% Pacific Islander: 100% Two or more: 90% White: 90%	All: +17% African American: +32% American Indian: 0% Asian/Pacific Islander: N/A Filipino: N/A Hispanic/Latino: +10% Two or more: +16% White: +3%
4.3	5. School Climate	Answered "Disagree" to the question that	Answered "Disagree" to the question that the	Answered "Disagree" to the question that the	Answer "Disagree" to the question that	All: -1.4% African American: -26.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Engagement Survey	the school encourages students to accept others who are different from them: 2023-2024 All: 11% African American: 43% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 16% Pacific Islander: 33% Two or more: 14% White: 8%	school encourages students to accept others who are different from them: 2024-2025 All: 8% African American: 0% American Indian: N/A Filipino: 0% Hispanic/Latino: 10% Asian/Pacific Islander: 10% Two or more: 14.9% White: 6.7%	school encourages students to accept others who are different from them: 2025-2026 All: 9.6% African American: 16.7% American Indian: N/A Filipino: N/A Hispanic/Latino: 16.7% Asian/Pacific Islander: 8.3% Two or more: 12.5% White: 7.6%	the school encourages students to accept others who are different from them: All: 5% African American: 20% American Indian: 0% Asian Filipino: 3% Hispanic/Latino: 5% Pacific Islander: 20% Two or more: 10% White: 5%	American Indian: N/A Asian/Pacific Islander: N/A Filipino: N/A Hispanic/Latino: +0.7% Two or more: -1.5% White: -0.4%
4.4	5. School Climate Family Engagement Survey	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2023-2024 All: 15% African American: 57% American Indian: 0% Asian Filipino: 31% Hispanic/Latino: 26% Pacific Islander: 67% Two or more: 12% White: 10%	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2024-2025 All: 28% African American: 66% American Indian: N/A Asian Filipino: 0% Hispanic/Latino: 20%	Answered "Disagree" to the question that the district consistently provides curriculum that represents diverse populations 2025-2026 All: 17.6% African American: 33.3% American Indian: N/A Asian Filipino: 16.7% Hispanic/Latino: 11.1%	Answer "Disagree" to the question that the district consistently provides curriculum that represents diverse populations All: 5% African American: 20% American Indian: 0% Asian Filipino: 20% Hispanic/Latino: 10% Pacific Islander: 20%	All: +2.6% African American: -23.7% American Indian: N/A Asian Filipino: -14.3% Hispanic/Latino: -14.9% Pacific Islander: N/A Two or more: +17.7% White: +3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander: 40% Two or more: 34% White: 20.3%	Pacific Islander: N/A Two or more: 29.7% White: 13.5%	Two or more: 5% White: 5%	
4.5	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. 2023-2024 All: 12% African American: 29% American Indian: 0% Asian Filipino: 5% Hispanic/Latino: 13% Pacific Islander: 67% Two or more: 12% White: 10%	Answered "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. 2024-2025 All: 20.5% African American: 33.3% American Indian: N/A Asian Filipino: 0% Hispanic/Latino: 20% Pacific Islander: 0% Two or more: 34% White: 16.9%	Answered "Disagree" to the question: "At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection." 2025-2026 All: 8.8% African American: 16.7% American Indian: N/A Asian Filipino: 8.3% Hispanic/Latino: 11.1% Pacific Islander: N/A Two or more: 12.5% White: 6.7%	Answer "Disagree" to the question: At PGUSD my child feels they belong; they are welcomed, respected, and feel a strong sense of connection. All: 5% African American: 15% American Indian: 0% Asian Filipino: 0% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White 5% White: 5%	All: -3.2% African American: -12.3% American Indian: N/A Asian Filipino: +3.3% Hispanic/Latino: -1.9% Pacific Islander: N/A Two or more: +0.5% White: -3.3%
4.6	5. School Climate Family Engagement Survey	Answered "Disagree" to the question: I Feel connected to my child's school. 2023-2024 All: 18% African American: 29% American Indian: 0%	Answered "Disagree" to the question: I Feel connected to my child's school. 2024-2025 All: 28%	Answered "Disagree" to the question: "I feel connected to my child's school." 2025-2026 All: 10.4%	Answer "Disagree" to the question: I Feel connected to my child's school. All: 10% African American: 15%	All: -7.6% African American: -12.3% American Indian: N/A Asian Filipino: -22.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian Filipino: 31% Hispanic/Latino: 15% Pacific Islander: 33% Two or more: 16% White: 18%	African American: 33.3% American Indian: N/A Asian Filipino: 25% Hispanic/Latino: 20% Pacific Islander: 0% Two or more: 40.4% White: 26.3%	African American: 16.7% American Indian: N/A Asian Filipino: 8.3% Hispanic/Latino: 16.7% Pacific Islander: N/A Two or more: 12.5% White: 8.6%	American Indian: 0% Asian Filipino: 15% Hispanic/Latino: 5% Pacific Islander: 15% Two or more: 5% White: 5%	Hispanic/Latino: +1.7% Pacific Islander: N/A Two or more: -3.5% White: -9.4%
4.7	5. School Climate Student Engagement Survey	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future.2023-2024 All: 14% African American: 13% American Indian: 17% Asian Filipino: 18% Hispanic/Latino: 15% Pacific Islander: 25% Two or more: 16% White: 14%	Answered "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future.2024-2025 All: 6.7% African American: 25% American Indian: 33.3% Filipino: 0% Hispanic/Latino: 15% Asian/Pacific Islander: 12.1% Two or more: 6% White: 5.7%	Answered "Disagree" to the question: "There is at least one staff member at my school who makes me excited about my future." 2025-2026 All: 18% African American: 30% American Indian: 29% Filipino: 27% Hispanic/Latino: 20% Asian/Pacific Islander: 15% Two or more: 17% White: 16%	Answer "Disagree" to the question: There is at least one staff member at my school who makes me excited about my future . All: 5% African American: 5% American Indian: 5% Asian Filipino: 5% Hispanic/Latino: 5% Pacific Islander: 10% Two or more: 5% White: 5%	All: +4% African American: +17% American Indian: +12% Filipino: +9% Hispanic/Latino: +5% Asian/Pacific Islander: N/A Two or more: +1% White: +2%
4.8	5: School Climate	Answered "Disagree" or "Strongly Disagree" to	Answered "Disagree" or	Answered "Disagree" or	Answered "Disagree" or	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Respect for cultural practices and beliefs Source: CHKS	"This school communicates the importance of respecting different cultural beliefs and practices." 2023-2024 All: 13%	"Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." 2024-2025 All: 12% (District Parent Survey)	"Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." 2025-2026 All: 8% (District Parent Survey)	"Strongly Disagree" to "This school communicates the importance of respecting different cultural beliefs and practices." All: 5%	
4.9	5: School Climate Diversity of instructional materials Source: CHKS	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." 2023-2024 All: 19%	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." 2024-2025 All: 16%	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." 2024-2025 All: 14%	Answered "Disagree" or "Strongly Disagree" to "This school provides instructional materials that reflect my child's culture, ethnicity, and identity." All: 5%	-5%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION

Action 4.2 Diverse Curriculum - PGUSD implemented this planned action by continuing to prioritize diversification of curriculum and adopted materials. Cultural proficiency plans at each site support this goal as it is the intention in every classroom to have students see themselves reflected in the curriculum with which they engage. We use the phrase "books as mirrors" to communicate this goal.

Action 4.3 Community Outreach - PGUSD implemented this planned action by holding community engagement meetings related to our cultural proficiency efforts. A cultural proficiency community engagement meeting was held on March 24th in the Library at Pacific Grove High School. A combination LCAP/Safety meeting was held at the District Office on April 1st. Finally, a final community input meeting was held at Forest Grove Elementary on April 8th. Childcare was provided for this event. At these meetings, the community was briefed on the efforts of our Cultural Proficiency and Safety teams. Input was gathered about ways to improve our efforts.

Action 4.5 Board Policy Review - PGUSD implemented the planned actions for this goal by holding board policy review meetings on August 12, 2025; October 28th, 2025, January 27th, 2026, and April 28th, 2026.

Action 4.6 Cultural Proficiency Communication - PGUSD implemented the planned actions for this goal by regularly communicating about Cultural Proficiency actions. This year work with the team of Ann Jealous and Caroline Haskell toward improving our restorative practices fell under the umbrella of cultural proficiency, as did PLC work. A district "Alignment of Initiatives" trifold and poster has been created to further assist with communication of our cultural proficiency work.

Action 4.7 Community Consultation - PGUSD implemented the planned actions for this goal by holding regular collaborative meetings with the team of Ann Jealous and Caroline Haskell. This team was instrumental in planning our cultural proficiency team meetings, supporting leadership team training, and facilitating community engagement meetings.

Action 4.8 Community Classes - PGUSD implemented the planned actions for this goal by hosting family leadership meetings under the facilitation of Ivan Lopez of the organization Family Leadership.

MODIFIED IMPLEMENTATION

Action 4.1 Professional Development - The actions were carried out as planned with with strong positive responses to post professional development survey questions. An adaptation was made to the contract with the Restorative Justice Partnership, eliminating the 4-day circle training (planned for fall 2025) that did not fit within professional development schedule and budget. The work with Ann Jealous and Caroline Haskell helped carry the effort forward despite cancellation for the RJP contract. Additionally, as a result of negotiations, the traditional March PD day had to be replaced by a teacher prep day.

Action 4.4 Equitable Grading Practices - PGHS formed a grading task force that met twice during the spring of 2026 to review past grading for equity work and devise action steps to ensure the original work gets carried forward. The continuation of this effort is also a WASC goal. The site will have a mid-cycle WASC visit in 2026-27. It will be important for the leadership teams at all sites to continue their work with this planned action over the three year cycle of the LCAP, as grading practices continue to need modification based on equity data to ensure the ALL STUDENTS succeed.

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.

4.1 Budgeted \$16,806; Actual \$14,305 Difference due to lower professional development costs

4.2 Budgeted \$8,441; Actual \$5,000. Difference due to lower cost of materials

4.3 Budgeted \$3,000; Actual \$500. Difference due to lower cost of materials

4.7 Budgeted \$10,000; Actual \$5,000. Difference due to lower costs of contracted services

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4 (Culturally Proficient and Inclusive Environment), as demonstrated by both quantitative data and qualitative indicators.

Action 4.1 Professional Development

Metrics: Post-professional development surveys

Effectiveness of Action(s): 3 - Effective

Demonstrated strong effectiveness, as evidenced by strongly positive feedback on post-professional development surveys. 73.3% of staff felt the August PD session (focusing on restorative practices and professional learning communities) was of high quality and engaging. 64.4% of staff felt that the discussions and activities associated with the designed learning sessions were helpful. .

Action 4.2 Diverse Curriculum

Metrics: School Curriculum (Metric 4.4)

Effectiveness of Action(s): 3 - Effective

demonstrated emerging effectiveness, as evidenced by positive feedback from teacher surveys regarding the increased availability of diverse curricular materials. The adoption of EL Education ELA curriculum for K-12 next year reflects the continued effort to provide diverse curriculum. Despite the efforts, parent LCAP survey results reveal that only 68% of parents feel that their school school provides instructional materials that reflect their child's culture, ethnicity, and identity.

Action 4.3 Community Outreach

Metrics: School Climate Survey (Metrics 4.8 and 4.9)

Effectiveness of Action(s): 2 - Somewhat Effective

demonstrated emerging effectiveness through increased participation in community engagement meetings. Qualitative feedback from these meetings suggests a positive impact on communication and understanding, though the long-term academic impact of this increased engagement is still developing. 71% of parents agree or strongly agree that their student's school encourages students to accept others who are different from them.

Action 4.4 Equitable Grading Practices

Metrics: A-G Completion (Metric 1.5)

Effectiveness of Action(s): 2 - Somewhat Effective

Demonstrated emerging effectiveness through the dedicated collaboration time at PGMS and PGHS focused on "Grading for Equity." PGMS's introduction of mastery grading strategies and PGHS's development of a new grading committee represent concrete steps toward more equitable grading practices. While before and after data has been gathered and shared, the full impact of these changes on student success, particularly for different student groups, is still unfolding and will require continued attention over the LCAP cycle. 66.3% remain prepared for College and Career, as the district maintained it's green status on the dashboard (+1.8)

Action 4.5 Board Policy Review

Metrics: Diverse Instructional Materials (Metric 4.9)

Effectiveness of Action(s): 3 - Effective

Adoption of EL Education Language Arts curriculum was supported by the board. There was a 2% positive shift (5% over two years) in Metric 4.9, with 14% strongly disagree or disagree with the statement, "This school provides instructional materials that reflect my child's culture, ethnicity, and identity."

Action 4.6 Cultural Proficiency Communication

Metrics: School Climate Survey (Metrics 4.8 and 4.9)

Effectiveness of Action(s): 3 - Effective

There is a low percentage of parents (12%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

Action 4.7 Community Consultation

Metrics: 4.8 and 4.9 (School Climate Survey)

Effectiveness of Action(s): 3 - Effective

There is a low percentage of parents (15%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

Action 4.8 Community Classes

Metrics: 4.8 and 4.9 (School Climate Survey)

Effectiveness of Action(s): 3 - Effective

There is a low percentage of parents (15%) who disagree that the district communicates the importance of respecting different cultural beliefs and practices.

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

Based on our analysis, here are the planned adjustments for the 2024-27 LCAP Cycle:

GOAL DESCRIPTION: No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

METRICS MODIFICATIONS: We eliminated Asian/Filipino and Pacific Islander in the metrics table due to redundancy. We combined Asian and Asian/Pacific Islander into one category for more streamlined reporting. For metric 4.5 we added the classification "White" and the growth target for the 3-year outcome of 5% for consistency with the other data.

ACTIONS MODIFICATIONS: No changes were made to the actions, as the current set of actions remains aligned with the goals and target outcomes.

OUTCOMES MODIFICATIONS: No changes were made to the expected outcomes, as current targets remain appropriate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	All staff will receive professional development designed to provide specific strategies, support for English learners, skills, and tools needed to create an equitable and inclusive school culture of belonging for all of our students. During 2024-2025, the district's professional development will focus on bias incident response and restorative practices. Professional development related to cultural proficiency will occur monthly at staff meetings.	\$10,699.00	No
4.2	Diverse Curriculum	PGUSD will offer a diverse curriculum with the goal of having all students see themselves represented in our instructional materials. At the elementary schools, the diversification of curriculum will include expanding school and classroom library collections and requiring new adoptions to be culturally responsive. At the middle school and high school level, all curriculum adoptions will have diverse representations and perspectives. All sites will review their curriculum with a focus on ensuring that it meets the needs of all students.	\$0.00	No
4.3	Community Outreach	The district will hold two cultural proficiency community outreach meetings annually. School sites will establish meetings seeking family input regarding cultural proficiency at two meetings throughout the school year - one toward the beginning of the year and one in the middle. Schools are encouraged to hold at least one of these community outreach events in their school's neighborhood.	\$600.00	No
4.4	Equitable Grading Practices	The middle school and high school will continue their examination of grading practices and ensure that these practices are equitable. At the middle school, an emphasis will be placed on grading for mastery and	\$5,084.45	No

Action #	Title	Description	Total Funds	Contributing
		using grading rubrics to provide a detailed description of mastery for students. The high school will continue its examination of grading practices using the instructional leadership team to facilitate this work.		
4.5	Board Policy Review	District administration will provide updates to board policy to ensure that all protocols and policies are inclusive of all groups who attend PGUSD schools.	\$0.00	No
4.6	Cultural Proficiency Communication	PGUSD will post information related to cultural proficiency on its website and frequently remind educational partners that it is available. Individual school sites will also share culturally proficient actions with the community, so educational partners are informed of the efforts made to build an inclusive environment for all students.	\$0.00	No
4.7	Community Consultation	PGUSD will consult with community organizations who will assist in guiding our professional development activities to ensure they bring the greatest possible benefit to our students, staff, and families. These contracts for services will help develop the focus of our professional development activities and create our messaging about cultural proficiency.	\$50,000.00	No
4.8	Community Classes	Pacific Grove Adult School will conduct classes designed to teach and share the cultural proficiency concepts that are being taught to our staff and students. These classes will take the format of book discussions and will include community experts.	\$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$756,676	\$0

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
3.292%	0.000%	\$0.00	3.292%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: High School Outreach Counselor Need: SED, foster youth, and English learners are not achieving at the same level as our general population. According to the 2023 CA Dashboard, our graduation rate for all students is 85.9%, and 83.3% for socioeconomic disadvantaged students (Performance levels for English learners and foster youth are not	This action addresses this need because having this counselor review our data to identify students of concern will help staff focus their support on students who are historically underserved, such as socioeconomically disadvantaged students, foster youth, and English learners. In addition, we recognize that all students may benefit from these services, so they are being implemented School-wide to maximize the impact on increasing overall academic outcomes and the	Graduation rate, state testing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	available due to the small number of students in these groups.). Scope: Schoolwide	graduation rate for all students including English learners, foster youth and low income.	
3.3	Action: AVID Classes at PGHS and PGMS Need: There is a need for unduplicated pupil population to reach a four-year university. According to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students Scope: Schoolwide	AVID classes directly address the need for improved academic support and college preparedness by offering comprehensive scheduling assistance, tutoring, study skills, learning strategies, writing support, and college field trips. These resources collectively help bridge the gap, especially for socioeconomically disadvantaged students, ensuring they are better equipped for college success. These actions are designed with unduplicated students in mind and are tailored to meet their unique needs for college preparation and access. AVID participation involves a rigorous commitment from students, many of whom would not have the resources, guidance, or academic preparation necessary to pursue postsecondary education without such structured support. Although AVID services are offered to all eligible students, the program is principally directed to unduplicated students who face systemic barriers to college access. Implementing AVID LEA-wide ensures all middle and high schools can serve low-income, English learner, and foster youth populations equitably.	The percentage of SED students who complete A-G requirements upon graduation.
3.4	Action: English Language Arts Support Classes Need:	This action provides intensive for students two or more grade levels behind in English language, and it helps students transition to a general education English class. These supports are structured to be	CAASPP ELA scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a need to provide support for students who are more than two grade levels behind in English language arts. According to the 2023 CA Dashboard, All students are 45.1% below standard in ELA. English learners are 20 points below standard, socioeconomically disadvantaged 5.4 points below standard, and students with disabilities 45.3 points below standard. Scope: Schoolwide	LEA-wide because they address a critical academic need impacting multiple unduplicated student groups. While all struggling students may benefit, the design and implementation are principally directed toward unduplicated pupils who are disproportionately represented among those furthest from meeting standards In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on ELA achievement for all students, including English learners, foster youth, and low-income students.	
3.5	Action: Elementary Schools English Language Arts Intervention Need: There is a need to provide literacy support for our unduplicated students who are behind the grade level standard. According to the 2023 CA Dashboard, all students are 45.1 points below standard in ELA. Specifically, English learners are 20 points below standard, socioeconomically disadvantaged students are 5.4 points below standard, and students with disabilities are 45.3 points below standard. Scope: Schoolwide	This action addresses the needs by providing intensive intervention support for students who are behind the grade level standard, specifically targeting our English learners and socioeconomically disadvantaged students based on their identified need. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to maximize the impact on increasing overall ELA outcomes for all students including English learners, foster youth and low income	CAASPP ELA scores
3.7	Action: Math Intervention Programs	In response to the need of our unduplicated students; Hispanic students are 35.1 points below standard, English learners (ELs) are 37.8 points	MAP student growth reports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to the 2023 CA Dashboard Math scores, all students are 9.6 points below standard. Specifically, our Hispanic students are 35.1 points below standard, English learners are 37.8 points below standard, and socioeconomically disadvantaged students are 41.2 points below standard. Scope: LEA-wide	below standard, and socioeconomically disadvantaged (SED) students are 41.2 points below standard, this action will use research based methods and credentialed staff to provide support a tiered, differentiated mathematics support model across all grade spans as a targeted and evidence-based strategy to close these achievement gaps. These actions are designed to be LEA-wide because they align with the needs of unduplicated student groups across all schools and grade levels. They are principally directed to unduplicated pupils, particularly ELs and SED students, because the interventions are strategically focused on those most at risk of not meeting grade-level math standards. In addition, we recognize that all students may benefit from these services. Therefore, they are being implemented LEA-wide to maximize the impact on increasing overall Math outcomes for all students at the Middle and High School levels, including English learners, foster youth, and low-income students. Offering the supports LEA-wide ensures access at all school sites where unduplicated students are enrolled while maintaining fidelity to the principles of equity and proportionality.	
3.8	Action: High School Productive Study Class Need: There is a need for our unduplicated pupil population to complete coursework and stay on track for A-G completion rates. According	This class will allow time during the school day for our unduplicated students to complete work for class and make up credits toward A-G completion. This class is principally directed towards unduplicated students (English Learners, Foster Youth, Low Income) to provide dedicated time and support during the school day for completing	A-G completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to the 2023 CA Dashboard, 37.2% of all students graduated A through G eligible, and 21.1% of socioeconomically disadvantaged students. Scope: Schoolwide	coursework and recovering credits towards A-G completion. While the class is available school-wide, the design prioritizes enrollment and targeted support strategies for unduplicated pupils, ensuring they receive increased access to academic assistance and credit recovery opportunities compared to their peers. In addition, we recognize that all students may benefit from these services, so they are being implemented School-wide to maximize the impact on increasing A-G preparedness for all students including English learners, foster youth and low income.	
3.9	Action: ELD Afterschool Homework Club Need: Forest Grove has largest population of ELD students in the district. They need a place after school to complete homework and receive additional English language instruction. Data and input from educational partners, including the Site and District English Learner Advisory Committees (ELACs), indicate that these students need structured afterschool support to complete assignments and access additional English language development opportunities. Many EL and low-income students also face barriers to accessing technology and a quiet, supportive learning environment outside of school hours. Scope: Schoolwide	The action provides a dedicated room and a certified teacher to offer academic support to English learners after school. This ensures that students receive both homework help and English language instruction, addressing their specific needs and facilitating their academic progress. This action is principally directed toward unduplicated students—particularly English Learners and socioeconomically disadvantaged students—because it targets the specific barriers they face. These students are more likely to lack academic support and technology at home and benefit most from structured, school-based afterschool programs. Although the Afterschool Homework Club is available to all students at Forest Grove, it is justified as a school-wide action because the services are designed based on the needs of the unduplicated student population. Given that Forest Grove has the district’s highest concentration of	EL progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		EL students, offering this service school-wide ensures access for the intended student group while also supporting an inclusive learning environment.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6	Action: Language Review Teams Need: After analyzing English learner progress data from the 2023 CA Dashboard, 54.4% of English learners are making progress toward English language Proficiency. Scope: Limited to Unduplicated Student Group(s)	The action will meet to needs by providing time for teachers to discuss the accommodations that will best meet the needs of their students and review data to identify their greatest needs.	The percentage of students identified as making progress toward English proficiency.
3.12	Action: English Language Development Need: Our English learner math CAASPP scores are -37.8 distance from standard and our ELA CAASPP scores for English Learners is -20 distance from standard.	This action will ensure that our schools provide designated and integrated support to our English learners, as well as professional growth activities for our teachers of English learners. By prioritizing these initiatives, we can create an environment where English learners receive the targeted assistance they need while empowering teachers with the resources and skills necessary to	Distance from standard on CAASPP ELA and Math assessments.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	effectively support their students' linguistic and academic development.	

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

Pacific Grove does not have any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table. We plan to meet the required percentage in the actions and funds allotted listed above.

Additional Concentration Grant Funding

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

District does not receive additional concentration funds.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22983242	756,676	3.292%	0.000%	3.292%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$40,408,676.45	\$3,380,422.00	\$2,530,022.00	\$648,492.00	\$50,261,448.45	\$43,982,415.00	\$6,279,033.45

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Teachers, Classified Staff, and Administrators	All	No			All Schools	Ongoing	\$41,059,069.00	\$0.00	\$37,876,892.00	\$2,702,177.00		\$480,000.00	\$41,059,069.00	
1	1.2	Instructional Materials and Resources	All	No			All Schools	Ongoing	\$0.00	\$341,290.00	\$212,468.00	\$128,822.00			\$341,290.00	
1	1.3	High School Outreach Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Career Technical Education	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	\$2,664.00	\$0.00	\$0.00	\$2,664.00			\$2,664.00	
1	1.5	Broad Course of Study	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	\$0.00	\$119,607.00		\$119,607.00			\$119,607.00	
1	1.6	Technology Infrastructure and Educational Support	All	No			All Schools	Ongoing	\$0.00	\$950,000.00			\$950,000.00		\$950,000.00	
1	1.7	A-G Completion	All	No			Specific Schools: Pacific Grove High School	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.8	Subject Specific Professional Development	All	No			All Schools	Ongoing	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Professional Learning Communities	All	No			All Schools	Ongoing	\$15,183.00	\$0.00	\$15,183.00				\$15,183.00	
1	1.10	Facility Improvements	All	No			All Schools	Ongoing	\$0.00	\$4,698,406.00	\$3,293,836.00		\$1,404,570.00		\$4,698,406.00	
1	1.11	Visitor Access Management and Controls	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.12	Safety Training for Staff	All	No			All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.13	Streamline Communications between PGUSD and Community	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.14	Secondary Review of Homework Practices	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Counseling Services	All	No			All Schools	Ongoing	\$1,021,858.00	\$0.00	\$1,009,522.00			\$12,336.00	\$1,021,858.00	
2	2.2	Social Emotional Learning Resources	All	No			All Schools	Ongoing	\$0.00	\$2,500.00	\$0.00	\$2,500.00			\$2,500.00	
2	2.3	Increase Awareness of Available Assistance	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Increase Student Connection to School - Caring Adults	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Clear Consequences	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	High School Licensed Mental Health Therapist	All	No			Specific Schools: Pacific Grove High School 9-12	Ongoing	\$198,674.00	\$0.00		\$198,674.00			\$198,674.00	
2	2.7	Middle School Mental Health Therapist	All	No			Specific Schools: Pacific Grove Middle School 6-8	Ongoing	\$180,907.00	\$0.00		\$180,907.00			\$180,907.00	
2	2.8	Elementary Licensed Mental Health Therapist	All	No			Specific Schools: Forest Grove and Robert Down Elementary TK-5	Ongoing	\$170,452.00	\$0.00			\$170,452.00		\$170,452.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School 6-12	Ongoing	\$0.00	\$6,800.00		\$6,800.00			\$6,800.00	
2	2.10	Preventing Chronic Absenteeism	All Students with Disabilities Multiple races/two or more	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Site Based Professional Learning Teams	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Middle School	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Site Based Planning Time	All	No			All Schools	Ongoing	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
3	3.3	AVID Classes at PGHS and PGMS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	Ongoing	\$141,507.00	\$38,746.00	\$172,982.00	\$7,271.00			\$180,253.00	
3	3.4	English Language Arts Support Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	Ongoing	\$188,639.00	\$0.00	\$150,911.00			\$37,728.00	\$188,639.00	
3	3.5	Elementary Schools English Language Arts Intervention	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	Ongoing	\$534,929.00	\$0.00	\$416,501.00			\$118,428.00	\$534,929.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Language Review Teams	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,065.00	\$0.00	\$1,065.00				\$1,065.00	
3	3.7	Math Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$29,488.00	\$0.00	\$29,488.00				\$29,488.00	
3	3.8	High School Productive Study Class	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	Ongoing	\$110,560.00	\$0.00	\$110,560.00				\$110,560.00	
3	3.9	ELD Afterschool Homework Club	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	Ongoing	\$3,337.00	\$0.00	\$3,337.00				\$3,337.00	
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.11	District wide math articulation	All	No			All Schools TK-12	Ongoing	\$2,664.00	\$0.00	\$2,664.00				\$2,664.00	
3	3.12	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$310,720.00	\$0.00	\$310,720.00				\$310,720.00	
3	3.13	Free BASRP for SED Youth	All	No			Specific Schools: Forest Grove Elementary School and Robert Down Elementary School	Ongoing	\$0.00	\$0.00		\$0.00			\$0.00	
4	4.1	Professional Development	All	No			All Schools	2026-2027	\$10,699.00	\$0.00	\$10,699.00				\$10,699.00	
4	4.2	Diverse Curriculum	All	No			All Schools	2026-27	\$0.00	\$0.00		\$0.00			\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Community Outreach	All	No			All Schools	2026-27	\$0.00	\$600.00	\$600.00				\$600.00	
4	4.4	Equitable Grading Practices	All	No			Specific Schools: Pacific Grove High School, Pacific Grove Community High School, Pacific Grove Middle School 6-12	2027-27	\$0.00	\$5,084.45	\$5,084.45				\$5,084.45	
4	4.5	Board Policy Review	All	No			All Schools	2026-27	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.6	Cultural Proficiency Communication	All	No			All Schools	2026-27	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.7	Community Consultation	All	No			All Schools	2026-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
4	4.8	Community Classes	All	No			All Schools	2026-2027	\$0.00	\$5,000.00	\$0.00		\$5,000.00		\$5,000.00	
5	5.1	*Discontinued*Attendance Incentive Program														
5	5.2	*Discontinued-Restorative Practices Professional Development														
5	5.4	*Discontinued-Professional Learning Community Training														

2026-27 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
22983242	756,676	3.292%	0.000%	3.292%	\$1,195,564.00	0.000%	5.202 %	Total:	\$1,195,564.00
								LEA-wide Total:	\$29,488.00
								Limited Total:	\$311,785.00
								Schoolwide Total:	\$854,291.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	High School Outreach Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	\$0.00	
3	3.3	AVID Classes at PGHS and PGMS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School, Pacific Grove Middle School 7-12	\$172,982.00	
3	3.4	English Language Arts Support Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove Middle School 6-8	\$150,911.00	
3	3.5	Elementary Schools English Language Arts Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Grove Elementary, Robert Down Elementary	\$416,501.00	
3	3.6	Language Review Teams	Yes	Limited to Unduplicated	English Learners	All Schools	\$1,065.00	

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 (%)
				Student Group(s)				
3	3.7	Math Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,488.00	
3	3.8	High School Productive Study Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pacific Grove High School 9-12	\$110,560.00	
3	3.9	ELD Afterschool Homework Club	Yes	Schoolwide	English Learners	Specific Schools: Forest Grove Elementary School	\$3,337.00	
3	3.12	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$310,720.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$36,289,303.00	\$41,221,392.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Teachers, Classified Staff, and Administrators	No	\$26,390,106.00	26930629
1	1.2	Instructional Materials and Resources	No	\$300,000.00	368117
1	1.3	High School Outreach Counselor	Yes	\$0.00	0
1	1.4	Career Technical Education	No	\$28,156.00	76971
1	1.5	Broad Course of Study	No	\$50,000.00	51138
1	1.6	Technology Infrastructure and Educational Support	No	\$1,407,486.00	1,406,067
1	1.7	A-G Completion	No	\$0.00	0
1	1.8	Subject Specific Professional Development	No	\$56,806.00	10000
1	1.9	Professional Learning Communities	No	\$6,000.00	0
1	1.10	Facility Improvements	No	\$5,259,091.00	9686509
1	1.11	Visitor Access Management and Controls	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Safety Training for Staff	No	\$0.00	0
1	1.13	Streamline Communications between PGUSD and Community	No	\$2,000.00	510
1	1.14	Secondary Review of Homework Practices	No	\$0.00	0
2	2.1	Counseling Services	No	\$973,989.00	984788
2	2.2	Social Emotional Learning Resources	No	\$10,000.00	10000
2	2.3	Increase Awareness of Available Assistance	No	\$0.00	0
2	2.4	Increase Student Connection to School - Caring Adults	No	\$0.00	0
2	2.5	Clear Consequences	No	\$0.00	0
2	2.6	High School Licensed Mental Health Therapist	No	\$191,601.00	190522
2	2.7	Middle School Mental Health Therapist	No	\$173,654.00	176101
2	2.8	Elementary Licensed Mental Health Therapist	No	\$151,543.00	155511
2	2.9	Vector Training Student Safety & Wellness Courses grades 6-12	No	\$6,500.00	6603
2	2.10	Preventing Chronic Absenteeism	No	\$0.00	0

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)
3	3.1	Site Based Professional Learning Teams	No	\$0.00	0
3	3.2	Site Based Planning Time	No	\$25,000.00	14919
3	3.3	AVID Classes at PGHS and PGMS	Yes	\$211,240.00	185808
3	3.4	English Language Arts Support Classes	Yes	\$179,125.00	180745
3	3.5	Elementary Schools English Language Arts Intervention	Yes	\$329,424.00	332116
3	3.6	Language Review Teams	Yes	\$1,200.00	3536
3	3.7	Math Intervention Programs	Yes	\$165,961.00	65727
3	3.8	High School Productive Study Class	Yes	\$106,612.00	107543
3	3.9	ELD Afterschool Homework Club	Yes	\$7,000.00	0
3	3.10	Implement a Robust Peer-to-Peer Tutoring Program	No	\$0.00	0
3	3.11	District wide math articulation	No	\$6,450.00	1500
3	3.12	English Language Development	Yes	\$212,112.00	251227
3	3.13	Free BASRP for SED Youth	No	\$0.00	0

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)
4	4.1	Professional Development	No	\$16,806.00	14305
4	4.2	Diverse Curriculum	No	\$8,441.00	5000
4	4.3	Community Outreach	No	\$3,000.00	500
4	4.4	Equitable Grading Practices	No	\$0.00	0
4	4.5	Board Policy Review	No	\$0.00	0
4	4.6	Cultural Proficiency Communication	No	\$0.00	0
4	4.7	Community Consultation	No	\$10,000.00	5000
4	4.8	Community Classes	No	\$0.00	0
5	5.1	*Discontinued*Attendance Incentive Program		0	0
5	5.2	*Discontinued-Restorative Practices Professional Development		0	0
5	5.3	*Discontinued-Professional Learning Community Training		0	0

2025-26 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)
759926	\$1,009,845.00	\$1,126,702.00	(\$116,857.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	High School Outreach Counselor	Yes	\$0.00	0		
3	3.3	AVID Classes at PGHS and PGMS	Yes	\$156,240.00	185808		
3	3.4	English Language Arts Support Classes	Yes	\$143,977.00	180745		
3	3.5	Elementary Schools English Language Arts Intervention	Yes	\$216,743.00	332116		
3	3.6	Language Review Teams	Yes	\$1,200.00	3536		
3	3.7	Math Intervention Programs	Yes	\$165,961.00	65727		
3	3.8	High School Productive Study Class	Yes	\$106,612.00	107543		
3	3.9	ELD Afterschool Homework Club	Yes	\$7,000.00	0		
3	3.12	English Language Development	Yes	\$212,112.00	251227		

2025-26 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)
22663919	759926	0	3.353%	\$1,126,702.00	0.000%	4.971%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024